KEDRON BROOK CATCHMENT NETWORK

PROJECT MANAGEMENT RESOURCE

Contents

Welcome!

…to KBCN's resource to project management

Kedron Brook Catchment Network (KBCN) coordinate, facilitate and support volunteer bush-care groups, individuals and other community groups, work to protect and improve their local natural environment. In collaboration with Brisbane City Council and KBCN, a team from Volunteering Queensland worked with KBCN community volunteers to develop this resource. In September 2014 a KBCN community workshop was held. Participants were invited to share their project experiences, including difficulties they encountered and any resource gaps. The objectives embedded in this resource material were derived from that workshop.

The objective of Kedron Brook Catchment Network is to protect and improve the environment of the Kedron Brook Water Catchment Area through education and facilitation.

Kedron Brook Catchment Network identified the need to develop a practical project management resource for use by the network, bush-care group volunteers and other community groups to enhance their ability to manage projects. Some people believe that managing projects is a difficult task that only people with academic qualifications can do. This resource aims to show you that the very people most able to take on conservation projects are the local volunteers and community stakeholders who know the local environment. This resource has been put together for you. Whether you have in mind a project to increase native bee hives, build and install bird nest boxes, or develop environment-related education programs, KBCN embraces your creativity and invites you to read on.

How do you use this resource? Let me explain:

Whether you realise it or not you 'project manage' all the time. This resource has been designed to guide you through a systematic approach to undertaking new projects or to improve existing ones, and comes in three main sections:

Section 1   *Project Management Basics 101. Here's where you will find an introduction to the aspects of project management and a step by step guide to running projects.*

Section 2   *Key knowledge areas for Project Managers. This section provides information on the key knowledge areas project managers will be expected to juggle through the project life cycle. The issue of sustaining community engagement was raised often during the consultation workshop and consequently we have provided more supportive information on this knowledge area. Sustaining community engagement provides information on collaboration, networking and social connectivity. It provides information on volunteer recruitment and volunteer retention with an emphasis on appealing to younger volunteers.*

Section 3   *Project Library: This resource is designed to be a dynamic library of resources that enable bush-care groups and individuals to complete project activities.   The resource provides a place for you to add updates, changes and adjustments. The headings include case studies and tip sheets; lessons learned from experience; resource kit; past project submissions, proformas and templates; issues and new ideas generated; hot links; and contacts list. The "lessons learned" subheading provides for the capture of KBCN's ongoing cycle of monitoring evaluating, reporting and improving. Noting the success and failures will improve the capacity to learn from past experience. In turn it will positively affect KBCN's long term project outcomes. So often we find that our struggles are shared; the subheading   "issues and new ideas" is to capture your continual innovation and learning process.*

Section 1 - Project Management Basics 101

The Nuts and Bolts... what is a project and how is a project managed?

During the workshop the KBCN community volunteers told us that "projects are run more effectively and efficiently when the participants are supported by prior learning and a passing on of knowledge and training".

So, we present to you a 'soft focus principles of management' framework for the resource. Management is fundamental to virtually all the activities carried out by bush-care group volunteers and your ability to manage will support positive project outcomes far more than individual efforts will.

What is a project?

A project is a **temporary** undertaking to produce a **unique** product, service or result and will usually have a distinct beginning and end set within an agreed **timeframe**. And, the end is reached when all of the agree project **objectives** have been satisfied (or the project is terminated because the objectives are unable to be met). They also involve **uncertainty** because they are generally new initiatives.

What's the difference between a project and an activity?

It is useful to distinguish between activities and a project to define what project management includes and does NOT include.

Activities are tasks that people already know how to do and the resources for the task are already available. The following definition provided by the Tasmanian Government is instructive:

'An **activity** may be something that requires no structure or planning to execute, or may be an ongoing or repetitive process. In the initial stages, or the first time an activity is performed it may be treated as a project to allow the learnings to be recorded.'

For example the act of planting a tree or seed would be an activity versus a site rehabilitation project. Or the activity of dropping kids at school every day versus the project of completing university.

Projects vary. If we think about the characteristics of each conservation project we can note that they will vary in terms of their **location**, **team members**, **design**, **funding**, **stakeholders**, and ultimately have very different circumstances and constraints.

All projects have to **balance** competing factors such as project **scope**, **quality**, **schedule/time**, **budget**, **benefits**, **resources** and **risks**. These factors are interconnected and a change to one factor will likely have a flow-on affect on the other factors. Tradeoffs are common.

They are discussed further in Section 2.

What is Project Management?

"[Project Management] is characterized by **methods** of restructuring management and adapting special management techniques, with the **purpose** of obtaining better control and use of existing resources"[1]

Whether you coordinate large scale rehabilitation projects spanning extended time frames and costing lots in terms of money and labour or a one off community planting day, the project management framework is roughly the same. The size and type of your project will determine the relevance of the information; smaller projects may require less structured organising.

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[1] Kerzner, H. R. (2013). Project management: a systems approach to planning, scheduling, and controlling, John Wiley & Sons.

The overarching process steps in project management are:

1. *Starting out*

2. *Planning and proposal*

3. *Development: Organising*

4. *Executing, Monitoring and Controlling*

5. *Completing and Closing*

These processes are set out here as a series of ordered steps and expanded with greater detail.

Why do my small projects require project management?

Just because we have completed many projects in our lives it is not the same as following effective project management practices.

Some general **benefits** include:

- Helps you to stay on track;

- Ability to articulate why, how and who will be delivering the project with ease;

- Improved/more consistent relationships with all stakeholders;

- Shorter Planning and development times;

- Lower costs;

- High quality and consistency;

- Higher volunteer morale which comes from being more informed and more in control.

http://www.maxwideman.com/pm_101/in_general.htm
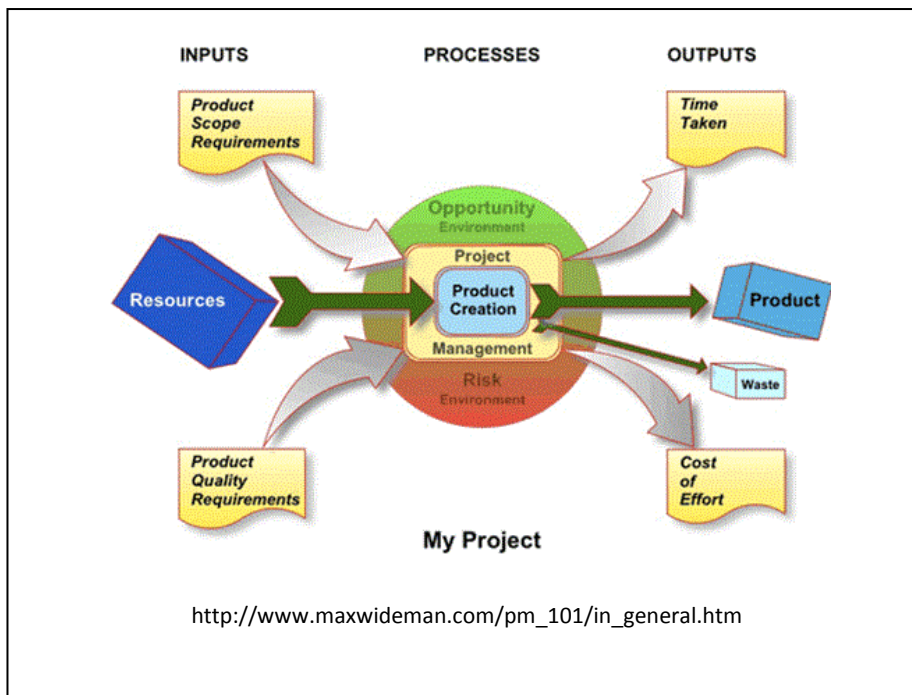
Step 1: Starting out – develop a case

Every project starts with an idea (from you or a funding body). The project idea must be considered to **add value** or **address a problem**. The case provides the justification that the project is needed, viable and achievable and worth the investment in time and money. This justification provides the reasons for undertaking the project and drives the decision making to ensure that the project is kept on track to meet the desired objectives and outcomes.

Most people analyse 'the case' naturally by weighing up what is needed against the groups capacity. Some useful questions to ask yourself for every project are listed below. Such questions help develop realistic expectations and minimise risk and disappointment.

? **Ask yourself**

Is it feasible?

- Who comprises the project team, what are their roles, responsibilities and inter- team communication methods? What are their capacities? Do we currently have the people to do the job?

- Who are the stakeholders including the project sponsors/grant providers? What expectations do they have? Will they work to support or act against the project?

- What is the timeframe?

- Is the summary of project cost reasonable?

- Have we completed a risks profile which assesses risks and how these could be managed?

Is it worthwhile?

- Do you know why you are doing the project?

- Who are the end users, the people who will gain the benefit from the completed

project? How are their needs factored into the case?

- What will the project produce or deliver?

- How will the project contribute to the community e.g. social or environmental benefit?

- Are there any expected dis-benefits?

This case can also be drawn upon when writing grants applications and securing funding. A strong case helps present the work of KBCN to potential funders in a convincing manner.

Off the Shelf Projects

The idea behind 'off the shelf' project is to have a collection of potential projects that the group have identified as relevant, important and interesting in relation to the objectives of the group and existing issues/needs in their catchment area.

When grants are announced by funding bodies, community groups sometimes scramble to put together a proposal which will satisfy the requisites of the funding. Often, this means grant-writing is rushed, potential partners are approached and informed at the eleventh hour, and the members of the group itself may not even know of the funding application (which may create a sense of confusion amongst members). All of this can affect both the likelihood of securing funding, and also the success of the final project.

An "off the shelf" project is one where a group has developed the concept and key details of possible project based on their interests and priorities, regardless/in advance of funding opportunities becoming available. The process is a "net gain" because irrespective of funding availability it enables groups to focus on what should be done to achieve a goal, rather than

trying to jam a square peg into a round hole when and if a funding opportunity arises.

Asking the question – "If we had the money and the time, what projects would be our priority and what do we want to get done" helps to be strategic and prepared ahead of time, rather than being reactive when a great funding opportunity presents itself. A worked-up project may take many years to complete and need $100,000. If $10,000 of funding is available for one year, the project can be divided into bite-sized chunks while you head towards achieving the overall goal.

From a grant assessor's point of view, a project which has been worked up through this process stands out. It makes a big difference when an assessor is going through potentially hundreds of similar applications. An assessor will look at these projects as being thorough and well thought-out.

You may choose to record your 'off the shelf' projects simply as a Summary Table or you may record them with more detail in something like the "Project Development Template for Off-the shelf" projects (you can find this in Section 3, the Library in 'Proformas and Templates' at the back of this resource). The benefit of the "Project Development Template" is that it begins by asking a range of questions to help determine if the project idea actually fits with the aims and intentions of a group, and if it is likely to secure funding.

Step 2: Planning & proposal

This step requires reflection on your future vision so you can identify and set the goals that make this future vision a reality. You now have a strong idea of what you want to achieve and need to plan how you will get it done. It is important to **make the goals and objectives explicitly** in the plan to help you stay accountable.

- **Goals** are broad outlines of what KBCN wants to achieve.

- **Objectives** are more specific and address the problem to be overcome or what KBCN wish

the project to achieve. It is important to set realistic and attainable objectives and to write them down.

Clearly identify the required activities.

- **Activities** describe the actions required and detail how the objective is to be achieved, by whom and by when. The activities should link to the objectives, and the objectives should link back to KBCN's broad goals.

Identify the outcomes.

- An **outcome** is the proposed change derived from the project; identify the users and consider whether the outcomes will meet the users' needs.

❓ Ask yourself

- Do you know why you are doing the project?

- Do you know what you have to produce and by when?

- Have you worked out what is included in your project and what is NOT included in your project?

- Have you made a list of all the stakeholders and how they may be affected by, or affect the progress of the project?

- Have you decided how you will communicate information with stakeholders?

Formal proposal- funding application/business case.

There will generally be a template you need to complete. Be sure to include key role responsibilities (when known) and information on chain of command. Outline the measureable goals, the initial budget outline (rough) (do not be afraid to ask for the resources you need) and a basic time frame with key milestone dates e.g. start and end dates.

Before submission consider communicating all of the above information with key stakeholders to

ensure that everyone is confident and complicit in the initial plan.

The proposal should be a good communication tool whereby people can read it and gain an understanding of what you are trying to achieve and how.

Where to seek help

The team scoping the management plan may not have experience of a project like the one being undertaken. If the project is a first for you or KBCN then it will be important to learn from other people's experience. Ask other conservation groups who have managed similar projects or done similar things. A lot of time and energy can be spent reinventing the wheel.

Additionally, any weed control and revegetation projects on Brisbane City Council land must have Land Manager approval. Your catchment group's Creek Catchment Officer is the key point of contact for arranging this and providing guidance. The Creek Catchment Officer can also provide technical and planning support for developing up your project idea and scope. Within the Library Section Resource Kit of this resource you will find the 'Bush-Care Costings' document which provides you with an estimation of materials and costs that may be applicable to your project.

Step 3: Development: Organising

Organising follows on from planning and offers suggested ways to keep your identified goals, objectives and activities in order.

You may want to identify and approach funding sponsors and sources at this point. Refer to the project library in this resource for links and resources on how to secure sustainable funding.

Define your strategy for completing the tasks to work towards your larger objectives.

Consider preparing a **plan of operation** by listing all the steps necessary to achieve the task.

Schedule your time, set dates and break each step down into individual activities. A Gantt chart is a useful tool to break down the project elements of what has to be done across time. On the left of the chart is a list of the tasks or project activities and across the top is the time frame. A Gantt chart also illustrates the relationship between elements in terms of dependencies and the ordering of activities. Please refer to the 'Hot Links' heading within Section 3 Project Library for a link to Creating Gantt Charts.

Organise your local volunteers. Select your team and consider whether you need to recruit or train existing volunteers? Training can ensure the quality of the outcomes by improving skills and be a source of volunteer motivation "volunteers yearn to learn". Delegate tasks; define roles and responsibilities and the method of communication between people. Consider whether and how you might be able to integrate volunteer training into the broader project timeline.

Organise your equipment and materials required by the activities.

Organise your suppliers; who are the suppliers (resources and expertise) and can they deliver.

Step 4: Execute

This section of the project lifecycle generally **requires the most effort and time**.

Execution involved the coordinated and controlled use of resources to achieve the projects goals.

At this point in the project it is important to remember to:

- stay on task, and
- keep it simple and cost effective.

Don't overcomplicate the issue and continue to evaluate your progress and adapt your management and plan accordingly.

Monitoring and Controlling

It will be necessary to monitor the project's progress. Progress is the level of achievement toward the project's objectives. **Progress may be measured in terms of time, cost, quality, scope,**

benefits and risks and then using this information to make decisions and to take action as required.

Projects have the potential to be dynamic and change because of the interconnected relationship between time, cost, quality, scope, benefits and risks. Due to the amount of change most projects experience it is necessary to **incorporate the results** of monitoring to improve the project, **adapt** and learn. This should be a continual process. Project learning should be documented and stored within the Section 3 Project Library 'lessons learned' and shared with other groups so they can improve their conservation outcomes. The Wahminda Grove Bushcare Group provides a detailed account of their work experience and key learnings with the Powerlink Ferny Hills Substation Site community project within the 'Lessons Learned' heading of the Project Library.

?   Ask yourself

- Do you have a plan for how and when the status and success of the project will be evaluated?

- Check in: don't spend more time, money or effort than it takes to do the project.

Step 5: Closing

At the conclusion of the project it is important to tie up loose ends and record information appropriately to enhance future learning and accountability. The following activities support an optimum project closure:

- Report back to the funding body, include before and after project photos, and obtain acceptance from the sponsor that the

project has been completed in accordance with the funding conditions;

- Document the lessons learned in the Project Library of this resource;

- Apply any appropriate updates or adjustments to the project management procedures framework in this resource;

- Archive project documents and templates in the Project Library so they can be used as historical data;

- Reflect on the team's performance and record insights and learning within the Project Library;

- Give thanks and celebrate with those who were involved.

- Considered how you will finish and handover the project.

- Plan the celebrations!

On-going Maintenance

On-going, long term site maintenance and monitoring is essential to maintaining a healthy environment after the project has been completed. Although you can use grant funds for contractor support, nearly all grants have a one year life cycle so beyond that time maintenance will need to be done by volunteers. This is a relevant consideration when determining how large a project to undertake, especially as Council Land Manager request at least two years maintenance of revegetation projects after the planting event. Within the Resource Kit within the Project Library a 'Bushcare Costings' document provides you with a breakdown of approximate costs and materials that may be associated with the on-going maintenance of a revegetation project.

Section 2 - Key knowledge areas

The role of the Project Manager

The project manager is the person responsible for the day to day management of the program. There are many personal characteristics and technical skills which are useful for a project manager to have, or to try to learn through the course of a project.

Desirable personality traits include the ability to:

- communicate clearly
- lead volunteers
- balance the constraints placed on the project (e.g. scope, time, budget)
- perform under pressure (and enjoy yourself under pressure).

Key knowledge areas:

The following table expands upon the key knowledge areas for a project manager and puts the relevant actions in the context of different stages within the project life cycle.

Concept	Development	Execution	Closure
Scope - Definition: what is and is NOT included in the project i.e. how large is the project in money, time, effort and ambition.			
	Collect all information you need to know; Define the scope (be detailed): Work required & the end result.	Create a work breakdown structure. Work out estimates of time resources Verify scope Control the scope- don't let the project get too large.	
Time Management			
	Define the activities involved; What sequence do they need to occur in; Estimate the Duration; Finally develop a project schedule.	Control schedule	
Cost			
	Estimate costs Determine budget	Control costs	Final acquittal
Quality			
	Consider how you will ensure quality through the projects execution	Perform quality checks	Assess and evaluate the quality of the final product
Human Resources (See section 2.1 for more information)			
Consider existing capacities of volunteers. Consider ability to acquire any additional volunteers to meet any skills and knowledge deficits		Form team Build team Manage the team	Celebrate and reflect together

Concept	Development	Execution	Closure
Strong Communication			
Identify stakeholders in the community and within the organisation *See section 2.2 for more information on communication with stakeholders.*	Plan how you will communicate within the team and with stakeholders. Where appropriate liaise with stakeholders on the development of a proposal and project case.	Distribute information Manage the expectations of stakeholders Report of the progress of projects to funding bodies and volunteers	Complete final reports Share learnings with others
Risks			
	Identify possible risks to the project's success Respond to risks	Monitor and control risks	
Resources			
Assess what resources you have and need	Plan purchasing	Conduct purchasing Ensure that purchasing is on budget; Ensure resources are taken care of.	Ensure resources are appropriately stored or are returned.
Integration - *Definition: the ability to balance key constraints: scope, time, cost, resources, risks and quality. Often portrayed through the diagram below.* Scope Quality Cost Time			
		Direct and manage execution monitor and control work Integrated change control: assessing and integration necessary changes as the project progresses.	Close the project

During the KBCN workshop you told us that project managers are more successful when they work in a team. You asked "how do you project manage people, who do you contact, how do you contact and how do you train people"?

Leading and managing people

As the coordinator of the project, your job is to focus the volunteers you are going to work with. Leadership is effectively getting other people to do the job. Project leaders focus the project team toward a common goal and support them to work together. Effective project leaders establish and maintain the project's vision; develop team building and trust; ensure open communications; mentor and support team members; and evaluate the performance of the team.

We all need time to find our leadership style and to develop it to suit the needs of the group.

Team building helps the volunteer group, who are drawn together because of the common vision, work with each other. Encouraging mutual trust and open communication, managing conflict effectively, introducing appropriate rewards and recognition, creating a team identity and providing leadership all enhance team building. Good leadership and good team building can improve teamwork performance through facilitating information exchange, improved decision making and ultimately, effective project management.

Volunteer teams are made up of individuals with diverse backgrounds, expectations and objectives. The success of the project relies on the volunteer team member's commitment, which is directly related to their level of motivation.

An awareness of the issues discussed under the following sub-headings can help in fostering enthusiasm and in turn motivate volunteers.

Open Communication

Effective communication is required within the project team, between the project leader and other stakeholders for the project to be successful. In order to facilitate effective communication the project leader should be aware of the communication styles of individual team members, their relationships, personalities, and cultural nuances. Attentive listening gives the project leader insight and is an important part of open communication.

Influential Leadership

Influencing is an approach underpinned by power sharing and relying on interpersonal skills to get others to work toward KBCN's common project vision. Team members are influenced by:

- Leading by example, and following through with commitments;
- Clarifying how decisions are made; and
- Using a flexible interpersonal style appropriate to the audience.

Cultural and Political Astuteness

As Australia embraces multiculturalism, volunteers come to projects from culturally diverse backgrounds. Project leaders who embrace cultural differences create an environment of mutual trust. An operational way to manage cultural diversity is by getting to know the individual team members and maintaining open communications.

Organisational politics, the pursuits of individual agendas, are unavoidable in project environments because of the diversity and expectations of the people involved. The project leader needs to be able to manage project politics and power for the project to be a success.

Building Trust

For project leadership to be effective there needs to be a level of trust among the project team. Trust informs cooperation, information sharing and problem solving. Team trust is essential to maintain relationships and collaboration.

In order to build trust project leaders should:

- Connect with others through open and direct communications;
- Keep all those who have a vested interest in the project informed;
- Invest time with the team getting to know them;
- Ensure directions are open and explicit so there are no misunderstandings;
- Share information;
- Be open to new ideas; and
- Have the welfare of the team in mind and demonstrate concern for others.

Managing Conflict

The project leader needs to be able to identify the sources of conflict within a team and then manage the conflict to minimise unconstructive outcomes. Conflict can be a good thing when actively managed because it can support the team to progress to a better solution. Better solutions are more likely to result in successful projects.

It will be necessary for the project leader to develop a comprehensive interpersonal skill set in order for the project leader to effectively manage conflict. Key will be the ability to build trust so that all team members feel comfortable to participate fully in the discussion and express themselves openly and honestly.

If the project leader is unable to resolve a conflict situation then it may be necessary to use assertiveness, avoidance or compromise in order to lead the team through to a positive outcome.

Volunteer recruitment

Group Goals Identified	What are we working towards?	Need for more volunteers identified	Why do we need volunteers?	Group prepared to receive volunteers	Are we ready?	Advertising	Where and how do we recruit?

The following section is broken up into four primary steps which should be read sequentially. It is intended as a reflective guide to support groups whose current recruitment and retention isn't sufficient for the group's needs.

Step 1: Identify your group's goals:

Having a shared vision and goals helps to provide coherence and effective working relationships. Specialisation is more efficient when contributing towards a common goal, so that personalities and skills become complementary.

? Ask yourself

What are we working towards?

- In our projects.
- In establishing and maintaining a particular culture within the group.

Step 2: The need for more volunteers identified

If someone walked in saying 'I can volunteer', would you know what projects need support and what jobs need to be filled? Who would induct them into those roles? Having a goal in mind (Step 1) and thinking through the answers to the questions in Step 2 ensures that you have both the *need* and the *capacity* to absorb more volunteers and focus their resource. Remember, sometimes having more volunteers can be more stressful than helpful.

There may be times when a larger number of un-skilled volunteers is needed whilst you may also require on-going volunteer support with formal skills for other tasks such as administration or local communication.

? Ask yourself

- What do you need more people for?
- In order to satisfy this need how many people do you need?
- What skills do they need?
- What time frame will we require them for?
- How flexible can we be in our requirements?

Common reasons for needing more volunteers

Common responses:

- Skills gaps, including: Planting, accounting, fundraising, project management, people management.
- Key knowledge gaps;
- Current volunteers are feeling stressed, overwhelmed or close to burn out;
- More man power required including:
- Need physically strong people for project;
- Need a large group of people in the short term or long term.
- Want to see more people share the experience with the current group
- Identified position vacancies;
- Succession planning
- Preparing for life changes within your group which will leave skills, knowledge gaps

Within the Section 3, of the Library under the heading 'Volunteer Recruitment and Management' you will find embedded links to position descriptions. In addition, volunteer managing and recruiting templates has been provided by Volunteering Queensland. Use these templates to define the purpose of the volunteer's role and their responsibilities within the organisation.

Step 3: Preparing the organisation

So you have a <u>goal</u> and you have a <u>need</u> now what? Before advertising it is important to ensure that your group is ready to receive the new volunteers you require. Strong groundwork in the form of clear expectations and a good induction significantly helps in volunteer retention and all round satisfaction and group cohesion. Step 1 and 2 are part of this process.

? Ask yourself

Does your group enable volunteers of different life stages to be actively involved in volunteering opportunities and projects? Some simple questions to ask are:

- How do people feel and act towards those who are new or different to themselves?
- Are there flexible engagement options to appeal to people with different life commitments?
- Is the site accessible by public transport? Is it safe for children?
- Do your key modes of communication enable many people to stay in touch?
- If not, you can support and enable people to volunteer actively by:
- Supporting a culture of respect for individual decisions and lifestyle choices.
- Promoting inclusion in and contributing to all areas of the organisation
- Understanding 'age' related communication styles and preferences;

- Enabling youth and senior to utilise their specific skills and interests to contribute to the organisation.

? Ask yourself

Do you have sufficient resources to absorb more volunteers?

- Is there physical space, such as workspace, or car space?
- Are there enough tools and financial resources?
- Time; such as significant volunteer time and patience required to adequately train and support new volunteers.
- Depending on your answers a value judgement now needs to be made on whether you need to wait, think, change or just jump in to volunteer recruitment.

Step 4: Advertising and Recruitment

The groundwork has been laid now what are the options to reach out and recruit?

A lack of information on the benefits of volunteering and the diverse ways in which you can volunteer has been noted as a major barrier to participation[2] in volunteering. Advertising must therefore inform people on what you do and appeal to them. A couple of sample ads have been provided within Proformas and Templates heading for you to use.

It is also important to remember that where and how you advertise will have a large impact not only on who responds to the ads but also what they consequently expect from their volunteer experience. Advertisements must therefore be realistic and reflect your actual needs based on your previous experience.

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[2] Adams 2009 Gen Y Volunteers

Content

The recruitment message needs to convey key information to potential volunteers:

- Need: what is the reason the job should be done?

- Solution: How this job can help solve this need?

- Fears/Concerns: Will I be capable of doing it?

- Benefits: What's in it for me?

- Contact Point: How do I get involved? Who do I contact?

Selecting a platform

You can use any number of platforms to advertise for more volunteers. Generally speaking, it is important for bush care groups that these options be both time efficient and low/no cost. Options include: Facebook, newsletters, letter drop, email, word of mouth, through other organisations, newspapers (e.g. human interest stories), posters, hosting special events.

Modes of recruitment

VQ summarised three key recruitment strategies: Targeted recruitment, concentric circles recruitment and warm body recruitment. All three are relevant to catchment groups for different reasons. For catchment groups a final recruitment method, 'staying in touch' through newsletters for example is also very beneficial and may lead people to join back in after a long absence.

Retaining and motivating volunteers

How are you going to motivate your volunteers? The most important aspect of a volunteer workforce is to obtain their commitment, and for volunteers to rank KBCN projects as a priority. There are a number of strategies KBCN can employ to support their volunteer staff, areas to consider include:

- Organisational Culture of KBCN

- Communication being open and clear

- Empower volunteers, what motivates them

- Training & learning

- Appreciation & rewards

- A level of Challenge

- The table that follows provides further information.

? Ask yourself

Why do I volunteer?

When do I feel most passionate?

When do I feel most frustrated?

How does the group contribute to this?

What are the features of our group that support satisfaction and retention of volunteers?

Reasons for leaving

Before you get concerned that people are leaving its important to remember that people volunteer in many different ways:

- Episodic volunteers

- Pathways volunteers

- Corporate and consultant volunteers

It is important that 'successful engagement' is interpreted broadly[3]. Sporadic involvement should not be interpreted as a failure. Sporadic involvement is an important component of being involved and gaining understanding over a sustained period. Infrequent but repeated engagement ensures positive experiences and increased awareness enabling involvement in later life. Some of the common reasons for ceasing volunteer activities are listed in the following table:

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[3] Landcare

Organisational Culture	It's not a new idea. Organisational culture can make or break the success of volunteer involvement. Fun friendly people with good food always help a project along.
	Provide flexibility so that volunteers can integrate their volunteer commitments alongside their other life commitments e.g. manageable workloads and project timelines.
	Refer to **Project Library, Proformas and Templates, Volunteer Management: VQ_Wolston Creek Bushland Group Case Study:** This case study discusses how the Wolston Creek Bushland Group created and maintained a group of active volunteers of all ages.
Communication	Open communication is essential in volunteer success stories. It is important to have:
	Accessible and open forms of communication e.g. group emails; When your group grows of changes re-ask these questions to elucidate the type of technologies volunteers are they are already using in their everyday life (e.g. do they have a Facebook page or a twitter account). Target communication accordingly. E.g. facebook, texts and emails are likely to be the most normalised communication channels for young people.
	Make and devote time just to communication either online or face to face;
	A respectful culture to encourage open dialogue. An afternoon tea after planting in the park can facilitate this.
	For leaders it is vital to articulating **expectations** of other volunteers so they understand what is expected of them. You can't expect people to read your mind.
	Appraisal: When people don't know when they're not performing well it can lead to tension. It is important to give regular and honest feedback in a supportive manner.
	Update volunteers on progress, share achievements and successes. Volunteers want to know their efforts make a difference.
Empower volunteers	Ensure volunteers feel part of the organisation, ask for their opinions and involve them in the decision making process so that they feel a sense of project ownership.
	Understand what motivates your volunteers and provide responsibilities or positions that support their ambitions. Volunteers will have different motives, e.g. working toward the greater good, achievement, friendship, continued learning and personal growth. It is important to know what motivates each team member.
Training & learning	Good induction and training minimises turnover by preparing people with the skills and knowledge they need to succeed and in turn feel confident in their roles. Training also helps people to feel like they benefit from volunteering.
	Training should be continuous and volunteers should be managed and support each other in a manner which is explicitly developmental, supportive and appreciative.
	Intergenerational skills transfer can both build relationships within the group and knowledge.[4]

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[4] VQ Intergenerational activities

	Don't be afraid to call someone in to assist or talk from another group just for a day or night to share experience.
Appreciation & rewards	Recognise and reward the work of volunteers and acknowledge their support and hard work with personal praise and public thanks. Positive feedback is a great motivator. Demonstrating KBCN's appreciation for their volunteer workforce is important for volunteer retention and recruitment of new volunteers. It is very important that leaders say thank you for individual and group commitments. Below is a table of helpful hints based on the needs of different generations.

Generation	**Recognition Strategies**[5]
Gen Y (1980-1999)	Immediacy of recognition is important, verbally and/or in writing. Utilise individual and group rewards Refer to **Project Library, Proformas and Templates, Volunteer Management: VQ_ volunteer attendance record:** can be used to track the involvement of all volunteers but may be particularly useful for younger volunteers who may need a record for school, university or to demonstrate their commitment to a future employee.
Gen X (1965-1980)	Often considered to be self-reliant, pragmatic and entrepreneurial and they see volunteering both as a developmental step in their career and as an expression of identity and values. They are results oriented. So it is appropriate to meet their sense of achievement with praise.
Baby Boomers (1945-1964)	Generally best to recognise individually. They often see volunteering as part of post retirement life. Often professionals wanting to continue to use and expand skills.
Silent Generation	Important to use a smile and a personal greeting Willing to wait for rewards Recognise through greater responsibility in the role.

Challenge	Most volunteers want to feel that they are doing work that matters. Challenges can be essential to some volunteers feeling of accomplishment.

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[5] VQ Recognition practices for different generations
VQ Changing demographics

		DRIVERS		
Individuals reason for leaving	**Manifests as**	**Group**	**Personal**	**Appropriate Response**
Life changes			X	Communication: stay in touch.
Not fitting in and not feeling useful because they lack the skills to do the tasks and don't really feel they know what is expected of them.	People breaking rules and doing tasks poorly, high turnover	X		Communication of expectations and processes, appreciation of tasks completed, training on required skills.
Not feeling helpful or not seeing tangible results	Low motivation, poor attendance.	X		Challenge with different tasks, communicate the positive outcomes from completed projects.
Hostile group dynamics		X	X	Open communication and conflict resolution, establish clear chain of command.
Rapid changes within the group	Not coping with change	X	X	Communication: Give plenty of notice about upcoming changes (wherever possible) and consult.
Not feeling valuable through a lack of recognition and not feeling listened to	Low motivation, poor attendance, not completing tasks.	X		Communication of positive outcomes achieved, showing appreciation.
Young people: don't feel like they fit/ other life commitments.	Young people just come and go…	X	X	Ensure culture of group is supportive of difference, communication of expectations, accomplishments in a communication style suitable for those individuals. Challenge with new tasks.

Engaging with stakeholders

Many bush care groups expressed frustration at not knowing who to contact about what. The organisational structure of many places remains a mystery. Moreover, it was hard to know who you can trust to help you out when so many people have conflicting messages. This is not surprising given that organisations change rapidly and so do volunteers and staff.

It is, however, very important to try and overcome these issues. Understanding who the stakeholders are helps you see who the key people are who you should be dealing with. Thus enabling you to find out who are the right people to get onside with your project early on.

How you communicate and who you communicate with is likely to impact how your project is accepted. You may even develop productive relationships with stakeholders who may become **project champions.** 'Project champions' is a term used to describe people who are eager to help drive and support your program over the inevitable rough or challenging patches.

Listening is a key component of communication with stakeholders. Even if they are not on your side they may have important information regarding things you should be aware of.

There are several strategies you may like to adopt to map out and better communicate with stakeholders from the outset of a project.

- Map out potential stakeholders:
  - E.g. community members, volunteers, the catchment network, Brisbane City Council

- Talk to the people you know and ask how you can get in touch with other stakeholders, for example:
  - talk to other catchment groups about who they spoke to;
  - Talk to your Brisbane City Council catchment support worker;
  - Seek help and support from KBCN;
  - Share your learnings with other groups.

- Communicate with these groups as individuals. Target your information to them.
  - E.g. letter drops, cold calls, planning meeting invitations, invitations to get involved.

- Questions you should consider asking external stakeholders:
  - Do you know about us (i.e. your catchment group) and what we do?
  - What is your organisational structure? Who should I talk to and when?
  - What are your concerns/plans/hopes for this area/site?

Resources

Adams, N 2009 Generation Y Volunteer; An exploration into engaging young people in HACC funded volunteer involving organisations. Volunteering Tasmania.

Maesepp, E 2012 Engaging the 20-something year old in Landcare, http://www.landcareonline.com.au/wp-content/uploads/2013/03/report-Engaging-the-20-somethings-in-Landcare.pdf

Volunteer Queensland resources, available at
<http://volunteeringqld.org.au/web/index.php/resources/menu/resource-central>

- *'Is your organisation ready for intergenerational volunteering'*

- *'Determining volunteer readiness'*

- *'Utilising technology to enhance your volunteer program'*

- *'Recruit and select volunteers'*

- *'Recruiting volunteers for projects and events'*

- *'Inter-generational volunteering recruitment messages'*

- *'Gen Y Fact Sheet'*

- *'Intergenerational activities'*

- *'Recognition practices for different generations'*

- *'Changing demographics'*

- *'Job description template'*

Section 3 - Library

The project library aims to promote knowledge sharing and management of resources to enable effective knowledge transfer within and between teams. You told us during the workshop that "Lots of good ideas are generated but become lost because they aren't recorded".

Knowledge and ideas are precious and should be captured. This project library section supports knowledge management by preserving information and supporting the spreading, sharing and using of knowledge and ideas.

How to keep this document living

We hope that as you use this resource you will also improve the resource by recording your new experiences so these can be shared with others so they too can improve their conservation efforts. Proformas and templates are provided for you to use to capture and record new information such as recent learning gained from new projects and ventures.

Document governance and records management will be necessary in order to maintain the integrity and currency of this resource. For example, in the Library's Resource Kit you will find a Bushcare Costing Document. This document provides materials and approximate costs that may be associated with on-the-ground revegetation projects. The costs are all approximate and based on prices as of January 2015. These costs will soon become outdated and will need to be updated over time.

Before starting out it is important that you decide where the resource is to live; how individuals can access the information; in what format (paper/electronic); who maintains the information; and who contributes to the information.

A document history and version control table on the final page of this resource can help to keep track of changes.

Document History and Version Control Table Example

Version Number	Date Amended	Amended By	Brief Description
Start from Version No. 1.0 (minor alterations are can be shown as .1, .2 etc and a complete review of the document are 1.0, 2.0 etc	Show the date of the last amendment e.g. 28 April 2015	Who made the amendment e.g. R Standish-White (KBCN)	Describe the change e.g. Additional Case Study added.

Case Studies and Tip Sheets

This section provides a repository for exchanged knowledge provided to you from other community organisations.

Case Study 1 - Crowd funding: experience in crowd funding for NPO in Japan

Strategies for sustainable funding from Japan by Tsubasa Matsutani

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"PINATTO Japanese Class for KIDS" is the organization teaching Japanese as a second language and helping with school homework for junior high and elementary school children whose first language is not Japanese. This organization is founded in 1994 and currently ran by 2 full-time volunteers as administrators and some part time volunteers, most of whom are local university students and housewives as tutors. As a student volunteer I supported them to conduct crowdfunding campaign from 19th December 2013 to 17th February 2014, setting goal to get $4000, and in the end we achieved $6250 through using "READYFOR" (https://readyfor.jp/)as our crowdfunding platform and communicating with prospects and supporters thorough direct emails and Facebook page. The situation might be slightly different in Australia, but I hope this case study would help your organization in doing successful crowdfunding campaigns.

The Problem/requirement

The problem this organization had to be resolved was a chronic shortage of funds to keep conducting Japanese class and urgent needs to help students who has non-Japanese parents struggling financially to continue to the next stage of education. We set the goal as $4000 for this crowdfunding campaign.

Approach/techniques

We used one of the crowdfunding websites which allows a project's creators to make a fundraising page that can be funded online by anyone willing to contribute. The project's creators usually provide tangible incentives for certain levels of funding. For example, in our case we provide thank-you letters from children for $30 donations. Donations are usually processed via the crowdfunding website's funding processor after the campaign period and creators need to pay some commission for them (in our case 17% of donations).

Before starting crowdfunding campaign we made sure to get a consensus to execute the crowdfunding project. It was important that all members in the organization including staffs, volunteers and children in the classes to understand the need of this crowdfunding campaign since we require their cooperation to execute whole process of crowdfunding campaign because that it is critical to report to supporters and prospects and these reports require their cooperation. We had 3 fulltime volunteers and 4 part time volunteers to conduct this campaign. They constantly report the progress of the campaign(how much money we already achieved and how much money we still need to achieve the goal) and the activity of the organization(including some pictures of Japanese classes and students) as well as communicating with supporters and prospects through Facebook page, crowdfunding website and direct e-mails including organization's monthly newsletter. In addition, we joined the local street market to promote our campaign and donated what we earned by street market to this campaign.

Outcomes

Even though we putted our goal as $4000, we achieved $6250 in the end of the campaign. After subtracting commissions to the Crowdfunding website we earned $5188 which enabled one high school student to continue to college and organization to keep money to run the Japanese classes for one more year.

Resources and timeframes

Crowdfunding Platform: "READYFOR" https://readyfor.jp/

Communication Tools: READYFOR website, Facebook page, Direct E-mail, Newsletter, Fundraising event (ex. street market)

Staffs: 3 fulltime volunteers and 4 part time volunteers

Timeframes:

- 3 weeks before launching the campaign - Sent direct e-mails to all existent supporters and volunteers in the organization about the campaign (family of the volunteers and volunteers themselves were the largest group of the contributors) / Launched Facebook Page

- During the campaign- Constantly(approximately twice a week) uploaded photos and articles on Facebook page and Crowdfunding website / Held fundraising event to promote the campaign

- After the campaign – Rewarded the contributors such as writing thank-you letters/ Reported the details of what we achieved by this campaign through newsletter, direct e-mails, Facebook page and Crowdfunding website

Take-home Learning:

What we could do to improve the campaign was to check various crowdfunding sites before establishing a campaign. We actually did not have many options but it might be different in Australia. So look around various sites first and see what kinds of projects are doing well (check their measurable goals, rewards they are offering, how they communicate with supporters). The most important part of the campaign is actually before establishing a campaign which is a planning phase. We were all beginners for doing crowdfunding campaign but we steal many tips from other successful campaigns and we successfully achieved the goal. Moreover, it is important to note that almost all contributors were family members of the volunteers, volunteers themselves including former volunteers and existent supporters. Therefore, the key of the success of this campaign was that the organization has already been successfully established good relationship with these people through direct emails, monthly newsletters and monthly meetings.

Case Study 2 - Bulimba Creek Catchment Coordinating Committee (B4C) on Project Management

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Introduction

Bulimba Creek Catchment covers 122 square km and is second largest of all the Brisbane catchment groups in terms of land size. Population of the catchment is approximate 120,000 people

Bulimba Creek Catchment Coordinating Committee (B4C) is a not for profit community catchment volunteer organisation that has its founding origins in the Landcare Group. B4C works across all sectors of the community to coordinate protection and rehabilitation of the natural environment in Bulimba Creek.

The Problem/ Requirement

Land within the catchment is subdivided into mixed uses e.g. residential, rural blocks, recreational, industrial and commercial. The catchment contains significant freshwater swamplands and riparian remnants as well as remnant bushland, a large proportion of which is held in private ownership. B4C work to rehabilitate degraded and disturbed natural areas by coordinating the restoring, regenerating and revegetating disturbed sites.

For this case study B4C reflected on projects they had completed that had a budget around $10,000 to $15,000 for comparison with the size and scope of projects KBCN envisage undertaking.

Most projects are labour intensive. Projects typically involve significant preliminary work including baseline photographic recording of the site prior to work, grant application and approvals. Project on- site work involves species audits, preparation and weed control, bush cutting, digging, planting, tree guarding, mulching, watering, and maintaining. The project acquittal maintenance and obligatory reporting back to the funding body are equally time-consuming.

In B4C's long experience volunteers like to plant trees but it is hard for volunteers to commit to physical work, such as spreading cubic meters of mulch or days of weed control. To rely solely on volunteers to do the entire job is both challenging and unrealistic, from a man power perspective as well as from an equipment perspective. There is a need for people with the appropriate equipment and expertise to know how to carry out the work.

Approach/Techniques

When B4C apply for grants they build in the cost of a paid labour force. B4C will often contract the hard physical labour to companies who specialise in providing natural area services such as bush regeneration and restoration for a portion of the project. The southside companies that B4C uses include Technigro, Terra Regenerators and Native plants of SE Qld. The contacted services complete the hard physical labour prior to the actual planting day, so volunteers are ready to plant, install tree guards and water. The contracted companies can also provide audits and the preparation of species lists. Alternatively KBCN can refer to Brisbane City Council's Creek Catchment Officer.

Projects need equipment, resources and significant depth of knowledge; volunteers are often unable to provide these. B4C also incorporate within their work team one paid trained supervisor (with appropriate licences) and four volunteers. The benefits of this approach are particularly visible when applying herbicides. Using herbicides is often the only practical and selective method of managing some weeds, e.g. lantana, and requires people trained in the chemical control of weeds and licensed to do so. B4C have employed volunteers as paid staff and send them on the appropriate training courses.

On-going, long term site maintenance and monitoring is essential to maintaining a healthy environment after the initial work. The capacity to maintain the site must be budgeted for in the initial grant. The B4C work team return to the site for extended durations to perform on-going watering and weed maintenance.

Take-home Learning

Volunteers are generally prepared to work for two to three hours. It is important not to exhaust the volunteers and to make the experience enjoyable and manageable. Feed people; food is an essential component in volunteer retention.

KBCN should build into grant applications:

- the capacity to pay a skilled person to project manage and organise volunteers;

- a budget for on-going post project maintenance; and

- Provision for catering

Include an education component and show the volunteers the value of their input.

Sign-on sheets that capture the participant's contact details are invaluable because after the day the participants can be emailed with pre and post event photos. The photos serve to demonstrate and acknowledge how much has been achieved as a result of their efforts and input.

Include Bush Care Groups in the preparation of grant applications, it is important to secure your workforce prior to securing funding.

When applying for grants the funding body requires the applicant to specify how the project will be run, for example Brisbane City Council environmental grants require a completed schedule with a brief description of the task, the people responsible, the approximate timeframe when the tasks will be performed and the costs, including the project acquittal and reporting back stage. Don't rely on memory but keep a detailed record of all planned logistics, costing and numbers used to support the grant application. There is usually an extended time-lapse between applying for and receiving funds.

Some grant applications require an in-kind contribution and can be dollar for dollar or in terms of value added labour.   Be careful what you promise. It is better to underestimate the in-kind contribution and over-deliver. Under providing can reflect negatively in any future grant provision.

B4C have learned to make their goals S M A R T. Specific, Measurable, Attainable, Realistic, and Timely goals drive B4C decision making:

- Specific
  - o   Who is involved?
  - o   What is to be accomplished?
  - o   Where will the location be?
  - o   Establish a time frame
  - o   Identify requirements and constraints
  - o   What are the specific reasons, purpose or benefits of accomplishing the goal?

- Measurable
  - o   Measure progress toward achieving each of your goals and know when you have accomplished your goals.

- Attainable

- Most goals are attainable if you plan the necessary steps and allow a realistic time frame to accomplish them.
- Realistic
  - A goal must be doable in terms of your willpower and your ability.
- Timely
  - Anchor each goal with a time frame of when the goal has to be achieved.

AND, the last learning offered by B4C is it will take time for KBCN to evolve and mature.

Case Study 3 - Bulimba Creek Catchment Coordinating Committee (B4C) on Engaging Community

This case study is offered by Bulimba Creek Catchment Coordinating Committee (B4C) and focuses on community engagement, and ways they have found to connect with people.

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B4C acknowledge that it can be challenging to secure community support for new and existing environmental projects. Gaining the active support and participation of the local community is fundamental to the overall success of projects.

B4C work to attract people with open minds who value the natural world and who are inclined to work toward achieving a healthy environment and improve liveability. The relative liveability of places incorporates the environment and social quality as perceived by the user of the space, including measures such as quality of life and health. Quality of life and health align with environmental conditions that promote healthy habitats for people, plants and animals. Water and air quality, cleanliness, personal safety, together with the ability for people to interact with, and connect with other people and the natural world are part and parcel of liveability. These are basic things that should be available to all. Liveability is the overarching word by which catchment groups should sell their product, the living environment. The environment sustains us all. Volunteers take learning from the volunteering experience and apply the learning to their own circumstances to create more liveable habitats for themselves, a win, win.

Volunteers of all ages want to be learning new things, a pat on the back is not sustaining. The best way to ensure people are motivated to work cohesively towards a specific goal is not to lead them but allow people the space to learn as they go, and then to have input. Provide a supportive learning environment with guidance on environmental principles but allow people the space to make the journey. Embracing the social sciences and managing people in the environment are an intrinsic component of successful catchment management.

B4C have found that to retain people the focus of catchment work should not be measured solely on environmental achievement but in promoting an easy-going and flexible sector that offers volunteering opportunities which cater for the young and the time constrained.   Time constraints and life's demands seriously limit people's ability to embrace full-time issues. A sun-set clause which allows people to participate in short term projects and one-off events can make it easier for people to become involved. Day projects are satisfying. Don't use the same people all the time, use some of the people and encourage new talent. Young people are busy and may only be able to contribute twice a year, be accommodating and be prepared to invest in people and alternative engagement options.

In collaboration with the Brisbane Catchment Network, B4C were recently involved in organising a Landcare for singles event to attract new volunteers and to spread the word about the environmental work catchment groups do. Loads of comedy was used to make it fun, break the ice and to make it less confronting for young men to participate.

B4C actively work to attract twenty-somethings to join them in their work for the local environment. Young volunteers need people with experience to provide guidance and support through leadership and mentoring. Relationships can be compromised if the more experience people become impatient or critical of young volunteers. Young volunteers need to find the experience enjoyable for them to sustain their continued commitment. B4C refer to the paper produced by Ella Maesepp for the 2012 National Landcare Conference in Sydney "Engaging the 20-something year old in Landcare. Turn to the 'hotlink' IP address within the Project Library to download this document.

B4C have ensured the continued development of its young volunteers through the formation of a science unit. The science unit is made up of a team of post graduates from specialist areas such as ecology, environmental science and management, education, chemistry, and water quality. B4C secured funding to develop and implement a salt marsh monitoring methodology. The grant money was used to pay the team members for their input. The team received mentoring from industry professionals who allowed the postgraduates to run and manage the project independently of B4C. The formation of the science unit utilised the young volunteer's existing skills and capabilities whilst giving them real world work experience. Research projects are also clear and meaningful ways to encourage young people.

Time also has to be invested in promotion in order to retain engagement. Social networking platforms are key to B4C who embrace Facebook and twitter. Twitter has been found to be really effective as it allows for instant in-the-moment information updates and is great for getting out a quick message. Twitter updates are then tied back to Facebook and back again to the website. B4C's young professional people also want to connect with B4C through Linked-in, the business-oriented social networking platform. All social media information should be kept current, turning the information over with new material. And, don't forget to document your successes.

Develop a relationship with the editors of the local newspapers and build key lines of engagement by feeding stories; usually a bad news story is a good story. Keep a record of the media outlets (radio, television, newspaper), and key contacts within them that have shown an interest in your stories.

Generate a "coming events" list and have activities worth advertising, for example monthly workshops covering different topics like sustainable living in the suburbs. Keep newsletters concise, give people less reading and more photos, include contact details so people can get further information if required.

B4C have developed a community philosophy that encompasses three aspirational elements to support purposeful, collaborative activities: trust, reliability and relationships. The holistic management and leadership approach of the executive committee are currently shaped by the work of Hugh Mackay '*The Good Life'* and Peter Bregman '*18 Minutes: Find your Focus*'. Mackay is an Australian social research who advocates that the good life is one defined by our capacity for selflessness, the quality of our relationships and our willingness to connect with others (which sums up community volunteering). *The Good Life* is available through Brisbane City Council Libraries. Bregman in *18 Minutes: Find your Focus* provides an office management procedure that allows you to prioritise the essentials. A free template orders five areas of focus to create a day to day to-do list. The link to the free resource can be found in Section 3 Project Library, Resources and Links area.

Tip Sheet 1

During the workshop the KBCN community volunteers asked us to provide information on new media and facebook

Bulimba Creek Catchment Coordinating Committee (B4C) on Engaging Community

B4C have utilised the following to bolster community support and project manpower requirements:

• Scout groups - actively work to connect young people with the natural environment. Local scout groups encourage scouts to learn about plants, animals and conservation.   Scouts are encouraged to show their progress through activity badges such as the World Environment Badge and the Landcare Badge. Each badge has a curriculum which incorporates community service   participation in environmental and conservation projects to secure environment badges.   The contact details of the local district leaders can be obtained by ringing Scout Headquarters.

• Queensland Corrective Services - participate in community service projects with the goal of delivering vocational education and training to increase employability to the participants. Corrective Service placement on B4C community service projects requires B4C input and resources including supervisor, vehicle, equipment and a regular booking (can't be ad hoc).

• Local schools - receive funding for environmental education to promote children's involvement in outdoor education and healthy lifestyles.

• Rotary and Lions Clubs -   these clubs promote community service and can be a source of on the day manpower.

• The Australian Government Department of the Environment publish an online annual calendar of environmental events e.g. national threatened species day, national tree day, clean-up Australia day: http://www.environment.gov.au/about-us/media-centre/events . Aligning catchment activities and projects with special environmental days can result in free advertising by tagging on e.g. Clean-up Australia and KBCN.

• Wildlife Preservation Society of Queensland Bulletin Board.

• Brisbane City Council "What's On" to post events.

Lessons Learned from Project Experience

Ann and Lyn Ellerman of the Wahminda Grove Bushcare Group share their project experience and key learning from their volunteer involvement in a large collaborative community rehabilitation project in Ferny Hills.

Wahminda Grove Bushcare Group / Powerlink Ferny Hills Substation Site Community Project
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The Project:

Powerlink provided funding under their Community Benefits Program to Wahminda Grove Bushcare Group for the rehabilitation of an unusable portion of the company's future substation site at Ferny Hills. This private property has creek frontage on Kedron Brook. The land is adjacent to the Bushcare Group's site on Council owned reserve along Kedron Brook.

The project was funded for a 3-year period at $10,000 for the 1st year & $5000 for each of years 2 &3. The project was comprised of 3 stages to be cleared of weeds, mulched (2 stages only), revegetated & weeds controlled over the 3 years, with the provision for a 4th stage of extension of weed removal (east of stage 3) by the contractor if sufficient funding remained at the completion of stages 1, 2 & 3.

Who was involved?

In conjunction with Kedron Brook Catchment Branch, the proposal for the funding request was submitted to Powerlink by the BCC Creek Ranger for Kedron Brook on behalf of the Wahminda Grove Bushcare Group.

The Wahminda Grove Bushcare Group (WGBG) leaders took on the overall management of the project.

Contractors were employed for initial weed treatment/eradication & ongoing weed control maintenance, and for the transport & mechanical spreading of mulch.

With the exception of assistance at one planting session from the Moreton Rovers Bushcare Group, all planting & watering in the project was done by the volunteer members of WGBG, plus ongoing manual weeding maintenance is also done by the group. The number of WGBG volunteers at each planting session ranged between a minimum of 2 to a maximum of 7-8.

What was involved?

- Site preparation:
  - The bush regenerator contractor conducted weed treatment over a period of approx. 4-6 months.
  - Earthmoving contractors delivered & spread mulch (stages 2 & 3 only as stage 1 is situated along the creek bank & subject to flooding). This took less than 1 week.
  - Some final site preparation was carried out by WGBG prior to commencement of planting.
- Planting & watering:
  - These activities were conducted by the WGBG.

Project Stage	Start Date	Completion Date	No. of planting sessions	No. Planted
1(a)	Jan '12	March '12	2	230
1(b)	April '12	June '12	4	530
2	June '12	August '12	5	915
3	August '12	March '13	17	1980
1(b) flood repair	April '13	June '13	2	215
3 extension	Dec '13	April '14	2	310
		TOTAL	32	4180

Key Steps:

1. *Worked closely with the contractor to obtain timeframe for weed treatment in order to assess commencement time for mulching and planting.*

2. *Contacted supplier of mulch to determine date for availability.*

3. *Met with earthmoving contractor on site to organise delivery and spreading of mulch.*

4. *Estimated total number of plants required to revegetate each stage based on estimates of area of each stage and required planting density. Prepared a timeline for planting sessions for each stage of the project.*

5. *Incorporated the Powerlink project planting schedule into the annual plan of monthly Bush-care activities conducted by the group on the Council reserve site (3 working bees held each month – at least one per month was allotted to the Powerlink project).*

6. *Purchased tree guards, stakes, fertiliser, water crystals, water pump and hoses.*

7. *Prior to each planting session, determined which plant species would be appropriate for the section to be planted (e.g. creek edge, creek bank, dry rainforest, sclerophyll)*

8. *Collected plants from the nursery.*

9. *Carried out planting and watering.*

10. *Provided follow-up watering if required.*

11. *Weed control - maintained regular communication with contractor to dovetail weed maintenance requirements and efforts (herbicide treatment by contractor and manual weed control by group).*

12. *Kept detailed records of the project, both photographic and written.*

13. *Provided periodic progress reports to Powerlink when major milestones were achieved.*

The Problem/Requirement: Major issues at outset of project

- Complete lack of knowledge & experience in managing a privately funded bushland restoration project.

- Discovery after approval of funding that the amount requested would be insufficient to achieve the original objectives outlined in the project proposal. The basis of costings/estimates in the submission was not known – had to determine actual costs post approval of funds (eg. delivery & mechanical spreading of mulch used up $7,000 of the $10,000 provided for the first year of the project)

- In addition to the $20,000 approved for the 3-year project, Powerlink provided an extra $10,000 for contractor weed control as compensation for surveyor damage done to areas of their property that

KBCN Project Management Resource, Version 1.0.

had been rehabilitated by the Bushcare Group in 2008/2009. Without these additional funds, not nearly as much could have been achieved.

Other issues/problems:

- Did not have any supplier contact details or any idea of associated costs for
  - o   purchase of mulch
  - o   transport of mulch
  - o   mechanical spreading of mulch (bobcat)
  - o   tree guards/stakes
  - o   water carriers/tankers
  - o   weed treatment /maintenance (knew contractor to be used but did not know rates)

Approach/techniques: addressing the problem

- Bushcare Officers from both Habitat Brisbane (BCC) & Moreton Bay Regional Council (MBRC) were an invaluable source in providing supplier contact details.
- Markedly reduced costs of project by:
  - o   obtaining all the mulch (approx 200 cubic metres) free-of-charge from the supplier recommended by MBRC Bushcare Officer (because it was going to a volunteer Bushcare Group)
  - o   sourcing plants free-of-charge through paid membership to SOWN Native Plant Nursery, The Gap (approx. 4000 plants)
  - o   purchasing a pump & approx. 200 metres of hose to draw from water from the creek instead of paying for a water carrier

Outcomes

- successfully resolved problems of obtaining supplier details through generous assistance from Council Bushcare Officers & our own research efforts
- cost cutting measures were so effective that there were sufficient funds to complete stages 1, 2 & 3 of the project plus engage the contractor to rehabilitate part of stage 4 (not sufficient funds to extend to the total area depicted in the original proposal for this stage)

Take-home Learning

Once the initial problems (described earlier) had been resolved, the project ran smoothly and according to plan with no major setbacks.

It was a very large project for a small group of volunteers to manage and execute. It required a large investment of time and effort by the group leaders to manage the project.

In hindsight we learnt that when a proposal for funding is being submitted on behalf of a community group, it is essential for those who will eventually manage the project to have involvement early in the process so that the basis for costing the project is known at the outset.

It is also critical for project managers to have access to supplier contact details & estimates of costings for supply of materials and services required.

Positive Aspects

- the project provided a rare opportunity to rehabilitate urban bushland on private property along Kedron Brook

- the transformation from degraded, weed infested land to native bushland habitat was very rewarding

- the dedication of the volunteers in the Bushcare group & their willingness to work so hard was uplifting

- there was great satisfaction in achieving such successful outcomes in what originally appeared to be a very daunting task

- as group leaders, it was a great learning curve for honing management skills and for gaining a much greater depth of knowledge of local native plant species

- timing/weather - it was fortunate that good rainfalls occurred during the critical planting phases of the project (would not be able to commence a project of this sort under the current dry conditions)

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Resource Kit

Please note that any weed control and revegetation projects on Brisbane City Council land must have Land Manager approval. Your catchment group's Creek Catchment Officer is the key point of contact for arranging this. The Creek Catchment Officer can also provide technical and planning support for developing up your project idea and scope.

Bush-Care Costing
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This document provides you with an outline of materials and approximate costs that may be associated with on-the-ground revegetation projects. The costs are all approximate and based on prices as of January 2015

Contractor labour

Determine if your project will require contractor support. Contractors can support with any part of the project: weed control; site preparation for a revegetation event (including auguring of plant holes); delivery of materials; watering; post-revegetation weed control. Contractor support is particularly useful on tricky sites (e.g. steep slopes) where it is better not to ask volunteers to work. Furthermore, contractors are authorised to use a wider variety of herbicides which might make weed control on your site more effective (see note in Herbicide section below). Bear in mind that although you can use grant funds for contractor support, nearly all grants have a 1yr life cycle so beyond that time maintenance will need to be done by volunteers – bear this in mind when considering how large a project to undertake, especially as Council Land Manager request at least 2 years maintenance of revegetation projects after the planting event.

It is difficult to assess how much contractor support a project will require until a contractor has seen the area, heard about the proposal, and provided you with a quote. Sites that are difficult to access or work on (e.g. a steep slope) will take more time to physically get to and more time to work on, and so therefore will cost more.

Have a think about what kinds of activities you might want contractor support for:

- Site preparation (weed control; mulch spreading; auguring of plant holes)
- Maintenance post planting
- Watering support.

When planning for contractor support, it is useful to think about it in terms of how many days or half days you require? As well as working on your property, contractors may need time to source and collect materials and transport them on site.

Approx. cost for contractor labour. $900 - $1200 = 2 contractors x 1 day (includes consumables e.g. herbicide)

Erosion & physical weed control: mulch; jute blanket; jute squares and coir logs.

Most revegetation projects require some form of erosion control and physical weed control/barrier (i.e. jute mat / mulch). If your project includes a large area of groundcover weeds to be removed on steep slopes or is in a waterway area, you need to consider how you will stabilise the ground/bank to prevent erosion. You could do this either with mulch or jute matting; dense planting of groundcovers; and installation of coir logs. Note that close to a waterway it is often more effective (and indeed requested by the BCC Land Manager) to leave groundcover weeds & large weed trees in-situ to ensure the bank stability,

and to simply plant a number of canopy species along the bank edge which will overtime provide shade and bank stabilisation via their root establishment.

Jute blanket and jute squares

Jute matting/jute blanket is recommended for slopes and waterways where there aren't many existing trees and shrubs. This needs to be fitted to the ground and pinned in or possibly trenched in on some sites. Individual jute squares may be better for in-planting in amongst existing vegetation.

Are you able to install the jute matting or jute squares yourself? Installation of 1 roll of jute matting may take an hour or more for 2 people depending on the site.

Approx. costs for jute products:

- Jute matting 1 roll (25m x 1.86m wide) approx.$95

- Box of 300 pins for jute matt installation, approx. $85

- Pack of 50 jute squares (370mm x 370mm) approx. $25

- Coir Logs   - 3m (20 diameter) approx. $42+gst

- 3m (30cm diameter) approx. $70+gst

- 1.5m (20cm diameter) approx. $30+gst

- ** each 1 log needs 3 posts (length & type is site dependant)

Mulch

Mulch is expensive and the cost of labour to transport and install it on the site may make it prohibitive for your project. Mulch is usually not recommended for near waterways, or overland flow paths as it can easily wash away.

How much mulch you require depends on the size of your site and how you plan to apply the mulch.

Blanket Application - $1m^3$ of mulch covers approx. $10m^2$ (approx. 10cm think mulch blanket).

Donut Ring Application – $1m^3$ of mulch will be enough for approx. 90 plants (1 large bucket of mulch/plant). Applying mulch in a 'donut-ring' fashion around plants will allow a larger area of revegetation to be mulched, and will also allow for more natural regeneration to occur (but you will need to stay on top of the weed regrowth between mulch rings).

Other considerations with using mulch are:

- How close to the revegetation site can the mulch is delivered?

- How will you transport the mulch from the where it is delivered to the revegetation site (wheelbarrow, bucket?)

- How safe will it be to transport the mulch?

- How time consuming will it be to transport the mulch?

Approx. cost for mulch $18 - $24 per cubic metre (plus delivery fee of $50-$90)

Weed tree removal

Are you proposing to remove large week trees as part of your project? You will need to make sure you have the support and approval from the relevant BCC Land Manager, as well as any nearby neighbours. The BCC Land Manager will indicate if the felled green waste needs to be removed off site, or if it can be chipped

and kept on-site for later use as mulch – note that removing felled material off site is an additional cost and will need to be factored into your budget if required. You will also need to consider what will happen to the area once the tree is removed and the area is opened up – do you have the resources to revegetate the area and stay on top of weed regrowth?

Costing

Weed tree removal is expensive. Tree removal could be up to $2500 / tree depending on site conditions, proximity to assets, power lines etc.

Green-waste

Most treated/removed weedy vegetation can be re-used onsite unless the BCC Land Manager has requested otherwise. Removal of cut vegetation can be resource intensive and therefore expensive to take offsite and dispose of at a waste facility. Woody weeds should be cut up finely/mulched to decompose quickly or larger pieces scattered to create habitat or used to create small terraces to plant into. If your project is on Council land, speak to the CCO regarding what to do with the green-waste material – certain requirements may apply with respect to fire hazard.

Plants

Do you need to plant? Consider the potential for natural regeneration on your site.

There is little point in planting unless you also install plant protection materials (tree guards, stakes, jute squares) to help retain moisture and prevent plants being eaten.

Consider the area available for planting, walk around it, measure it up and draw up a quick sketch to guide you on how many plants can fit in the area.

Recommended density for plantings:

- Trees: 4 - 5m apart from each other and other trees
- Shrubs: 2 – 4m from each other and other trees and shrubs
- Lomandras: 1m apart from each other and other trees and shrubs
- Groundcovers: 0.5m apart for grasses, 0.5m to 1m apart for other groundcovers

Plant stock costs:

- Native plant tubestock $2 per plant
- 100 Coreflute tree guards (600mm high), with 100 hardwood stakes Approx. $150
- Jute matting 1 roll (25m x 1.86m wide) approx. $95
- Box of 300 pins for jute matt installation approx. $85
- Pack of 50 jute squares (370mm x 370mm) approx. $25
- Fertiliser tablet (1 per plant) $0.20 per tablet
- Water Crystals (5km tub) Approx. $155

If your project requires contractor assistance for planting, an approximate cost is: 1 native plant plus tree guard, jute square and fertiliser - supplied and installed by contractor is approx. $12.

Herbicide Usage

Brisbane City Council requires that any volunteers applying herbicide on Council land have completed an herbicide training / induction course, which you can arrange through your Creek Catchment Officer.

Volunteers are only permitted to use certain types of herbicide on Council land – to find out more speak with your Creek Catchment Officer. Herbicide application must be in accordance with what is agreed to in your site management plan.

Spend some time assessing what weeds you have on your site. It's also important to consider what ecological functions are provided by the weeds at your site – maybe it is best to retain some weeds for habitat; bank stability; or simply because you don't have the resources for follow up treatments.

What is the best treatment method for the weeds at your site and how many follow up treatments will be needed? Your Creek Catchment Officer will be able to assist you with estimating this.

Cost of herbicide:

- Herbicides are available at hardware and gardening supply stores, as well as produce stores (the latter often having more affordable prices).

Below is a list of some useful resources for weed identification & herbicide treatment type.

Weed Identification:

- Brisbane City Council Online weed identification tools are available on Council's website to help you identify and control weeds on your property, as well as videos demonstrating various control techniques. Visit www.brisbane.qld.gov.au and follow the links to 'Environment and Waste' then 'Weeds' to find out more.

- Weeds Australia www.weeds.gov.au , photos, information, distribution

- Online database of introduced plants in Australia: https://www.business.qld.gov.au/industry/agriculture/land-management/health-pests-weeds-diseases/weeds-and-diseases/weed-identification-tool

- *Weeds of the South-East* by Richardson, Richardson and Shepherd (2011).

- See http://www.weedinfo.com.au/bk_weedsosea.html includes a very impressive image library of natives and non-natives. 4 copies available at Brisbane City Council.

- Save Our Waterways Now www.saveourwaterwaysnow.com.au (Go to "Weeds to whack" or "Plants to Plant"). Has an excellent information and photo gallery for natives and weed plant species

- Dept of Agriculture, Fisheries & Forestry (Qld). Weed fact sheets https://www.daff.qld.gov.au/plants/weeds-pest-animals-ants/educational-resources-and-careers/publications/fact-sheets

Plant Specific Herbicide Type and Application Method:

- A very useful resource about which herbicides to use for which weeds is the "Weeds of Southern Queensland" – a publication from the Weed Society of Qld, Inc. (pp.44-63). If you cannot secure a hard copy, you can download the APP at http://www.wsq.org.au/WSQ%20app.htm. Or ask your Creek Catchment Officer for a copy.

- The NSW Department of Primary Industries Noxious and environmental weed control handbook

- http://www.dpi.nsw.gov.au/agriculture/pests-weeds/weeds/publications/noxious-enviro-weed-control

- *Weeds of Southern Queensland* The Weed Society (2011). You can download a free APP at http://www.wsq.org.au/WSQ%20app.htm Contains really useful information re: appropriate herbicides for specific weeds and application rates, techniques.

- Herbicide use permits, general herbicide use info and, registration details: http://www.apvma.gov.au. Search for PERMIT "PER11463" (valid until 2014)

- Handy links to herbicide labels

- http://www.agtech.com.au/e-Chemseek/default.asp?V_DOC_ID=1057

Watering plants

Plants require watering in at the time of planting, and a *minimum* of 1/week for three weeks after, and may need watering again after that if there is no rain and high temperatures. You will need to consider:

- If you propose to do planting, do you have the water and equipment necessary to water plants?

- Can you handle the watering if there's no rain and your tanks are empty?

- Do you need to apply for contractors to water after planting?

- If so how many times?

- Can you water the plants after that?

Cost of watering visits:

The cost of watering plants will depend on how many plants there are, and nature of the site (accessibility). A contractor will be able to provide a cost for watering as part of job quote. As an example, 200 plants on a difficult site (steep slope) may take 1 contractor half a day to water in all the plants.

Recommended Natural Area Restoration Texts & Materials

- Restoring Natural Areas in Australia. Buchanan, R. (2009)

- The Habitat Brisbane Reference Manual (Brisbane City Council)

- The Creek in Our Backyard – A Practical Guide to Habitat Restoration. Whyte, R. (2013)

- The South East Queensland Ecological Restoration Framework: Guidelines & Manual

- Rainforest Restoration Manual for South East Queensland. Peel, B. (2010) (has a more southern focus but the principles of restoration are similar to SEQ)

Past Project Submissions

This section can be used to store KBCN and Bushcare Group's past project submissions so they can be drawn upon as reference material in future project costing.

Proformas and Templates

A set of project proformas and templates have been provided as word processing documents for you to use and get the most from your project. Hover over the link and press Ctrl + Click to open. Save the document as a new copy, and then proceed to fill in the blanks electronically or by printing the document and filling in by hand. Once the template is complete, please edit, save and manage as an ordinary word document or file as a paper copy.

Lessons Learned
Lessons Learned from Experience template

Case Studies
Case Study Template

Off the Shelf Projects
Project Development Template

Off the Shelf Project Template

Grant and Funding
Tips on getting grants and other funds_16.05.14

Grant Seeker Manual_NSW

Grant Writing Handbook (Canada)

How to Write in Plain English

Plain English Campaign - A to Z of Alternative Words

Templates - active grants & grant schedule

What Catchment Do I Live In

Running a Community Planting Day
Guide for running a community planting day_16.05.14

Example Briefing Notes for Event Coordinator - MC

Event Promotion

Promotional flyer template DL size

Promotional flyer template A4 size

Promotional flyer template poster size

On the Day Event
Work from the detailed run sheet, refer to the Example Run sheets #1; #2; #3 for examples; See also example Briefing Notes for Event Coordinator/MC

Working Bee Sign-on template

[Example Run Sheet 1](#)

[Example Run Sheet 2](#)

[Example Run Sheet 3](#)

[How to plant tubestock](#)

Risk Management

[Tips for Increasing Safety at Tree Plantings with Children](#)

[Risk Assessment Template - Example 1 (QWALC).pdf](#)

[Risk Assessment Template - Example 2](#)

[Risk Assessment Template - Example 3](#)

[Accident & Incident Report Template - example QWALC.pdf](#)

Volunteer Recruitment and Management

[Volunteering Qld Volunteer Handbook.pdf](#)

Recruiting New Volunteers

[Example 1 - Advert for new volunteers](#)

[Example 2 - Advert for new volunteers](#)

[Identifying, attracting, and managing volunteers (Landcare Wimmera).pdf](#)

[Landcare Note 9.1 Recruiting and retaining members.pdf](#)

[Tips on Recruiting & Retaining Volunteers](#)

Managing Volunteers

[Wolston Creek Bushland Group Case Study.pdf](#)

[Person centred Volunteering VolQld.pdf](#)

[5 models of volunteer engagement VolQld.pdf](#)

[Volunteer Rights and Responsibilities VolQld.pdf](#)

[Sample Volunteer Feedback Survey Our Community.pdf](#)

[Volunteer Attendance Record.pdf](#)

Insurance

[Insurance - Organisations involving volunteers VolQld.pdf](#)

Position Descriptions

[Committee Roles (Landcare).pdf](#)

[Example - Fundraiser](#)

[Example - President](#)

[Example - Project Manager](#)

[Example - Secretary](#)

Example - Treasurer

Example - Vice President

Example - Website Coordinator

Example - Fundraiser

Issues and New Ideas Generated

Hot Links

Engaging Community Strategies Link:
http://www.environment.nsw.gov.au/resources/communities/2006288-Engaging-Communities.pdf

Gantt Chart: How to build a Gantt Chart link : http://www.gantt.com/creating-gantt-charts.htm

Grant writing link:
http://www.dpac.tas.gov.au/__data/assets/pdf_file/0007/171997/GrantWritingWorkshop_Presentation.pdf

Maesepp, E 2012 Engaging the 20-something year old in Landcare, http://www.landcareonline.com.au/wp-content/uploads/2013/03/report-Engaging-the-20-somethings-in-Landcare.pdf

Mackay, H 2012 The Good Life, available in Brisbane City Council Libraries.
Abstract: A 'good life' is not lived in isolation or in the pursuit of independent goals; a good life is lived at the heart of a thriving community, among people we trust, and within an environment of mutual respect.

Mackay, H 2014, The Art of Belonging, published October 2014.
The Australian Government Department of the Environment publish an online annual calendar of environmental events e.g. national threatened species day, national tree day, clean-up Australia day: http://www.environment.gov.au/about-us/media-centre/events .

The OurCommunity enterprise have an online bookstore with a selection of books to purchase on the subject of Fundraising: http://www.fundingcentre.com.au/bookstore. This book is directed at grant applications: Winning Grants Funding in Australia – The Step by Step Guide $36.00.

Optus Community Grants:
http://www.optus.com.au/shop/aboutoptus/communitygrants?CID=sem:con:goog:bau:awa:othr::0:marcg:ge&ppc=1

Contact Lists

Name	Address	Phone	Mobile	Email

Document History and Version Control

Version Number	Date Amended	Amended By	Brief Description
Version No.			