Many tracks, one road, sustaining community.
Northern Rivers Community Gateway

Managing Spontaneous Volunteers project

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We would like to thank our project partners and in particular the members of the project advisory committee.

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Foreword

The flood event of 2017 and the 'Helping Hands' movement that emerged in response highlighted the resilience of the Lismore community in Northern New South Wales. It also highlighted the integral role that community members expect to play in the process of recovering from natural disaster events.

Like Lismore, many communities around Australia have benefited from community-led disaster resilience and recovery efforts that harness the skills and motivation of spontaneous volunteers to support in an effective, coordinated and safe way.

The *Management of Spontaneous Volunteers* project was an opportunity to explore what works, to collaborate with local partners, develop and trial resources, and learn more about how to build and manage a capable network of spontaneous volunteers in this community.

As a long-standing community-based organisation, Northern Rivers Community Gateway has delivered programs and services that build community resilience and support vulnerable people across Northern New South Wales for over 40 years. As a volunteer resource centre, our organisation has a role in building social capital through the recruitment, training and placement of volunteers into relevant organisations and meaningful roles.

This recent experience has only strengthened our commitment to working alongside our communities and stakeholders to build the resilience and preparedness to contribute to disaster management and recovery arrangements.

We trust that this report will share valuable insights and resources with other community-based organisations and disaster management and recovery agencies across New South Wales to help strengthen the management of spontaneous volunteering in all local communities.

Thank you to those agencies identified in this report that work with us to implement this project.

Jenni Beetson-Mortimer
Chief Executive Officer
Northern Rivers Community Gateway

Executive summary

In 2018, Northern Rivers Community Gateway was awarded funding by the NSW Office of Emergency Management to deliver a *Managing Spontaneous Volunteers* project.

The goal of the project was to develop a framework for the management of spontaneous volunteers that would facilitate the integration of community response to a disaster event with the formal emergency management system. The project aimed to work collaboratively with key stakeholders in the Lismore and the Hunter regions, to research and develop a framework that incorporates volunteer resource centres, linkages with councils, combat and support agencies.

Spontaneous volunteers are defined by the Australian Red Cross as "individuals or groups of people who seek or are invited to contribute their assistance during and/ or after an event, and who are unaffiliated with any part of the existing official emergency management response and recovery system and may or may not have relevant training, skills or experience" (2010).

The project was initiated in response to the learnings from the 2017 Lismore flood event, where spontaneous volunteers emerged as part of the Lismore 'Helping Hands' movement. Northern Rivers Community Gateway has been involved as a volunteer resource centre for many years in recruiting, placing and training volunteers. It has strong ties to the community and is well placed to lead a regional approach to the management and coordination of spontaneous volunteers.

The project was delivered in 2018-19 and involved:

- Development of a literature review.
- Consultation and engagement with relevant stakeholders (eg key state-wide agencies, local volunteer agencies, communities impacted by the floods).
- Developing a spontaneous volunteer management framework, including a training package and other tools and resources.
- Testing the framework by undertaking a formative evaluation of the role of volunteer resource centres in spontaneous volunteer management.

Whilst several challenges were identified in the emergence of spontaneous volunteering as a component of overall disaster management arrangements, the national policy environment and evidence base supports the role of spontaneous volunteers and local community organisations in response and recovery activities. Ideally this should comprise part of the legislative framework and contribute to reduced duplication of services, no gaps in response activities, effective and consistent communication, service quality and risk management.

The framework developed identifies four pillars of support to ensure cohesion, structure and consistency in the deployment of volunteers from all phases of a disaster including pre-disaster, during as well as the post response and recovery phases. Implementation of the four pillars in a spontaneous volunteer framework will ensure there is a reliable and professional model of support in all volunteer resource centres across New South Wales:

- Organisational structures
- Training program
- Supervisors and team leaders
- Communication

While volunteer resource centres are well positioned to lead the development of spontaneous volunteer management strategies in their communities, there are several areas where they can be better supported, including legislative change, sustainable funding, and greater willingness of existing emergency management organisations to create integrated and coordinated local disaster management arrangements that reflect the value of spontaneous volunteering.

Recommendations

For NSW volunteer resource centres

1 Continue to review and test the implementation of the *Management of Spontaneous Volunteers Framework* together as part of a collaborative approach, using the *National Standards for Volunteer Involvement* and *National Spontaneous Volunteer Management Resource Kit* as model examples.

2 Develop strengthened relationships with key recovery agencies at multiple levels to better define roles and responsibilities, to explore integration of spontaneous volunteer deployment and task management within existing disaster coordination systems and processes.

3 Revise the effectiveness of training materials and methods of delivery for spontaneous volunteers to improve capability and confidence.

4 Develop a community engagement plan to promote the role of volunteer resource centres in managing spontaneous volunteers and to target recruitment, communication with and recognition of spontaneous volunteers in local communities.

For NSW Office of Emergency Management

5 Recognise the role of the network of volunteer resource centres as the primary mechanism of spontaneous volunteer management in NSW.

6 Facilitate coordination between relevant stakeholders across NSW to drive coordinated local arrangements that incorporate spontaneous volunteering through mechanisms such as Memoranda of Understanding (MoUs), particularly local councils, emergency services, recovery agencies and volunteer resource centres.

7 Review the legislative environment to reflect the role of spontaneous volunteers and volunteer resource centres as part of disaster recovery arrangements (eg liability, insurance, financial reimbursement).

8 Provide funding to volunteer resource centres to effectively deliver spontaneous volunteer management relating to recruitment, training, support and activation.

9 Provide funding for a coordinating agency to facilitate a network of volunteer resource centres specifically in relation to improving spontaneous volunteer management arrangements across NSW, either through Volunteering NSW or a nominated lead volunteer resource centre.

Section 1: introduction

1.1 Project rationale

Heavy rainfall in March 2017 from ex-tropical Cyclone Debbie caused the breaching of the levy bank installed in Lismore, which resulted in devastating flooding in the township of Lismore and the Northern Rivers region.

20,000 people across the region were evacuated during the flooding and 91% of people that responded to a University Centre for Rural Health survey identified that they were 'affected by some level of flooding ranging from suburb damage to home or business inundated'[1].

According to the NSW Government's *Whole of Government Impact Assessment Report*, at least 68% of businesses in the Lismore CBD suffered damage from the flooding and the estimated combined total damage of infrastructure and agriculture in the LGA was just under $40 million.

As a first response, a grassroots community group called Lismore Helping hands coordinated volunteers through social media. Helping Hands utilised its established network to quickly assist flood-affected individuals with material and emotional support. Over 7,000 people signed up to the Facebook page within five days.

There was no official request to the community from state or local government to support the clean up after the water subsided. Helping Hands situated itself at the disused Lismore train station and coordinated 1,450 volunteers to respond to over 1,000 logged jobs.

The Lismore City Council *Flood Ready* volunteer agency workshops identified that, whilst acknowledging the invaluable contribution and altruistic motivations of Helping Hands volunteers following the Lismore flood event, there were some issues in relation to the recruitment and placement of those volunteers.

Despite working with vulnerable households, volunteers did not undergo a formal screening process, so did not complete police checks or working with children checks. Although the group was coordinated by a Lismore City Councillor and senior council staff, workshop participants were informed that this was not a group formally sanctioned by council and therefore the work of the volunteers was not covered by insurance.

Helping Hands was a non-incorporated group however, and did receive donations from council including the rent-free use of the disused railway station. The group facilitated many business and emergency service collaborations, although multiple responses from emergency service agencies and community organisations led to confusion in messaging along with duplication in the provision of some services and gaps in others.

The notion of spontaneous volunteers in the context of this project are:

- Individuals or groups of people who seek or are invited to contribute their assistance during and/or after an event.
- Formal and informal volunteering arrangements.
- People who are not affiliated with any part of the official or formal emergency management response and recovery system.
- People that have indicated their willingness to assist at times of disaster, who are pre-registered with organisations and/or on digital platforms, or who volunteer self-organised emergent groups.

Research studies and case examples emerging from disaster events in Australia have highlighted the need for more coordinated volunteer efforts by emergency services, community services and community members. Informal social connections and civic engagement are important elements in community resilience[2].

As a result in 2018, Northern Rivers Community Gateway was funded by the NSW Office of Emergency Management through the Community Resilience Innovation program to deliver the *Managing Spontaneous Volunteers* project. The program was delivered between mid-2018 and April 2020.

The project aims to develop a framework for the management of volunteers in the event of a disaster response, which aligns with the *National Spontaneous Volunteering Strategy*. The project aims to bring together learnings from the 2017 Northern Rivers flood event, to develop a framework that builds the capacity of the local community to respond to disaster events under a coordinated model that integrates with the formal emergency management system.

[1] https://ucrh.edu.au/after-the-flood/

[2] Fernandez A, Black J, Jones M, Wilson L, Salvador-Carulla L, Astell-Burt T & Black D. (2015). Flooding and mental health: a systematic mapping review. PloS one, 10(4), e0119929.

1.2 Project purpose and objectives

According to the contract between Northern Rivers Community Gateway and the NSW Office of Emergency Management, the objectives of the *Managing Spontaneous Volunteers* project are to:

- Identify pathways by which volunteers can offer help and be engaged quickly and effectively with the aim to 'do no harm' to the impacted community.
- Enhance the understanding and collaboration between agencies to facilitate a coordinated integrated approach to managing spontaneous volunteers across different organisations.
- Develop a structure for the management, supervision and support of volunteers during a disaster response.
- Develop and deliver training.
- Develop a communication strategy and key messages to both help manage expectations and support ongoing volunteering into longer term recovery and preparedness activities, from two weeks to six months and beyond.

1.3 Project outputs

Under the *Managing Spontaneous Volunteer* project, the contracted outputs from Northern Rivers Community Gateway are:

- Development of a spontaneous volunteer management framework.
- Design of training resources, manuals and an emergency management tool kit for roll out in other areas.
- Publicly viewable online videos to assist volunteers in emergency management.
- Policy and procedures on integration into core activities of volunteers resource centres.
- A report that provides an evaluation and review of what worked and recommendations for improvement.

1.4 Purpose of this report

The purpose of this report is to summarise how the project was delivered and what was developed or discovered throughout the process. The report is structured in the following sections:

- Introduction (Section 1).
- Review of the evidence for spontaneous volunteering (Section 2).
- Project implementation (Section 3).
- Findings and implications (Section 4).
- Conclusions (Section 5).
- Recommendations (Section 6).
- References (Section 7).
- Appendices (Section 8).
- Training manual (Addendum).

It is envisaged that the report can be used by the NSW Office of Emergency Management, state wide emergency management agencies (eg State Emergency Service, Rural Fire Service, Australian Red Cross), volunteer resource centres across NSW and other community organisations to inform future planning and development of spontaneous volunteer management strategies.

Section 2: review of the evidence

2.1 Volunteers – a key resource in Australia's disaster management arrangements

With a climate that is becoming more unpredictable and bringing more frequent and severe weather events such as flooding, storms and bush fires, there is wide recognition of the need to ensure communities across Australia are more resilient to natural disasters. Given the increasing regularity and severity of natural disasters, the Australian Government together with the states and territories released the *National Strategy for Disaster Resilience*[3] in 2011, which:

> *"Recognises that a national, coordinated and cooperative effort is needed to enhance Australia's capacity to withstand and recover from emergencies and disasters."*

A key part of this concept of disaster resilience are arrangements that contribute to the prevention, preparedness, response to and recovery from disasters.

The role of volunteers is strongly positioned within the Australian Emergency Management Arrangements[4]:

> *"Emergency management volunteers are a crucial component of community participation in preparing for, responding to and recovering from emergencies in Australia. Emergency management volunteers include those that are involved in prevention and mitigation, (including community preparedness and education), response and relief and recovery activities that may extend for months and years after an event."*

However, there are key distinctions to be made between the typology of volunteering relating to disaster management, particularly between highly structured and formalised arrangements within emergency services agencies, and the more emergent volunteering that inevitably arises within communities following a disaster event[5]. This second group is commonly referred to as spontaneous volunteers, which will be defined and explored in more detail below, after first considering the context of broader societal trends around volunteering.

2.2 The changing nature of volunteering

2.2.1 A shift away from traditional forms of volunteering

Volunteers have made a significant contribution to Australia's disaster management and recovery efforts over many years, with recognition that volunteers will likely have an increasing role into the future[6]. Several of Australia's long-standing emergency management organisations (eg emergency services, rural fire brigades) primarily rely on the contributions of dedicated volunteers. However, there is recognition that the nature of volunteerism is fundamentally changing.

While the number of people volunteering in Australia has continued to increase in recent times, less time is spent volunteering per person and people are more likely to volunteer for multiple organisations[7]. Considerable research has identified what contemporary volunteering looks like, and how the priorities and expectations of volunteers have changed over time[6,7,8]. These include:

- Paid work-life patterns.
- Lifestyle expectations.
- New technology.
- Ageing population.
- Growing individualism.
- Less aligned to single organisations, more aligned to causes.
- More desire for autonomy and using one's skills.

[3] Council of Australian Governments. National Strategy for Disaster Resilience. [internet] Canberra: Commonwealth of Australia; 2011. Available from https://knowledge.aidr.org.au/resources/national-strategy-for-disaster-resilience

[4] Australian Institute for Disaster Resilience (AIDR). Australian Emergency Management Arrangements Handbook. [internet] Melbourne: AIDR; 2019. Available from https://knowledge.aidr.org.au/resources/handbook-9-australian-emergency-management-arrangements/

[5] Whittaker J, Handmer J, McLennan B. Informal volunteerism in emergencies and disasters: a literature review. *Melbourne: Bushfire and Natural Hazards CRC*; 2015

[6] McLennan B, Whittaker J, Handmer J. The changing landscape of disaster volunteering: opportunities, responses and gaps in Australia. *Natural Hazards*. 2016 Dec;84(3):2031-48

[7] Barraket J, Keast R, Newton CJ, et al. Spontaneous volunteering during natural disasters, working paper no. ACPNS 61. Brisbane: Queensland University of Technology; 2015

[8] Whittaker J, McLennan B, Handmer J. A review of informal volunteerism in emergencies and disasters: definition, opportunities and challenges. *International Journal of Disaster Risk Reduction*. 2015 Sep;13:358-68

2.2.2 The impact on disaster management volunteering

Across all types of volunteering, this is represented in a decline from traditional, long-term, high-commitment volunteering, and replaced with a shift towards more episodic and spontaneous forms. Many disaster management agencies are still dependent on the traditional model of volunteering, which is likely to be increasingly challenged as disaster events become more frequent, longer in duration and in more locations at once[7].

Not only do these factors create external pressures and complexity for organisations who manage and utilise volunteers in the traditional forms, it also creates opportunities to better respond to the preferences of people seeking volunteering opportunities and harness their capacity[9].

Five key strategic areas to respond to this changing landscape of volunteering in the context of disaster management have been identified, including[6]:

- Developing more flexible volunteering strategies.
- Harnessing spontaneous volunteering.
- Building capacity to engage digital (and digitally enabled) volunteers.
- Tapping into the growth of employee and skills-based volunteering.
- Co-producing community-based disaster risk reduction.

2.3 The rise of spontaneous volunteering

2.3.1 Defining spontaneous volunteering

Given the recognition of the role of volunteers within Australia's disaster management arrangements, combined with emergent knowledge around contemporary models of volunteering, there has been a growing recognition of the role of spontaneous volunteers in contributing to disaster resilience and recovery in Australia[10].

While the term 'spontaneous volunteering' is mostly commonly used in the Australia disaster management context, it can be used interchangeably with other descriptors such as emergent or informal volunteering. The definition of spontaneous volunteering has evolved over time, but can be broadly considered to include[11]:

- Individuals or groups of people who seek or are invited to contribute their assistance during and/or after an event.
- Formal and informal volunteering arrangements.
- People who are not affiliated with any part of the official or formal emergency management response and recovery system.
- People that have indicated their willingness to assist at times of disaster, who are pre-registered with organisations and/or on digital platforms, or who volunteer self-organised emergent groups.

The spontaneous volunteer is defined differently to the traditional long-standing volunteers who are formally affiliated with a single organisation and act under that organisation's direction and authority.

2.3.2 Understanding the role of spontaneous volunteers

The overwhelming motivational driver for most spontaneous volunteers has been found to be a desire to help affected communities, which is particularly driven by high media coverage or a personal connection to the affected community or cause[12]. Importantly, spontaneous volunteers may not have any disaster management experience, but may hold relevant skills and experience that they have a desire to contribute.

There are several widely cited instances where emergent and spontaneous models of volunteering have made an invaluable contribution to recovery efforts such as[3,9,11]:

- 'Black Saturday' bush fires in Victoria, 2009 – around 22,000 people spontaneously volunteered their assistance. This led to the establishment of Blaze Aid, an organisation providing recovery support to rural communities affected by bush fires and other natural disasters.

[9] Bruce D. Out of uniform: Building community resilience through non-traditional emergency volunteering. *Australian Journal of Emergency Management*. 2014 Apr;29(2):5

[10] Australian Red Cross. Spontaneous Volunteer Management Resource Kit: Helping to manage spontaneous volunteers in emergencies. Canberra: Commonwealth of Australia, Australian Red Cross; 2010

[11] Australian Institute for Disaster Resilience (AIDR). Australian Disaster Resilience Handbook 12: Communities Responding to Disasters: Planning for Spontaneous Volunteers. Canberra: Commonwealth of Australia; 2017

[12] Cottrell A. Research report: A survey of spontaneous volunteers. Melbourne: Australian Red Cross. 2010

- Brisbane floods, 2010-2011 – known as the 'Mud Army', around 23,000 people registered to help the clean-up activities through Volunteering Queensland's EV-CREW model
- Lismore floods, ex-Tropical Cyclone Debbie, 2017 – over 900 volunteers were coordinated to provide support to the Lismore community through the emergent community group Helping Hands.

2.3.3 Spontaneous volunteering within Australia's disaster management arrangements

Government policy and planning frameworks have consistently prioritised spontaneous volunteering as a vital component of Australia's disaster management arrangements. For example, the *National Strategy for Disaster Resilience*[3] includes an outcome that:

> *"Recovery strategies recognise the assistance the community is likely to provide in the immediate recovery phase, and allow for the identification, facilitation and coordination of community resources."*

In 2015, the Australian Government released a *National Spontaneous Volunteer Strategy*[13], which was endorsed by the Australia-New Zealand Emergency Management Committee. The Strategy aims to coordinate volunteer effort in the immediate post-disaster stage and was developed to recognise the inevitability of spontaneous volunteerism in contemporary disaster management and to help harness its value and contribution to disaster resilience. It contains a set of key principles to guide governments and agencies involved in disaster management arrangements, to effectively engage, coordinate and manage spontaneous volunteers.

Following on from the strategy, the Australian Government also developed a handbook in 2017 as part of the Australian Disaster Resilience Handbook Collection entitled *Communities Responding to Disasters: Planning for Spontaneous Volunteers*. The handbook provides more detailed guidance around how to incorporate the strategy's principles into disaster management plans and activities.

While the policy environment supports the concept of spontaneous volunteers, there has been reluctance reported in some parts of Australia's disaster management system to fully embrace and accept the practice of spontaneous volunteering, citing both real and perceived risks and challenges[7,8,14].

> *"Individuals and groups who work outside of this [formal emergency management] system have tended to be viewed as a nuisance or liability, and their efforts are often undervalued, the popular perception that disasters unleash chaos and disorganisation, with citizens becoming passive victims, panic-stricken, or engaging in antisocial behaviours such as looting."*

A more detailed exploration of the capacity of spontaneous volunteering to contribute to disaster management arrangements, and the associated risks and challenges, is contained in the sections below.

2.4 Harnessing the capacity of spontaneous volunteers

2.4.1 Surge capacity in times of need

Based on the experience of the response to disaster events observed both here in Australia and internationally, the growing trend of spontaneous volunteering presents a valuable resource and opportunities for governments and agencies involved in recovery efforts to harness this capacity. This additional capacity, often referred to as surge capacity, can be critical in expediting the recovery of affected communities, beyond the capacity enabled by the formal/traditional disaster management and recovery agencies[13,15].

This surge of people volunteering to assist is highest around the time of the immediate disaster event and emergency response, which is driven by media coverage and the altruistic motivations of people to help. In the weeks following the disaster event, these offers of assistance tend to reduce despite a continuing need for assistance[7,12].

[13] Australian Government. Spontaneous Volunteer Strategy: Coordination of Volunteer Effort in the Immediate Post Disaster Stage. Canberra: Commonwealth Government; 2010 Available from: https://knowledge.aidr.org.au/media/2140/national-spontaneous-volunteer-strategy.pdf

[14] Australian Red Cross. Beyond the blanket: the role of not-for-profits and non-traditional stakeholders in emergency management. 2nd National Disaster Resilience Roundtable, 21 October 2014; Melbourne Australia

[15] Kruger T, McLennan B. Emergency volunteering 2030: Views from the community sector. Melbourne: RMIT University & Bushfire and Natural Hazards CRC; 2019

Those who spontaneously volunteer following a disaster event may be members of local communities affected by the disaster event, have connections to those individuals who reside in disaster-affected areas (eg friends and families), or be people who travel distances to an affected area to assist. In past disaster events, the number of people spontaneously contacting recovery agencies with offers of assistance is significant[10,11,13].

Spontaneous volunteers will often bring skills and experience in a vast range of functions with direct relevance to the emergency response and community recovery efforts. However, the types of roles that spontaneous volunteers can be deployed in are highly dependent on the nature of the disaster event and the needs and existing capabilities of the affected community. In particular, spontaneous volunteers can make an important contribution to the longer term social recovery and resilience of affected communities well beyond the immediate period of emergency response. The continuing need for support in community recovery can take several years, often after the formal disaster management agencies have moved on.

2.4.2 The benefits of spontaneous volunteers

As noted earlier, government policy recognises and supports the function of spontaneous volunteering as a key component of Australia's disaster management arrangements. Similarly, contemporary research supports the tangible benefits that the contributions of spontaneous volunteers can make to disaster management and recovery efforts[5,8], such as:

- Improving the well being of people and communities affected by natural disasters over the medium-to-long term.
- Expediting recovery outcomes through additional capacity.
- Increasing and broadening the capability of local communities to respond to future disaster events.
- Fostering civic engagement and social capital within communities.
- Building functional relationships, responsibilities and working arrangements between local communities, governments, disaster management and recovery agencies.

Research following high profile disaster events internationally has also demonstrated that spontaneous volunteering can result in therapeutic benefits for volunteers themselves, to improve their well being and alleviate feelings of loss or grief that they might experience, particularly if they are part of an affected community[7].

2.4.3 Recognising the inevitability of spontaneous volunteering

The extent to which people are able to effectively contribute to disaster recovery efforts through an organised spontaneous volunteering mechanism is determined by[5]:

- Whether disaster management arrangements act to encourage or discourage the participation of spontaneous volunteers.
- Whether existing agencies or emergent community groups take up responsibility for organising and coordinating the participation of spontaneous volunteers.

A key consideration for governments, disaster management and recovery agencies is the inevitability of spontaneous volunteers providing assistance. Given the motivation of people to help, many will arrive in affected communities and take action with the best of intentions irrespective of whether their participation is part of an organised recovery effort or not. The inevitable nature of spontaneous volunteering following a disaster event, particularly a high-profile event, highlights the importance of this assistance being directed through some form of organised and managed approach. The effective management of spontaneous volunteers results in more optimal utilisation of the capacity and capability offered by spontaneous volunteers[11,13].

> *"Research and experience show disaster prevention, preparedness, response and recovery are more effective when community responses before, during and after disaster events are anticipated, planned for and integrated with the formal emergency management system."*

2.4.4 Keeping spontaneous volunteers engaged and motivated

The retention of skilled and experienced volunteers over time is a key success factor in developing effective spontaneous volunteering mechanisms in communities. Research suggests that those repeat volunteers are more likely to remain engaged and provide assistance for longer after the disaster event has passed[7].

A past study of spontaneous volunteers who had offered assistance during previous disaster events in Australia has reported that while most people (62%) were prepared to assist any way they could, almost the same proportion (65%) of those who offered to assist were not recruited to assist in any way[12]. A similar proportion of people (63%) whose offers of assistance were refused expressed feelings of disappointment, frustration or annoyance in response.

It is widely recognised that spontaneous volunteers can make valuable contributions to disaster recovery efforts, and it is likely not an absence of the need for support that is preventing offers of voluntary assistance from being taken up. Rather, it is likely the ability of agencies leading and managing community recovery activities to harness their capacity. This perceived refusal of assistance may negatively affect the motivation of people to volunteer assistance through organised channels in future disaster events. This means that the potential capacity for their contribution is lost or alternatively, these people may be more likely to involve themselves with affected individuals and/or communities directly and lead to some of the known risks of disorganised and unmanaged spontaneous volunteering described below.

As such, it is vital for disaster management arrangements to effectively harness the capacity of spontaneous volunteers in order to improve recovery outcomes by[8,10]:

- Providing opportunities for spontaneous volunteers to assist.
- Matching people with meaningful roles that utilise their skills and experience.
- Ensuring they are supported.
- Valuing their involvement.
- Keeping them engaged and satisfied.
- Demonstrating their impact and contributions.

2.5 The risks and challenges arising from spontaneous volunteers

2.5.1 The phenomenon of convergence

The convergence of people seeking to assist people affected by disaster events, along with financial donations, goods and services, can benefit the recovery of communities but it can also present several risks and act to exacerbate already challenging situations11. The volume of offers of assistance from prospective volunteers following any disaster event can be overwhelming for recovery agencies to effectively coordinate, manage and utilise this capacity.

> *"Despite most citizens' good intentions, convergence can create problems and challenges for emergency managers.[7]"*

The risks arising from spontaneous volunteering can have consequences for:

- Spontaneous volunteers themselves.
- People in a disaster-affected community receiving assistance.
- The organisation that manages or hosts the volunteer.
- Governments and public agencies.

2.5.2 Types of risks arising from spontaneous volunteering

These risks depend on the nature of the disaster event and the affected community, the type of assistance being provided by volunteers, and the management and coordination of their activities by a capable organisation. Mostly commonly, these areas of risk include[11,16,17]:

- Health, safety and well being (both physical and psychological).
- Protection of vulnerable people.
- Burden on individuals and communities already affected.
- Disruption to existing disaster management arrangements and activities.
- Corporate risk arising from liability.
- Unmet expectations of volunteers and communities.
- Conflict, competition and reputational damage between agencies and within communities.

2.5.3 Barriers and challenges for spontaneous volunteer management

It is also important to consider the barriers and challenges experienced by agencies who become responsible for organising and managing spontaneous volunteers in a disaster management context, which include[11,13,18]:

[16] McLennan B, Kruger T,, Handmer J, et al. Strategies for non-traditional emergency volunteers: a risk-benefit framework for decision making. Melbourne: RMIT University & the Bushfire and Natural Hazards CRC; 2017

[17] McLennan B, Molloy J, Whittaker J, et al. Harnessing the capacities of spontaneous volunteers: application and adaptation of the Queensland model. Non-peer reviewed research proceedings from the Bushfire and Natural Hazards CRC & AFAC Conference, Brisbane, 30 Aug to 1 Sep 2016. Melbourne: Bushfire and Natural Hazards CRC; 2016

[18] Volunteering Queensland. Making It Happen Report - A Volunteering Queensland project: Good practice in building local capability to manage spontaneous volunteers. Brisbane: Volunteering Queensland; 2018

- Misalignment with the formal emergency management system – the command and control culture and bureaucratic nature of traditional emergency management agencies can conflict with or be obstructive to spontaneous models of support by affected communities.
- Liability and insurance – differences in legislation and application across jurisdictions creates uncertainty around indemnity and liability issues for spontaneous volunteers and the organisations that manage or host them.
- Disengagement – due to the nature of disaster management volunteering with potentially long periods of inactivity, maintaining motivation and preventing disengagement amongst volunteers is inherently difficult.
- Volunteer capability – identifying the skills and experience of volunteers and matching these capabilities with tasks required as part of the broader recovery effort is operationally challenging. Further, any volunteers who offer assistance may have limited knowledge about disaster management arrangements and protocols.
- Limited capacity – the ability of community organisations or local government authorities to take on the role of managing spontaneous volunteers is limited by competing priorities, resourcing constraints and lack of clear role definition.

Evidence and resources have been developed in Australia that respond to these barriers and challenges with best practice guidance and enablers to support the effective management of spontaneous volunteers, which will be explored in the following section.

2.6 What does 'good' spontaneous volunteering look like?

2.6.1 Underpinning principles of spontaneous volunteering

Australia's *National Spontaneous Volunteer Strategy* published in 2010 outlines the nine principles of effective spontaneous volunteering[11], including:

1. People affected by an emergency are the first priority.
2. Spontaneous volunteering is valuable, aiding community recovery and resilience.
3. Jurisdictions and agencies will take a considered policy position on whether they will engage spontaneous volunteers or not.
4. Processes are needed to effectively engage spontaneous volunteers and to avoid agencies being overwhelmed with offers of support.
5. Standard volunteer management processes apply in times of emergency.
6. Arrangements for managing spontaneous volunteers should be embedded within existing emergency management plans and operating guidelines.
7. Everyone has a right to offer their assistance and to feel that their offer has been valued.
8. The time when spontaneous volunteers are needed may not coincide with when offers of help are being made.
9. Effective, timely, consistent communication is essential in the management of spontaneous volunteers.

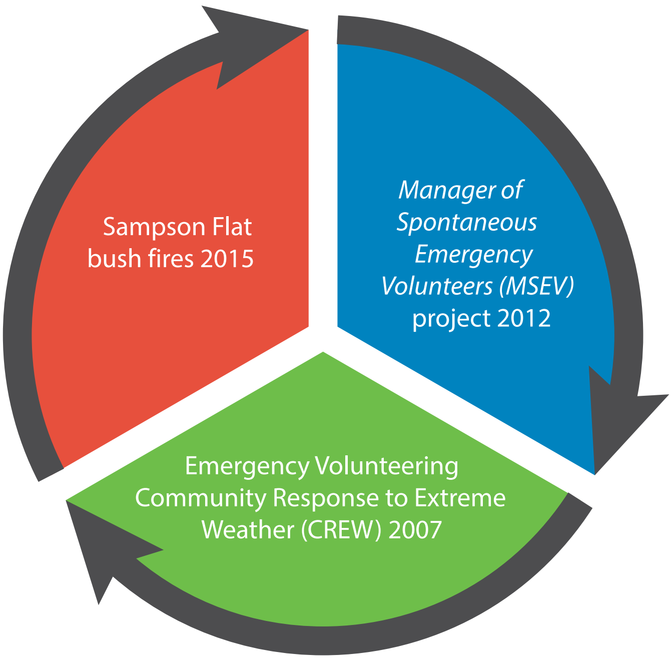
When the principles above are enacted in policies and practices within disaster management arrangements, effective spontaneous volunteering approaches have the potential to generate positive community outcomes before, during and after a disaster event.

> *"The more involved that the affected community is in the response, relief and recovery efforts the more effective their recovery will be [11]".*

Conceptually, organisations tasked with managing spontaneous volunteers tend to do so in a way that is either procedural or enabling. Procedural approaches to the management of spontaneous volunteers are generally top-down approaches whereby government and support organisations take a centralised and rigid way of organising volunteers. Enabling approaches focus on decentralisation of decision making, promotion of timely information and leverage of community and social infrastructure.

Procedural	Enabling
• Problems solved through command and control. • Volunteers brought into traditional management structures. • Plans are detailed, lengthy and rigid.	• Problems solved through existing social structures. • Decentralised decision making and improvisation, agile and outcome focussed. • Guidelines not prescriptions, focus on communications, relationships, preparation and training.

Traditionally, most agencies that manage spontaneous volunteers take procedural approaches whilst enabling approaches are more favoured in contemporary literature. In reality, the response of a community will land somewhere on the spectrum between procedural and enabling, and key partner organisations will ultimately capture their approach through an overarching plan for managing spontaneous volunteers.



2.6.2 Outcomes of effective spontaneous volunteering

When spontaneous volunteering is done well, positive impacts for communities affected by natural disaster and spontaneous volunteers themselves can be generated. The case studies below contained in the *National Spontaneous Volunteer Strategy* outline how the principles can be applied in practice to contribute tangible benefits to disaster management activities[13].

Sampson Flat bush fires (South Australia, 2015)

Through the effective utilisation of technology (recruitment, screening and communication), and close collaboration between key agencies, spontaneous volunteers were effectively utilised during the Sampson Flat bush fires. Organisations working in the field were able to access additional assistance in a streamlined way through volunteer referral processes. Spontaneous volunteers felt valued and received real-time information on support requirements and where to go to help.

Managers of Spontaneous Emergency Volunteers (MSEV) project

Following a number of disasters (and subsequent reviews), key Victorian organisations (Volunteering Victoria, City of Greater Geelong, Volunteering Geelong and Australian Red Cross) committed to developing a pool of skilled and trained volunteers to be deployed locally when required. Through pre-training, spontaneous volunteers built their skills, knowledge and readiness to assist, achieving the establishment of a pool of volunteers who are 'deployment ready'.

Queensland: Emergency Volunteering Community Response to Extreme Weather (EV-CREW)

Following a number of extreme weather events in the mid 2000s, key Queensland Organisations (Volunteering Queensland and Queensland State Community Recovery Committee) established an online database of spontaneous volunteers (including skills, availability, location), to be deployed when needed. The program encourages pre-registration of volunteers, facilitates the delivery training, and communicates with spontaneous volunteers as a key strategy for mobilising community action in extreme weather events.

2.7 Emerging evidence identifies key components in the engagement and management of spontaneous volunteers

2.7.1 A continuum of engagement approaches

It is broadly acknowledged that disaster management and spontaneous volunteering programs can be managed in a number of ways and by a variety of organisations, including state/local government and non-government organisations[14,19]. It is important to recognise that a significant body of work at both national and state level has been progressed over the past decade to give coordinating agencies guidance to the key components of a spontaneous volunteering program. However, local collaboration and customisation is required to ensure spontaneous volunteering programs are fit for purpose and meet the needs of the local context[11].

> *"There is no single best practice approach to supporting and coordinating spontaneous volunteers. Each organisation or group will need to develop plans that are appropriate for their specific organisation, the disaster context, and the types of volunteering that may occur."*

Although government strategies and planning frameworks state that there is no wrong or right way to manage spontaneous volunteers, there are generally five levels of engagement strategies that can be used by organisations to manage spontaneous volunteers before, during and after a disaster[11,13]. Each level increases in the extent of organising and coordinating involved.

- **Public communication –** broadly communicating with the public about the current state of impending/current disaster, requirements for spontaneous volunteering and how the public can help (communications aligned to local jurisdictional arrangements and agreements).
- **Collaboration –** identifying, establishing and maintaining relationships with groups and organisations that can be leveraged to facilitate a coordinated response to spontaneous volunteering when required (taking into consideration diversity of community groups).
- **Channelling and brokering –** recognising, responding to and directing enquiries and offers from spontaneous volunteers to appropriate and useful places. May also involve registration of volunteers, skill matching and referral to other organisations.
- **Support and capacity building –** liaising with and providing support for self-organised volunteers (and extending the capability of existing community groups) through training and education.
- **Active management –** actively managing spontaneous volunteers in accordance with the *National Standards for Volunteer Involvement* continuously before, during and after a disaster.

Generally speaking, the minimum levels that are delivered by support agencies in regard to spontaneous volunteering before, during and after a disaster event are 'Public communication' and 'Collaboration'. When resourced to do so, agencies that support spontaneous volunteering programs are able to expand their forms of engagement into 'Channelling and brokering', 'Support and capacity building' and 'Active management'.

2.7.2 Activities and components of best practice spontaneous volunteer management

The necessary components identified to effectively manage spontaneous volunteers in a programmatic way are consistent with the *National Standards for Volunteer Involvement*, which aim to guide organisations engaging volunteers across any area to maximise the benefits of volunteer involvement, develop effective ways of working and ensure the rights of volunteers are protected[20]. These standards include:

1. Leadership and management.
2. Commitment to volunteer involvement.
3. Volunteer roles.
4. Recruitment and selection.
5. Support and development.
6. Workplace safety and well being.
7. Volunteer recognition.
8. Quality management and continuous improvement.

[19] Victorian Council of Social Service (VCOSS). Building resilient communities: working with the community sector to enhance emergency management. Melbourne: VCOSS; 2017

[20] Volunteering Australia. The National Standards for Volunteer Involvement. Canberra: Volunteering Australia; 2015

There are a range of existing resources that have been developed to reflect contemporary thinking and leading practice in the management of spontaneous volunteers in a disaster management context, such as the *Spontaneous Volunteer Management Resource Kit* 2010[10], *Communities Responding to Disasters* 2017 handbook, and *Making it Happen* report published by Volunteering Queensland[18].

Planning and preparation are key to effectively managing spontaneous volunteers. However, it is acknowledged that many decisions will need to be made based on specific circumstances arising from the disaster at hand. Each of the key components of a robust spontaneous volunteering program are outlined below:

- Develop an overarching plan for managing spontaneous volunteers.
- Develop a communications policy and plan.
- Conduct community mapping and formalise partnership arrangements.
- Establish volunteer screening and registration processes and systems.
- Establish training protocols and corresponding training material.
- Complete holistic risk analysis in collaboration with partner organisations.
- Commit to active management of spontaneous volunteers between disasters.
- Evaluate the utility and effectiveness of spontaneous volunteering program.

2.8 Integrating spontaneous volunteers within existing disaster management systems

2.8.1 Moving towards a system that embraces spontaneous volunteers

There is a distinct need for a more flexible and integrated disaster management sector to harness the capacity of spontaneous volunteers within efforts to prepare for, respond to and recover from natural disasters in Australia[5,9].

Given the current supportive policy setting, there will likely be a continuing trend towards embracing spontaneous volunteering disaster management arrangements. The notion of shared responsibility has become a key component of the disaster resilience policy setting.

The hierarchical command and control model that has traditionally been applied by agencies in top-down responses to disaster management has received considerable criticism by researchers and practitioners, particularly in how it acts to sideline non-traditional contributors and overlooks their ability to contribute to recovery efforts[8,14,15].

> *"It is clear that the future landscape of Australian disaster volunteering will be populated by a much wider and more diverse range of players than in the past… Sharing responsibility, authority and influence across this wider field will require a somewhat uncomfortable shift for much of the established emergency management community in Australia… It is likely that established organisations will be compelled to make such a shift in the near future, regardless of their appetite to do so.[6]"*

Researchers have tried to conceptualise the different approaches that disaster management systems to engage spontaneous volunteers across a continuum, represented in four broad approaches[21]:

- Ignore – no intended engagement, no plans in place.
- Resist – dissuade, stop or exclude volunteers.
- Accept – reduce risks, or refer volunteers but do not directly manage or encourage.
- Embrace – directly manage or support volunteers, or facilitate others to do so.

Differences between jurisdictions relating to legislation, policy, funding and coordination arrangements has also meant that models of spontaneous volunteer management vary considerably from one community to the next, and in each state and territory. Significant planning at the local, state and national levels will be required to articulate how disaster management arrangements can embrace spontaneous volunteering, apply the best practice principles and practices outlined earlier, and clearly define the roles and responsibilities for various organisations relating to the management of spontaneous volunteers within the system.

[21] McLennan, B, Whittaker J, Handmer, J. Briefing paper: A proposed framework to assess strategies for engaging non-traditional emergency volunteers. Melbourne: RMIT University and Bushfire and Natural Hazards CRC; 2016

2.8.2 The role of local community organisations in managing spontaneous volunteers

Lessons learnt from case studies of recent disaster events in Australia have demonstrated the growing importance of brokering actors, groups, networks and platforms between volunteers and traditional emergency management organisations[22]. In many cases, this brokerage role is taken up by non-government organisations already embedded within their local communities, or by emergent and informal groups of community members.

The traditional role of local governments and non-government organisations in emergency management has previously centred on the provision of aid, such as distributing goods, sharing information, sharing facilities and providing support to individuals affected by a disaster event[14,15].

In more recent years, the scope and scale of these roles has expanded to include a more active role within local disaster arrangements, particularly in building a network of capable spontaneous volunteers during periods between disaster events, and then coordinating and distributing the surge capacity of these spontaneous volunteers upon activation to respond to a disaster event. Local organisations embedded within their communities provide an effective and efficient mechanism of support compared to a large number of individual agencies attempting to find, orient and oversee volunteers for their own organisation's contribution to recovery efforts in the immediate period following a disaster event.

Increasing the involvement of local governments and non-government organisations as part of local disaster management arrangements can lead to better harnessing the capacity of spontaneous volunteers, improving local coordination and role definition, mitigating common risks and avoiding the establishment of potentially disruptive rogue groups.

In particular, community sector peak bodies have strongly advocated for a greater role of local community services non-government organisations in enhancing disaster management and identified the strengths and attributes that these organisations can contribute[19].

2.8.3 Building long term disaster resilience at a local level

Through a coordinated approach, roles and responsibilities can be defined to fit local context and needs. In an environment where natural disasters are becoming more frequent and more intense, the importance of building longer term capability in spontaneous volunteer management to respond to disaster events with reasonable regularity will be important. This recognises the link between social capital and the resilience of local communities to respond to disasters[18].

While there is considerable knowledge and evidence around what leading models of spontaneous volunteer management look like, it should be acknowledged that these key functions will require sustainable investment. While the contributions of spontaneous volunteers are given freely, there are significant costs incurred by organisations to recruit and manage volunteers, provide training and other support, and manage risks and responsibilities associated with supporting volunteers to be effective, safe, motivated and supported[15,18,19].

[22] McLennan B, Whittaker J, Kruger T, et al. Out of uniform (building community resilience through non-traditional emergency volunteering): what have we learned? In M. Rumsewicz (Ed.), Research Forum 2017: proceedings from the Research Forum at the Bushfire and Natural Hazards CRC & AFAC Conference. Melbourne: Bushfire and Natural Hazards CRC; 2017

Section 3: project implementation

3.1 Scope

In accordance with the NSW disaster management arrangements (EMPLAN), the NSW State Emergency Service (SES) has systems and structure in place aligned to the Australasian Inter-service Incident Management System (AIIMS) to respond and coordinate the local SES units as a first responder to the community in emergencies and disasters. The scope of this project involves identification of how volunteer agencies can potentially fit into the existing disaster management arrangements as part of the Incident Management Team (IMT) aligned with the AIIMS in the Incident Control Centre (ICC).

The development of a spontaneous volunteer framework aims to guide and assist relevant community-based organisations and agencies with the management, planning and coordination of volunteers in the event of an emergency or disaster within a local government area, so as to complement without duplicating the local disaster management arrangements coordinated by the SES. The framework covers the management and coordination of volunteers by established community-based organisations and entities. The framework complements the role of local councils and other agencies such as Australian Red Cross and Rural Fire Service to participate in the ongoing recovery of a community in partnership with state and federal authorities.

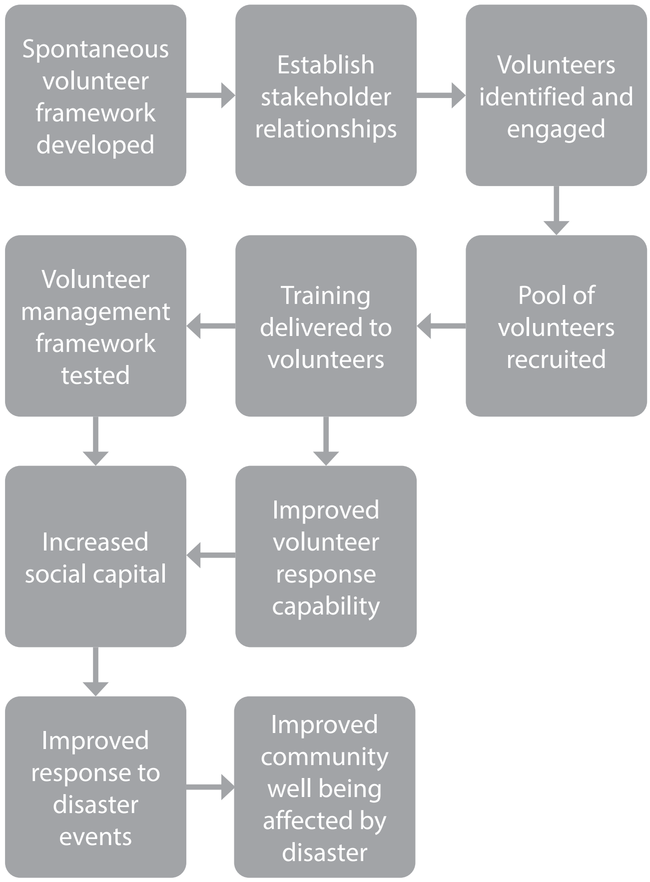
The project scope includes the development of a framework document, a training manual and piloting the implementation of these materials with an initial group of spontaneous volunteers in the Lismore region. The project scope does not seek to address the recruitment, retention and coordination of emergency services volunteers such as those administered by SES, Rural Fire Service and Australian Red Cross, or volunteer service clubs such as Rotary, Lions or CWA, nor does it seek to test the effectiveness of local disaster management arrangements.

The intention is that all volunteer resource centres involved in volunteering have access to the framework and procedures to inform adoption or adaptation to meet the needs of their local communities and to integrate with local disaster management arrangements.

3.2 Methodology

3.2.1 Project design

A conceptual theory of change for the project was developed by the project team, which aims to visually represent how the project's design leads to measurable outcomes, outlined below:



In a theory of change model, each change is based on assumptions which are grounded in evidence; either research findings, previous program evaluation or practice experience. Key theoretical assumptions underpinning this project will be tested in the project's evaluation, which include:

- Local community members will become aware of the program, choose to enrol as spontaneous volunteers and remain engaged for activations.
- Local disaster management stakeholders will be willing to engage, commit time and resources, and work in an integrated way.

- Through appropriate training, spontaneous volunteers obtain the skills and capabilities to respond to a disaster event in a safe, productive and meaningful way.
- A documented framework to support other organisations across NSW such as volunteer resource centres to replicate the model in their own communities.

The project approach comprised several discreet components, including:

- Development of a literature review.
- Consultation and engagement with relevant stakeholders (eg key state wide agencies, local volunteer agencies, communities impacted by the floods).
- Developing a spontaneous volunteer management framework, including training and other tools and resources.
- Delivering the training to a sample of spontaneous volunteer team leaders recruited by Northern Rivers Community Gateway.
- Testing the suitability and replicability of the framework by undertaking a formative evaluation.

More information about each component of the project is outlined in the sections below.

3.2.2 Literature review

A literature review was completed that identified and reviewed key literature including research, policy and past program evaluations relating to the design and management of spontaneous volunteering programs in a disaster recovery context across NSW and Australia.

The literature review was undertaken with the specific intent to:

- Summarise the policy and program environment relating to disaster management and spontaneous volunteering across NSW and Australia.
- Present the project's rationale and context based on analysis of contemporary thinking in regard to managing spontaneous volunteers.
- Gain a deeper understand of why this program was undertaken and why it's important.
- Describe a best practice approach to spontaneous volunteer management.

The findings of the evidence review were thematically analysed by the project team, with the content of the report structured around these key themes to provide a narrative summary of the key information and implications.

The literature review is included as **Section 2** of this report.

3.2.3 Stakeholder engagement and consultation

A mixed methods approach was applied to stakeholder engagement and consultation activities within the project, comprising a project advisory group, semi structured interviews with key stakeholders (eg community groups, emergency services and local government), and questionnaires to volunteer agencies state-wide.

Project advisory group

Information and feedback on the approach and findings of the project was shared through an advisory committee of key stakeholders which met at regular intervals throughout the project. This group provided feedback and input into the development of the framework. Advisory group members included:

Organisation	Representative
Northern Rivers Community Gateway	• Deb Ashton, Project Officer • Warren Anderson, Manager Social & Financial Inclusion Services • Jenni Beetson-Mortimer, CEO
Australian Red Cross	• Catherine Martinez • Di Bernardi
NSW State Emergency Service (SES)	• Andrew McCullough
NSW Rural Fire Service	• Kevin White • Anthony Bradstreet
Lismore City Council	• Michael Hemmingway, Lismore Flood Ready Project Manager
Beacon Strategies (project evaluation partner)	• Rebecca Patterson • Elliot Parkinson
Newcastle Volunteer Centre	• Tony Ross, Manager

Stakeholder consultation

Community engagement activities aimed to collect qualitative data in relation to community members' experiences of the previous flood event in Lismore, capacity of services, and skills of volunteers. Stakeholder engagement activities involved:

- Obtaining authorisation from the executive of Northern Rivers Community Gateway to undertake engagement activities.
- Providing participants with information about the purpose of the engagement.
- Recording interviews, transcribing notes and formulating notes into key themes or headings.

Semi-structured interviews were held with key stakeholders, with the aim of building knowledge of what worked and what didn't work in the Lismore flood experience. Specific questions referred to level of support, engagement with volunteers and organisational management processes. Stakeholders that were included as part of the consultation process were:

- Northern Rivers and Newcastle Volunteer Resource Centres.
- Lismore, Tweed and Byron Shire councils.
- Rural Fire Service.
- Red Cross.
- State Emergency Service local response and/or zone representatives.
- Local SES volunteers and area managers.
- Queensland Volunteer Emergency Services representative.
- Lismore Senior Citizens Flood Review group.
- Lismore City Council staff.
- University Centre for Rural Health.

A full list of stakeholder engagement activities is outlined at **Appendix 1**.

In addition, questionnaires were administered to all volunteer resource centres across NSW to analyse:

- The capacity for organisations to take on a spontaneous volunteer role in a disaster event.
- The level of preparedness and willingness of organisations to take this type of role

A triangulation process was used to collate and synthesise the information collected through each method (eg literature review, questionnaires, interviews) and inform the development of the framework. Triangulation is a process of bringing multiple types of data to bear on the one problem, using the different techniques to study the issue from different angles and understand the broader context of the program.

3.2.4 Framework development

Informed by the data captured through the evidence review and stakeholders/community engagement activities, the project developed a framework for the management of spontaneous volunteers. This framework provides an overall guide to assist in the management, planning and coordination of volunteers in the event of an emergency or disaster in a local government area. The framework covers the management and coordination of volunteers in local community hubs, volunteer coordination through team leaders, and community support from NSW Volunteering resources centres.

The objectives of the framework included:

- Effective and efficient coordination of volunteers prior to events, post events and recovery phases of an emergency.
- Engagement of the community and supporting them in building the resilience of individuals and communities.
- Bringing together agencies that already support their community into a coordinated structured support teams to aid their community in recovery.
- Ensuring positive experiences for volunteers through; teaching and learnings and how effective coordination can benefit them and how this can contribute and aid recovery to their community in disastrous times.

The framework sits above the operational planning processes, allowing the development and implementation in the management of spontaneous volunteers through:

- A local level approach addressing local needs where individuals are enabled to provide assistance to their own community.
- A collaborative approach that shares information, resources and expertise in a local area.
- An evidence-based approach that shows locals knowledge and learning from passed experiences shared.

The spontaneous volunteer framework and supporting documentation aim to provide an on-the-ground working document. It includes:

- Communication strategy for volunteer recruitment and retention (**Appendix 2**).
- Organisational charts (**Appendix 3**).
- Roles and responsibilities overview (**Appendix 4**).
- Steps for activation, tasking and debriefing of spontaneous volunteers (**Appendix 5**).
- Coordination, task allocation and management of spontaneous volunteers (**Appendix 6**).
- Position descriptions (**Appendix 7**).
- Training plan (**Appendix 8**).
- Video assets (**Appendix 9**).
- List of relevant policies and procedures (**Appendix 10**).
- Training manual (**Addendum**).

These materials are intended to be utilised as internal documents which are constantly updated to reflect continuous improvement in disaster management practices, and to respond to emerging local needs and operating context.

3.2.5 Training

Newly developed training materials were combined with existing and recognised disaster management training modules to create a holistic package that was delivered to a sample of spontaneous volunteer team leaders recruited by Northern Rivers Community Gateway.

Content and modality for the training activities delivered:

Training	Date	Content	How it is delivered
Red Cross mental health first aid.	Friday, 6 September 2019.	Mental health first aid – identifying a person in crisis and dealing with them until help or support arrives. Strategies to use in this event type.	Face to face – Northern Rivers Community Gateway office, 76 Carrington Street, Lismore.
Leadership skills (course developed in partnership with North Coast Community College).	Monday 28 November 2019.	Leadership, crisis management, risk assessment and management, communication strategies and improving team-leading skills.	Face to face – North Coast Community College Ballina campus, Tamar Street.
Emergency management overview.	Self-paced.	Introduction to emergency management	Online – register and complete modules.
WHS videos and information videos.	Self-paced.	What is a disaster, what is the role of each responder in a disaster. General WHS measures to include such as Lifting, PPE etc	Online – during an event response or just before.

More information about the recommended training plan for spontaneous volunteer team leaders managed by the volunteer resource centre is outlined at **Appendix 8**.

3.2.6 Formative evaluation

An external evaluator, Beacon Strategies, was engaged to undertake an evaluation of the project at its inception. The evaluation comprised a formative evaluation that assessed the suitability of the spontaneous volunteer management framework within the context of a volunteer resource centre, the sustainability of volunteer resource centres to undertake this management and coordination role within local disaster management arrangements, and opinions and suggestions relating to the sustainability of the arrangements and activities into the future.

The evaluation scope addressed three separate evaluation questions:

- To what extent was the framework able to support volunteer team leaders to provide a community recovery response in a disaster setting?
- To what extent are volunteer resource centres in NSW able to effectively implement the framework?
- What is needed to better support volunteer resource centres in NSW to manage spontaneous volunteers into the future?

Qualitative data was collected from several sources throughout the project, including:

- Semi-structured interviews with key stakeholders, including trained spontaneous volunteer team leaders, volunteer resource centre representatives across NSW, and NSW SES staff.
- Review of relevant program documentation (management framework, risk management plans, communication matrix, recruitment strategies).
- Review of relevant policy and program environment (eg current NSW disaster management environment, comparison with other jurisdictions).

The evaluation findings are incorporated into **Section 4: findings and implications** of this report.

Section 4: findings and implications

The findings section of this report is organised around key themes that emerged from the project's delivery and evaluation, as outlined below:

4.1 An effective spontaneous volunteer management framework should consist of four pillars

During a disaster, clear guidelines and procedures are critical to ensure all those involved in the coordination and provision of human and social services are well equipped to engage in the efficient mobilisation of large numbers of people and services across a diverse range of roles, at very short notice.

A planned approach to the utilisation of spontaneous volunteering during the periods between disaster events, such as through the work of volunteer resource centres, contributes to more resilient and prepared communities by having formal networks with trained, engaged and suitable volunteers who can be deployed when needed.

A localised spontaneous volunteer management framework is an important operations-level plan that can be used in weather related or natural disaster situations to assist the coordination of local volunteer workforces. The framework emphasises the use of an effective communication chain so recovery efforts are not missed or duplicated.

The framework developed in this project described Northern Rivers Community Gateway's responsibilities for recruiting and supporting volunteers outside of a disaster activation, and then transitioning volunteers into community recovery hubs during a disaster event. Combining research, evidence and local stakeholder consultation, four pillars that are fundamental to the effective utilisation of spontaneous volunteers were identified:

- Organisational structures
- Training program
- Supervisors/team leaders
- Communication

Key activities under each pillar are shown in the model below:

In an emergency or disaster event, these activities will be required to coordinate with several state agencies and other community organisations under local disaster management arrangements. The framework will therefore be required to be supported by productive working relationships with all entities that have a role in community recovery. While arrangements and operating procedures should be localised to a community's own needs and agreed by all stakeholders, these arrangements should reflect these pillars at a minimum.

The framework should be used in conjunction with other plans, guidelines and procedures within the local council's disaster management recovery plan.

4.2 Effective management of spontaneous volunteers requires recruitment, training, support and retention

The information collected throughout the project from the evidence review and stakeholder consultation highlighted the need for an organisation to be responsible for the management of spontaneous volunteers within a defined area on an ongoing basis. Trying to recruit, induct and deploy large numbers of spontaneous volunteers when an emergency event occurs presents significant operational challenges and risks.

As an example, the Flood Ready workshops facilitated by Lismore City Council following the 2017 flood event identified that the Helping Hands movement, while effective in mobilising a high volume of community support, did not provide insurance coverage for volunteers or undertake background checks on volunteers, many of whom were required to enter people's residences and/or interact with vulnerable people in the course of their work.

Therefore, responsibility for managing spontaneous volunteers, including key activities such as recruitment, training, endorsement and ongoing support, should sit within an established entity with the ability to deliver these activities effectively. In this project, Northern Rivers Community Gateway undertook these activities as part of the implementation of the framework due to its existing role as the volunteer resource centre for the region, and many volunteer resource centres around NSW would be well positioned to also take on this role.

In implementing the spontaneous volunteer framework, volunteer resource centres will lead the local management and coordination of volunteers in preparation for and during a disaster event. The components below outline the steps taken by the project team to achieve this:

Ensure the local community become aware of the program.

- Set up stakeholder meeting to discuss local community's needs.
- Local media.
- Social media.
- Council literature.
- Council meeting groups (Flood Review).
- Community meetings and groups.
- Brochure distribution through volunteer agencies and the public.
- Setup stands at local events, shopping centres etc.

Encourage prospective volunteers to participate and remain engaged.

- Identify suitable team leaders, with key attributes (eg past employment in emergency services, excellent people management skills).
- Recruit and train volunteers.
- Set information sessions schedules throughout the year.
- Consistent communication and updates to feel part of community.
- Discussions and outcomes of changes they would be involved in.
- Cross train in different skills.
- Share ideas, experiences, discover what worked and what didn't.
- Local knowledge sharing.

Use data to identify potential needs for volunteers and risks during a disaster event.

- An all-hazard framework for volunteers will prepare the community to deal with all types of disasters.
- Learn from previous disasters (eg reports, inquiries, consultation) to identify shared solutions to what went wrong and what could be done better next time.
- Liaise with a wide range of local stakeholders, such as community groups, business leaders, community leaders, local councils, emergency services, individuals or households previously affected by disaster events.

Build relationships with local community stakeholders to promote recruitment and explore potential task allocations in a disaster event.

- Social community services and non-government organisations.
- Community groups (eg churches, recreation, social, sporting, cultural).
- Schools, universities and training colleges.
- Community groups.
- Local businesses.
- Local resources such as a community directory.
- Current volunteer networks.

Appropriate stakeholders are engaged and willing to contribute time, resources and knowledge.

- Identify the right people such as emergency service representatives (eg police, RFS, SES, Red Cross, Ambulance), local council, community leaders, government agencies.
- Formalised mechanisms with regular meetings, hazard-specific discussions and regular correspondence.
- Inter-agency memoranda of understanding (MoUs) to formalise agreements and responsibilities.

A significant pool of volunteers is developed to ensure impact of response when required.

- Understand the attributes and availability of volunteers engaged.
- Deploy resources to assist existing volunteer-based emergency services (eg SES, RFS, Red Cross) where they have insufficient capacity to respond to an emergency or disaster.

Ensure training is adequate to meet volunteers' needs.

- Acknowledge that emergency services often provide 'just-in-time' training to volunteers for specific roles and tasks during an emergency or disaster, so best approach is to enhance and complement training needs.
- Training should suit the tasks required to respond before, during and after an event.
- Training volunteers in scenarios from previous events will help to respond more efficiently and know what to expect based on experience of events replicating a similar event in the same area (eg floods).
- Training volunteers together regularly throughout the year builds community capability and unity.
- This will help prepare volunteers to respond when needed in their own community.

The framework contributes to improving overall communication and coordination.

- Managing and coordinating volunteers under the same model as response agencies (AIIMS structure) lessens duplication and gaps in communication during a disaster event.
- Documenting and testing the framework (eg scenario-based training/activation) regularly in collaboration with existing local disaster management arrangements helps to improve preparedness to respond more effectively in future disaster events.

4.3 Overcoming challenges experienced by spontaneous volunteers

4.3.1 Communication

Feedback from emergency agencies and community services following the 2017 flood showed significant confusion from the community and service providers. Some community members were not aware of the recovery centres, while others utilised services from both the recovery centre and the community hub (ie Helping Hands group). Community members assumed that Helping Hands was a Lismore City Council initiative and had not considered insurance as an issue in relation to volunteers assisting the clean-up.

Communication, particularly true and consistent communication, is commonly cited as the biggest gap in any disaster response especially between combat agencies, other emergency service agencies, local councils and local communities. Effective communication requires a single coordinating system and all agencies and services are connected through regular single stream communication (eg committees, working groups and regular briefing and debriefings) that coordinates all requests and tasks.

4.3.2 Central system for task allocation

Local councils generally do not have task management systems in place that can address the allocation of tasks in a disaster event. A central repository which links tasks to groups of volunteers would reduce the need for double up in some areas and missing others. The capacity for this system to also link with recruited volunteers would ensure the end-to-end provision of tasks attached to teams, volunteers and assets that could be tracked and provide consistency across the response event. This would enable a structure whereby all managed responses are consistent and assigned in a way that is capable of being scaled up or down depending on the need during an event.

4.3.3 Consistent operational coverage

A positive response from stakeholders was shown by a potential commitment from both RFS and SES to establish a way in which they can both work with spontaneous volunteers (community members not affiliated with their organisations) using their current AIIMS structure. During disasters, NSW SES committed to working closely with local community groups including emergent groups, to recognise existing community capability and networks. This process facilitates effective community involvement which would lead to enhanced recovery outcomes. Where registered volunteers are clearly identified belonging to a particular organisation, there are subsequent advantages such as:

- Insurance coverage.
- Clear recognition of legitimate people.
- Coordination of home visits (ie avoiding multiple door knocking).
- Mapping to ensure areas are covered so people do not miss out.
- Follow up support of volunteers.
- Privacy for residents and sense of security.
- Potential for volunteers to claim back expenses if they wish to.

Based on tasks undertaken by Lismore Helping Hands and general community in the 2017 floods, the primary needs of the community post-event involved more physical support. Stakeholders identified that the role of a volunteer team leader was a gap. If such a team leader position formed part of a spontaneous volunteer framework and were trained well, it was considered this role would assist in ensuring volunteer safety, well being, confidentiality and safety of affected communities.

The need for safe communities during these events is critical when support is being provided. In particular, background checks and insurance coverage are critical for volunteers. Findings from the 2017 event indicated police checks, working with children checks and insurance coverage for volunteers were not considered during the event as part of the Lismore Helping Hands response and could have been detrimental to the recovery event should an incident have occurred.

4.3.4 Difficulty in accessing skilled volunteers

The role of team leader was one that would require specific leadership skills. It was acknowledged that the current Red Cross training on its own is not suitable for spontaneous volunteers for a role as team leader.

Training more broadly was identified as an issue with respect to consistency and quality, with reports of agencies accepting volunteers who are trained and qualified, but with training that has not been provided or prescribed by that organisation. Consistency in the training provided to spontaneous volunteers was identified as important to ensure volunteers were receiving the same message. More information about training needs is outlined in the sub-section below.

4.3.5 Motivation and retention of volunteers

Prioritising the retention of volunteers by understanding motivations, providing appropriate support and celebrating their engagement at every point was found to be necessary. This includes maintaining the reputation of the organisation recruiting volunteers and how this aligns with the motivations of volunteers who contribute.

A total of 12 volunteer team leaders were able to be recruited in Lismore during the 17 month term of the project. By January 2020, 10 of these positions were still engaged with the program, while 2 had discontinued their involvement. Analysis of program training records suggested that attrition occurred at the third training workshop.

These levels of engagement indicate that the recruitment and ongoing support of spontaneous volunteers is a challenge for volunteer resource centres. However, continued engagement of spontaneous volunteers is a critical factor in successful activation of local arrangements in a disaster event.

One area of particular importance highlighted during interviews with program staff was the availability and participation in high quality training for volunteer team leaders.

4.3.6 Media and public information arrangements

Emergencies and disasters draw significant media interest and a requirement for public information. The response to requests for information should be coordinated by the local council's communications team and recovery officer through the broader local disaster management arrangements, so that it is correct and a single point of truth.

4.4 Volunteer training activities should be relevant, engaging and regular to ensure volunteers remain motivated and able to respond

Feedback captured through stakeholder and community engagement identified that an appropriate training package was required to train spontaneous volunteer team leaders in managing spontaneous volunteers across all hazards and agencies. Common themes identified that should come through the training included placing the affected community at the centre of the response, respect and collaboration. The consultation led to the following desired skill sets and desired outcomes of training for spontaneous volunteer team leaders:

Skill set	Desired outcomes
Framing the training.	• Contextualise training around interpersonal skills (not operations). • Understanding spontaneous volunteer motivations.
Review key processes and procedures.	• Frame the environment in which we work, including who we work with. • Refresh important practices (EM arrangements, agency values and principles, structure in an evacuation centre, procedures eg SMEACSQ). • Clarity around tasks and functions of different agencies.
Rapport building with partner agencies.	• Learn methods for developing swift trust with others. • Soft skills for enhanced co-working. • Respect for difference between organisations (values, ways of working etc).
Developing strong group and team dynamics.	• Understand enablers for developing strong team dynamics. • Comprehend the importance of psychological safety in team culture. • Practical strategies to develop psychological safety. • Learn methods to support self care in team members. • Develop problem solving abilities for overcoming team dynamic issues.
Mitigating and managing conflict (inter-and-intra agency).	• Understand different ways that conflict can manifest. • Learn and practice strategies for avoiding and dealing with conflict (negotiation, conflict resolution, mediation, mitigation) for both overt and covert conflict scenarios. • Enhanced communication skills.
Dealing with challenging situations.	• Deal with tangible issues that participants have encountered. • Engage with the knowledge and experience in the room. • Link concepts explored in the course with problem solving real life scenarios.

The proposed training package comprised of the following:

- **Objective** – provide spontaneous volunteer team leaders with leadership skills to enable them to manage and task team effectively and safely in an event, covering preparedness, response and recovery.
- **Outcome** – trained team leaders are able to manage challenging situations, supervise and task volunteers, and manage well being of team during activations.
- **Output** – several relevant training modules (both existing and new) delivered through a range of modalities. Modules included:
  - Red Cross mental health first aid.
  - Leadership and crisis management (course developed in partnership with North Coast Community College).
  - OEM online emergency management modules.
  - WHS videos and informational videos.

Interviews with spontaneous volunteer team leaders indicated that while this training was relatively helpful, there were significant gaps remaining in their knowledge, particularly around the technical areas of local disaster management arrangements and operational issues in the event of an activation. There was a desire for more practical, hands-on methods of training that explored hypothetical scenarios or past disasters to embed training concepts. For example, one volunteer team leader expressed a desire to continue in the role but would consider ending their involvement if additional training was not available, as they would not feel confident or capable to fulfil their role if required.

Periodic participation in simulated disaster activations is one activity used widely in disaster management training for all response and recovery personnel to enhance and maintain their confidence and capability to respond to a disaster event. These activations can be used as both practical learning opportunities and methods of evaluating the effectiveness of the integration of spontaneous volunteers with the broader local disaster management arrangements. Periodic, simulated activations led by formal disaster management agencies with the activation of team leaders would enable these roles to be embedded as part of coordinated local disaster management arrangements.

4.5 Ability of volunteer resource centres in NSW to implement the framework

As previously described, the intent of developing a framework was that all volunteer resource centres in NSW would have access to it, to support local implementation in other communities. A fundamental assumption of the project was that volunteer resource centres are a suitable placement of responsibilities for spontaneous volunteer management within the context of local disaster management arrangements across NSW.

There are 30 volunteer resource centres in NSW whose primary function is to recruit, train and match volunteers to appropriate volunteer opportunities. However, the structure, size and resourcing of these volunteer resource centres differs considerably across regions, with many offering a unique range of other services for their communities and ways of working, all of which is likely to impact their individual capacity to implement the framework.

In developing the framework, Northern Rivers Community Gateway viewed the most effective approach for NSW volunteer resource centres as being the recruitment and training of a small number of spontaneous volunteer team leaders, whilst building key relationships with disaster response organisations. The focus on team leader roles rather than recruiting spontaneous volunteers more widely was due to the ability of volunteer resource centres (or any other agency) to effectively engage large numbers of spontaneous volunteers on an ongoing basis outside of a disaster activation, particularly with continuing to keep training and relevant checks (eg police, working with children) up to date and minimising the attrition of volunteers during extended periods without being activated.

This approach requires all volunteer resource centres to have relationships with member organisations whose volunteers may have the required skills to assist the community during a recovery effort. It also requires relationships to be developed with key disaster management response agencies who are likely to be able to deliver just-in-time training during the activation for those community members who wish to become a spontaneous volunteer.

While local context and relationships are likely to vary widely from region to region, Northern Rivers Community Gateway experienced challenges with achieving clear agreement on role definition between agencies (eg volunteer resource centres, State Emergency Service, local government) for spontaneous volunteer management, which was largely driven by an absence of an agreed direction at a state level. Task level management of spontaneous volunteers was one specific area where responsibilities were unclear, with a recognised need for any task allocation system to be incorporated within the scope of the local disaster coordination centre arrangements.

As an example, during the project Northern Rivers Community Gateway consulted with a range of stakeholders including NSW Office of Emergency Management, State Emergency Service (SES) and Australian Red Cross. In particular, SES representatives stated that SES intended to explore spontaneous volunteering arrangements, but was unclear in defining for what activities (eg emergency response, community recovery), for what time frame following a disaster event, and how they intended to recruit, train and manage a network of appropriate spontaneous volunteers across all regions.

To gauge the level of interest and capacity of other volunteer resource centres to undertake recruitment and coordination of volunteers in a disaster event, Northern Rivers Community Gateway sent a short online survey to each of the volunteer resource centres in NSW but limited responses were received. This itself is a telling finding that indicates that the current level of engagement in spontaneous volunteer management by many volunteer resource centres is limited. This may be attributed to the lack of funding to support this.

Those responses received showed that there was support for volunteer resource centres managing spontaneous volunteers across NSW if those centres were appropriately funded and relevant resources were available.

Telephone interviews were held with representatives from a number of volunteer resource centres. They indicated positive feedback on the framework produced by Northern Rivers Community Gateway and expressed their willingness and capacity to implement it should funding allow for the program to be appropriately resourced. Barriers to the successful implementation of the framework were discussed, which included:

- The need for system level change at a state and local government level to recognise the role of volunteer resource centres within coordinated disaster management arrangements in NSW.
- Adequate funding is not available to sustain the activities of volunteer resource centres in managing spontaneous volunteers on an ongoing basis, with a need for cost recovery models or access to relevant relief recovery arrangements.
- Concerns around capacity to engage appropriate spontaneous volunteers over the long term due to the unpredictable nature of disaster events.

Section 5: conclusions

5.1 Utility of the framework

The development of the *Management of Spontaneous Volunteers* framework within this project demonstrated the role that an established community organisation can play in harnessing spontaneous volunteers as a form of social capital to improve preparedness for natural disaster events, through a framework centred around four pillars:

- Organisational structures
- Training program
- Supervisors and team leaders
- Communication

While the framework provides a valuable starting point for organisations seeking to lead the management of spontaneous volunteering in their local community, its implementation is not without challenges observed through this project. These range from the recruitment and retention of skilled volunteers, through to the integration of spontaneous volunteering with existing local disaster management arrangements and the willingness of other agencies to work alongside community organisations.

5.2 Role of volunteer resource centres

The *NSW Disaster Recovery Plan* contains several principles that align closely with the role of volunteer resource centres in community-led responses to recovery efforts following a disaster event. Volunteer resource centres can play a critical role in building community resilience to disasters in periods of non-activation through managing an engaged and capable network of spontaneous volunteers, who can then be activated and deployed to support local recovery efforts through engagement with relevant mechanisms such as local councils and local recovery centres.

In other jurisdictions, particularly Queensland and Victoria, the management of spontaneous volunteers is embedded within the local disaster management arrangements, with local organisations tasked with the responsibility for recruiting, training, supporting and allocating volunteers to safely and effectively contribute to community recovery following disaster events.

Different models of accountability and responsibility for the management and coordination of spontaneous volunteers include:

- Responsibility sitting within local government.
- A single nominated agency or organisation.
- A local consortium arrangements of multiple organisations.

Within all of these models, the spontaneous volunteer coordinator is situated within the local disaster coordination centre and has direct communication lines for all agency liaison roles. None of these models has been formally adopted in NSW by either the state government, local governments or lead disaster response agencies.

Given the established role of volunteer resource centres within local communities, and the focus of national and state policy relating to disaster management and recovery supporting the principle of community-led action, there is a strong case for volunteer resource centres to lead local arrangements for spontaneous volunteer management across NSW.

Volunteer resource centres possess existing operating and social infrastructure, including:

- Experience and capability with volunteer management.
- Extensive pool of volunteers with diverse skill sets.
- Local networks and partnerships.
- Training and induction materials.
- Operating policies and procedures.
- Physical facilities.
- Organisational resources (eg entities, staff and governing bodies).

These resources should be offered to support community recovery and volunteer resource centres in NSW to support a more recognised role in the management of spontaneous volunteers, specifically in the local disaster recovery context. Opportunities exist to leverage these resources to recruit, on-board, train, support and deploy spontaneous volunteers to meet the recovery needs of their communities and contribute to effective local disaster management arrangements through clear working arrangements with other recovery agencies such as local councils, emergency services and aid organisations.

The project highlighted that current arrangements mean that other organisations such as State Emergency Service and some local councils are taking on some responsibility for spontaneous volunteer management, but this is often limited in the scope of support provided to spontaneous volunteers or limited to only some aspects of disaster recovery tasks – often not the long-term community recovery activities that are most needed once the immediate emergency response has finished and the focus on impacted communities lessens.

Successful implementation of the framework can be achieved with adequate resourcing and commitment from the state government. The experience of this project combined with the feedback received by representatives of other volunteer resource centres indicates that targeted funding, legislative change, and policy direction from the NSW Government could better support the role of volunteer resource centres within NSW's disaster management system. In addition to system-level changes, there remains a gap in the state wide leadership and coordination of volunteer resource centres in comparison to other jurisdictions. Volunteering NSW is the peak body in NSW for volunteering, with stated aims to connect people and organisations in volunteering opportunities, and also operates a registered training organisation. However, there has been limited activity from Volunteering NSW in relation to progressing spontaneous volunteer arrangements across NSW.

Volunteer resource centres can also improve the effectiveness of spontaneous volunteering strategies by seeking to integrate spontaneous volunteers within their broader volunteer management activities to ensure that best practices are applied. When designing and implementing spontaneous volunteer management programs, volunteer resource centres should be guided by the *National Standards of Volunteer Involvement* published by the national peak body for volunteering in Australia, which focus on:

- Leadership and management.
- Commitment to volunteer involvement.
- Volunteer roles.
- Recruitment and selection.
- Support and development.
- Workplace safety and well being.
- Volunteer recognition.
- Quality management and continuous improvement.

While the framework developed as part of this project aligns closely with many of these standards, volunteer resource centres across NSW should continue to consider how these standards can continue to be incorporated into the ongoing implementation and review of the framework.

5.3 Volunteer resource centre local coordination

The development of the spontaneous volunteer framework as part of this project aimed to test its application within a volunteer resource centre setting in the Lismore and Hunter regions, and to provide a starting point to enable replication of the framework in all regions of NSW by other volunteer resource centres. Volunteer resource centres should further test and review the current framework within their local communities with a focus on:

- Meeting the needs of prospective spontaneous volunteers through effective methods of recruitment, training and ongoing support to ensure they are capable, motivated and ready to be activated in the event of a disaster.
- Planning and coordinating for the effective allocation of spontaneous volunteers to recovery tasks managed by recovery agencies and via the local disaster coordination arrangements and existing task management systems.

As a specialised and relatively technical type of volunteering, there is a need for better coordination and development of spontaneous volunteering arrangements between volunteer resource centres in NSW to continue to build capability. In particular, volunteer resource centres should collaborate to review the implementation of the framework and continue to fill any relevant gaps in policies, procedures or practice resources, particularly in the areas of operations identified in the *National Spontaneous Volunteer Management Resource Kit*:

- Police and working with children checks.
- Civil liability and insurance.
- Licensing and registration.
- Local coordination of spontaneous volunteers.
- Agency staff training and simulations.
- Volunteer role and task planning.
- Ongoing communication.
- Pre-deployment/induction training.
- Activation and deployment (eg briefing, just-in-time training, supervision, debriefing).

- Volunteer stand down.
- Evaluation and review.

Given the disparate and disconnected nature of volunteer resource centres across NSW, there is a genuine need for a lead agency to drive a networked approach to the implementation of spontaneous volunteer management programs in this context. The project highlighted that this a significant gap in the current environment, with it not being an observed priority area for the state's peak volunteering body Volunteering NSW or any other effective mechanism.

Given the leadership demonstrated by Northern Rivers Community Gateway in undertaking the current project, there is an opportunity for the organisation to take leadership responsibility for a networked approach to the ongoing implementation and review of the framework across NSW, pending the availability of additional resourcing. Alternatively, this responsibility could be actively led by Volunteering NSW in coordination with state wide disaster management and recovery agencies (eg Office of Emergency Management, State Emergency Service, Local Government NSW, Australian Red Cross).

5.4 Required system level change

This project identified a range of system-level challenges that exist in NSW that prevent volunteer resource centres from being able to effectively contribute to disaster management arrangements on an ongoing basis. Unlike other jurisdictions, the roles and responsibilities relating to spontaneous volunteer management in NSW is unclear.

The creation of the framework is an important milestone and presents volunteer resource centres in NSW with a unique opportunity to advocate for system-level change and position themselves to contribute to the recovery of their local communities from disaster events.

However, for volunteer resource centres to effectively coordinate spontaneous volunteers as part of their broader volunteer management programs, this project suggests that this will require additional funding and legislative change. Inadequate resourcing to sustain an adequate pool of trained spontaneous volunteers was identified as a barrier in the piloting of the framework by Northern Rivers Community Gateway in the Lismore area, and as a potential barrier for other volunteer resource centres across NSW to take on this role.

While volunteer resource centres may be able to absorb some of the responsibilities for recruiting, training and supporting spontaneous volunteer team leader roles during periods of non-activation within the resourcing for their existing volunteer management programs, additional funding is likely needed to cover activities relating to periods of activation or to maintain a large network of all spontaneous volunteers matched to relevant recovery tasks.

State and/or local governments in other jurisdictions such as Queensland and Victoria allocate funding for the management of spontaneous volunteers integrated into broader local disaster management arrangements, either through grants or as a reimbursable cost through *National Disaster Relief and Recovery Arrangements*. Either of these would require policy and/or legislative change led by the NSW Office of Emergency Management. Importantly, any additional investment should overcome the perception held that spontaneous volunteer management for community recovery may mean less funding available for supporting recovery agencies, particularly for immediate emergency response activities.

This direction is supported by the *National Spontaneous Volunteer Strategy* which sets out the relevant policy direction for governments and other agencies to:

> *"Recognise the inevitability of spontaneous volunteerism in contemporary disaster management and to help harness its value and contribution to disaster resilience."*

Section 6: recommendations

For NSW volunteer resource centres

1 Continue to review and test the implementation of the *Management of Spontaneous Volunteers Framework* together as part of a collaborative approach, using the *National Standards for Volunteer Involvement* and *National Spontaneous Volunteer Management Resource Kit* as model examples.

2 Develop strengthened relationships with key recovery agencies at multiple levels to better define roles and responsibilities, to explore integration of spontaneous volunteer deployment and task management within existing disaster coordination systems and processes.

3 Revise the effectiveness of training materials and methods of delivery for spontaneous volunteers to improve capability and confidence.

4 Develop a community engagement plan to promote the role of volunteer resource centres in managing spontaneous volunteers and to target recruitment, communication with and recognition of spontaneous volunteers in local communities.

For NSW Office of Emergency Management

5 Recognise the role of the network of volunteer resource centres as the primary mechanism of spontaneous volunteer management in NSW.

6 Facilitate coordination between relevant stakeholders across NSW to drive coordinated local arrangements that incorporate spontaneous volunteering through mechanisms such as Memoranda of Understanding (MoUs), particularly local councils, emergency services, recovery agencies and volunteer resource centres.

7 Review the legislative environment to reflect the role of spontaneous volunteers and volunteer resource centres as part of disaster recovery arrangements (eg liability, insurance, financial reimbursement).

8 Provide funding to volunteer resource centres to effectively deliver spontaneous volunteer management relating to recruitment, training, support and activation.

9 Provide funding for a coordinating agency to facilitate a network of volunteer resource centres specifically in relation to improving spontaneous volunteer management arrangements across NSW, either through Volunteering NSW or a nominated lead volunteer resource centre.

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Section 8: appendices

Appendix 1: list of stakeholder engagement activities

Date	Engagement meetings
17 September 2018	Red Cross *(Diana Bernardi, Jenni Beetson-Mortimer, Warren Anderson)*
19 October 2018	Tweed shire council, Ken Crane
25 October 2018	Spontaneous volunteer framework workshop Anthony Ross, Hunter Volunteer Resource Centre Michael Hemmingway, Lismore City Council Doreen Harwood, Tweed Shire Council Tony Nash, Byron Shire Council Diana Bernardi, Red Cross Cate Martinez, Red Cross Andrew McCullough, SES Jenni Beetson-Mortimer, Northern Rivers Community Gateway Warren Anderson, Northern Rivers Community Gateway Debbie Ashton, Northern Rivers Community Gateway Beth Trevan, Lismore group Ken Crane, Tweed Shire Council Jenelle Owen – SES officer Lismore Keith White – NSW. Rural Fire Service Anthony Bradstreet – NSW Rural Fire Service
1 November 2018	Red Cross *(Diana Bernardi, Catherine Martinez, Warren Anderson)*
5 & 6 December 2018	Community Engagement for Spontaneous Volunteers
5 December 2018	SES and Red Cross
5 December 2018	Red Cross Training options content discussion (Mental health First Aid)
9 January 2019	Beacon Strategies
10, 17 & 18 January 2019	Community Engagement for Spontaneous Volunteers
11 January 2019	Lismore City Council *(Cr Elly Bird, Annie McWilliams, Michael Hemmingway)*
22 January 2019	Disaster recovery planning Lismore City Council *(Michael Hemmingway, Annie Mc William, Jenni Beetson-Mortimer, Warren Anderson, Debbie Ashton)*
30 January 2019	Red Cross, Cate Martinez – training schedule catchup
February 2019	Teleconference Red Cross
26 February 2019	Senior's Flood group
5 February 2019	Lismore City Council – *(Jenni Beetson-Mortimer, Michael Hemmingway, Warren Anderson, Debbie Ashton)*
13 February 2019	Volunteer Centre network
26 February 2019	Advisory committee - Partners Workshop *(Jenni Beetson-Mortimer, Deb Ashton, Warren Anderson, Diana Bernardi, Andrew McCullough, Kevin White)*
5 March 2019	Caring for communities in Disaster

8 March 2019	Tweed Shire Council *(Ken Crane)*
15 March 2019	Beacon strategies
25 March 2019	Nortec Volunteer Resource Centre Murwillumbah/Tweed region
25 March 2019	Volunteer Centre network
April 2019	Senior Flood Group
2 May 2019	Red Cross
2 May 2019	Tweed Shire Council *(Ken Crane)*
3 May 2019	Kyogle evacuation Centre event hosted by OEM and Red Cross
9 May 2019	Volunteer Expo - Recruitment Spontaneous volunteer team leaders
May 2019	SES Lismore
28 & 29 May 2019	Community group meetings with Lismore city council and disaster ready community.
29 May 2019	Local Stakeholder Meeting –Lismore City Council *(Annie McWilliam, Jenni Beetson-Mortimer, Warren Anderson)*
4 June 2019	Get ready for disaster meetings Tweed Shire Council
5 June 2019	Volunteer Centre network (VCN)
12 June 2019	Mandy Moore, OEM
26 June 2019	Beacon Strategies
July 2019	Beth Trevan Flood Group
6 August 2019	Spontaneous volunteer project executive workshop *(Debbie Ashton, Jenni Beetson-Mortimer, Diana Bernardi, Andrew McCullough, Kevin White, Rebecca Paterson, Catherine Martinez, Warren Anderson)*
8 August 2019	Disaster Preparedness Masterclass, Wollongbar TAFE
29 August 2019	Spontaneous Volunteer Project Hunter *(Anthony Ross, Patrick Quick, Warren Anderson)*
6 September 2019	Spontaneous Volunteer Team Leader Training
23 October 2019	SV Communication Workshop Lismore City Council/SES (Warren Anderson, Debbie Ashton, Annie McWilliams)
13 November 2019	Volunteer Centre Network
28 November 2019	Team leader training
11 December 2019	Tweed Shire Council, Murwillumbah
22 January 2020	Stakeholder Advisory Committee meeting *(Jenni Beetson-Mortimer, Diana Bernardi, Andrew McCullough, Warren Anderson)*
March 2020	Police NSW, Vanesa Nievas
15 April 2020	Volunteer Centre Network
April 2020	Police NSW, Paul Lloyd

Appendix 2: communication strategy for volunteer recruitment and retention

This communication strategy was developed to capture key project messages, target audiences and relevant communication tactics in order to effectively manage expectations and encourage and support engagement in spontaneous volunteering in a disaster management context.

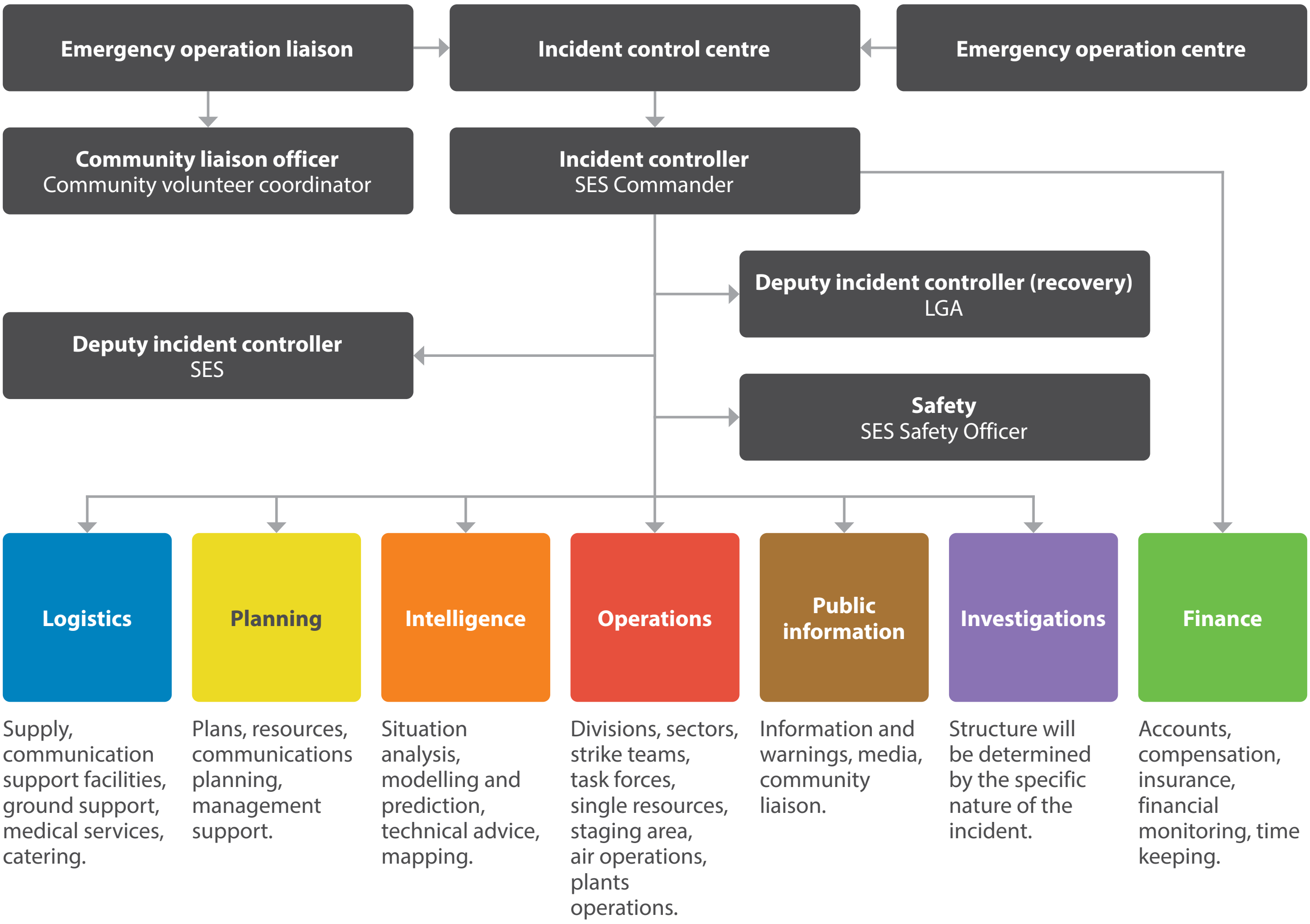
Audience	Objective	Drivers	Messaging	Communication tactic (eg method, channel)
Local community members	• Recruit suitably skilled and motivated people as spontaneous volunteers • Avoid unmanaged spontaneous volunteering	• Opportunities that are meaningful and aligned to altruistic motivations • Know what is expected of them • Know that people who need support are being supported	• The needs of affected communities are the first priority in any disaster event • How to register and be involved • Specific skill or task needs (ie avoid general call outs) • Importance of preparedness – best time to get involved is long before a disaster event happens • Assuring the general public that there are arrangements in place to respond to an emergency situation • Stay away' during the emerging stage of an emergency—the right channels for how to get involved • Respectfully declining offers of support where necessary, and retaining interest in future opportunities	• Social media campaigns (including paid to reach non-followers) • Existing volunteer networks • Community groups (eg churches, social, sporting, schools, universities) • Opportunistic (eg pop-up stalls at shopping centres, public events) • Ambassadors or influencers (eg local MPs / Councillors) • Traditional media (eg news, radio)
Recruited spontaneous volunteers	• Retain trained volunteers over time (ie ensure continuity, avoid drop-out) • Activate volunteer networks in timely way in event	• Feel contribution (or offer) is valued • Feel adequately supported if and when engaged	• Reiteration of the value and contribution made (celebrating and thanking volunteers) • Opportunities for regular training and upskilling • Specific skill or task needs (ie avoid general call outs) • Clear stand-up, deployment, coordination and stand-down procedures • Invitation for friends and family members to be involved to strengthen social ties to volunteering	• Social media groups • Regular email distribution lists • Phone / text follow-up at first sign of drop-out • Face-to-face training, development and team-building opportunities • Documented activation procedures

Community organisations, groups and local businesses	• Engagement of existing volunteer networks. • Formalised agreements for volunteer support during activation	• Recognise need for well-developed spontaneous volunteer network outside of a disaster event	• Demonstrate need for community recovery based on past disaster experiences • Highlight role for organisations to organise and donate their time as spontaneous volunteers • Identification of types of recovery tasks that might be needed in a disaster event (eg flood, fire)	• Direct engagement with relevant organisations via volunteer resource centre staff • Program information on website (inc. call to action for registrations and enquiries) • Tool kit for organisations to plan for a disaster event and identify potential response needs
Disaster management stakeholders (eg SES, RFS, Red Cross, Local council)	• Create integrated local disaster management arrangements that incorporates spontaneous volunteering	• See coordinating agency as credible and able to offer assistance when needed	• Evidence-based and structured framework that underpins delivery of spontaneous management framework • Understanding of and willingness to integrate with existing local disaster management arrangements • Clearly documented roles and responsibilities, and consist operating procedures • Opportunities for co-production of training materials, resources and simulated training activities	• Direct engagement with relevant organisations via volunteer resource centre staff • Local disaster management coordination arrangements (eg regular meetings, communication channels) • Formalised memoranda of understanding (MoUs) between agencies • Documented spontaneous volunteer framework

Appendix 3: organisational charts

AIMS Structure and spontaneous volunteer linkages

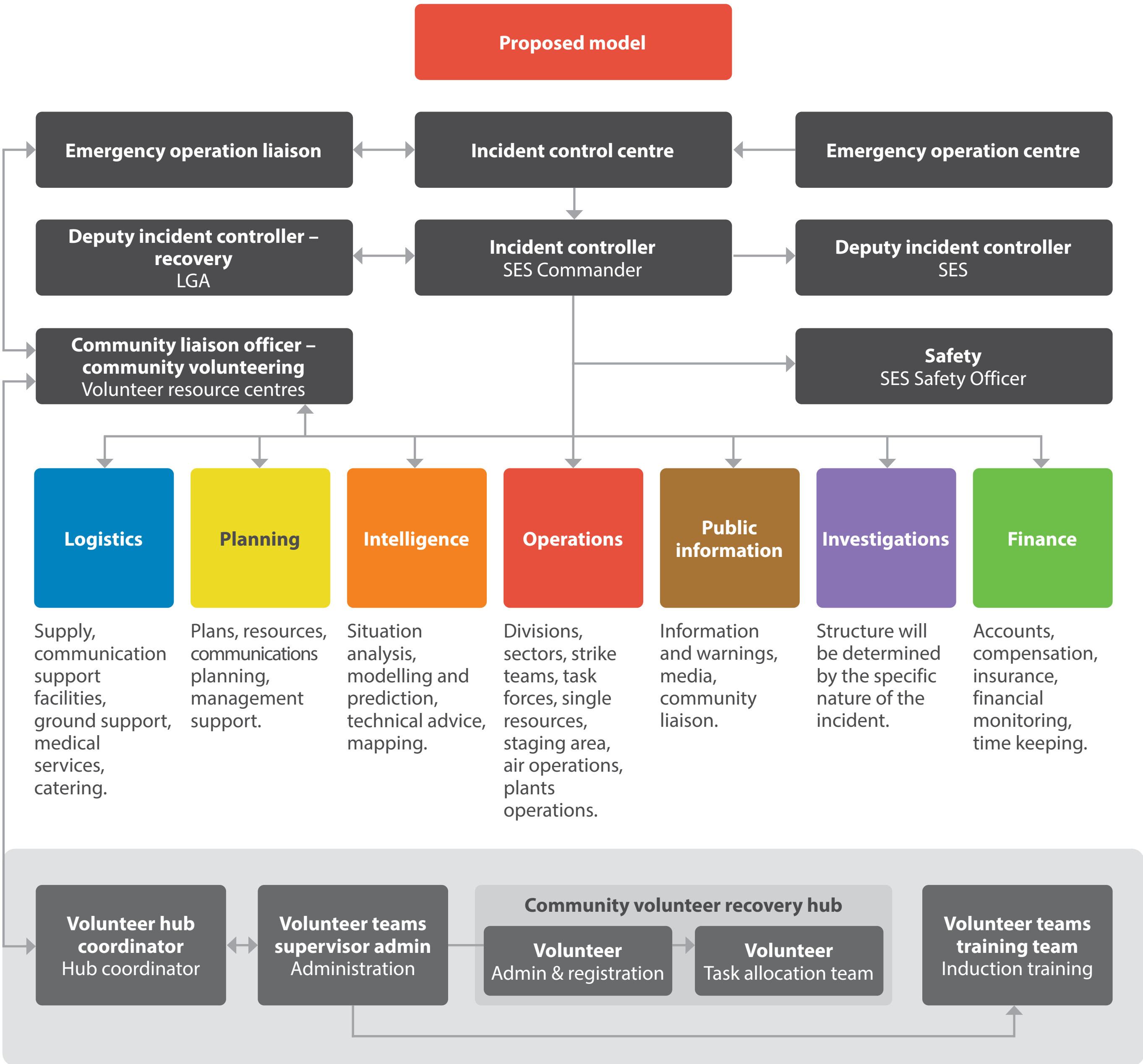
Based on the current AIIMS structure which is the endorsed model for response through all combat agencies, the spontaneous volunteer framework proposes the creation of a community liaison officer which would be incorporated within the incident control centre as detailed below. This structure ensures consistent communication. This also allows for the community volunteer coordinator to share and receive up to date information from their team which would be provided to the control centre and included planning considerations.



Volunteer team management under the AIIMS structure

Community hub recovery model – local large scale emergency

This diagram depicts the spontaneous volunteer framework highlighting the operational capacity of the volunteer resource centre. This diagram shows the roles required in-house to ensure volunteers are engaged, registered, trained, placed and allocated into work teams for deployment to the recovery operations. This recovery hub is a centre ideally set up in close proximity to the recovery centres, or in a central response. This model is scalable and can be replicated in numerous locations simultaneously.



Appendix 4: roles and responsibilities overview

The community liaison officer (CLO) will be activated by the local emergency operations controller (LEOC) to assume the role of CLO.

The community liaison officer will establish the activation of community volunteer response management team (CVRMT) and volunteer team leaders in consultation with the local emergency management officer (LEMO) and will:

- Determine a volunteer strategy in accordance with the type and scale of disaster.
- Liaise with emergency human services stakeholders on issues, strategies and actions.
- Coordinate and manage response to RFA and emergency human services provision.
- Manage current operations for volunteers (next 24 hours) and plan for future operations (24-72 hours).
- Assign team leaders and or tasks in accordance with the RFA for implementation or action.
- Participate in operational planning meetings at the designated times.
- Provide information on the progress of volunteer's response and communicate emerging issues.
- Identify resources shortfalls and seek additional or external support where appropriate.

The community volunteer response management team is responsible for the coordination of volunteers through their team leaders. They report to the community liaison officer, who assumes responsibility for the volunteers during an event via a task management system through councils' coordinated recovery operations.

The volunteer resource centre's CEO is the community liaison officer or nominated person (manager or subject matter expert).

Organisation	Position	Core responsibilities
Volunteer resource centre	Community response management team – CEO volunteering resource centre Community liaison officer and managers under CEO	• Volunteer coordination • Emergency management of volunteers • Community liaison officer • Social and financial inclusion support community and family support agency
State Emergency Service (SES)	Local incident controller	• First response to local emergency/disaster • Response to community request for assistance • Command, control and coordination of the event is at state level
Local council	Local recovery officer (LRO)	• Task management system • Community hub facilities management • Local maps of affected area
Family and Community Services (FACS)	Regional director	• Evacuation centre coordination • Advice and emergency human services support • Community support (isolated communities)
St Vincent de Paul	Community donations disaster appeal	• Donations coordination
Australian Red Cross	Manager emergency services	• Evacuation centre meet and greet • Recovery centre meet and greet
Lifeline	Community recovery operations	• Donated goods coordination

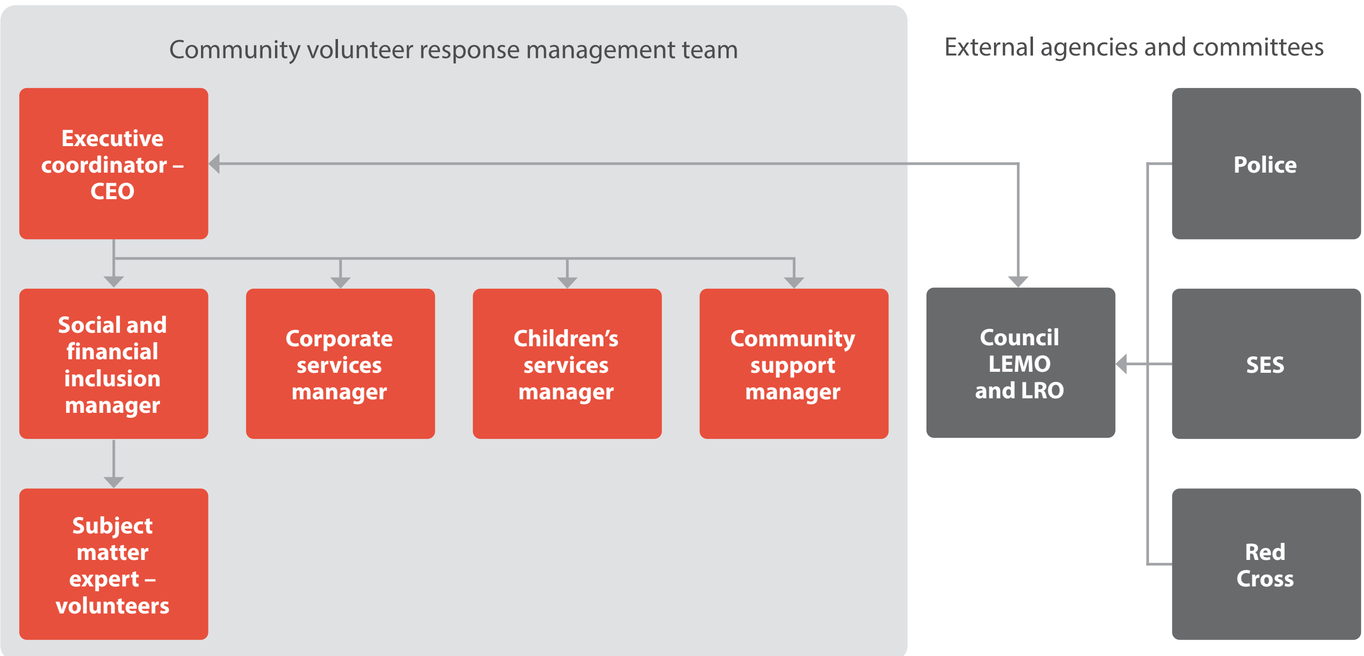
Community liaison officer (CLO)

- The CLO position is held by the CEO of the volunteer resource centre. The CLO oversees all management and operations of spontaneous volunteers during the emergency or disaster event.
- The CLO will sit alongside other liaison officers from other agencies in the LCC under the control of the LC giving advice and addressing the community's needs. Responding to the community with help from spontaneous volunteers and how they can help the community in a timely manner. Liaise with the CVRMT and oversee that all communication and coordination is correct on the activities of all spontaneous volunteers. They will attend all meeting and give advice on the management of all spontaneous volunteers in actions to help the community. They will present reports on stats of as needed to the LC, DLC, LEMO, and the LRO and others as required.
- Attends all meeting, briefing and debriefings relating to the event, (representing the community's needs).
- Liaise with council and all other agencies in response to the event.
- All media communication for spontaneous volunteers.
- Oversee the management and safety of all spontaneous volunteers.

Community volunteer response management team (CVRMT)

- Consists of the volunteer officer and managers of the volunteer resource centre.
- The management team will support CLO and liaise between the CLO and the spontaneous volunteer community hub coordinator, council and other agencies when necessary. They will coordinate and oversee all spontaneous volunteer management and communication and collaboration between agencies and address the needs of the community where they can. This might include social and financial inclusion programs, children's services and community support services.
- Attends all meeting, briefing and debriefings relating to the event if needed.
- Represent the CLO when needed.
- Represent the community's needs from the event.
- Liaise with council and all other agencies in response to the event.
- All media communication for spontaneous volunteers under CLO authorization.
- Oversee the management and safety of all spontaneous volunteers.
- Coordinate the communication between the spontaneous volunteer hub coordinator and the CLO.

Responding to community requests – line of communication for recovery



Facility management

- The owner of the building or the usual manager of the facility is responsible for the facility at all times including in recovery of a disaster, including:
  - Cleaning of the facility.
  - Kitchen cleaning.
  - Toilets.
  - Restocking toilet paper, hand soap, hand towels etc.
  - Security.
  - Keys.
  - Power.
  - Facilities furniture chairs, tables, PA systems.
  - Maintenance.
  - Bins and all rubbish removal.
  - Safety of the building.

Community recovery hub (CRH)

- Facility identified by council and activated (opened) under instruction from the local recovery officer.

Community recovery hub manager (CRHM):

- Responsible for everything that happens in the facility, the daily running and coordination of the community recovery hub. Liaising with the facilities manager and all agencies in the community recovery hub and emergency services, including:
  - The setup (placement of the furniture – a facilities setup floor plan can be prearranged.
  - Placement of agencies (unless prearranged with council) in the community recovery hub.
  - All communications coming in and going out.
  - Logs.
  - Sign in and out of the building.
  - Reports.
  - Run daily (briefings and debriefings).
  - Safety of the people in the community recovery hub.
  - Daily opening and closing of the community recovery hub.
  - Coordination of food and water for all agencies in the community recovery hub.
  - Others as required.

Spontaneous volunteer hub coordinator

- Responsible for all spontaneous volunteers in the community recovery hub.
- Attends all briefing and debriefings of all agencies in the community recovery hub (this is usually organised by the community recovery hub manager and is done at the start and end of everyday even throughout the day based on new information).
- Walk through of the building highlighting any safety hazards or risks in the building (fire evacuation, bathroom facilities, kitchen facilities etc) either with the facilities manager or the community recovery hub coordinator every morning.
- Setup the spontaneous volunteer management section of the community recovery hub if not already done. If not in place, request logistics needed (power, computer points, printer access, phone points (if available), tables, chairs, information boards, waiting area etc) to the facilities manager or the community recovery hub coordinator.
- Coordinate all spontaneous volunteers including intake officer, registration officer, induction officer, administration officer, team leaders and spontaneous volunteers.
- Responsible for all communications coming in and going out for spontaneous volunteers.
- Oversee, spontaneous volunteers logs.
- Oversee, sign in and out of all spontaneous volunteers.
- Write spontaneous volunteers' reports as requested by CVRMT.
- Run daily briefings and debriefings for spontaneous solunteers.
- Run all briefings and debriefings for team leaders.
- Oversee the safety of the spontaneous volunteers.
- Daily coordination of team leaders and all spontaneous volunteers.
- Coordinate food and water for all spontaneous volunteers.
- Report to the community volunteer response management team, keeping them up to date on all communications with a final report at the end of each day.
- Others as required

Spontaneous volunteer team leaders

- Organise their spontaneous volunteers into nominated groups categories (transport, catering, outreach, manual handling, landscape, gardening and handyman, contractors, and administration) – these can be scaled up or down depending on local event context.
- Attend briefings given by spontaneous volunteer hub coordinator.
- Liaise with spontaneous volunteer hub coordinator on all communications between spontaneous volunteers.
- Instruction to spontaneous volunteers who are out in the field.
- Briefing spontaneous volunteers, SMEACSQ (situation, mission, execution, administration/logistics, control, communications, safety and questions) – how the day is going to run.
- Checklist their roles and responsibilities.
- Rosters.
- Reporting.
- Forms.
- Logs.
- Policies.
- Standard operating procedures.
- Facilities.
- WHS.
- Code of conduct.
- Setting up of their zones.
- Others as required.

Administration officer

- Looks after all paperwork for the spontaneous volunteers.
- Coordinates the intake, registration and induction officers.
- Attends briefing given by the spontaneous volunteer hub coordinator.
- Rosters.
- Reporting.
- Forms.
- Logs.
- Policies.
- Standard operating procedures
- Facilities.
- WHS.
- Code of conduct.
- Setting up their zones.
- Others as required.

Intake officer

- Welcomes any previously registered spontaneous volunteers.
- Checks their form in database and checks all their details are correct add any additional information like skills etc.
- Signs them into the building and organise their induction (if not done previously), goes through the following:
  - Spontaneous volunteers previously registered checklist.
  - Policies.
  - Standard Operating Procedures.
  - Go through facilities setup.
  - WHS.
  - Code of conduct.
  - Send them to the induction officer if they haven't done it.
  - If they have done induction send them to their allocated team leader.
  - Others as required.

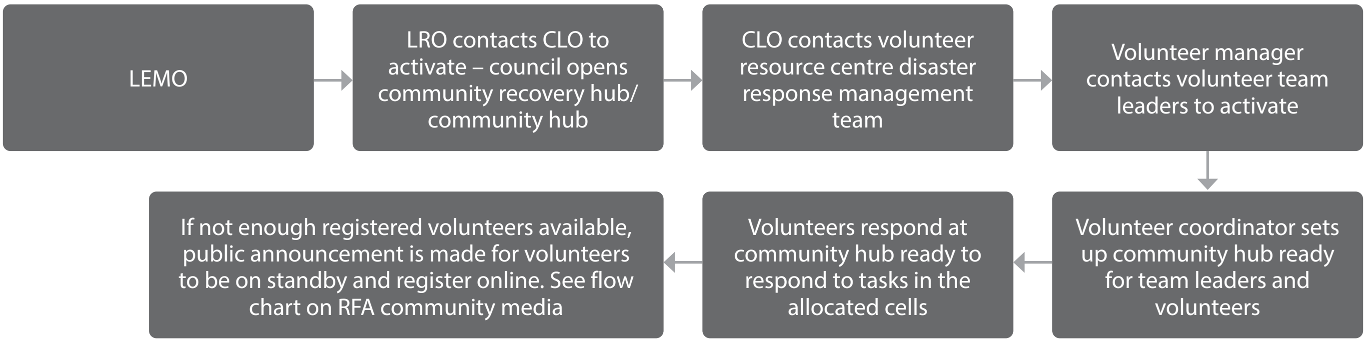
Registration officer

- Welcomes all new spontaneous volunteers and goes through their registration form with them.
- If spontaneous volunteers registered online:
  - Check the online details.
  - Online form.
  - Online induction.
- Go through the checklist with them.
- Sight all ID, criminal history checks and qualifications.
- Do criminal history check if not done, taking it to the authorised person.
- Go through with them:
  - Policies.
  - Standard operating procedures (if required).
  - Facilities setup, identifying team leaders and others.
  - WHS.
  - Code of conduct.
  - Send them to the induction officer if they haven't done it online.
  - If they have done induction online send them to their allocated team leader.
  - Others as required.

Induction officer

- Welcomes all new spontaneous volunteers and goes through their induction with them.
- Manual handling and WHS videos.
- Collaborates with the administration officer on the coordination of the spontaneous volunteers under the instruction of the spontaneous volunteer hub coordinator.
- Goes through:
  - Logs.
  - Forms.
  - Check if the spontaneous volunteer has done the induction online or elsewhere.
  - Make sure they understand it.
  - Go through the checklist with them.
  - Go through the facilities setup identifying team leaders and others (if not previously done).
  - Any other WHS issued they might be facing.
  - Once they have completed the induction send them to their allocated team leader.
  - Or if they have done induction online send them to their allocated team leader.
  - Others as required.

Appendix 5: steps for activation, tasking and debriefing of spontaneous volunteers



Alerts

- (Local Controller 'phones') CLO as soon as possible (it takes time to see how many Spontaneous Volunteers can activate if necessary)
- CLO advises LEMO of activation
- CLO "phones' CVRMT (Community Volunteer Response Management Team) to put them on Alert
- CVRMT's (volunteer officer) sends out a text message to Spontaneous Volunteer Team Leaders in database to see how many Team Leader volunteers can be activated 'if no reply within 20 mins phone them' (recorded all correspondence in the Log- Date, Time, Name, Contact Number, Comments)
- CVRMT (volunteer officer) collates Volunteers Team Leaders availability, Skills and Attributes
- Team Leaders get ready to activate Spontaneous Volunteers

Activate

- Community Volunteer Officer activated by LEMO
- (Volunteer officer) 'phones' Spontaneous Volunteer Team Leaders
- (Volunteer officer) sends out a 'text message' to Spontaneous Volunteer in database to see how many volunteers can be activated 'if no reply within 20 mins phone them' (recorded all correspondence in the Log- Date, Time, Name, Contact Number, Comments)
- Northern Rivers Community Gateway use Team Leader phone tree to activate spontaneous volunteers
- Send out a media release to all radio stations (pre-written) for all citizens that want to help, register as a Spontaneous Volunteer go to the volunteer resource centre website and "they will call you when your needed". "if you don't have access to a computer you can register at the Community Recovery Hub*(if opened), (details-address-date-times etc.)" *please note a police check needs to be done before you can be a registered Spontaneous Volunteer

Debriefing

- End of each day: A debrief will be conducted with Community Recovery Hub Manager, SV Hub Coordinator and all agencies in the Community Recovery Hub
- 'This will give the SV Hub Coordinator a chance to brief all the other agencies on the tasks and situation that was done throughout the day, validating the 'point of truth' correct information and updates on the situation to all who are involved.
- A separate debrief will be done by the SV Hub Coordinator to all Spontaneous Volunteers and a separate debrief to all Team Leaders and hub volunteers (this gives everyone an opportunity to give updated information and get an up to dated and correct information from others)
- There should be an all agency SMEACS Q (Situation-Mission-Execution-Administration/Logistics, Control & Communications-Safety & Questions) briefing at the start of an event and hot debriefing at the end of an event
- A week later, a Local full debriefing on the event and lesson learnt for all Emergency Services and other agencies involved in the event. (CLO would need to attend all these and give feedback, comments and recommendations on Spontaneous Volunteer activities etc.)

Stand-down

- At the end of the event the LRC will stand down and close the community recovery hub
- This doesn't mean recovery has finished, it just means they are closing the recovery hub

Appendix 6: coordination, task allocation and management of volunteers

Task allocation

Volunteer cell or area team leader allocates identified area and sends team to respond to task → Cell or area team leader sets work in respond tasks from RFA to individual volunteers → Individual volunteer respond back to cell or area team leader after task is completed → Team leaders respond back to hub administration that the task is completed → Hub coordinator advises CLO that task is completed via hourly report → Hub administration enters task completed in task database notifies hub coordinator task completed

- **Tasks:** (Task will start coming in through a "RFA-request for assistance" in the identified task system eg EM-COP, these task can come from SES, RFS, Red Cross, Council or the public, these task will be distributed to the identified group team leader from the task allocations officer *Please note that task cannot be done if they don't come through the correct system, if they come through social media, random person asking for help etc. (this would become an uncoordinated, unauthorised task which could have consequences (no insurance cover) or can even end up as a criminal offences) "We only respond to request from the task management system nominated". The task management system records the task, checks when completed and can be followed up or referred to another agency if necessary. This is the only way we can track the task prioritising the urgency and keeping our volunteers safe.
- **Unauthorised tasks:** social media, media, word of mouth etc. These can be referred onto the Councils Communications Officer, SES or other agencies and a task can be created into the correct system then responded to.
- Team Leaders allocate task (from the task system) to identified 'ideally skilled' Spontaneous Volunteers they would then proceed to do the task and return with a written report back to the Team Leader on what was done, (in a medium to large event they would then report to a street coordinator). This is then entered into the task management system by the Team Leader, task manager or nominated person.
- In a larger event the above model can be replicated meaning that Team Leaders and Spontaneous Volunteers can be deployed to a number of zones depending on the size of the affected area. Defining these areas would be the responsible of LRO in conjunction with the LC for the area.
- **Logs:** all positions must keep a log; A log must be kept with all correspondence (date, time, information, names etc.) that happens throughout the day and any information involving Spontaneous Volunteers.
- **All paperwork:** forms, logs, Call logs, checklists, sign on/off sheets, etc. must be recorded at the time throughout the day by the (or nominated person) and checked by the SV Hub Coordinator at the end of the day.
- **Incident reports:** All incidents must be report to the Team Leader as soon it has occurred, and an Incident report must be filled in and signed off by the SV Hub Coordinator at the time of the incident. The SV Hub Coordinator will follow up on the incident and report it to the Volunteer Management Officer immediately.
- **Throughout the day:** An updated briefing or another SMEACS Q will be conducted at a pre-nominated time, if new information comes in or the situation changes SV Hub Coordinator and representatives from all agencies must attend (pass the key information onto your Team Leaders and SV working in the Hub making sure they also pass on the information to all volunteers keeping them undated on all changes and situations). 'this is a key to keeping the correct coordination, correspondence and single point of truth valid'
- **Well being of all volunteers:** The health and safety of all volunteers is a priority, it's up to the SV Hub Coordinator to nominate a volunteer as a 'Well being officer' to check up on all volunteers making sure all Volunteers are being looked after eg heat stress, PPE, water, etc. check list is available.
- **All** volunteers must sign in and sign off after every day.
- **All** paperwork logs, tasks entered must be check by the SV Hub Coordinator and finalised by the end of each day. A report and stats must be sent to CLO at the end of each day and when requested.

Coordination

Daily operating schedule

The volunteer resource centre and Operations Teams' daily operating routine is to synchronise with the Emergency and Recovery daily operating schedule.

Staffing

The CVRMT will immediately identify staffing and resources for each Operations Team, appropriate to the level of need in accordance with each activation. Staff will be drawn from volunteers and regular staff, other agencies and local community groups if necessary. In accordance with the Operations SOP, a community liaison officer will be the CEO or manager of the volunteer resource centre or at least a nominated subject matter expert.

Shift handover

The outgoing staff and team leaders, and volunteers are to provide a shift handover briefing for their incoming counterparts. This briefing should cover current and outstanding activities.

The outgoing person remains responsible for their duties until the shift handover is completed and the oncoming member has accepted the handover.

Once the shift handover is complete, all outgoing staff are to leave immediately.

Location and equipment

The Volunteers will be located at the Community Hub, address (to be confirmed by local council) with allocated desks, chairs, computers and phones for 10 people. In the event of a major disaster, an additional 5 people will be accommodated.

Communications information management & business continuity

Information management should be considered;

Our database is stored in the cloud in redundant servers which are hosted in multiple data centres across the country

Refer to the SOP on the procedures related to computer support and communications.

Agency communications

Multi agency communication strategy includes:

- Across multi agencies that collaborate to come up with plans in their area to meet and organise community groups to develop a plan on and resolve any foreseen hazards
- Organised all agency meetings
- Frequency of meeting
- Meeting should be monthly until all agencies are familiar with their roles and responsibilities, then quarterly after established, monthly during storm season.
- Extraordinary meeting should be held at any sign of an event happening.
- Share agency training, this will get all agencies and groups on the same page so to speak.
- Use standard Emergency Management templates were ever possible to streamline forms and reporting

Information and task management

Refer to the Local Council's SOP on their Emergency/Disaster Task Management System for procedures regarding information and task management.

External agencies

Due to the support provided by external agencies to the Operations in the Community Hub, Refer to the Local Council's SOP on their Emergency/Disaster procedures regarding information for procedures and processes on the procurement of supplies and other resources of external agencies Liaison Officers (LOs).

Risk and hazards

- Fire risk register
- LGA Neighbourhood Safer Places
- Work health and safety, including
  - Management commitment
  - Consultation
  - Management of risk
  - Training & instruction
  - Reporting safety
  - Return to work and workers compensation

Fatigue management

Fatigue management is to be monitored and managed by the Hub Coordinator and Team Leaders in accordance with Community Gateway's policy. More information on fatigue management is provided in the SOP and the Volunteers Workforce Plan.

Staff welfare

The manager/coordinator is responsible for the welfare of all persons on shift in the community hub.

The support manager/coordinator is to keep an accurate records of staff attendance at the community hub and ensure that all issues are actioned accurately and promptly in accordance with council's obligations.

Insurance cover

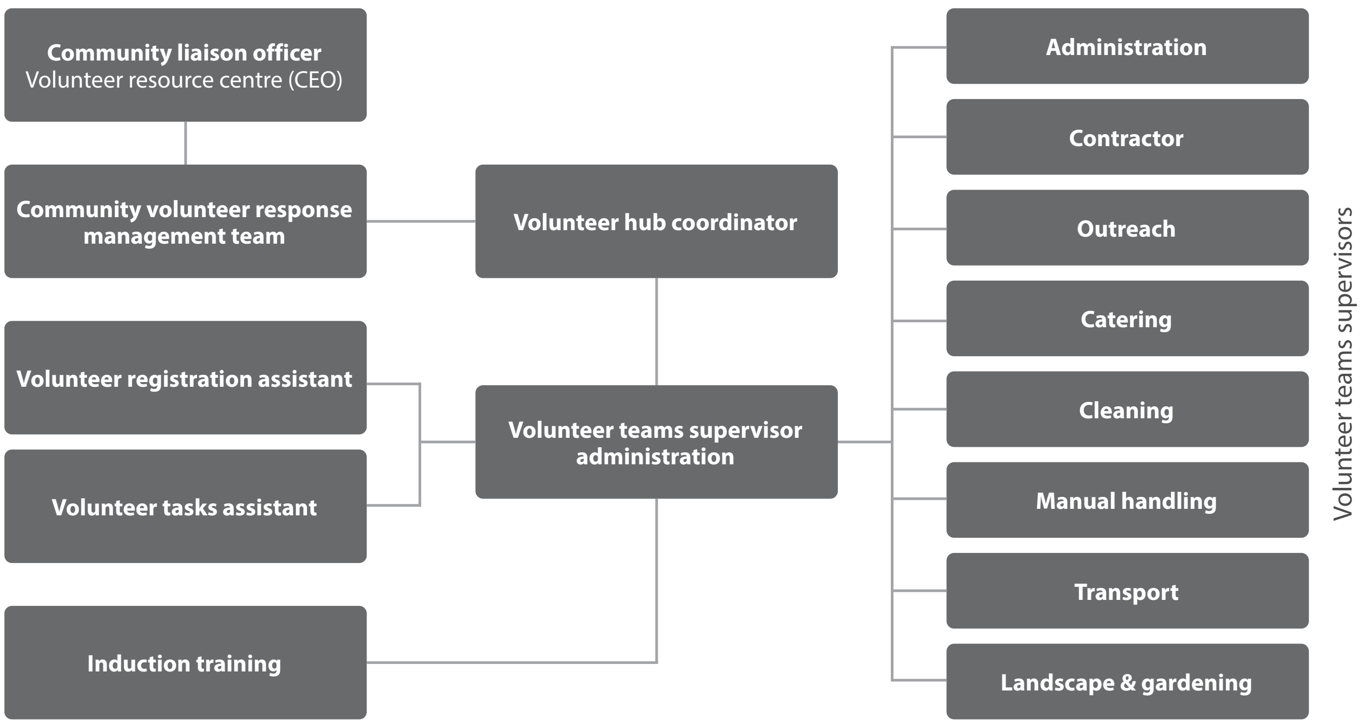
Volunteer resource centres to ensure current volunteer insurance cover for:

- Volunteers that are registered, deployed and coordinated following the instructions in this framework
- Number of Volunteers at any one time (up to the age of 90 years) are covered while they act in good faith to carry out the tasks assigned to them as a registered volunteer, take reasonable precautions for their own and others' safety, and follow direction from the Volunteer Coordination Team.
- Volunteers registered with existing agencies and groups undertaking their usual volunteering duties will be insured by their existing agencies and groups (eg SES, RFS, Red Cross, CWA, Service Clubs or Councils etc).
- Good Samaritans who are first on the scene and Good Neighbours rendering individual assistance are not covered by volunteer resource centres or any other organisation's insurance, as they are not acting at the request or under the direction of any organisation. Individuals and businesses in these circumstances will need to claim on their own insurance.
- Emergent volunteer groups will be uninsured unless they seek incorporation and insurance, make formal arrangement to partner with an existing organisation, or register as volunteers willing to act under direction of a volunteer resource centre.

Insurance policies will provide cover for, but not be limited to, the following categories, noting it is essential to clearly nominate the level and/or dollar value of cover:

- Risk management
- Public/products liability
- Association liability burglary/theft
- Fire and perils
- General property
- Money in transit
- Motor vehicles – vehicles for staff and volunteers
- Students and volunteers
- Workers compensation
- Volunteers personal accident insurance.

Coordination and communication



Appendix 7: position descriptions

Team leader

Position title	Team leader – Spontaneous Volunteer Emergency/Disaster Response and Recovery
Branch	Social Inclusion
Reports to	Manager – Social and Financial Inclusion Branch
Award	Voluntary
Benefits	Build Emergency/Disaster Response and Recovery knowledge Develop skill from Training, Knowledge Transfer, Experienced community of practice.
Hours	As required when enacted.
Probationary period	NA

Position summary

The Team Leader Spontaneous volunteer Emergency/Disaster Response and Recovery will be a key role as part of a multidisciplinary team within the Social Inclusion Branch. Working within a community development framework, this role will lead/manage a team of spontaneous volunteers, volunteer organisations and key stakeholders to facilitate volunteering actions in the event of an emergency/disaster response and recovery and to build and develop the skills of volunteering organisations and nominees. As a member of the team you will be provided support, guidance and training in emergency/disaster response and recovery and team management.

Key accountabilities

Purpose and values

- Actively support the volunteer agency's vision, strategic priorities and values.
- Behave in a way that contributes to a workplace that is free of discrimination, harassment and bullying behavior at all times
- Operate in line with direction from other emergency service response and recovery directives
- Promote, work and attend the volunteer agency training programs for Spontaneous Volunteers
- Operate within legal and regulatory framework

Program role responsibilities

- Attend and support training and emergency/disaster meetings
- Manage and support a team of spontaneous volunteers
- Provide support and information to spontaneous volunteers
- Maintain engagement and keep regular contact as part of a group of team leaders
- Mentor, Coach and develop team members by engaging the team through communication, exercises and shared tasks.
- Sound written and verbal communication skills.
- Attend and contribute to the annual training calendar for emergency/disaster response and recovery alongside other community representatives.
- Accurately complete and maintain all comprehensive records, reports, information captured as per Australian & State Legislation.
- Perform other duties as directed by management.

Professional and key responsibilities

- Actively undertake work planning and participate in regular supervision sessions.
- Cascade the alert, activation and stand down of team members as required.
- Fill shift rosters and share with Emergency Services key contacts.
- Brief team members before a shift.
- Debrief and handover to following team at end of shift.
- Provide local knowledge for planning (eg effects on town) if known.
- Actively participate in all team meetings during a disaster event.
- Communicate and report appropriately through the chain of command.
- Positively and constructively represent our organisation to external contacts at all opportunities.
- Ensure safety and well being of team members.
- Ensure confidentiality.
- Follow direction of management within the agency you are working with.

Selection criteria

Qualification, knowledge, skills and experience required to do the role

1 Strong interpersonal listening and communication skills and ability to communicate effectively in a

respectful, Sensitive and supportive way with a wide range of people.

2 Strong problem-solving skills and attention to detail.
3 Current driver's licence and willingness to travel.
4 Ability to build rapport, motivate and engage team members in stressful situations.
5 Ability to plan and coordinate people and resources
6 Sensitivity to people's reactions to stress and trauma.
7 Ability to work under stressful conditions.
8 Ability to provide on the job training for spontaneous volunteers in a changing environment.
9 Understanding of and willingness to work with people form diverse backgrounds.
10 Computer literacy and access to email account and ability to receive and send SMS text messages.
11 Understanding of conflict management and negotiation.
12 Be approachable at all times.
13 The ability to be empathetic to all situations.
14 Have a strong community focused ethic and local knowledge.

Desirable

15 An understanding of Emergency Services procedures (eg AIIMS)
16 Understanding team dynamics and spontaneous volunteer motivations should be part of training
17 Available at short notice or able to coordinate a stand-by person at short notice.
18 Cert IV TAE (Train the Trainer).
19 WH&S knowledge

Additional requirements of the role

Work health and safety

All employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and/or that of others by reporting all incidents and injuries as well as co-operating with any measures introduced in the workplace to improve WH&S.

Pre-existing injury

Before any person can be appointed to this position it will be required that they disclose any pre-existing injuries or disease that might be affected by employment in this position.

Equal opportunity

Northern Rivers Community Gateway is an equal opportunity employer. All staff have a responsibility to be familiar with Northern Rivers Community Gateway equal employment opportunity policy.

Conditions of employment

- Certified copy of all qualifications listed in the resume
- Current Police Record Check undertaken by Gateway
- Current Working with Children Check;
- Certified copy of applicants current drivers licence

Appendix 8: training plan

Volunteer resource centres will control the training management plans with responsibility of managing volunteer team leaders to undergo training in basic disaster management, and an annual refresher course during the year. It is recommended that the modules be undertaken by the CLO and community volunteer response management team of volunteer resource centres also to ensure consistency in understanding of the response in an event.

Training for team leaders and volunteers are listed in 4 modules below which relate to the support needed.

Training modules for team leaders	Content	Delivery method
Module 1 – Red Cross mental health first aid	Mental health First Aid - Identifying a person in crisis and dealing with them until help or support arrives Strategies to use in this event type	Face to face – meeting room format
Module 2 – leadership and crisis management	Leadership, dealing with difficult customers and positive conversations, risk Management of events and how to manage them effectively	Face to Face – meeting room format
Module 3 – OEM emergency management	Explaining an event and how it is dealt with. Understanding what occurs in a response and how to fit into the support model	Online – register and complete modules
Module 4 – WHS and information videos	What is a disaster, what is the role of each responder in a disaster event? General WHS measures to include such as Lifting, PPE etc	Online – during an event response or just before

More information about the OEM online emergency management modules is included on the following page:

Emergency management training course recommendations

Courses
Registration needed

Recommended for these courses

- **Volunteer resource centres**
- **CEO**
- **Managers**
- **Volunteer coordinators**
- **Volunteer team supervisors**
- **Volunteer team leaders**

Emergency management overview

- Hyperlink to website click here

Online own pace course

- Appreciate that there are many different emergency types and many different people are required to collaborate
- Understand the key concepts and principles of emergency management
- Identify the roles and responsibilities of agencies involved in emergency management
- Appreciate the need for agencies involved in emergency operations to be effectively coordinated
- Understand that policies and plans are put into place to ensure that emergency services are adequately provided.

Introduction to emergency management

- Hyperlink to website click here

- 1 day course
- Prerequisites: *Emergency Management Overview*

- Reinforce and apply the key concepts of Emergency Management
- Identify appropriate methods of conducting an all hazards, risk and vulnerability analysis for the organisation/community
- Identify and implement appropriate prevention/mitigation, preparedness, response and/or recovery strategies
- Explain and use a multi-agency approach to distinguish between the roles and responsibilities of key agencies/ organisations at different stages of the comprehensive approach
- Outline implications of emergency management requirements for organisational planning, policies, procedures, systems and resource allocation
- Describe strategies for building disaster resilience within the community
- Examine emergency management plans and how these practically apply at a local level
- Identify strategies to prepare and engage stakeholders/ organisations and communities
- Practical appreciation of the various roles they play in emergency management

Emergency operations centre concepts

- Hyperlink to website click here

- 1 day course
- Prerequisites: *Emergency Management Overview* and *Introduction to Emergency Management*

- Understand the purpose and function of an EOC
- Establish and administer an EOC
- Deal with extended operations
- Understand the information flows in an EOC
- Know how and why information is collected
- Record information collected in the EOC using the correct format
- Disseminate this information
- Display the information in the EOC

Overview of leadership and crisis management training

This training focuses on improving participants leadership skills and teaching them how to manage with difficult clients.

Module1: crisis management

Being able to identify risk, assess the situation and respond appropriately

- Identify potential risks
- Define escalation and identify examples
- Learn concerning behaviours
- Know what a trigger is and how that can escalate

Module 2: risk assessment and management

- Identify hazards and risks
- Update control measures
- Identify risk management techniques
- Outline a disaster recovery plan

Module 3: communication strategies

This part of the workshop will help participants understand the different methods of communication and how to make the most of each of them.

- Identify barriers to communication and how to overcome them
- Develop their non-verbal and paraverbal communication skills
- Establish common ground with others

Module 4: improving team leading skills

- Describe actions to take as a leader (Forming, Storming, Norming and Performing)
- Detail problem-solving strategies using the Six Thinking Hats model -- and one consensus- building approach to solving problems

Please note: A training manual is available as an addendum to this report

Additional training activities

Volunteer resource centre training

Orientation and ongoing procedure training will be delivered by each volunteer resource centre for their volunteers, as per the standards of volunteering. All volunteers for a volunteer resource centre are engaged and communicated throughout the year regardless of responding to an event. This is a model that is in place for current volunteer resource centres and works effectively in keeping volunteers engaged.

Australian Red Cross

To manage appropriate training for volunteers and team leaders if they are requesting any volunteers in an event.

SES

To provide training to other volunteers to match RFA of volunteers eg Safety, sandbag, lifting, outreach and other training if they request any volunteers in an event.

Council

To provide training to other volunteers to match RFA of volunteers eg Safety, sandbag, lifting, outreach and other training if they request any volunteers in an event.

Appendix 9: video assets

Description

Two video assets were developed in the course of this project to assist potential spontaneous volunteers align themselves with disaster event response and recovery practices.

Both video assets feature two NSW Office of Emergency Management Regional Emergency Management Officers, Paul Lloyd and Vanesa Nievas.

Video #1

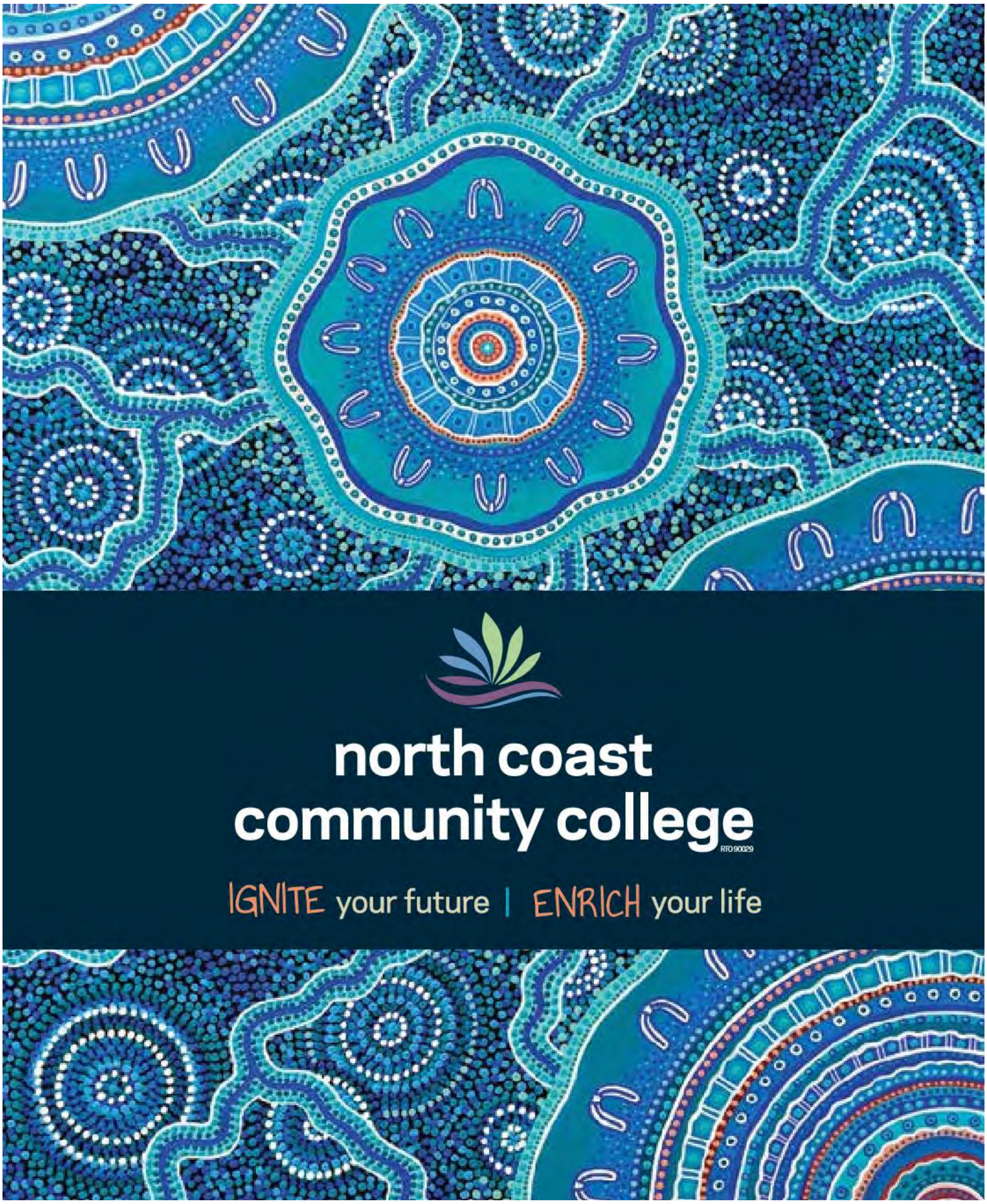
Title	*A guide to disaster relief volunteering.*
Duration	10 minutes 42 seconds
Location	Uploaded to YouTube: https://youtu.be/WtF0id_Imi8

Video #2

Title	*How to be an effective disaster relief volunteer.*
Duration	6 minutes 1 second
Location	Uploaded to YouTube https://youtu.be/Ne-_rnW206w

Appendix 10: list of relevant policies and procedures

- Spontaneous volunteers check list
- Spontaneous volunteers registration form
- Volunteering work application form
- Training program
- Supervisors/team leaders
- Communication
- Committees/groups
- Sitreps
- Daily logs
- Logistics
- Request for assistance (RFA)
- SMEACS
- Workplace risk assessment checklist
- Accident and incident reports
- WH&S
- PPE
- Police checks
- Room hire form



North Coast Community College Incorporated 90029

TRAINING MANUAL

Training Overview

This training focuses on improving participants leadership skills and teaching them how to manage with difficult clients.

Please note that the upcoming training is delivered for Northern Rivers Community Gateway volunteers' leaders.

Crisis Management being able to identify risk, assess the situation and respond appropriately

- Identify potential risks
- Define escalation and identify examples
- Learn concerning behaviors
- Know what a trigger is and how that can escalate

Risk Assessment and Management

- Identify hazards and risks
- Update control measures
- Identify risk management techniques
- Outline a disaster recovery plan

Communication Strategies

this part of the workshop will help participants understand the different methods of communication and how to make the most of each of them.

- Identify barriers to communication and how to overcome them
- Develop their non-verbal and paraverbal communication skills
- Establish common ground with others

Improving team leading skills

- Describe actions to take as a leader (Forming, Storming, Norming and Performing)
- Detail problem-solving strategies using the Six Thinking Hats model -- and one consensus-building approach to solving problems

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The Chinese use two brush strokes to write the word 'crisis.' One brush stroke stands for danger; the other for opportunity. In a crisis, be aware of the danger--but recognize the opportunity.

John F. Kennedy

Module One: Crisis Management

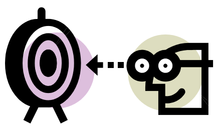
Crisis management is as important as finance management, personnel management, etc. Having a clear and effective program and plan for an event is critical not only to your survival, but critical to the profitability and possibly the survival of the company. Being able to identify risk, assess the situation and respond appropriately is important, and requires not only training, but practice.

Workshop Objectives

Research has consistently demonstrated that when clear goals are associated with learning, it occurs more easily and rapidly. With that in mind, let's review our goals for today.

At the end of this workshop, participants should be able to:

- Identify potential risks



- Understand the myths behind workplace violence
- Define escalation and identify examples
- Learn concerning behaviors
- Know what a trigger is and how that can escalate
- Understand the proper response to an event

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What is a crisis? A crisis is any event that threatens a person, group of people, or the company itself and its bottom line. Crisis can occur any time, day or night, weekday or weekend. A company that anticipates a crisis, and prepares for such an event, is better able to avoid negative situations completely, or, if the situation occurs, better manage the crisis.

Internal Risks

Internal risks occur inside of the company property or during company hours involving an employee and their duties. The internal risks to crisis are many. Triggers can occur outside of the workplace, resulting in a reaction or escalation within the company. Vendors, employees, customers, all these people could pose a risk for committing an act of violence inside of the company or on its property. Internal risks are not always a violent act such as an assault, it could also come in the form of threatening emails, unwanted deliveries, etc.

Another source of internal risk for violence, is the company and its management. Understaffed sites, poorly managed departments are another risk that could trigger an escalation to violence. High turnover rates, under equipped areas, and poorly organized departments can be a source of stress that could be addressed before an event does occur.

External Risks

External risks, are just like they sound, they are the risks that the company or employees have from the outside environment. Strangers, non-employees, anyone not related to the company. These risks can include crimes like robbery, larceny, and drive by shootings, etc.

Although external risks are not as easy to control as internal risks, the risk of an event occurring can be lessened. With the proper analysis of the operations of the company, risks can be mitigated such as a drop safe for deposits at the cash register, security cameras, etc.

Aggression

Aggression is defined as violent or hostile behavior, without provocation. It can also mean the readiness to confront others, especially those perceived to have wronged the aggressor. Aggression usually results in the physical or mental harm to one's self, or others. There are sometimes warning signs to aggressive behavior including a withdrawal from social life and isolation from others, losing one's temper easier than before, and possibly violent displays against inanimate objects.

Aggression can serve a number of different purposes for the perpetrator:

- Competition and assert dominance
- Express possession
- Intimidation or threat
- Reaction to fear and loss of control

Violence

The textbook definition of violence is, "The use of physical force or power to hurt, damage, or otherwise do harm to others or property of others." Other definitions describe violence as a criminal offense of physical force or intimidation; an extreme form of aggression. Workplace violence occurs more often than many of us realize. Violence can be committed by a stranger, a co-worker, a manager, even the owner. Most violent acts, have warning signs; indications that occurred before the act, that indicated that the person's emotional state was escalating, and a danger to others.

Every company needs a stern and well planned policy and program against workplace violence. Every employee needs to be made aware that violence will not be tolerated. A culture of non-violence, is one way to protect everyone, including the customers from an unpleasant event.

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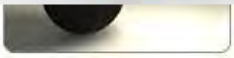
Case Study

Mr. Smith has just returned from a workplace violence seminar. He asks his department manager, Steve to join him in creating a crisis management plan. First, they need to identify the risks, and complete an assessment rating the risks. Mr. Smith explains that internal risks are those that are within the company, like an employee that has been terminated. Steve says that they also need to consider the external risks like being robbed.

As they are assessing the probability of their risks for violence, Steve asks Mr. Smith what he considers aggression. Mr. Smith explains that aggression is violent or hostile behavior, possible to be powerful or intimidating to someone else. Steve then asks what violence is defined as then, and Mr. Smith tells him what he learned at the conference, that violence is any harmful action that is meant to hurt whether physically or mentally. These definitions helped Steve while he was completing the assessment of risk.

Conflict Dangers

Everyone disagrees, especially in the workplace, where you spend more awake time than anywhere else. It is natural. Conflict is an escalation of a disagreement. The danger to unresolved conflict can be enormous. Allowing bottled up feelings and unresolved conflict can escalate into a verbal or even physical response. By not stepping in and finding a resolution, you are ignoring a very important trigger, and possibly inviting a much larger incident.



Triggers

A trigger is an event that causes another event. For example, the trigger for the 9/11 attacks was terrorism. The triggers to conflict can occur anywhere, not necessarily at the location where the violence may occur. Being aware of the different triggers that may escalate into further bad behavior, will allow you to be able to report the behavior to HR or the appropriate manager.

A trigger could be:

- Reprimand from the supervisor
- Mistake pointed out by the manager
- Customer that did acknowledge the person’s presence.

These could all trigger aggressive behavior in some people. The trigger may not even be work related, possibly personal issues at home, but a trigger none the less, to more hostile behavior.

Action Point

The action point is considered the point in the timeline where you recognize that violence is a probable outcome and you must respond. When investigators have analyzed past workplace violence episodes, they have found that there are many times there were action points leading up to the incident.

Identifying the event is probably going to occur and being the first to move, gives you the advantage. An example is how everyone moves away from an argument, when it looks like punches are going to start to fly. Identify that a trigger has occurred and an incident is probably going to happen. Notify the proper managers or departments. In most companies, security needs to be informed of the issues. After this proceed with your company's outlined procedures.

Flashpoint

The flashpoint of an event is the point in the timeline, where the violence actually occurs. In a robbery, it is at the cash register, in a disagreement it is when the first punch is thrown, etc. This is the point of no return for the perpetrator. Your responsibility is to act, and act as quickly as possible, in accordance with the company policies and procedures.

The location of a flashpoint can vary. The flashpoint is not always at the trigger point. The trigger can push the perpetrator over the edge, but he/she may not act until at another location. Do not hesitate to think that the abuser may be triggered by a home event, and come to the victim's workplace and carry out an attack. Being prepared and aware for the worst case scenario will help you respond during the event.

Identify

The first mistake most people make is the lack of awareness of their surroundings. Be knowledgeable to the behaviors and triggers that can escalate into a crisis, always. Your first line of defense is your ability to identify the situation, and properly respond, and as quickly as possible.

Another mistake is people are unsure of the seriousness of the situation. Do not discount what your eyes may see. You would much rather be safe than sorry. If you sense something, or witness something, say something. Report it to your supervisor, to the security department, anyone, but do not ignore the situation in hopes it will go away.

Case Study

Tonya and Gina are watching a training video including a simulation of a robbery. They need to answer the questions that are asked as the video progresses. The first scene shows a man getting fired and being sent home. Gina states that this is a trigger to many emotions, including anger with the manager. The video continues and shows the same man returning to the workplace that afternoon. Tonya points out that the action point is when the secretary sees him in the parking lot, parking his car. That is when she knows that something is going to happen, and she calls security.

The video continues to show the terminated employee entering in the office with a loaded shotgun. The video ends. Tonya says that this could be the flashpoint, but the man could still be negotiated. If he shoots someone, that is the flashpoint. The video points out how well the secretary responded to the situation and identified the threat, quickly and responsibly.

Response

You know what causes the violent incident, and the warning signs that may be expressed. What should you do in the case that you may see something alarming? Do you go straight to HR? What if it isn't what it seems? What if you do not say anything to anyone, and a terrible event occurs tomorrow? This section is going to address a general idea of how to react to warning signs and behaviors that may lead up to a workplace crisis event.

Note Areas of Concern

A disruptive co-worker, one that throws temper tantrums, would be what would be considered as a lower level area of concern. The co-worker isn't threatening anyone, or abusing someone, but disruptive. Another example of an area that should be noticed would be a co-worker that has no respect for authority. These are both behaviors that need to be noted, but not immediately alarming. This may be a good time for an "informal intervention".

Maybe this co-worker doesn't realize how his/her behavior is perceived. A quick, private discussion could be in order, to let the co-worker know that they are not in line with the company's policy on conduct. A friendly reminder that it bothers the team to have this behavior. Make sure you document your conversation afterwards. The documentation does not have to be sent anywhere, but could be used in the future if the problem persists.

Discuss It

You notice some concerning behaviors in a co-worker. You are now noticing that these bad behaviors are not occasional or isolated incidents, but more of a pattern. A pushy co-worker, is more disrespectful and a bully. He/she pushes the envelope with authority and what rules they follow. This is more of a risk to escalation than the previous section, and needs to be handled differently.

This level of behavior is more aggressive than the last examples that could be handled with an informal discussion. This type of behavior is more disruptive to the team, and being a pattern, needs to be stopped immediately. This type of behavior needs to have a superior, such as the supervisor's attention. The supervisor can express to the employee that this behavior is not allowed according to company policy on conduct. The supervisor will then document the conversation, and forward it to the proper manager.

Report It

This is the level of behavior that is intimidating others, being disruptive and disrespectful, etc. Or maybe you have witnessed bullying and intimidation. These behaviors cause anxiety on the team and affects everyone. The supervisor has counseled the employee, but the problems are persisting. It is apparent that he/she is not interested in improving their behavior, and has a total disregard for the situation. You need to report the incidents, and all the pertinent information to the appropriate manager.

At this point, there needs to be a formal conversation between management and the employee, possibly with a witness. Specific behaviors and occurrences need to be addressed. This could also be the time that the employee is given a warning, or reprimand. Most employees would at that time change their behaviors. This discussion will also need to be documented and forwarded to the HR department for placement in the employee's file.

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Report Extreme Cases to HR/Tip Line

Let’s use an example of a co-worker is bullying customers, like always. You are the only one that sees this happen, every day. You can report your concerns to a supervisor, but if that makes you uncomfortable, or there are extreme behaviors being exhibited, you can always go the human resources department (HR), or the employee assistance program (EAP). This example is not only bad behavior on the co-worker’s part, but is also a form of intimidation. The employee assumes that since you haven’t reported it, you condone it. This behavior cannot go unreported, and you have to bring it to the proper department’s attention.

HR, tip lines, or the EAP, all are trained to handle your situation. Your safety and wellbeing are the company’s top priority. You just need to report the issues, incidents, or occurrences. Have your details ready such as date, time, other witnesses, location, etc. The company can’t improve things, if they do not know there is an issue.

Case Study

Harry is addressing his crew on the company’s workplace violence program and policies. This year, Harry is sharing the spotlight with Clara, and they are training both of their crews at the same time. Harry tells Clara that he always starts the presentation with the explanation that noticing concerning behaviors like a temper tantrums and documenting them is the first level of response to disruptive behavior. That way the team knows that not every case means the employee needs disciplined. Clara agrees.

Clara suggests that she cover the sections on discussing issues with the employee, in hopes of curbing the bad behavior, without a disciplinary action being needed. A warning for the employee, and ensure that the worker knows the company’s policy on this behavior. She would also like to cover the section on reporting and documenting more extreme cases to the manager for a reprimand that would go into the employee’s file. Harry wants to end the presentation with the discussion on extreme behavior that needs to be reported immediately, and possibly anonymously to the company tip line. Clara and Harry feel they have a good presentation, and schedule the meeting for the next day.

Strategy

Be proactive. You should also have a strategy of what to do in a “worst case scenario.” Workplace violence prevention programs, policies, and training programs like this, will educate you and those around you to recognize the warning signs and triggers of workplace violence. You can learn what to do when you see these behaviors to stop the escalation. The company should also include emergency responses specific to different crisis. What does your company do to stop workplace violence? What are you supposed to do in the event of a crisis?

Policies

There are several policies that the company needs to have in their workplace violence policy. First, a clear company policy stating their position on violence and how it will be handled. This code of conduct needs to come from the top of the company, to stress the importance. This will emphasize that zero tolerance is the company’s stance. Second, policies on natural disaster, such as fire or tornado, need to be included in the plan. Step by step policies address evacuations, documentations, department involvement, etc. Last, policies should be included on criminal acts from outside (unknown) sources, such as robbery or active shooter need to be addressed and distributed throughout the workforce, along with all the other policies on crisis.

Programs

Second, there should be programs to perform risk assessments on a regular basis and a statement of how the company will handle these risks available to all employees; this analysis should identify the necessary changes to the company's response to a crisis. There should also be a program designed for the reporting, documenting, and investigation into behaviors that cause concern. Employee assistance programs (EAP) are a good example of a company program that could aid employees in this area. They are also usually equipped to work with the aftercare of employees in the unfortunate event of a crisis.

These programs should be known to all employees. These programs will better equip everyone to identify risks, potential problems, and possible sources of violence, or crisis. It will also train the employees the proper responses to any crisis. These programs will also nurture an open door culture within the company. Communication is one of the most important factors to the success of crisis management.

Emergency Procedures

Emergency procedures need to be included in the crisis management program of any company. The procedures and responsibilities of not only the emergency response team need to be specified, but also the procedures that the rest of the employees need to follow. For example, there needs to be a fire evacuation procedure, an active shooter procedure, etc.

These procedures need to specifically explain, step by step, each employees' responsibility and needed response. Each risk, or crisis type needs to have its own procedure and documentation. This documentation can then be used in future analysis. Review and response to these procedures needs to occur on a regular basis. These procedures should include:

- Procedures for calling for help.
- Emergency escape routes.
- Procedures for accounting for all employees during crisis.

Train Employees

All employees need to be trained on the warning signs of crisis, along with reporting policies and emergency procedures, in the event that there is an occurrence. New hires should be trained as they are hired. As the risks and policies change, the entire workforce needs to be retrained. There should also be practices or drills where applicable. For example, fire drills or active shooter drills are good ways to practice a crisis so that there is less panic if/when a crisis occurs.

Employees need to know how important the workplace violence program is to the well-being of the company. They also need to understand the consequences to breaking these rules. Emergency preparedness training includes the employees' responsibilities and necessary responses. Training will provide the experience needed to react during a crisis.

Case Study

Scott is going over the crisis/workplace violence program with the new employee Jenni. He first gives Jenni a code of conduct guide that includes the policy of violence and behavior. He points out that there is an HR department and EAP for any issues that Jenni may have and need to report. He also shows her where to find copies of the crisis management program in the employee handbook.

Jenni asks about some different procedures like active shooter and fire evacuations. Scott goes over emergency procedures and different policies on her specific questions. He also refers her to her manager for any more questions on the procedures for her department. Scott tells Jenni that they will have an annual training session for everyone in the company to go over any changes. Jenni is glad that Scott covered these topics, as it is easy to forget to ask, until it is too late.

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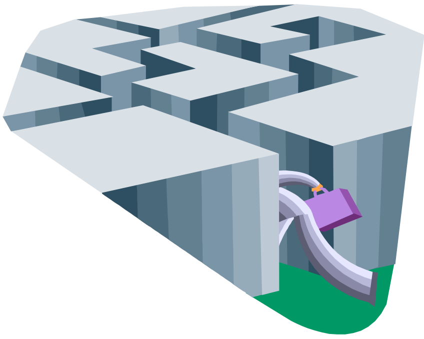
> *A good rule of thumb is to assume that 'everything matters'.*
>
> *Richard Thaler*

Module Two: Risk Assessment and Management

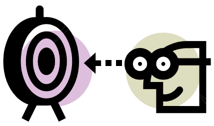
Risk assessment and management is essential for the success of any business. However, many



companies do not always take the necessary precautions, which leads to disaster. Successfully managing risks will prevent mistakes, which leads to a safer work environment, happier employees, and increased productivity. Following a few basic steps will place your organization on the path to success.

Workshop Objectives

Research has consistently demonstrated that when clear goals are associated with learning, it occurs more easily and rapidly. With that in mind, let's review our goals



for today.

At the end of this workshop, you should be able to:

- Identify hazards and risks
- Update control measures
- Grasp the fundamentals of accident reports
- Identify risk management techniques
- Outline a disaster recovery plan
- Communicate to the organization

Every organization has both hazards and risks. Identifying hazards and risks is necessary for risk management. Hazards and risks are often confused with each other. Determining the difference between a hazard and a risk will increase the effectiveness of the risk management program.

What Is a Hazard?

A hazard is any source of harm. This includes adverse health effects or loss to the organization or employee. Hazards are varied. They include materials, substances, sources of energy, processes, practices, and conditions.

Examples of hazards:

- Sharp objects
- High temperatures
- Electricity
- Slippery surfaces
- Asbestos
- Chemicals

Once hazards are identified, you can take the opportunity to identify the risks associated with each hazard in your facility.

What Is a Risk?

A risk is not a hazard. It is the chance of harm coming from a hazard. This applies to the health, bodily safety, equipment, and property. For example, prolonged exposure to chemicals in the work environment increases the risk of health problems. Noise exposure can place an employee’s hearing at risk. Identifying the hazards in an environment is the first step in risk assessment. The second step is to determine who is at risk from these hazards. The third step is to evaluate the risk, and the final step is to determine the best way to control the risks and provide a safe working environment.

Consult with Employees

Risk management is necessary to protect the company and the employees. Employees are the most valuable resource because risk management directly affects them, and they have a unique understanding of day-to-day operations. It is important to consult employees with any change in the way work is done. When consulting with employees, it is imperative that you communicate clearly and honestly. Provide ample time for the conversation to take place. Finally, it is imperative that you pay attention to everything employees have to say; do not simply pay attention to feedback that supports you current ideas.

Examples of When to Consult Employees:

- Safety inspections
- Purchasing or repairing equipment

- Workflow charts
- Internal layout
- Cleaning chemicals

Likelihood Scale

The likelihood scale is used to determine the likelihood that an event will occur. For example, you would use it to determine the risk of an equipment malfunction. Each risk needs to be scored on the likelihood scale from 0 to 3.

- **0 – Impossible**: There is no possible way that an event can take place. This is rarely used.
- **1 – Low possibility/Remote possibility**: There is a slight risk, 2% or less, of something happening.
- **2 – Medium possibility/Possible**: The event is possible. It has between a 2 and 25% chance of occurring.
- **3 – High possibility/ Probable**: There is a greater than 25% chance that something is going to happen. The event is likely going to occur soon.

Scores should be based on the current data that you have. The reasons for your score should also be recorded.

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Example:

Risk	**Score**	**Reasoning**
Hearing damage	**1**	Noise pollution is within safe parameters. The office does not have loud consistent noises.
Lab accident	**3**	Caustic chemicals are used daily, along with dangerous equipment. There is the risk of human error.

Each company will have different risks and scores. Risks with higher scores need to be addressed quickly.

Case Study

Sean is an outside hire to his new management position. He understands that risk management is important, and he takes the time to go over the incident reports and inspect the facility. An employee tells him that one of the machines needs to be replaced. He says that several employees have come close to being injured while using it. He states the machine does not shut off properly. Sean believes that asking for new equipment this soon is not wise. He points out to the employee that there are no incident reports for the specific piece of equipment. The employee responds that the employees know to be extra careful on the machine, but it is just a matter of time before someone is injured. Sean ignored the request, and the complaints from three other employees. He did nothing about the equipment. Two months later, an employee thought the machine was turned off and got her hand caught in it.

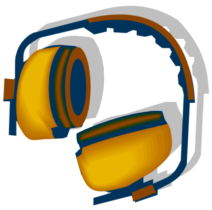
Tracking and Updating Control Measures

Control measures are essential to risk management. The risk assessment allows you to effectively track control measures. By tracking control measures, you will be able to update them as necessary. Updated control measures ensure that the work environment is safe for everyone and that it remains safe as changes occur within the organization.

What Is a Control Measure?

Most organizations have control measures in place. Control measures are actions or activities that are in place to limit or prevent risks. There are six basic types of control measures. The measures used depend on the risk that is involved and how easily than can be avoided. There is a basic hierarchy to control measures, with the top measures being the most desirable. Some risks will require multiple control measures.

Control Measure Hierarchy:



1. **Eliminate**: Remove the hazard.
2. **Substitute**: Trade for a lesser risk.
3. **Isolate**: Limit access to the risk.
4. **Engineered controls**: Designs to prevent access to risks and hazards.
5. **Administrative controls**: Safe work practices and procedures
6. **Protective equipment**: Personal protective equipment is worn around hazards.

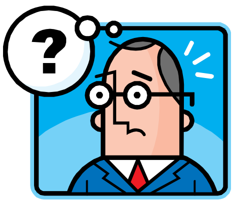
Your Business Procedures

Every business has different needs. The needs of the business determine how you develop your business procedures and your control measures. Remember that every company is unique and must develop procedures independently; you cannot rely on common procedures and control measures. You need to determine what is best for your organization.

Many business procedures are based on specific control measures. For example, inspecting equipment is a control measure. The policy and procedure for the inspection process will vary according to each organization. A busier organization will require more frequent an in-depth inspections. Additionally, certain pieces of equipment may require more frequent inspections than others.

Are They Adequate?

Control measures and procedures will need to change as the organization does. Measures that are necessary one year may not be necessary the next, or they may no longer be adequate to fill the company's needs. Determining if the established control measures and procedures are adequate requires frequent evaluation.



When to Conduct Evaluations:

- At least once a year
- After new procedures are implemented
- After any change in the organization

There are common methods of evaluation, but it is important that each company identify the most effective methods for the organization.

Common Methods of Evaluation:

- Surveys and checklists
- Employee interviews
- Changes in the number of incidents
- Performance indicators
- Performance standards

As control measures are evaluated, determine what, if any, changes need to be made to the controls or procedures.

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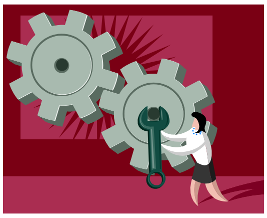
Updating and Maintaining



It is important to update control measures as necessary and maintain them once they are established or updated. Evaluating whether a control measure is adequate will determine what needs to be updated and when it needs to be updated. Changes in the external work environment will also require updating. For example, changes to government regulations would require updating the control measures.

Once control measures are implemented or updated, they need to be maintained carefully. If control measures and procedures are not maintained, it is not possible to determine whether they are effective. Establishing basic quality assurances can do this. Identify key activities for control measures and create checklist to determine that the measures are being maintained.

Example:

Key Activity	Checklist
Understanding of expectations	• Training available • Written procedures are available • Documentation of completed training

The checklists provide consistency and routine. They also make it easier to identify when the measures are not being maintained.

Case Study

The BCD Corporation established control measures based on government regulations and current evaluations. The initial company reports after initiation showed a decrease in injuries and other

unwanted events. Over the next few months, the company saw massive growth due to increased sales. The control measures and procedures remained in place for the organization. Soon, there was an increase in missing inventory, and employees began to report the theft of personal items. The security measures remained in place, but they were obviously ineffective.

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Risk Management Techniques

Once the risks are assessed, they must be managed carefully. There are four basic risk management techniques, and your company probably uses all of them. The management technique that you use will vary according to the severity of the risk and the current stability of the organization. You will choose between reducing the risk, transferring the risk, avoiding the risk, and accepting the risk when determining which technique to use.

Reduce the Risk

Risk reduction is a common technique used in business. It is necessary when there is no possibility of removing the risk such as in using machines. When you reduce the risk, you limit the severity of the risk and the likelihood of the risk occurring. When determining how to best reduce the risk, it is necessary to establish which method of reduction will be the most effective. For example, one risk reduction technique may reduce the risk of loss more than others, but it could also be more expensive to implement.

Examples of Risk Reduction:

- Retrofit a building to for severe weather
- Sprinkler systems with fire alarms
- Training programs
- Security system
- Machine maintenance

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Transfer the Risk

The act of transferring a risk is also called risk sharing. This is often done in business relationships. For example, working with contracting labor or vendors may require a transfer of risk. The transfer of risk does not remove all risk from you, but it does offer some protection. The most common method used to transfer the risk is insurance. The insurance company takes on the risk from the policyholder.

When working with other parties, insurance is not enough to cover the liability. It is necessary to review contractual obligations. You do not want to take all of the risk in a contractual relationship. There are different ways to transfer the risk:

- **Indemnification**: Place the legal responsibilities on an established party.
- **Certificates of insurance**: Require specific levels insurance. Certificates are proof of specific coverage.
- **Additional insurance status**: A business is added on to another company's policy. It offers protection if indemnification is lost and prevents subrogating.

Avoid the Risk

Avoiding risks is not always possible. When avoiding risks, however, the purpose is to eliminate the risk or simply not engage it. Risk avoidance occurs regularly. It occurs when you decide against a business proposition or refuse to expand the company. Eliminating risk by avoiding may seem like the safe route, but it is not always practical. If you avoid every risk that comes along, you will also avoid great business opportunities.

Always consider both the risks and rewards that a new situation brings. For example, expanding the business may be costly. There is always the chance, however, that the expansion will pay for itself and increase profits. Before avoiding a risk, make sure that you are not overlooking and opportunity. The severity of the risk will help you determine if it is something that you truly need to avoid.

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Accept the Risk

There are times when it is necessary to accept risks. When you accept risks, it is necessary to choose small risks that will not have a large impact on the organization, and they can include reduced risks. The cost of the risk should be smaller than insuring or avoiding the risk. A common act of risk acceptance is refusing insurance. When accepting a risk, you are accepting full responsibility if something goes wrong. This includes legal and financial responsibility.

There are two different types of acceptance. Active acceptance occurs when a risk is identified and a plan is established should you need to face the consequences of the risk. Creating a plan of action helps you determine the best plan of action without the emotional impact that comes with facing the consequences. Passive acceptance occurs when there is no plan in place for an accepted risk. Passive risk occurs when the risk is so small that it is not worth the time and energy to plan a course of action.

Case Study

Kara was known for her successful business strategies. She never walked into any situation blindly, and managed to grow every company that she worked for over the past ten years. Kara was careful about every decision she made in her personal and professional life. After she started her own company, Karen was offered the chance to expand by buying out her main competitor. She refused because of the financial risk. Someone else made the purchase. After six months, Kara was having trouble meeting her projected goals. Her competition, however, saw exponential growth.

Disaster Recovery Plan

Every organization needs a disaster recovery plan. The disaster recovery plan outlines the procedures that need to be followed in the event of a disaster to protect it. By considering the consequences of disasters ahead of time, the recovery plan will mitigate their effects. The disaster recovery plan is established for different disasters, including natural and manmade disasters such as severe weather or technology crashes.

Make It Before You Need It

Disaster recovery plans are not easy to make. They take time and commitment, but they are essential to success in a disaster. Remember that 10% of businesses do not recover from disaster situations. The disaster recovery plan needs to be written ahead of time. You need to make it before you need it. By making the disaster recovery plan before it is necessary, you will be aware of the factors necessary for the company's survival.

Necessary Factors:

- People
- Facilities
- Technology
- Data
- Suppliers
- Policies and procedures

All of these factors need to be considered when establishing strategies to create a disaster recovery plan.

Test, Update, and Repeat

Once a disaster recovery plan is created, the aspects of it need to be tested. For example, you may want to test your IT security. After testing the plan, make the necessary update and adjustments. Repeat this process regularly because both the business and the potential disasters will change over time.

Establishing a Testing System:

- Choose the purpose of the test and what is being evaluated.
- Determine objectives and measurements.
- Collect results
- Evaluate results
- Update the plan

Always record the tests and updates that you make to the plan. Be sure that you have the most current plan recorded.

Hot, Warm, and Cold Sites

There are three basic disaster recovery sites for IT and technology. They are hot, warm, or cold sites. Hot sites are very similar the pre disaster site. They are coordinated with the existing site and fully stocked. They allow business to continue practically without interruption. Cold sites are the sites nothing like hot sites. They are minimal back up sites that do not resemble the normal work sites. They are simply locations used for emergencies. There are also warm sites, which are between the hot and cold sites. Warm sites are not as Spartan as cold sites, but the transition to the warm site is not seamless.

The disaster recovery needs of an organization will help determine which type of site is chosen. Many, companies, however, choose warm sites because they offer more protection than cold sites, but they are less expensive than hot sites.

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Keep Documentation Simple and Clear

It is important to thoroughly document the disaster recovery plan. When creating the document, keep the formatting and wording simple. Make the message of the plan very clear. There is a basic outline that can be used to guide documenting a disaster recovery plan.

Information to document:

- Objective
- Assumptions
- Criteria to invoke the plan
- Roles and responsibilities
- Contingency procedures
- Resource plan
- Procedures for returning to the original space
- Procedure for information recovery

Case Study

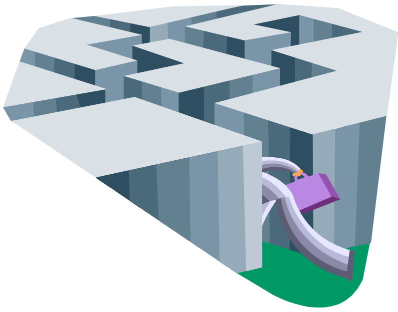
Sean transferred the client lists, ordering system, and inventory to the computer. He was so focused on

the transition that he neglected to plan for potential disasters. He was sure that the transition to electronic data would provide him with added protection as long as he installed virus software and chose useful passwords, which he did. A month after the transition, Sean discovered that he was the victim of a hacker. The entire computer system was taken offline. When Sean turned it back on, the letters were Cyrillic. Sean had no way to work after the cyber-attack, and the information was compromised.

> *Wise men talk because they have something to say; fools, because they have to say something.*
>
> ***Plato***

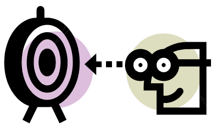
Module Three: Communication Strategies

Welcome to the Communication Strategies workshop. For the better part of every day, we are communicating to and with others. Whether it's the speech you deliver in the boardroom, the level of attention you give your spouse when they are talking to you, or the look that you give to the cat, it all means something. This workshop will help participants understand the different methods of communication and how to make the most of each of them.



Workshop Objectives

Research has consistently demonstrated that when clear goals are associated with learning that the learning occurs more easily and rapidly. With that in mind, let's review our goals for today.



By the end of this workshop, you should be able to:

- Understand what communication is
- Identify ways that communication can happen
- Identify barriers to communication and how to overcome them
- Develop their non-verbal and paraverbal communication skills
- Use the STAR method to speak on the spot
- Listen actively and effectively
- Ask good questions
- Use appreciative inquiry as a communication tool
- Adeptly converse and network with others
- Identify and mitigate precipitating factors
- Establish common ground with others

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- Use “I” messages

Pre-Assignment Review

The purpose of the Pre-Assignment is to get you thinking about the communication strategies that you are already using and where you need to improve.

Think of a situation where you missed an opportunity because of a lack of communication, and what communication skills in particular could have alleviated the problem. Take some time now to share your thoughts.

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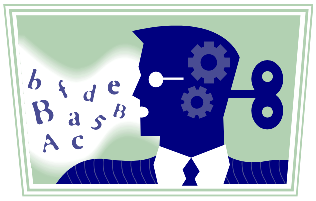
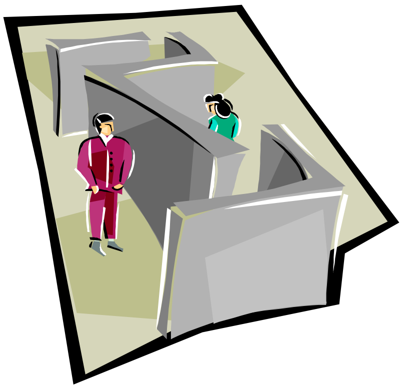
Understanding Communication Barriers



On the surface, communication seems pretty simple. I talk, you listen. You send me an e-mail, I read it. Larry King makes a TV show, we watch it.

Like most things in life, however, communication is far more complicated than it seems. Let's look at some of the most common barriers and how to reduce their impact on communication.



An Overview of Common Barriers

Many things can impede communication. Common things that people list as barriers include:

- I can't explain the message to the other person in words that they understand.
- I can't show the other person what I mean.
- I don't have enough time to communicate effectively.
- The person I am trying to communicate with doesn't have the same background as me, and is missing the bigger picture of my message.

These barriers typically break down into three categories: language, culture, and location.

Language Barriers

Of course, one of the biggest barriers to written and spoken communication is language. This can appear in three main forms:

- The people communicating speak different languages.
- The language being used is not the first language for one or more people involved in the communication.
- The people communicating speak the same language, but are from different regions and therefore have different dialects and or unique subtleties.

There are a few ways to reduce the impact of these barriers.

- As a group, identify that the barrier exists. Identify things that the group can do to minimize it.
- Pictures speak a thousand words, and can communicate across languages.
- If you are going to be communicating with this person on a long-term basis, try to find a common language. You may also consider hiring a translator.

Cultural Barriers

There can also be times when people speak the same language, but are from a different culture, where different words or gestures can mean different things. Or, perhaps the person you are communicating with is from a different class from you, or has a very different lifestyle. All of these things can hinder your ability to get your message across effectively.

If you have the opportunity to prepare, find out as much as you can about the other person's culture and background, and how it differs from yours. Try to identify possible areas of misunderstanding and how to prevent or resolve those problems.

An example: A British restaurant owner needs to talk to a culinary specialist in Australia. Although they speak the same language, their words could mean very different things.

If you don't have time to prepare, and find yourself in an awkward situation, use the cultural differences to your advantage. Ask about the differences that you notice, and encourage questions about your culture. Ensure that your questions are curious, not judgmental, resentful, or otherwise negative.

Differences in Time and Place

The last barrier that we will look at is location, definable by time and by place. These barriers often occur when people are in different time zones, or different places.

Take this scenario as an example. Bill works on the east coast, while his colleague, Joe, works on the west coast. Four hours separate their offices. One day, right after lunch, Bill calls Joe to ask for help with a question. Bill has been at work for over four hours already; he is bright, chipper, and in the groove.

Joe, however, has just gotten to the office and is, in fact, running late. He does not feel awake and chipper, and is therefore perhaps not as responsive and helpful in answering Bill's question as he normally is.

Bill thinks, "Geez, what did I do to make Joe cranky?" In response to the way he perceives Joe's behavior, he, too, stops communicating. Their effort to solve a problem together has failed.

So how can you get over the challenges of time and place? First, identify that there is a difference in time and place. Next, try these tips to reduce its impact.

- Make small talk about the weather in your respective regions. This will help you get a picture of the person's physical environment.
- Try to set up phone calls and meetings at a time that is convenient for you both.
- If appropriate, e-mail can be an "anytime, anywhere" bridge. For example, if Bill had sent Joe an e-mail describing the problem, Joe could have addressed it at a better time for him, such as later on in the day. Clearly, this is not always practical (for example, if the problem is urgent, or if it is a complicated issue that requires extensive explanation), but this option should be considered.

Another thing to watch out for is rushed communication. The pressure of time can cause either party to make assumptions and leaps of faith. Always make sure you communicate as clearly as possible, and ask for playback. The listening and questioning skills that you will learn in this workshop will help you make the most of the communication time that you do have.

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Case Study

Victor and Brianna were discussing their ideas for solving a particularly difficult logistics problem at work. Unfortunately, they were struggling to communicate their thoughts and differences with each other. Victor suggested they identify their communication barriers in order to resolve their differences and move towards a solution for their problem. Brianna agreed and together they discussed the barriers withholding them from properly communicating with each other. In the end, it boiled down to a lack of time to communicate effectively. Brianna rescheduled a suitable time with Victor to communicate on the project and they were both satisfied that they could now move towards problem resolution in a new time slot.

Paraverbal Communication Skills

Have you ever heard the saying, “It’s not what you say, it’s how you say it”? It’s true!

Try saying these three sentences out loud, placing the emphasis on the underlined word.

- “I didn’t say you were wrong.” (Implying it wasn’t me)

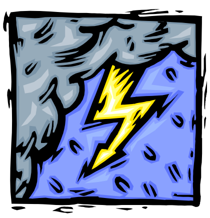
- “I didn’t say you were wrong.” (Implying I communicated it in another way)
- “I didn’t say you were wrong.” (Implying I said something else)

Now, let’s look at the three parts of paraverbal communication; which is the message told through the pitch, tone, and speed of our words when we communicate.

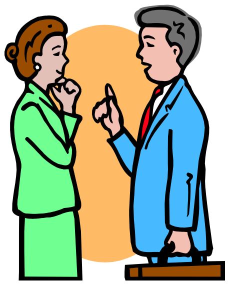
The Power of Pitch

Pitch can be most simply defined as the key of your voice. A high pitch is often interpreted as anxious or upset. A low pitch sounds more serious and authoritative. People will pick up on the pitch of your voice and react to it. As well, variation in the pitch of your voice is important to keep the other party interested.

If you naturally speak in a very high-pitched or low-pitched voice, work on varying your pitch to encompass all ranges of your vocal cords. (One easy way to do this is to relax your throat when speaking.) Make sure to pay attention to your body when doing this – you don’t want to damage your vocal cords.



The Truth about Tone



Did your mother ever say to you, “I don’t like that tone!” She was referring to the combination of various pitches to create a mood. (Speed, which we will discuss in the next module, can also have an effect on your tone.)

Here are some tips on creating a positive, authoritative tone.

- Try lowering the pitch of your voice a bit.
- Smile! This will warm up anyone’s voice.
- Sit up straight and listen.
- Monitor your inner monologue. Negative thinking will seep into the tone of your voice.

The Strength of Speed

The pace at which you speak also has a tremendous effect on your communication ability. From a practical perspective, someone who speaks quickly is harder to understand than someone who speaks at a moderate pace. Conversely, someone who speaks v-e---r----y s---l-----o---w---l---y will probably lose their audience’s interest before they get very far!

Speed also has an effect on the tone and emotional quality of your message. A hurried pace can make the listener feel anxious and rushed. A slow pace can make the listener feel as though your message is not important. A moderate pace will seem natural, and will help the listener focus on your message.

One easy way to check your pitch, tone, and speed is to record yourself speaking. Think of how you would feel listening to your own voice. Work on speaking the way you would like to be spoken to.

Case Study

Jasmine was practicing her presentation for her research project with two colleagues, Omar and Jordan as an audience. Omar and Jordan were struggling to pay attention. Jasmine soon grew frustrated and lost some confidence in her presentation skills. Jordan suggested they identify Jasmine’s communication issue, and they soon worked out that Jasmine’s presentation was informative; it was her speaking style which was the problem. Jasmine realized that she was speaking too slowly, and was losing the interest of both Omar and Jordan as her audience. Jasmine tried speaking at a more moderate pace, and caught their attention. All three went home soon after, and Jasmine was happy that she enlisted the help of her colleagues.

Non-Verbal Communication

When you are communicating, your body is sending a message that is as powerful as your words.

In our following discussions, remember that our interpretations are just that – common interpretations. (For example, the person sitting with his or her legs crossed may simply be more comfortable that way, and not feeling closed-minded towards the discussion. Body language can also mean different things across different genders and cultures.) However, it is good to understand how various behaviors are often seen, so that we can make sure our body is sending the same message as our mouth.

Think about these scenarios for a moment. What non-verbal messages might you receive in each scenario? How might these non-verbal messages affect the verbal message?

- Your boss asks you to come into his office to discuss a new project. He looks stern and his arms are crossed.
- A team member tells you they have bad news, but they are smiling as they say it.
- You tell a co-worker that you cannot help them with a project. They say that it's OK, but they slam your office door on their way out.

This is the first goal of this module: to help you understand how to use body language to become a more effective communicator. Another goal, one which you will achieve with time and practice, is to be able to interpret body language, add it to the message you are receiving, and understand the message being sent appropriately.

With this in mind, let's look at the components of non-verbal communication.

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Understanding the Mehrabian Study

In 1971, psychologist Albert Mehrabian published a famous study called Silent Messages. In it, he made several conclusions about the way the spoken word is received. Although this study has been misquoted often throughout the years, its basic conclusion is that 7% of our message is verbal, 38% is paraverbal, and 55% is from body language.

Now, we know this is not true in all situations. If someone is speaking to you in a foreign language, you cannot understand 93% of what they are saying. Or, if you are reading a written letter, you are likely getting more than 7% of the sender's message.

What this study does tell us is that body language is a vital part of our communication with others. With this in mind, let's look at the messages that our body can send.

All About Body Language

Body language is a very broad term that simply means the way in which our body speaks to others. We have included an overview of three major categories below; we will discuss a fourth category, gestures, in a moment.

The way that we are standing or sitting

Think for a moment about different types of posture and the message that they relay.

- Sitting hunched over typically indicates stress or discomfort.
- Leaning back when standing or sitting indicates a casual and relaxed demeanor.
- Standing ramrod straight typically indicates stiffness and anxiety.

The position of our arms, legs, feet, and hands

- Crossed arms and legs often indicate a closed mind.
- Fidgeting is usually a sign of boredom or nervousness.

Facial expressions

- Smiles and frowns speak a million words.
- A raised eyebrow can mean inquisitiveness, curiosity, or disbelief.

Chewing one's lips can indicate thinking, or it can be a sign of boredom, anxiety, or nervousness.

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Interpreting Gestures

A gesture is a non-verbal message that is made with a specific part of the body. Gestures differ greatly from region to region, and from culture to culture. Below we have included a brief list of gestures and their common interpretation in North America.

Gesture	**Interpretation**
Nodding head	Yes
Shaking head	No
Moving head from side to side	Maybe
Shrugging shoulders	Not sure; I don't know
Crossed arms	Defensive
Tapping hands or fingers	Bored, anxious, nervous
Shaking index finger	Angry
Thumbs up	Agreement, OK
Thumbs down	Disagreement, not OK
Pointing index finger at someone/something	Indicating, blaming
Pointing middle finger (vertically)	Vulgar expression
Handshake	Welcome, introduction
Flap of the hand	Doesn't matter, go ahead
Waving hand	Hello
Waving both hands over head	Help, attention
Crossed legs or ankles	Defensive
Tapping toes or feet	Bored, anxious, nervous

What other gestures can you add to the list?

Case Study

Sian and Jennifer were tasked with running the food committee at the yearend company function. Usually, this wouldn't be a problem, but they were having trouble communicating because Sian's non-verbal communication was viewed as being negative by Jennifer. Jennifer brought up this issue to Sian, who immediately changed her posture and gestures and discussed her reasoning behind the non-verbal communication: she was upset with the lack of interest in the dip she'd organized and wasn't angry with Jennifer. In the end, Jennifer and Sian were able to resolve their differences and were happy to complete the tasks they were given whilst on the food committee together.

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Speaking Like a STAR

Now that we have explored all the quasi-verbal elements of communication, let's look at the actual message you are sending. You can ensure any message is clear, complete, correct, and concise, with the STAR acronym.

This module will explore the STAR acronym in conjunction with the six roots of open questions (Who? What? When? Where? Why? How?), which will be explored in more detail later on in the workshop.

S = Situation

First, state what the situation is. Try to make this no longer than one sentence. If you are having trouble, ask yourself, "Where?", "Who?", and, "When?". This will provide a base for message so it can be clear and concise.

Example: "On Tuesday, I was in a director's meeting at the main plant."

T = Task

Next, briefly state what your task was. Again, this should be no longer than one sentence. Use the question, "What?" to frame your sentence, and add the "Why?" if appropriate.

Example: "I was asked to present last year's sales figures to the group."

A = Action

Now, state what you did to resolve the problem in one sentence. Use the question, "How?" to frame this part of the statement. The Action part will provide a solid description and state the precise actions that will resolve any issues.

Example: "I pulled out my laptop, fired up PowerPoint, and presented my slide show."

R = Result

Last, state what the result was. This will often use a combination of the six roots. Again, a precise short description of the results that come about from your previous steps will finish on a strong definite note.

Example: "Everyone was wowed by my prep work, and by our great figures!"

Summary

Let's look at a complete example using STAR. Let's say you're out with friends on the weekend. Someone asks you what the highlight of your week at work was. As it happens, you had a great week, and there is a lot to talk about. You use STAR to focus your answer so you don't bore your friends, and so that you send a clear message.

You respond: "On Tuesday, I was in a director's meeting at the main plant. I was asked to present last year's sales figures to the group. I pulled out my laptop, fired up PowerPoint, and presented my slide show. Everyone was wowed by my prep work, and by our great figures!"

This format can be compressed for quick conversations, or expanded for lengthy presentations. We encourage you to try framing statements with STAR, and see how much more confident you feel when communicating.

Case Study

Ken and Gina were discussing several ideas for a new campaign slogan at their advertising firm. The boss had asked them to complete the task and they were feeling a great deal of pressure. They had issues communicating their ideas, until Ken suggested they use the STAR acronym to get their respective messages across. Gina agreed and together they worked on the Situation, Task, Action and Result of their messages to communicate their ideas in a better way. Gina and Ken were happy when they'd completed their brainstorming session because the STAR acronym had allowed them to communicate several brilliant ideas for the new advertising campaign. These would surely impress the boss!

Advanced Communication Skills

During this workshop, we have learned a lot about communication. We would like to wrap things up with a brief discussion on a few advanced communication topics. Adding these skills to your toolbox and using them regularly will make you a more efficient, effective, communicator.

Understanding Precipitating Factors

For many people, life is like a snowball. On a particularly good day, everything may go your way and make you feel like you're on top of the world. But on a bad day, unfortunate events can likewise snowball, increasing their negative effect exponentially.

For example, imagine how each of these events would make you feel if they happened to you first thing in the morning.

- You encounter construction on the way to work.
- Your alarm clock doesn't go off and you wake up late.
- You are out of coffee.
- The cafeteria line is very long.

Each of those things is potentially responsible for creating a crummy morning. Now, imagine this scenario:

You wake up and realize your alarm clock hasn't gone off and you're already late. You get up and go to turn the coffee pot on, but you realize that there is no coffee left in your house. Then, you shower and head out the door – only to encounter construction and massive traffic back-ups on the way to work. Now you're 15 minutes late instead of five. You get to work and head to the cafeteria for some much-needed coffee, but the line stretches out the door.

With the addition of each event, your morning just gets worse and worse. For most people, this is a recipe for disaster – the first person that crosses them is likely to get an earful!

Successful communicators are excellent at identifying precipitating factors and adjusting their approach before the communication starts, or during it. Understanding the power of precipitating factors can also help you de-personalize negative comments. This does not mean that someone having a bad day gets to

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dump on everyone around them; it does mean, however, that the person being dumped on can take it less personally and help the other person work through their problems.

Establishing Common Ground

Finding common ties can be a powerful communication tool. Think of those times when a stranger turns out not to be a stranger – that the person next to you on the train grew up in the same town that you did, or that the co-worker you never really liked enjoys woodworking as much as you do.

Whenever you are communicating with someone, whether it is a basic conversation, a problem-solving session, or a team meeting, try to find ways in which you are alike. Focusing on positive connections will help you build stronger relationships and better communication.

Using "I" Messages

Framing your message appropriately can greatly increase the power of your communication.

How would you react to these statements?

- Your outfit is too casual for this meeting.
- You mumble all the time.
- You're really disorganized.

Most people would feel insulted and criticized by these statements – and rightly so! They are framed in a way that puts blame on the receiver. These statements can even give the impression that the speaker feels superior to the receiver.

Instead of starting a sentence with "you," try using the "I message" instead for feedback. This format places the responsibility with the speaker, makes a clear statement, and offers constructive feedback.

The format has three basic parts:

- Objective description of the behavior
- Effect that the behavior is causing on the speaker
- The speaker's feelings

Here is an example: "Sometimes, you speak in a very low voice. I often have difficulty hearing you when you speak at that volume. It often makes me feel frustrated."

Be careful not to start the sentence with some form of, “When you…” This tends to create feelings of blame and injustice.

Case Study

Roberto and Julio were business partners in a large firm, working on a joint venture with another company. They were headed to a meeting with the owners of the potential joint venture company but Roberto felt ill prepared to speak to complete strangers and shared his concerns with his partner. Julio suggested they use the method of Establishing Common Ground to make everyone more comfortable, and that they practice on each other. Roberto and Julio spent the drive over to the building practicing asking questions about where they were from and posing hypothetical answers. Both partners arrived at the meeting prepared to talk confidently with their potential temporary partners, and were happy once they secured the joint venture and furthered their own company.

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> *Coming together is a beginning; keeping together is progress; working together is success.*
>
> ***Henry Ford***

Module Four: Leadership and Teamwork

For most of us, teamwork is a part of everyday life. Whether it's at home, in the community, or at work, we are often expected to be a functional part of a performing team. This workshop will encourage participants to explore the different aspects of a team, as well as ways that they can become a top-notch team performer.

Workshop Objectives

Research has consistently demonstrated that when clear goals are associated with learning, the learning occurs more easily and rapidly. With that in mind, let's review our goals for today.

By the end of this workshop, you should be able to:

- Describe the concept of a team, and its factors for success
- Explain the four phases of the Tuckman team development model and define their characteristics
- List the three types of teams
- Describe actions to take as a leader – and as a follower for each of the four phases (Forming, Storming, Norming and Performing)

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- Discuss the uses, benefits and disadvantages of various team-building activities
- Describe several team-building activities that you can use, and in what settings
- Follow strategies for setting and leading team meetings
- Detail problem-solving strategies using the Six Thinking Hats model -- and one consensus-building approach to solving team problems
- List actions to do -- and those to avoid -- when encouraging teamwork

Action Plans and Evaluation Forms

During this course, you will be adding ideas to your personal action plan. The plan uses the SMART system. This means that your goals must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

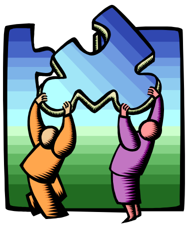
Add information throughout the day as you learn new things and have ideas about how to incorporate the concepts being discussed into your work or personal lives.

The First Stage of Team Development – Forming

What makes up a good team? Well, that question is open to interpretation, but we will start with the first step in the team building process which is forming. We will discuss what makes up that stage and how each person in the team fits into the process.

Hallmarks of This Stage

When a new team forms, it concerns itself with becoming oriented. It does this through testing. It tests to discover the boundaries of interpersonal and task behavior. At the same time, the members are establishing dependency relationships with leaders, fellow team members, or any standards that existed when the group formed. The behaviors of orientation, testing, and dependence become the process called Forming.



Members behave independently when the team forms. While there may be good will towards fellow members, unconditional trust is not yet possible.

Work during the Forming stage is categorized as follows:

Tasks	Processes that occur
Introductions	Uncertainty
Coming together	Apprehension
First agenda	Excitement

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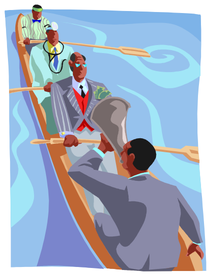
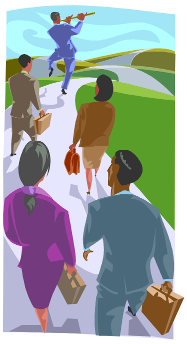
What to Do As a Leader

Strong leadership skills are essential in the Forming stage. The leader must:



- Provide an environment for introductions
- Create a climate where participants can begin to build rapport
- Present a solid first agenda so that the goals for the team are clear.

What to Do As a Follower



Because the members of a new team may experience uncertainty and apprehension, it's important to help members feel comfortable and that they are a part of the group. In addition, helping team members enhance their listening skills will allow them to focus more clearly on the objectives, thereby helping to maintain interest and enthusiasm for the work of the team.

Case Study

Terry was leading a newly created task force consisting of himself, Paul, Tanya, Dennis, and Sarah. He called them all to meet in the conference room in order to form the foundation of the group, and planned a few team building exercises to help everyone find their place on the team and get to know their teammates. After everyone was introduced, Terry had everyone else pair up. They then took turns closing their eyes and falling backwards and being caught by their partner. After a few more trust building games, Terry explained the details of the purpose of their task force. Afterwards, everyone left the meeting feeling that they could trust their teammates.

The Second Stage of Team Development – Storming

We will look at the Storming phase where the team focuses on their objective. This is the reason the team was created, and we will break down where the leaders and followers fit into this stage. Team members will now begin to fill certain rolls and the team is starting to come together.

The Hallmarks of This Stage

In the Storming phase, the team starts to address the objective(s), suggesting ideas. It empowers itself to share leadership. Different ideas may compete for consideration, and if badly managed, this phase can be very destructive for the team. Egos emerge and turf wars occur. In extreme cases, the team can become stuck in this phase.

If a team is too focused on consensus, they may decide on a plan which is less effective to complete the task for the sake of the team. This carries its own set of challenges. It is essential that a team has strong facilitative leadership during this phase.

What to Do As a Leader

Team conflict is normal in this phase, and is a catalyst for creativity. But the leader must address any conflict immediately and directly so issues don't fester. Once you understand two sides to an issue, you can help the team generate a win-win solution. Assertive communication is an important skill during this phase of the group's evolution. It is also important to help team members continue to build trust.

What to Do As a Follower

A mindmap is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

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The elements of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches, or areas, with the goal of representing semantic or other connections between portions of information.

By presenting ideas in a radial, graphical, non-linear manner, mind maps encourage a brainstorming approach to planning and organizational tasks.

Case Study

At their next meeting, Terry's team got down to business. They had all been tasked with bringing a plan to meet their goal, and everyone was sharing their solutions with the group. Terry encouraged everyone to speak up if they find flaws in another's plan, but to only if they had constructive criticism to offer. When Sarah pointed out a snag in Paul's plan, Paul took it personally at first. He started to interrupt Sarah, but Terry asked him to just hear her out. When Sarah was finished explaining how he could quickly fix his problem, he realized she was right and apologized for interrupting. Thanks to Terry's leadership, the group was able to share ideas freely and constructively.

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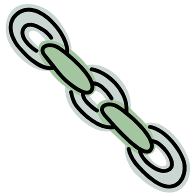
The Third Stage of Team Development – Norming



By now the team should be in place and everyone has their role with progress beginning on the objectives. Goals have been set and people are now beginning to work on their tasks.

The Hallmarks of This Stage

As the team moves out of the Storming phase, it enters the Norming phase. This tends to be a move towards harmonious working practices. Teams begin agreeing on the rules and values by which they operate. In the ideal situation, teams begin to trust themselves during this phase as they accept the vital contributions of each member toward achieving the team's goals.

What to Do As a Leader

As individual members take greater responsibility, team leaders can take a step back from the leadership role at this stage. It is an opportune time to provide team members with task and process tools, or even an energizer to keep enthusiasm levels high.

What to Do As a Follower

Because team members have gained some mutual trust, they are freer to focus on process and task. Being a link in a chain is a great way to visualize followers in this stage. If one link is not pulling its weight, or is not as strong as the other links the chance of success is lessened. Everyone needs to work together.

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Case Study

Terry's team had been working together for a week, and had a very good flow to their work process. Everyone knew what they were doing and what everyone else was doing, and knew who to go to for certain information. Terry had stepped back, trusting his team to work on their own. He learned that Dennis hadn't been pulling his weight today, and asked him why that was. Dennis told him that he was particularly tired that day, and assumed the team would pick up the slack. Terry explained that the team was like a chain, it was only as strong as its weakest link. Dennis apologized, and began working extra hard to make up for his sluggish start.

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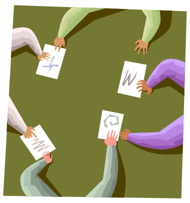
The Fourth Stage of Team Development – Performing

The team should now be well into their work and progress made on their objectives. Communication is going well and team members are sharing knowledge and working well together.

Hallmarks of this Stage

Once teams move from Norming to Performing, they are identified by high levels of independence, motivation, knowledge, and competence. Decision making is collaborative and dissent is expected and encouraged as there will be a high level of respect in the communication between team members.

What to Do As a Leader



Since the team is functioning in a highly independent way in the Performing phase, the leader shifts partially into a support and mentoring role to provide task or process resources to help the team complete its objectives.

What to Do As a Follower

Because the Performing stage implies high interpersonal trust, knowledge, and competence, participants can perform higher level analyses to support decisions toward team objectives.

A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a simple tool that allows specific ideas to be easily categorized to help support the adoption of a solution to an objective.

Case Study

Terry's team was now working almost entirely independently. They were steadily working towards their goal with minimal input from Terry, who had shifted to a support and mentoring role within the group's structure. Once, he listened in to an impromptu meeting between Paul and Sarah and almost intervened when he heard them start to debate, recalling their previous argument, but heard them come to an agreement. When he later asked Sarah about it, she explained that everyone had a high level of respect for each other and while they may debate, they all know that the others are competent and have good input. Soon, Terry's team met their goals thanks to their strong team ethos that they've built.

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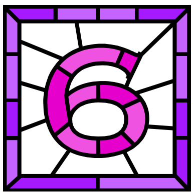
Solving Problems as a Team

One of the most common objectives of a team is to solve a certain problem. It is usually why a team is created. Team members bring a diverse set of skills to the team and this provides a great scenario and the best chance in finding a solution. Because the team is comprised of individuals that bring a unique skill set, it provides the team with a "the whole is greater than its parts" setup which is a valuable tool.

The Six Thinking Hats

In 1999, Dr. Edward de Bono published a book entitled Six Thinking Hats. He theorizes that the human brain thinks in a number of distinct ways -- or states -- which can be identified, deliberately accessed, and therefore planned for use in a structured way, allowing team members to develop strategies for thinking about particular issues.

Six Thinking Hats is a powerful technique that helps teams look at important decisions from a number of different perspectives. It helps them make better decisions by pushing members to move outside their habitual ways of thinking. It helps them understand the full complexity of a decision, and identify issues and opportunities which they might not otherwise notice.



In order to make it easier to clearly identify and work with these states, colored hats are used as metaphors for them. The act of putting on a colored hat allows individuals to symbolically think in terms of the state, either actually or imaginatively.

White Hat: Neutrality: Participants make statements of fact, including identifying information that is absent -- and presenting the views of people who are not present -- in a factual manner. Examples of these are based on the "What?" "Where?" "When?" and "How?" set of questions.

Red Hat: Feeling: Participants state their feelings, exercising their gut instincts. In many cases this is a method for harvesting ideas; it is not a question of recording statements, but rather getting everyone to identify their top two or three choices from a list of ideas or items identified under another hat. This is done to help reducing lists of many options into a few to focus on by allowing each participant to vote for the ones they prefer. It is applied more quickly than the other hats to ensure it is a gut reaction feeling that is recorded. This method can use post-it notes to allow a quick system of voting, and creates a clear visual cue that creates rapid if incomplete agreement around an issue.

Alternatively it may be used to state ones gut reaction or feelings on an issue under discussion - this is more common when using the hats to review personal progress or deal with issues where there is high emotional content that is relevant to discussion. Finally, this hat can be used to request an aesthetic response to a particular design or object.

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Black Hat: Negative Judgment: Participants identify barriers, hazards, risks, and other negative connotations. This is critical thinking, looking for problems and mismatches. This hat is usually natural for people to use, the issues with it are that people will tend to use it when it is not requested and when it is not appropriate, thus stopping the flow of others. Preventing inappropriate use of the black hat is a common obstacle and vital step to effective group thinking. Another difficulty faced is that some people will naturally start to look for the solutions to raised problems - they start practicing green on black thinking before it is requested.

Yellow hat – Positive Judgment: Participants identify benefits associated with an idea or issue. This is the opposite of black hat thinking and looks for the reasons in favor of something. This is still a matter of judgment; it is an analytical process, not just blind optimism. One is looking to create justified statements in favor. It is encapsulated in the idea of "undecided positive" (whereas the black hat would be skeptical - undecided negative). The outputs may be statements of the benefits that could be created with a given idea, or positive statements about the likelihood of achieving it or identifying the key supports available that will benefit this course of action

Green Hat: Creative Thinking: This is the hat of thinking new thoughts. It is based around the idea of provocation and thinking for the sake of identifying new possibilities. Things are said for the sake of seeing what they might mean, rather than to form a judgment. This is often carried out on black hat statements in order to identify how to get past the barriers or failings identified there (green on black thinking). Because green hat thinking covers the full spectrum of creativity, it can take many forms.

Blue Hat: The Big Picture: This is the hat under which all participants discuss the thinking process. The facilitator will generally wear it throughout and each member of the team will put it on from time to time to think about directing their work together. This hat should be used at the start and end of each thinking session, to set objectives, to define the route to take to get to them, to evaluate where the group has got to, and where the thinking process is going. Having a facilitator maintain this role throughout helps ensure that the group remains focused on task and improves their chances of achieving their objectives.

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Encouraging Brainstorming

Brainstorms are a simple and effective method for generating ideas and suggestions. They allow group members to use each other as creative resources and are effective when a subject is being introduced. The goal is to rapidly generate a large quantity of ideas. Subsequent sorting and prioritizing of the ideas is usually needed to refine the results.

Building Consensus

Consensus is a point of maximum agreement so action can follow. It is a win-win situation in which

everyone feels that he or she has one solution that does not compromise any strong convictions or needs. To reach consensus, group members share ideas, discuss, evaluate, organize, and prioritize ideas, and struggle to reach the best conclusions together.

A good test for consensus is to ask the question "can you support this decision?" If everyone can support it, the group has achieved 100% consensus.

Consensus is not always the best strategy. In some cases, reaching consensus does not result in a better decision or outcome. For example, group members are capable of unanimously agreeing on a completely incorrect solution to a problem. But generally, reaching consensus remains a highly desirable goal.

To make consensus work, the leader must become skilled at separating the content of the team's work (the task) from the process (how the team goes about doing the task). But the process should get the most attention. A facilitative leader helps a team to solve its own problem. The problem-solving process is as follows:

1. Identify the problem or goal.
2. Generate alternative solutions.
3. Establish objective criteria.
4. Decide on a solution that best fits the criteria.
5. Proceed with the solution.
6. Evaluate the solution.

Everyone involved in the process should understand exactly which step is being worked on at any given point. When team members sense a problem, they are usually reacting to symptoms of the problem. But they are side effects of the real problem which usually lies below the surface.

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Case Study

Stephan's group was having trouble deciding on one solution to the issue they were facing. They had gone through everyone's plans, discussed ideas, but no one could agree on any one solution. Stephan suggested that they try combining several different ideas together, or taking pieces of different plans and merging them, to create an agreeable solution. The group figured that they might as well try, and they put their heads together to plan out a solution. They soon had a plan, though it wasn't perfect. Stephan asked everyone if they could all support this plan, even though it wasn't the best they had. They all agreed, and Stephan was able to implement their plan to work past their issue.

Module Five Wrapping Up

Although this workshop is coming to a close, we hope that your journey to Crisis Management is just beginning. Please take a moment to review and update your action plan. This will be a key tool to guide your progress in the days, weeks, months, and years to come. We wish you the best of luck on the rest of your travels!

Words from the Wise

- **Andy Gilman**: The secret of crisis management is not good vs. bad, it's preventing the bad from getting worse.
- **Lawrence Douglas Wilder**: Anger doesn't solve anything, it builds nothing, but it can destroy everything.
- **Harold S. Geneen**: We must not be hampered by yesterday's myths in concentrating on today's
- needs.
- **Peter M. Senge:** Teams, not individuals, are the fundamental learning unit in modern organizations. This is where the "rubber stamp meets the road"; unless teams can learn, the organization cannot learn.
- **Norman Shidle:** A group becomes a team when each member is sure enough of himself and his contribution to praise the skill of the others.
- **Peter Drucker:** The leaders who work most effectively, it seems to me, never say 'I'. And that's not because they have trained themselves not to say 'I'. They don't think 'I'. They think 'we'; they think 'team'. They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but 'we' gets the credit.... This is what creates trust, what enables you to get the task done."

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