Navigating Politics and Making Informed Decisions: embedding data into collaborative practice

REDW🌲🌲DS
WORK COLLABORATIVE

Acknowledgement of Country

I wish to acknowledge that we are all on Aboriginal land.

I pay my respects to Elders past and present.

About Redwoods Work Collaborative

Redwoods upskills, resources and connects community, business and government so that we can collaborate, innovate and create meaningful change.

Our services include:

- Research, consulting, problem solving.
- Value creation: grants & funding alignment.
- Governance and ethics in AI & emerging technologies.
- Creativity & Innovation services.
- Project & Event Management.

https://redwoodswc.com.au

Session Goal:
A roadmap to sustainable and supportive collaborations!

By the end of the session, you will become familiar with a tool to help you collate and share data that will motivate and influence stakeholders to:

- Gain senior management buy-in, funding and support;
- Ensure optimum contribution by all;
- Share ownership and challenges; and
- Create something amazing.

Why are we doing this?

Collaboration is the most efficient, sustainable and cost-effective way to achieve community and common goals.

However, a lot can go wrong in collaborations if the structure is not set up to:

- Establish and implement shared goals;
- Include collective ownership; and
- Put the beneficiaries at the centre of the collaboration.

Where to start?

1. Start with the beneficiaries:
   - Who are they?
   - What is the problem you are solving?
   - How do <u>they</u> see a solution? Then,
   - How do you and your collaborators see the solution?

2. Establish the need, background, research (data is a strong motivator).

3. Who can help?

4. How can they help?

5. How can they hinder?

6. Why are you at this point?

Case Study

Situation and complication

Whilst working with Randwick City Council as convener of youth and multicultural interagencies, there was a time when there were a number of suicides in the community within a short period. These included young people. The Youth Advisory Committee members had initiated discussions at a meeting.

Response

Acknowledging my scope and potential to offer support during this time, I planned to gather data and convene a cross-interagency meeting to discuss the situation and offer an environment to work together on solutions.

To safely include youth representation, I sought advice from a mental health professional as to how to approach and include young people in these conversations. It was decided that I would approach the Committee members who were 18 years and over and invited them to participate.

Stakeholders

To ensure that the young people were supported and safe:

- Purpose, scope, methodology and expectations were defined.

- Health and Mental Health professions were identified and individually introduced to young people, encouraging communication and regular check-ins.

- Meeting notes were checked and validated prior to distribution to the Advisory Committee and other young people.

Community approach to suicide prevention and support

- Aboriginal Health
- Young people
- Mental health and the local health district
- Local services
- Primary Health Network
- School representation
- Australian Drug Foundation
- headspace Schools
- Council
- Lifeline
- Police

Outputs and Outcomes

- Young people and young workers shared their stories, informed the group of community responses and shared their concerns.

- Within a few meetings, we had established that front line workers needed support so that they can effectively help young people both directly and indirectly affected in the community.

- A referrals directory was established and shared.

- headspace Schools had shared suicide and health resources to improve language and communication around suicide.

- New partnerships were formed, participants reported improved language and communication around suicide and felt supported.

This process was documented and later presented at a Mental Health Commission event at NSW Parliament House by an Advisory Committee member.

Issues not addressed	Recommendations (in hindsight)
Sustainability of the project relied on one person.	Strategic collaborations include shared ownership, interchangeable leaders and contingencies.
There were young people in the community asking for support to work on solutions. Funding was required to ensure continuity and opportunity for growth and development.	Strategic collaborations include funding and in-kind resources from the beginning.
The potential for exploitation and commercial interest began to fill in gaps.	Thorough strategy, planning, risks and assumptions can reduce risk and unintended consequences.

Stakeholder Analysis model

(Download your workbook from https://redwoodswc.com.au/logframe)

Stakeholder contact details	Priorities, KPIs, required outputs	Contribution	Potential risk or barriers to success	Communication
· Include contact details of the working partner and any decision makers	· What will motivate them to contribute? · List their mission, strategic priorities, personal objectives	· What can they bring to the collaboration? · In-kind and/or funding?	· What might stall their contribution? · What might change?	· Include preferred communication style, method and timing

Stakeholder Analysis – common examples

Stakeholder contact details Hint: include collaboration partner and decision maker(s)	Priorities, KPIs, required outputs Hint: Mission, Strategy priorities, role KPIs	Contribution Hint: what can they bring to the collaboration?	Potential risk or barriers to success Hint: what might stall their contribution, or what might change?	Communication Hint: preferred communication style, method and timing
Beneficiaries: Youth in the community • Youth Advisory Committees / Reference Groups • Young Community Leaders • Students, Young people in programs • Youth that do not engage	• Enhance the lives of themselves and their peers • Access to support • Be listened to • Establish activities and programs to address changes and issues	• Lived experience • Valuable insight • Creativity and ideas • Time • Connections	• Need to ensure safety, appropriate communications and support to the young people. • Record of validated WCC of all stakeholders aged 17 years +	Examples • Do not share contact details • Protocol for communication may include only communicate via X stakeholder
Council facilitator Contact person Telephone & Email	• Community Connection • Enhance access to services • Build capacity of services • Improve lives of vulnerable residents	• Partnership coordinator • Venues • Leadership / Administration • Small grants	• Staff turnover • Change in priorities • Work schedule • Reputational risk	Works Mondays, Tuesdays, Thursdays
Council decision maker(s) Contact person Telephone & Email	• Integrated reporting • Value for money • Specific priorities	• Potential funding • Release of staff to contribute to project	• Staff turnover • Change in priorities • Reputational risk	Communicate via Council facilitator contact
Health agencies, peaks, private practice Contact person(s) Telephone Email Location	Examples may include: • Local Health District: safe care in all settings; people are healthy and well; research, innovation and digital advances inform delivery; health system managed sustainably. • Primary Health Network: mental health; Aboriginal and Torres Strait Islander health; population health; alcohol and other drugs.	• Leadership / administration • Potential funding • Research, data, fact sheets • Collaboration team member(s) • Venues • Education and training	• Staff turnover • Change in priorities • Work schedule • Reputational risk	Communicate directly with team member – email preferred
Police and Justice	• Connected Community • Victim focus • Next generation	• Connections, advice, support • Host activities, speak at events • Community engagement	• Staff turnover • Change in priorities	Communicate via email and mobile where available. Do not share direct contact details.
Youth-related services	• Young people are supported to be mentally health and engaged in their communities (headspace example)	• Project/Program leadership • Youth participation • Training and education	• Staff turnover • Service funding • Change in priorities	Communicate directly
School representatives	• Strengthen student wellbeing and development • Provide meaningful post-school pathways	• Youth participation • Venues • Training and education • Data	• Staff turnover • Competing priorities • Policy changes and funding	Contact hours: 8:30am to 9:00am; 3:00pm to 4:00pm
Potential funders	• Community engagement • Alignment with priorities • Value for money	• Funding • Facilitation / guest speaker • Promotion	• Will require policies and agreements when working with for-profit organisations	Communicate directly

Summary

- Start with the beneficiaries (young people): define the problem, listen to their solutions. Is this wanted?

- Build the 'Who', 'Why' and 'What' around ideas and research together.

- Stakeholder Analysis: What can go wrong? Who can block the process, when or where? How will it facilitate change? Might there be unintended consequences?

- Motivation is simple if you understand the project and stakeholders' purpose, priorities and mission.

- Share ownership, challenges and all communication!

Wrap up and Questions?

Thank you for your time!

Please get in touch with feedback, further questions and comments:

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Templates https://redwoodswc.com.au/logframe