**Section 1: Ways to do things differently**

*Since the workshops, we have added to the initial ideas, offering further information and responses. These are meant to be used as conversation starters within your organisations to see if you can do things differently in order to get new people involved.*

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| **Ideas from the workshops** | **How can we respond?** | **Why should we do things differently?** |
| Discrete task and finish approach | Try to divide up roles, responsibilities and work into less onerous tasks.  Adopt a project type approach with a start and end-point rather than ongoing. | More people may be inclined to help out on a short-term basis to complete a particular project.  People can get involved working to their strengths and interests. |
| Direct and personal approach to people for specific tasks | Advertise for these specific tasks.  Talk to people.  Door knock.  Hold a ‘Get Involved‘ event in your community. | People know how much time they are committing to and what their support will achieve.  They can use their existing skills or be given the opportunity to try new things in a safe environment. |
| Create easy to access taster sessions of roles so people can see what they can get out of it | ‘Piggy back’ onto a community events or in local community newspapers advertising what you need.  Develop job roles.  Hold a volunteer summit inviting all local groups to advertise their roles.  Advertise in a way that shows people what they will get out of it, not just what you need. | People are more likely to get involved if they think they can develop skills, learn new things, make friends, etc. |
| Use social media and organise tutorials | Look for online training courses.  OCVA may put on training that would be appropriate. See if anyone in the community would be willing to put on a session.  Use all methods of social media as part of your communications. They all have a different purpose and audience. | A good way to engage people who use social media.  Those people who may work long hours or only available for a limited time.  May engage younger people. |
| Embrace technology and use it | There are many technological innovations that can make life easier and meetings etc. less onerous.  Ask people in the community for their ideas as to what computer programmes etc. they know about and how they could be used. | Time saving.  People can get involved if unable to attend meetings.  Decisions can be made quickly and efficiently.  Money saving  Can be updated quickly and frequently. |
| Be specific and clear about what you are asking for with roles | Write role descriptions with indications of time commitment. CFO and OCVA can assist with these. | People may be more inclined to get involved if they know exactly what is expected of them |
| Offer opportunities to enhance CV and skills and develop leadership skills | Develop role descriptions outlining the skills that could be developed.    Work with local schools /uniformed organisations to encourage young people to get involved as part of their personal challenge experiences. | This may encourage younger people to get involved and people looking to get back into employment |
| Mentor volunteers | Assign a mentor role within the organisation. | People who are new to community activity may need to be supported in the early stages to understand how things work, to build confidence and to learn about aims, aspirations or the organisation.  Having one person to ask is less threatening than having to ask in a public situation. |
| Welcome pack for new communities and new developments | Research and collate information about local groups.  Publish on line.  Use social media to advertise.  Develop a ‘New Neighbours Scheme’.  Work with local estate agents, schools, local shops and services etc. | To develop a sense of cohesion and community between old and new communities. |
| Thank volunteers: write letters - let them know they are appreciated | Use local talent to develop a thank you card.  Hold a competition to develop a local ‘brand’. | People like to feel valued but not patronised. |
| Use different communication channels for different audiences | Use a variety of methods of communication: social media, posters, go where people are, group emails, community newspapers, be inventive and innovative.  Talk with people at every opportunity. | People have different preferences for getting information from a poster on a lamppost to a tweet.  To ensure you are getting the right message to the right audience it is important to understand all the methods at your disposal and who is likely to use which channel. |
| Start to engage with young people at an early age and make ourselves approachable | Encourage families to get involved with events.  Ask young people to get involved with contributing to and leading community events, questionnaires etc.  Ask them how and when they would like to get involved.  Meet on their terms.  Engage with schools, clubs and organisations. | Evidence shows that people’s involvement is often a family affair and children of people who are involved in their community in turn tend to get involved.  It is important to manage expectations.  This is a constant issue as young people grow up and move away and the next generation need to be nurtured and encouraged. |
| Have events with food | Always provide refreshments.  Organise picnics, Big Lunch.  People get involved for social as well as business reasons.  Support national initiatives - National beer week etc.    Do something for fun. | Food can be a communal event and people like to eat together. Good way to engage people from different cultures.  Can be simple or sophisticated.  Can show case local produce and talent. |
| See things from others’ perspectives – what’s in it for them? | Talk to people and ask what or why they would get involved.  What are the barriers to their involvement.  Respond to your findings by seeing if you could do things differently. | Consider why people get involved and what would make it more attractive to them to give up their time?  Not everyone gets involved for the same reason – do not make assumptions about why or why not people give up their time. |
| Review current processes to see if they are fit for purpose | Spend a meeting reviewing your policies, procedures, structures, times, frequency and venues of meetings, expectations – ensure they are all still relevant and fit for purpose.  Do things need changing, stopping?  Be critical of the processes and ask, ‘Why are we doing this?’Are we doing it like this because we always have?  Be open to new ideas and ways of doing things. | Onerous paperwork and polices can be very off putting when trying to attract new people. |
| Limit the time people can be on committees or more specifically in roles of responsibility | Look at the group’s constitution and change if necessary.  Support new people to take on responsibility in a timely fashion.  Consider succession planning.  Ensure group memory and experience isn’t lost. | If the same people do the same things, you will get the same outcomes.  Groups and community activity need to keep relevant, adapt to new circumstances and change accordingly if necessary. |
| Get people doing what they want to do | Ask people what their interests and passions are and support them in developing these.  Bring people together with similar interests and let them organise themselves in an organic spontaneous way.  Great for intergenerational work – craft skills etc. | To fully engage someone they need to feel passionate and convinced that they are making a difference on a personal level.  They will stop being involved if asked to something that that ‘doesn’t rock their boat’ |
| Appreciate that there is not a hierarchy of involvement – all roles are needed | Look at new ways of structuring meetings – does there always need to be a chair person?  Could a flatter structure be introduced?  Do the ‘officers’ understand their role properly?  Do they prevent, encourage new people?  Are they open to new ideas? | People have different skills, interests and experiences and all are needed in a community.  People need to feel valued and welcomed. |