



# **The Two-way Governance Resource**

Section 4: Action Planning. (Presentations 20 – 23)



## SECTION FOUR

- **Presentation 20** Words we use in action planning.
- **Presentation 21** Introducing action planning.
- **Presentation 22** Facilitating action planning.
- **Presentation 23** Action plan examples for engaging traditional owners in governance.
  - Action plan example 1: review organisation business.
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Australian Government

Department of Families, Housing,  
Community Services and Indigenous Affairs



**NINTI ONE INNOVATION  
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AUSTRALIA**

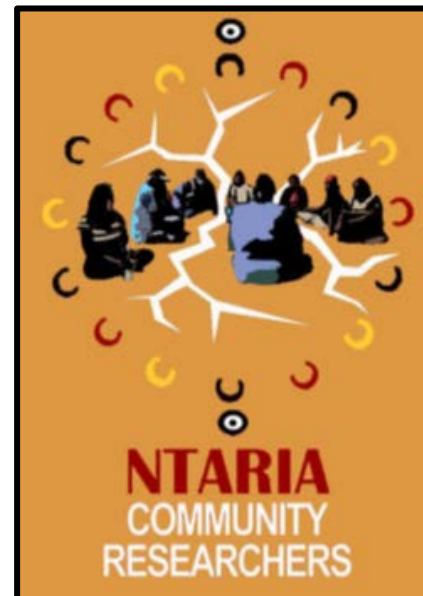
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## Presentation 20

What why go  
How who Output  
When vision  
Objective REVIEW  
Strategy  
Performance  
Indicator

## ACTION PLANNING

It's a bottom-up approach to planning. Instead of someone sitting in an office and making plans without talking to anyone, you get the people who are going to be affected to talk about what they want and together you all to plan how to get it.



## VISION

It's the Big Picture or the long-term view, what you want to see in 20 or 30 years. One example is: 'Having a healthy community with good housing and infrastructure'



## GOAL

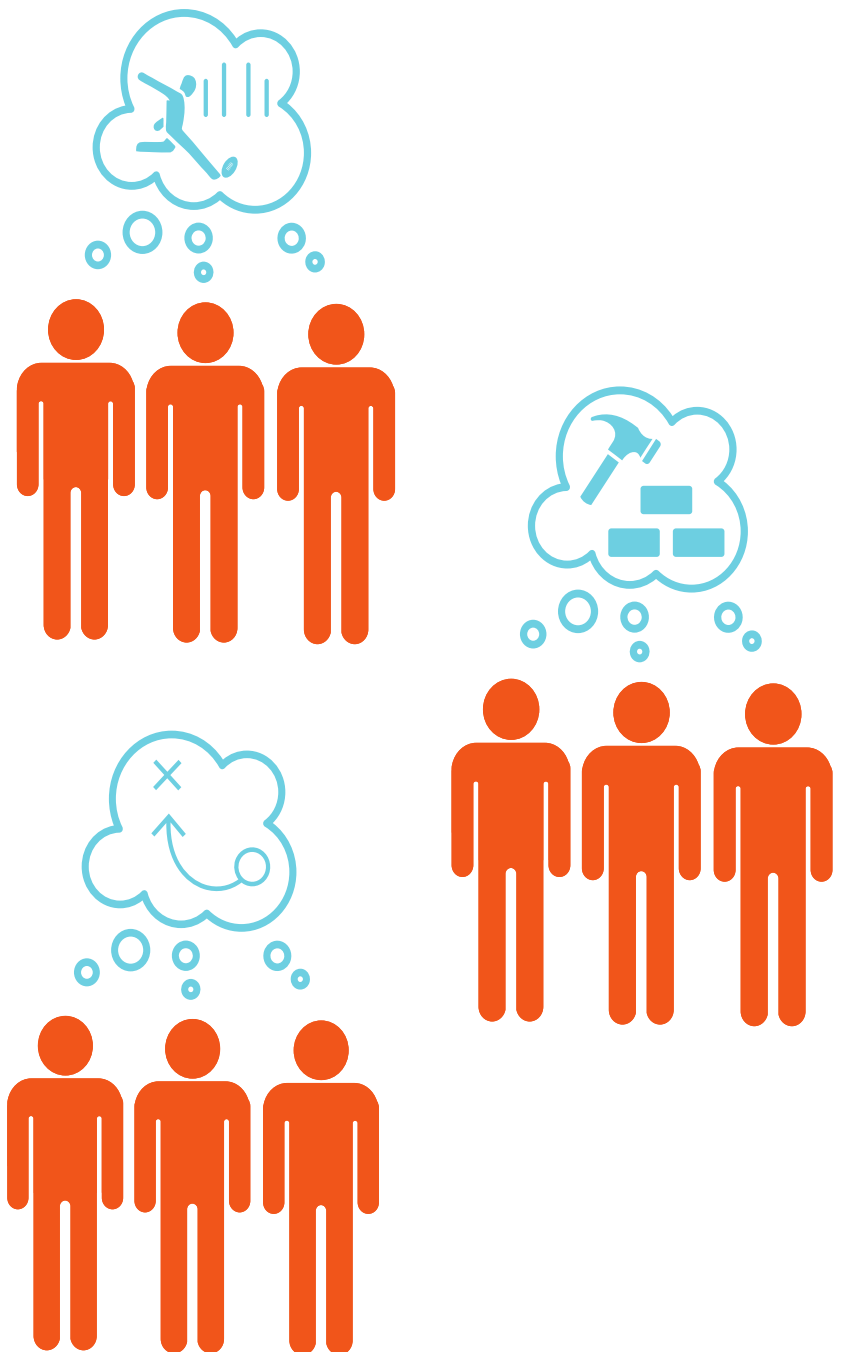
The medium term, up to 20 years. It's what you're aiming to do, like setting up a building business to build the kind of houses you want in the Vision.

## OBJECTIVE

The short-term, five years. It's the Vision and Goal broken down into manageable bits. To set up a building business, you need to train local people to be builders. You need cultural input into housing design...and so on.

## STRATEGY

Fitting what you have to do into a sensible and achievable order. It's a Big Picture again: the overall job and how you will do it.



## ACTION

What you need to do daily, weekly and monthly to follow your Strategy, meet your Objectives, Goals and Vision.

## ACTION PLAN

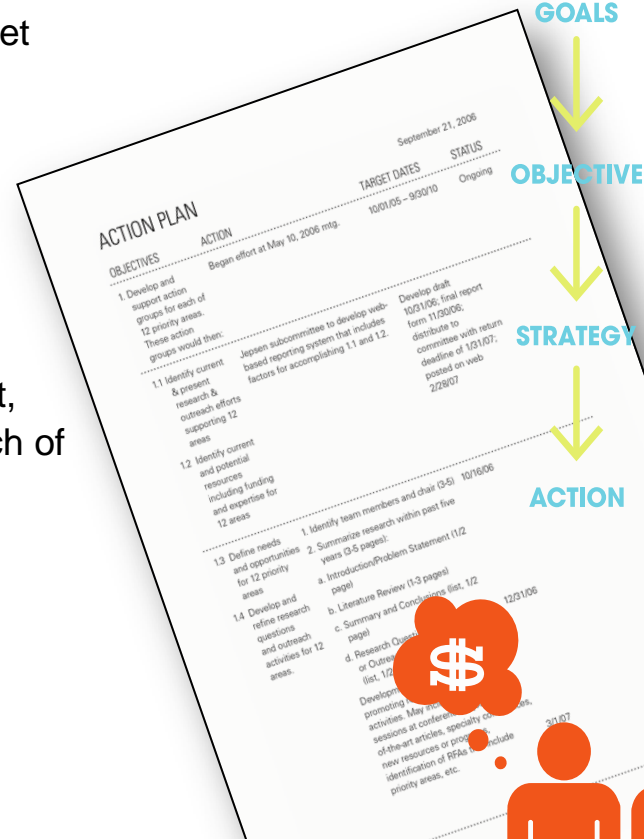
What you need to do to meet an Objective or make a Strategy work.

As we've already seen, it's the what, why, how, who, when and how much of your work.

## OUTCOME

The result. What happens from you doing the actions.

Some of the Outcomes of the Royal Commission into Aboriginal Land Rights are the Land Rights Act, Land Councils, the ABA and the royalty system, people living and working on their own country.





## OUTPUT

Anything you produce in the process – a written plan, a report, a video or DVD.

## PERFORMANCE INDICATOR

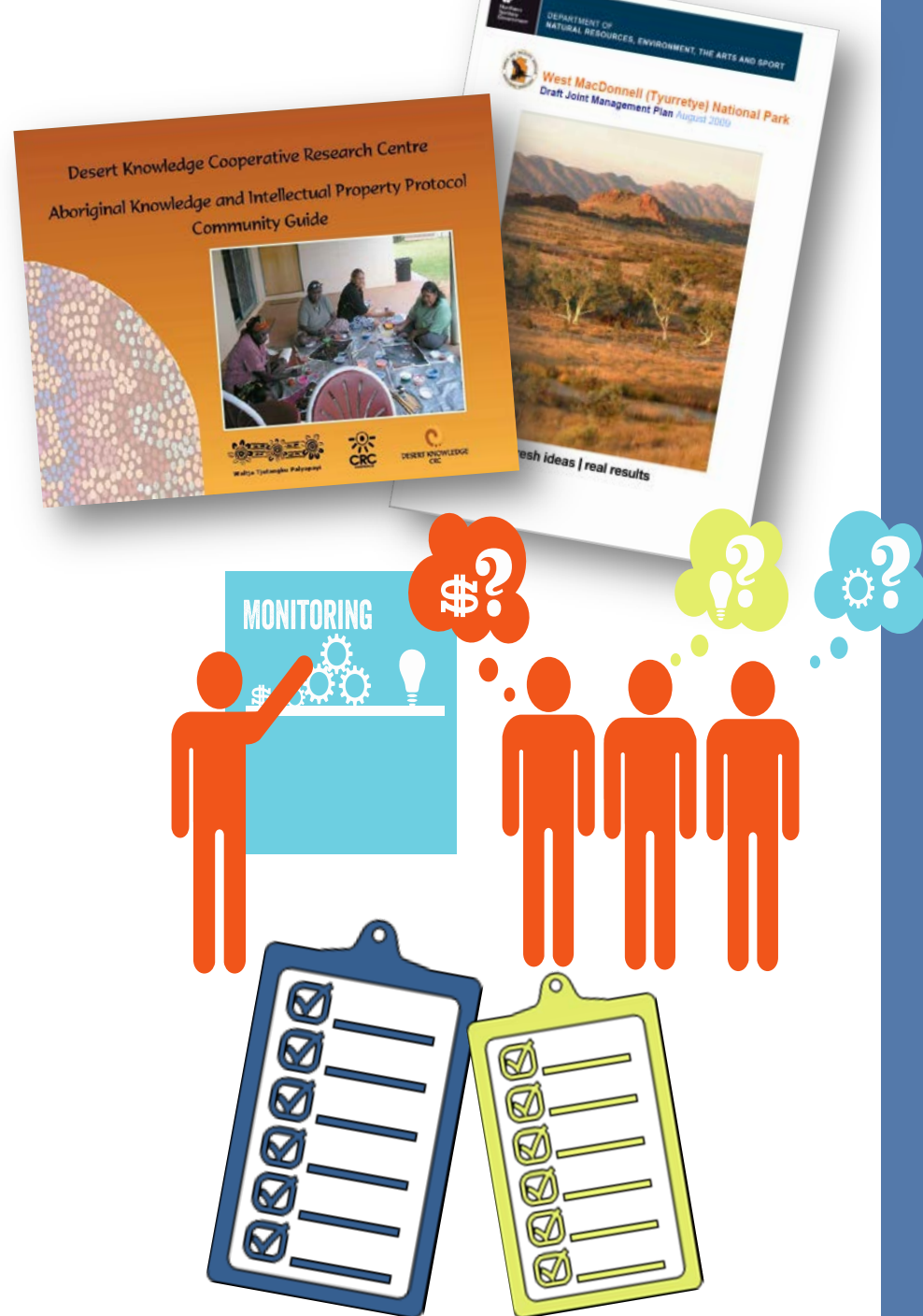
This measures actions and whether they are working or not. It can tell you if you're meeting your objectives.

## MONITORING

Measuring and recording what you are doing as it happens.

## REVIEW

Look back over what you've done to check whether you are working to the plan.





## EVALUATE

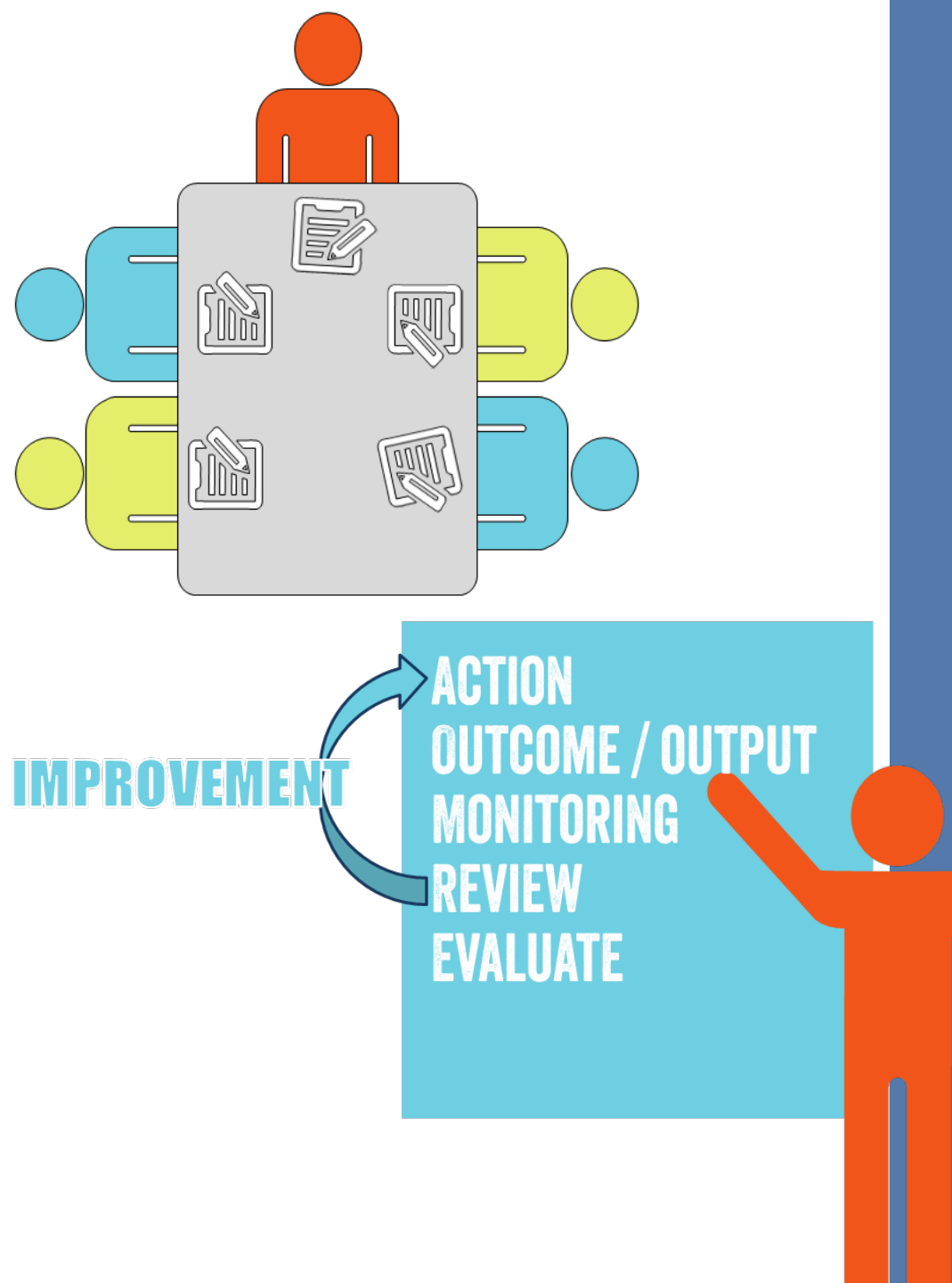
Thinking about whether you've done what you wanted to properly. Has it worked? How well? How badly?

## REPORTING

Writing down how the plan turned out and noting your evaluation of it.

## IMPROVEMENT

Doing better in your next plan.



## Presentation 21

A hand-drawn diagram of an Action Plan template. It features a green rectangular border with two small squares at the top, resembling binder rings. Inside is a blue-bordered table with six columns. The first three columns are labeled 'What', 'Why', and 'How' in red. The next three columns are labeled 'What', 'When', and 'Who' in red. Below the table, the words 'ACTION PLAN' are written in orange, capital letters.

What	Why	How	What	When	Who

ACTION PLAN

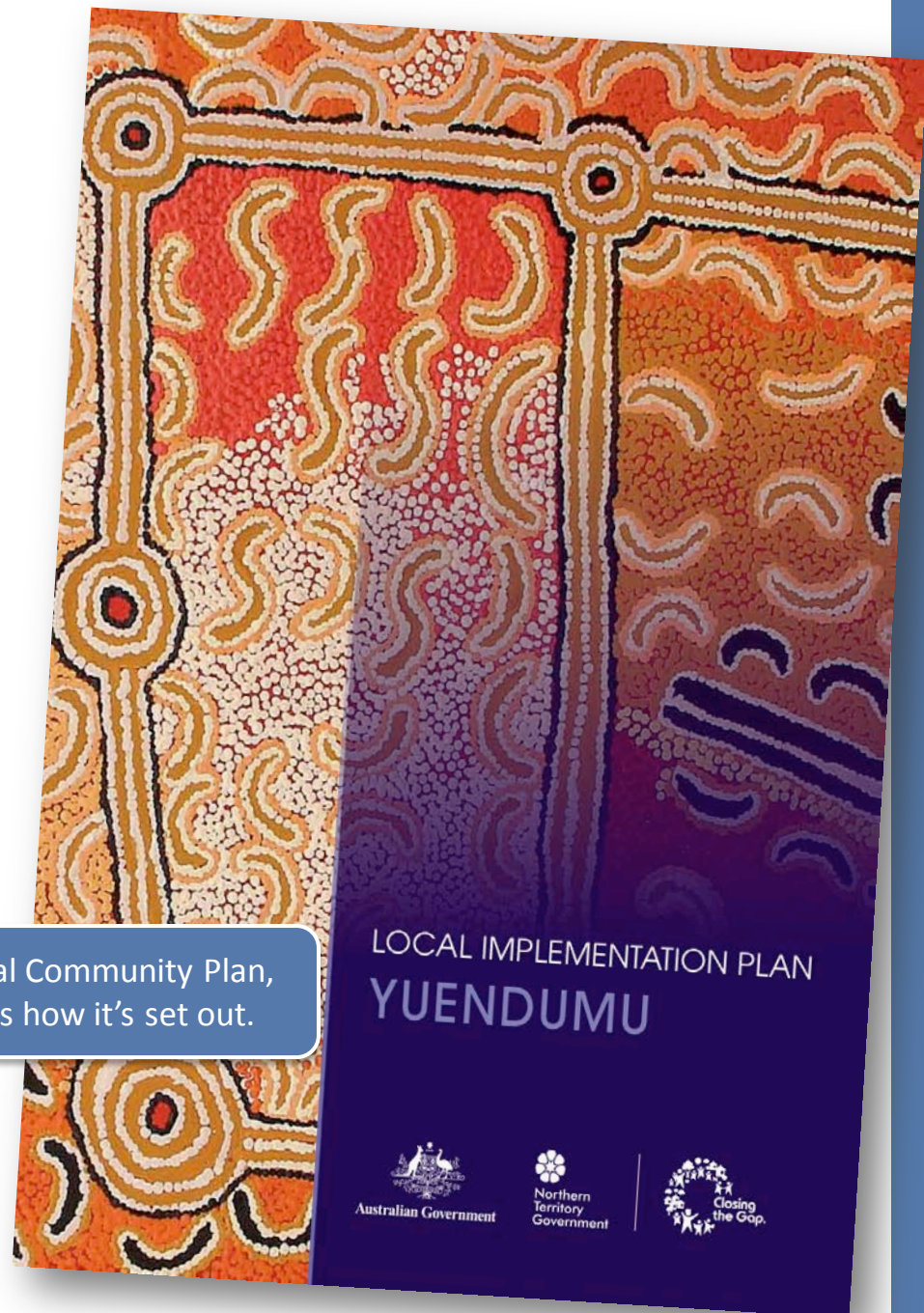


## Action Planning

It helps you map out your priorities for simple jobs, for projects and for strategic and business plans by making clear:

- What you need to do (objective).
- Why you're doing it.
- How you'll do it.
- What you need so you can do it (resources).
- Who will do it.
- When they will do it.

Look at your Local Implementation Plan (LIP) or Local Community Plan, or organisation's Strategic Plan and you'll see this is how it's set out.



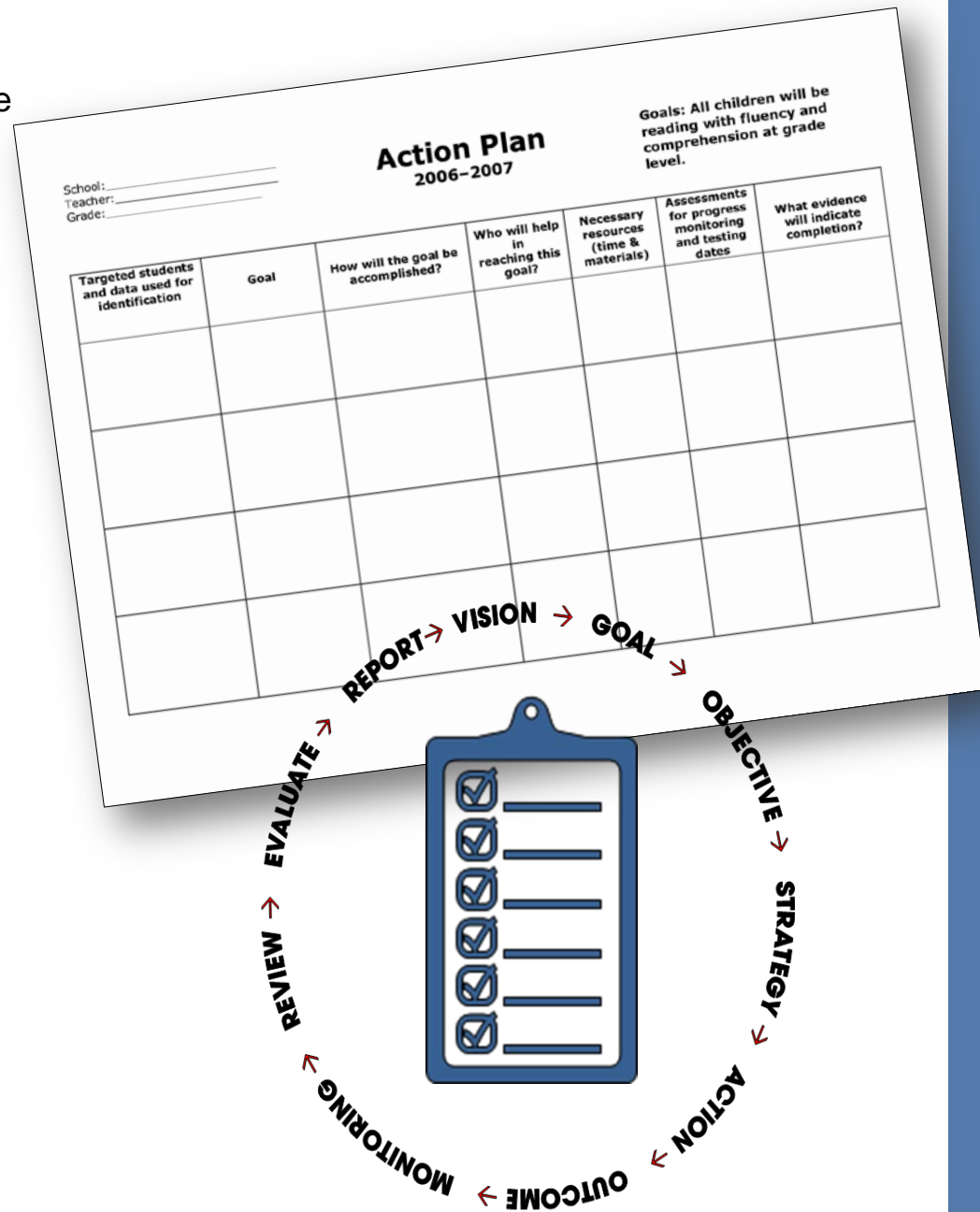
The action planning template shows the sequence (cycle) of actions as if they happened one after the other in a straight line.

You'll see them written in columns across a page.

But they are part of a cycle of plan, action, reflect and more action.

As each action happens, there is a report on it.

People look at the report and think about whether what happened (the outcome) is what they planned to happen.





If it's what they planned to happen, they can tick it off and move to the stage or to a new activity.

If it's not what they planned, they can talk about what did happen and why, how and when it changed from the plan.

Where cultures and systems are trying to work together, people sometimes feel under pressure to make decisions without having all the information.

Action planning gives people time and room to think and information to act.

**It's good two-way governance.**

IMPROVEMENT



ACTION  
OUTCOME / OUTPUT  
MONITORING  
REVIEW  
EVALUATE



It's better two-way governance if you also

- think about who are the right people you need to ask about the actions going ahead (Traditional Owners, Board members, old people); and
- check whether the plan links up with other plans people have already made and agreed with, like the LIP or an organisation's strategy or business plan.

If you're planning infrastructure, you would need a Section 19 agreement under the Aboriginal Land Rights Act. That means you must consult all affected people.





## Presentation 22



Two Way Governance Resource

Facilitating action planning

# Facilitating Action Planning

Through the planning process, the facilitator help people think about:

- A vision
- Objectives
- Strategies
- Actions

The image displays four overlapping worksheets used for action planning. The top-most worksheet is titled 'VISION' and includes sections for 'TARGET CUSTOMERS', 'KEY BENEFITS', 'OUR UNIQUE SOLUTION', and 'KEY FEATURES OF OUR SOLUTION'. Below it is the 'OBJECTIVES' worksheet, which features a table with columns for 'KEY COMPONENT' and 'OBJECTIVE', and rows for 'TASK', 'ASSESSMENT', 'REALISTIC', and 'TIME FRAME'. The third worksheet is titled 'STRATEGIES' and includes a table with columns for 'WHAT', 'HOW', 'WHEN', 'WHO', 'HOW', and 'WHY'. The bottom-most worksheet is titled 'ACTIONS' and includes a table with columns for 'NO', 'OWNER', 'DATE ASSIGNED', 'DUE DATE', 'STATUS', and 'DATE CLOSED'. Each worksheet has several horizontal lines for writing.



## The facilitator:

- gets information out so that everyone knows what's going on and can take part in the process.
- makes sure the meeting times suit as many people as possible.
- is flexible about where you have a planning workshop.

The facilitator also negotiates local support from other agencies in the community.

It is OK if they can only help in small ways, because doing this gets people involved. Then the plan and the outcome belongs to everyone.

If your workshop is about where to site new development, it's best to hold part of it in a shady place outside so you can see what you're talking about. If it's about fitting out houses or offices, you have it inside so you can what you need to do on the spot .





A good facilitator will also know about calling in interpreters to help with the planning process.

It means people don't have to struggle to work out what someone else is saying and you don't always need to write things down.

The facilitator gets the things you need for the workshop ready: like maps, masking tape, butcher's paper, marker pens, card and camera.

Some people might want to make rough drawings too, to make better sense of the process.



As well as making sure the timing suits everyone, the facilitator plans a workshop to take a few days and be spread over different places. You take the time you need.

And you need to see what you're talking about so you sometimes need to meet in a number of places.

The facilitator makes sure there is time at the end of each day to talk about what went well, what went wrong and why; what still needs doing; and what else you might need to get it done.

This is an important part of evaluating (checking) what's happening. It's your reality check.





## Presentation 23

Two Way Governance Resource



Action planning examples for engaging  
Traditional Owners in governance



## Action Plan example #1:

Reviewing the business of the organisation - starting with the idea of getting better representation from the community.



**Objective** (what do we want to do)

We want more TOs and other community members on our Board

- We want an organisation where people feel included in it and comfortable with it.
- We need good local knowledge and strong local leadership to make good decisions for our community.

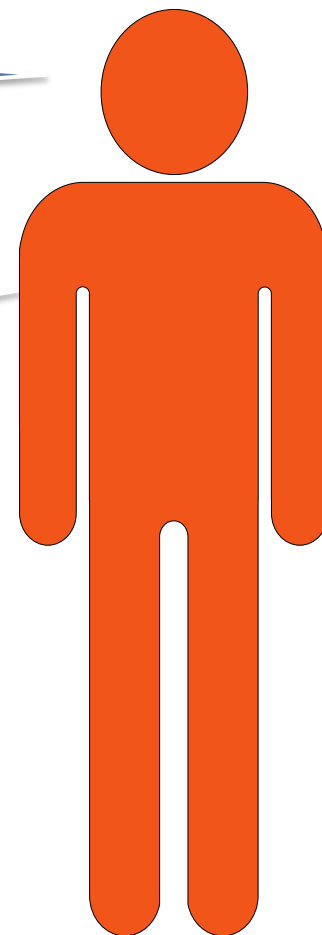
**Why** do we need to do it?

We need to be culturally safe and we need to include younger people.

**How** can we do it?

We can:

- Make people aware of what we aim to do in the organisation.
- Consult people before the AGM to get more people and many voices there.
- Plan the meeting that works for the cultural relationship between TOs and other community members.



## Action Plan example #2:

Managing a particular community problem





**Objective:**

To get housing agencies to think about cultural factors when they allocate housing in an Aboriginal community.

**Why** do we need to do this?

- Cultural factors do not seem to be important when housing is being allocated.
- Some people are getting houses next to people they should avoid.

**How** are we going to do this?

- Write to the Regional Manager of the NT Housing and the CEO of the Shire Council about the problem.
- Give all new Housing and Council staff an orientation into local cultures, including bush trips.
- Run cultural information and refresher sessions for all staff so they understand the significance of kinship when housing decisions are made.

**Resources:** what do we need to do it?

To run cultural information and refresher sessions for all staff we need:

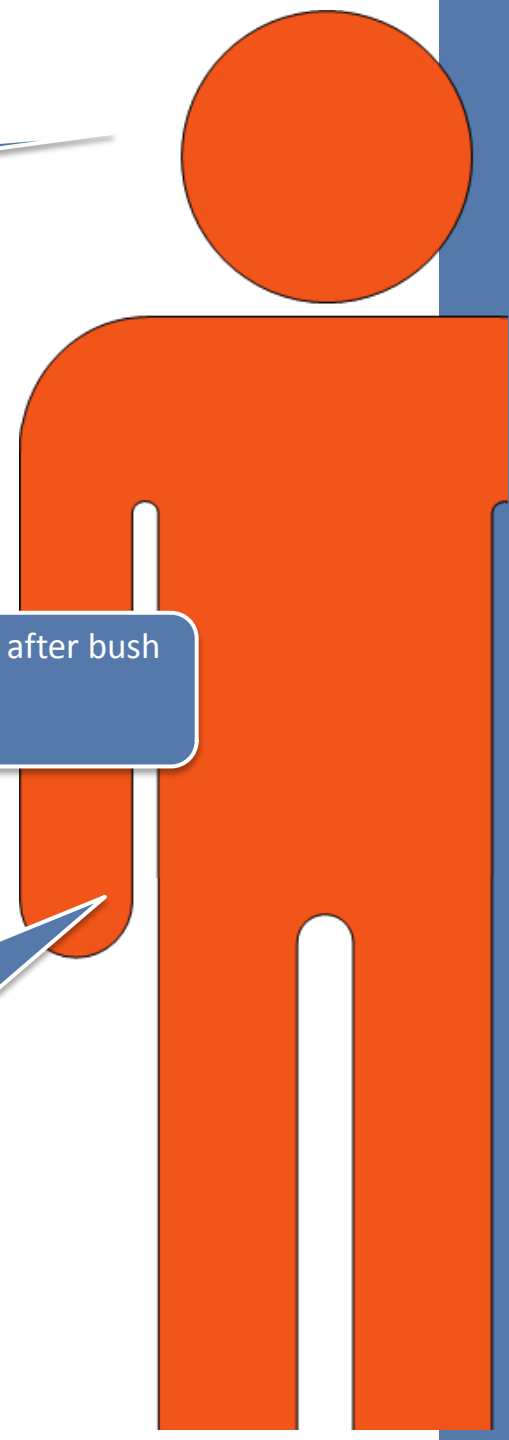
- Vehicle, fuel, food and water.
- Funds to pay senior people with cultural authority to provide the information and refresher sessions.
- Interpreters.

**Timeframe:** when are we going to do it?

- Twice a year for the orientation sessions – at the beginning of the school year and after bush week in the middle of the year.
- Once a year for the refresher sessions.

**Who** does it?

- Senior People with cultural authority do the orientation and training.
- Staff from the Aboriginal Interpreter Service do the interpreting.
- All new staff receive the orientation.
- All staff go on the refresher course.
- The Board says people have to do it (it's mandatory).



## Outcome - did we do what we wanted to?

You will know when you've done what you set out to do.

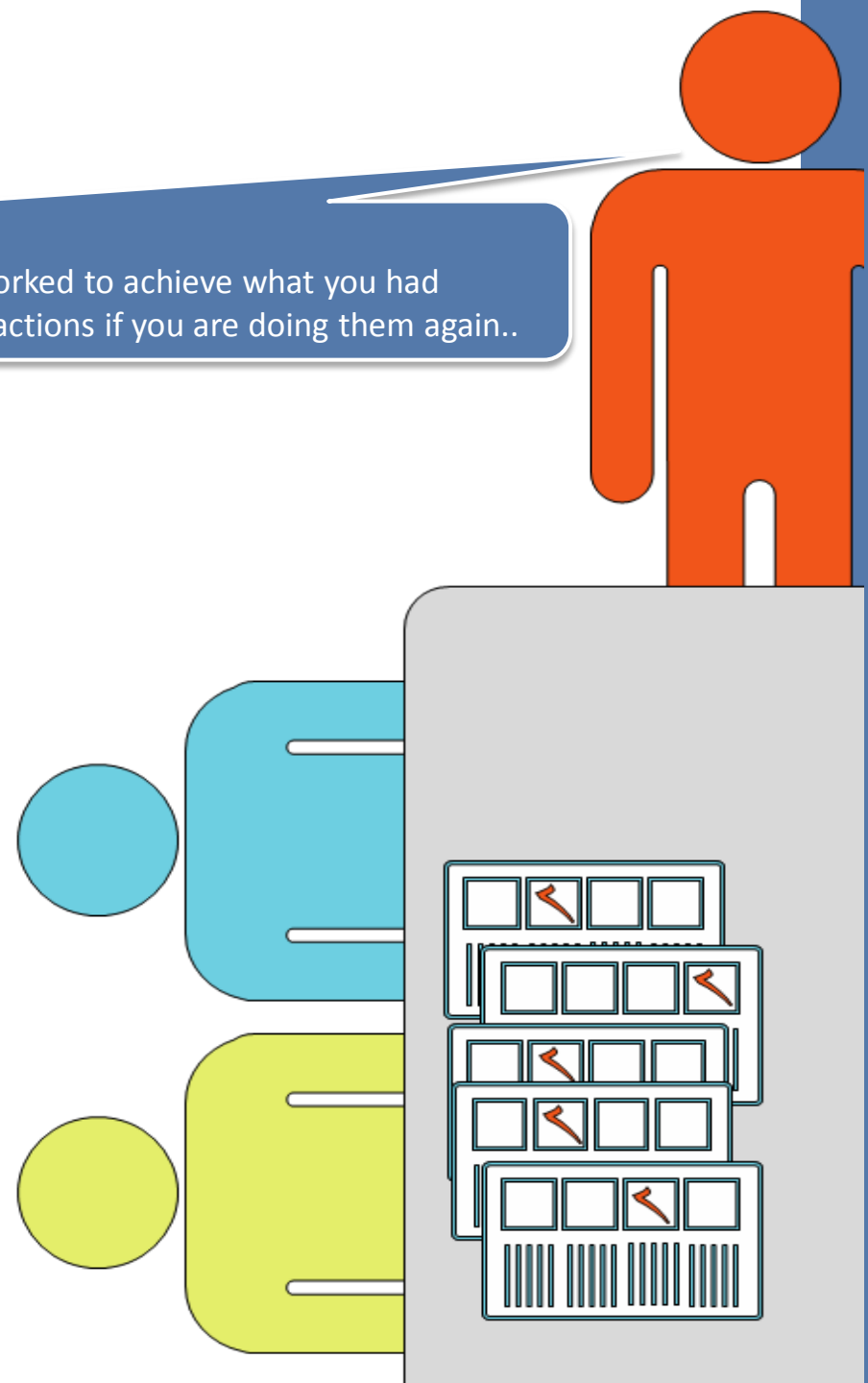
- But you also need to **evaluate** (check) to see if it has worked to achieve what you had planned, and to decide how to change or improve the actions if you are doing them again..

When the planning is done...

Everyone should understand:

- what they have to do;
- how they're going to do it;
- by when;
- what with; and,
- who with.

The Chairperson/Coordinator and the facilitator should talk and work out actions from the plan.





**Resources:** What do we need to help us do it?

- People who will give their time to help.
- Posters for the store and outside the offices and people to speak on community radio and meetings about what we want to do.
- Time to listen to what people think about our ideas.

**Timeframe:** When do we need to do it?

Set dates and times for everything you need to do. Start with the date of the AGM and work back from there.

**Who** does it? Identify the people you need:

- Board Members and staff of the organisation.
- Community members.
- Any other stakeholders.

**Outcome:** Did we do what we wanted to do?

If we didn't, what did we end up with?



## Recap

Steps for your action plan

- Objective – what you want to do.
- Why we need to do it.
- How we're going to do it.
- Resources – what we need so we can do it.
- Timeframe – when?
- Who does it?
- Outcome.

What?

Why?

How?

What?

When?

Who?

Outcome?