

# Links for Final Version of Transferable HAIRE Toolkit

O 2 Final version of transferable HAIRE Toolkit inc. Guided Conversation, Social Network Analysis & Neighbourhood Analysis tools & training materials.

The toolkit elements are available under the tab HAIRE Toolkit. Training and tips on how to implement the tools is either included as a separate link or the guidance has been embedded within the tool page itself.

**Neighbourhood Analysis:** [https://projectenportfolio.nl/wiki/index.php/LC\\_00811](https://projectenportfolio.nl/wiki/index.php/LC_00811)

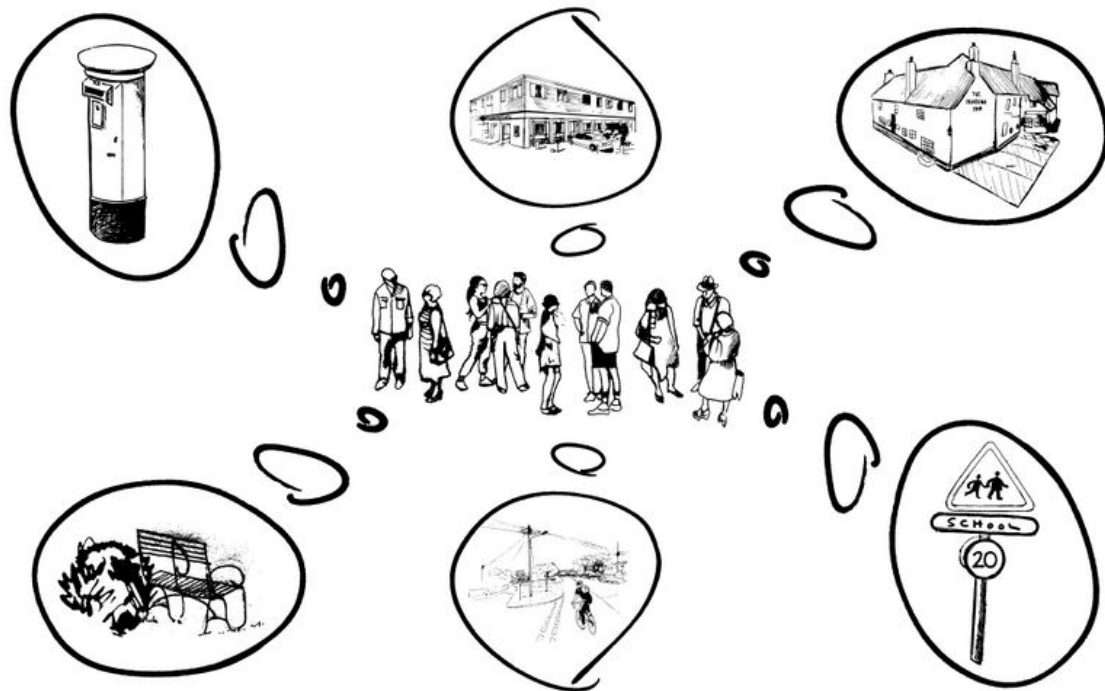
**Guided Conversation:** [https://projectenportfolio.nl/wiki/index.php/LC\\_00816](https://projectenportfolio.nl/wiki/index.php/LC_00816) and for **training related to the Guided Conversation:** [https://projectenportfolio.nl/wiki/index.php/LC\\_00822](https://projectenportfolio.nl/wiki/index.php/LC_00822)

**Follow up Guided Conversation:** [https://projectenportfolio.nl/wiki/index.php/LC\\_00822](https://projectenportfolio.nl/wiki/index.php/LC_00822)

**Social Network Analysis:** [https://projectenportfolio.nl/wiki/index.php/LC\\_00823](https://projectenportfolio.nl/wiki/index.php/LC_00823)

# Neighbourhood Analysis Guidance

This page outlines key considerations for applying HAIRE's Neighbourhood Analysis tool. An expandable section on practical steps and tips follows.



Neighbourhood Analysis collates a community's resources, as told by the community.

Neighbourhood Analysis creates a brainstorm of resources that are available locally. The main aim is to show the assets that are available to a community, as told by the locals. Eight categories are used to organise responses. The categories and examples of resources that may be listed under them are summarised below:

**People:** Individuals in the community with knowledge, skills, experience, and expertise. It's important to consider all age groups and people who tend to be overlooked in formal settings.

Examples: People who organise recreational social activities, professional activities, knowledge and skills sharing opportunities and those who participate in volunteering, where formal and informal help is given to other locals.

**Places:** Physical elements of the community, such as community buildings and meeting rooms where activities take place and where people organise gatherings, meetings and socialise.

Examples: Community buildings, churches, park benches and popular hangouts.

**Networks and informal links / connections:** Networks in which people can communicate in a less formal manner. This category often connects with the physical places where people can meet to discuss local problems and challenges.

Examples: Neighbourhood and community groups, faith-based groups and village councils (organised and run by residents).

**Partnerships:** Collaborative forms of local partnerships - focus on the networks and partnerships connecting the community and its members. Connections that promote and support positive change are important.

Examples: Youth networks and regional development and economic forums.

**Associations, groups, institutions (organisations), and services:** Local associations, community groups, recreational groups, clubs, social housing associations, and other services run by key organisations.

Examples: Schools and other educational groups, sports and activity clubs, conservation groups, health centres and general practitioners.

**Local entrepreneurs:** Economic actors in the community, including local companies, and business leaders.

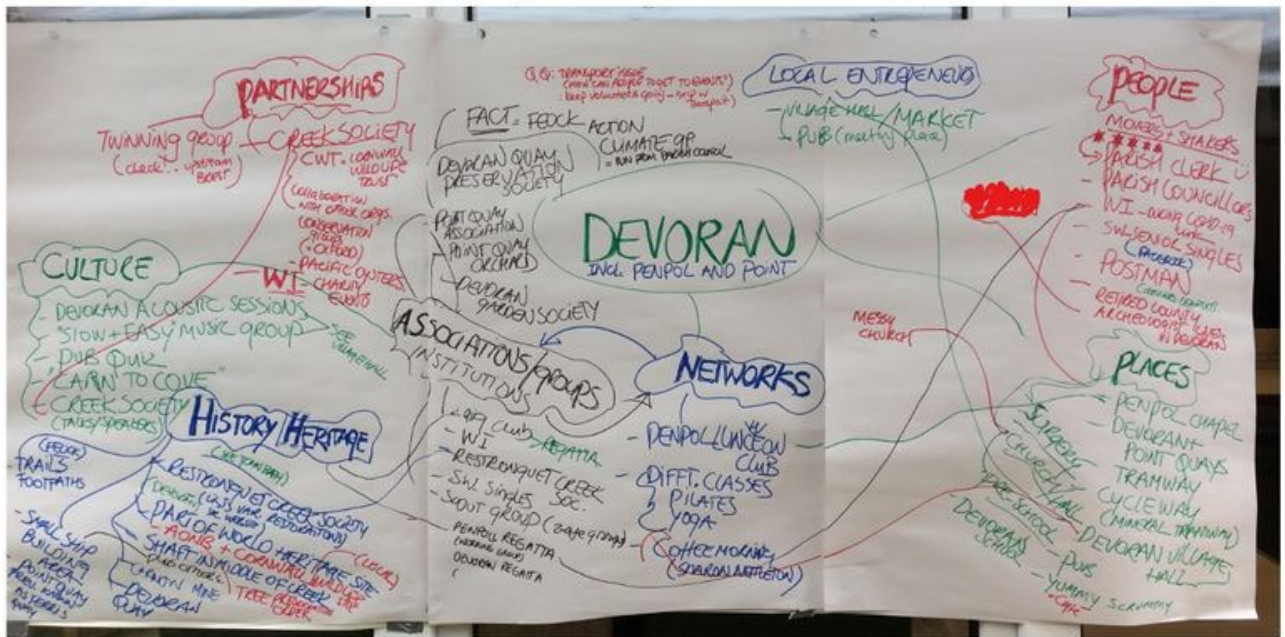
Examples: Supermarkets, local shops and tourism-related companies.

**Culture:** Important places, traditions and activities that are of meaning to the community.

Examples: Museums, music and arts movements, historical activities and festivals.

**History and heritage:** This category goes beyond chronological history and considers examples of local action. The collation of such activity helps to put local experiences and knowledge into context and documents past processes, plans and efforts for community development.

Examples: Community campaigns, community-led planning proposals, and other activities that give the local community a voice.



Example of Neighbourhood Analysis in HAIRE's Feock (UK) pilot site

Samenvouwen

## Training Tips

### Preparing for a Session - what is needed?

- A separate space (e.g. room or outdoor area) for everyone to meet.
- Large space to write (e.g. white board, black board or large sheet of paper).
- Different coloured pens for the Neighbourhood Analysis's eight different categories.
- A fixed time for a Neighbourhood Analysis session. A 2-hour session is usually long enough to develop a useful brainstorm.

### Roles in a Neighbourhood Analysis Session

#### Facilitators

- Two facilitators are advised. One to invite participants to think about local resources under each Neighbourhood Analysis category and one to create the brainstorm.

#### Participants (6-8 local participants in each session)

- People must be familiar with the local area and community that the Neighbourhood Analysis aims to learn about.
- It is useful to invite contributions from locals with different backgrounds. In HAIRE's pilot sites in the Netherlands, participant groups consisted of social workers, community workers, policy workers, business owners, individuals that run social activities and residents.

· Multiple sessions can run in a community to ensure that a good range of participants are invited. This is particularly important for communities that have distinct areas, e.g. in HAIRE's Feock, UK, pilot site, three different areas within the pilot site were invited to generate their own Neighbourhood Analysis brainstorms. The results from these sessions were then collated into an overall directory of resources.

### **Summary of key steps and further considerations**

1. Start with noting the name of the local area or community in the middle of a large writing space (whiteboard, blackboard or large-sized paper).
2. Use the categories of the Neighbourhood Analysis to generate a brainstorm of local resources.
3. Try to make connections between the listed resources by drawing lines between them. You can be messy!
4. At the end of the session recap and identify the resources that were noted down.
5. If you have time, organise another Neighbourhood Analysis with a different group of people discussing the same area and community. It is interesting to see similarities and differences in the Neighbourhood Analysis sessions held with different groups about the same area.
6. Additional Neighbourhood Analysis sessions can be conducted in the future to build on the resources that were listed during initial sessions. This can capture resource development in an area and/or help to capture resources that were unknown during a first session.

### **Covid-19 Adaptation**

Neighbourhood Analysis can be adapted to address social distancing restrictions to meeting in person. In HAIRE, some partners used a grid that included the Neighbourhood Analysis tool's eight categories. This was sent out to individuals via email with an explanation of each category and they were asked to list relevant local resources in the grid. Download the grid here: [Neighbourhood Analysis During Covid-19](#)

### **Referenties**

- [Neighbourhood Analysis During Covid-19](#), HAIRE, 1 februari 2023.

# Guided Conversation Guidance

The Guided Conversation is HAIRE's adaptable tool that aims to understand how a person's life experiences, local area and social connections (to other people, organisations and activities) influence their wellbeing. This page outlines what you need to think about to design your own Guided Conversation.



Guided Conversations place the participating individual at the centre of the conversation. Their life experiences, opinions and how they relate to topics of interest lead the conversation to identify their needs and what can be done to support them - including what they can do to address the issues that they are experiencing.

Contents  
[hide]

- **1HAIRE's Guided Conversation**
  - **1.1 Step 1: Identify your big theme and any influences that you wish to explore in relation to this theme - *what are you aiming to understand?***



- 1.2 Step 2: Think about creative prompts to support conversations - *what creative items can encourage people to talk about their opinions, aspirations and needs?*
- 1.3 Step 3: Identify sub-topics of interest that relate to the big theme - *what specific topics within your bigger theme interest you?*
- 1.4 Step 4: If relevant, think about how to organise your sub-topics into categories - *how do your sub-topics link to each other?*
- 1.5 Step 5: If relevant, think about any existing tools that you would like to include - *are there any standard surveys that you would like your Guided Conversation participants to complete?*
- 1.6 Step 6: Think about how your Guided Conversation will respond to the issues that individuals talk about - *what will happen after a Guided Conversation has taken place?*
- 2 Your Final Design
- 3 References

### HAIRE's Guided Conversation

In HAIRE, the target audience for conversations was older adults in rural locations across Europe. Additionally, the project was interested in how issues relating to wellbeing were being experienced in these specific locations.

Overall, the conversation's purpose was to reflect on issues and identify what could support the participating individuals. Discussions involved what individuals could do themselves, as well as thinking about how they could be supported and by whom.

To manage the priorities of 14 project partners in Belgium, France, the Netherlands and the United Kingdom, HAIRE built a quite expansive Guided Conversation. Not all Guided Conversations have to have so many components! In the sections below, the key considerations for designing a Guided Conversation are covered. Materials from HAIRE will be presented as an example of how these considerations were put into practice during the project. These materials are free to use and adapt for individuals, groups and organisations who want to design their own Guided Conversations.

*Step 1: Identify your big theme and any influences that you wish to explore in relation to this theme - what are you aiming to understand?*

Once a clear purpose for a Guided Conversation is determined, you can begin to think about your conversation's opening question. HAIRE was interested in wellbeing and the influence of someone's local area and living spaces on wellbeing. To reflect the big theme that the project was interested in, HAIRE's Guided Conversations started with the following question:

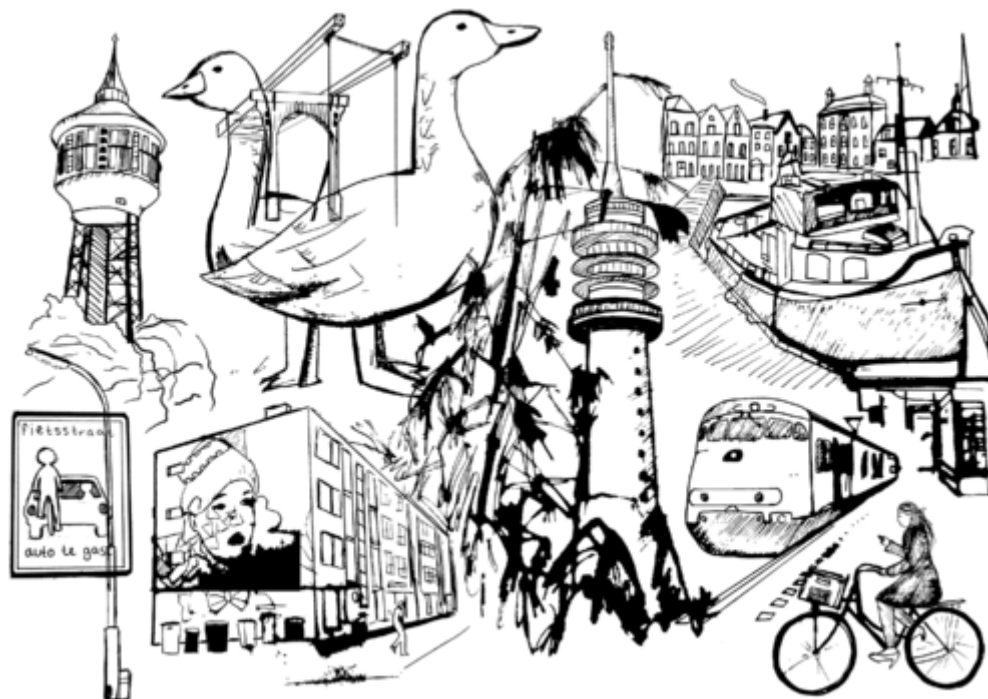
#### **How do you feel about living here?**

This question helped to guide the development of creative conversational prompts to support participants in sharing their opinions and experiences.

*Step 2: Think about creative prompts to support conversations - what creative items can encourage people to talk about their opinions, aspirations and needs?*

Creative prompts enable individuals to reflect on their circumstances and begin their responses to a Guided Conversation's opening question.

Creative prompts can take several forms. HAIRE was interested in the local area's influence on wellbeing, as well as the living spaces of people. The project worked with a graphic designer (M-A-P Ltd.) to co-design a locally relevant collage for each pilot site. Project partners and other locals that they chose to involve in the co-design process considered important cultural symbols, organisations, local spaces and places for inclusion in the collage. An example from HAIRE's pilot site in Goes, the Netherlands can be seen below:



An example of a creative prompt to help conversations around a local area's influence on wellbeing - includes important spaces, places and cultural symbols.

A similar approach was undertaken to create an imaginary indoor space, an example can be seen below:





An example of a creative prompt to help with conversations around the influence of someone's living space on their wellbeing - includes items someone may find in their home.

HAIRE's Guided Conversation also provided participants with space to write down things and doodle. This can help people when they are reflecting on issues and topics that are difficult to articulate.

*Step 3: Identify sub-topics of interest that relate to the big theme - what specific topics within your bigger theme interest you?*

A key aim of the Guided Conversation is to allow individuals to speak about what matters to them. Identifying sub-topics is not essential. However, individuals, organisations and agencies that wish to conduct a Guided Conversation may have sub-topics that they want to understand better.

Sub-topics are an important consideration, as their inclusion influences a Guided Conversation's duration. In HAIRE, partners chose 20 sub-topics for inclusion in a Guided Conversation. Typically, conversations lasted 2-3 hours, but some went on for 4 hours! The duration of a Guided Conversation can be shortened by including fewer sub-topics.

A longer conversation, with numerous sub-topics, is most suited for situations where individuals conducting the Guided Conversation can revisit participants. Therefore, the conversation can pick-up from where it was left during the last visit!

*Step 4: If relevant, think about how to organise your sub-topics into categories - how do your sub-topics link to each other?*

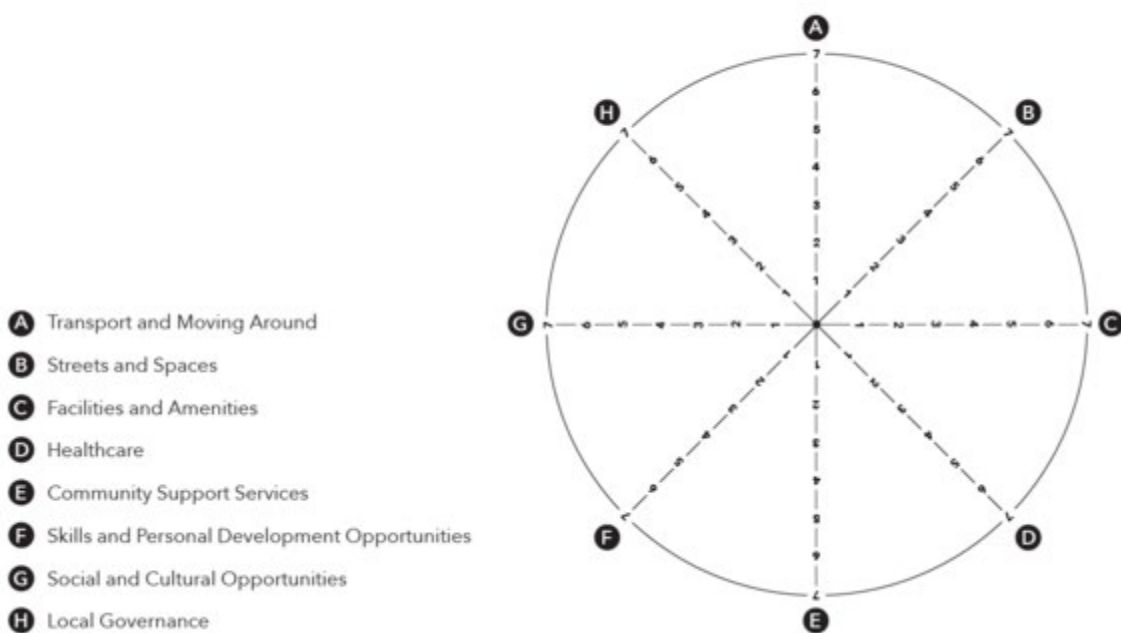
When numerous sub-topics have been identified, it can be helpful to arrange them into categories. This is particularly useful if you would like to generate an overview

of how individuals feel about certain aspects of their circumstances. Once more, this step is not essential.

To categorise sub-topics for HAIRE, a series of co-design workshops helped to arrange the chosen sub-topics into three overarching categories: **place-based**, **person-centred** and **empowerment**.

Radar diagrams can be used in Guided Conversations to provide a visual overview of how participants feel in relation to sub-topics. An example of the radar diagrams used in HAIRE can be seen below:

### Place Based Radar



### Example of a radar diagram from HAIRE's Guided Conversation

Radar diagrams include a subjective scoring system. Participants can be asked to score each sub-topic when they have finished talking about it. This can provide a useful way to identify problematic topics for a person. In HAIRE, the scoring system was 1-7. However, scores are not essential and, certainly, do not need to be collected for every topic!

*Step 5: If relevant, think about any existing tools that you would like to include - are there any standard surveys that you would like your Guided Conversation participants to complete?*

Standard surveys are recommended for projects that have a large-scale, comparative research element. Hence, the use of existing tools in a Guided Conversation is entirely optional.

HAIRE had a research element and was interested in how in-depth responses about wellbeing and loneliness compared to academic scales that aim to quantify how

individuals feel. The standardised questions from the WEMWBS-short questionnaire (see link: [WEMWBS Survey Source](#)), which measures wellbeing, and the UK's Office for National Statistics' recommended questions for measuring loneliness (see link: [ONS Loneliness Survey Source](#)) were included as a summary exercise at the end of HAIRE's Guided Conversation.

*Step 6: Think about how your Guided Conversation will respond to the issues that individuals talk about - what will happen after a Guided Conversation has taken place?*

The way in which an action plan is generated from a Guided Conversation depends on the context in which it is being applied.

In HAIRE, action plans considered three tiers – **signposting, support and referral**.

**Signposting** included making participants aware of local activities, spaces and individuals that could support their needs. The information collated during Neighbourhood Analysis is useful here.

**Support** included providing direct support to an individual, e.g. helping them contact an organisation and/or accompanying them to a local activity.

**Referral** was used for more serious issues, where professional support was needed.

Existing skills, knowledges and responsibilities, and what is feasible are important considerations when designing an action plan approach. In HAIRE, volunteers mostly made informal suggestions for actions (signposting) and then the project partners used their notes to suggest further actions for individuals (where relevant), e.g. the letters that the project's partners in Laakdal, Belgium, sent to participants after their conversation, see example: [Action Plan Letter \(Laakdal, BE\)](#)

Less formal action planning can happen too. This depends on the purpose of the Guided Conversation. Sometimes the conversation itself is an action, as individuals get an opportunity to reflect on what they need to improve their wellbeing. Alternatively, reflections by those conducting the conversation can provide actions for organisations that are co-ordinating Guided Conversations. The action plan from a conversation can consist of these reflections and help to improve the processes and services of an organisation. For those that took this approach during HAIRE, the following statements guided their reflections:

- Describe anything that surprised you during the conversation that you have just had.
- Describe anything that [NAME of ORGANISATION] can change to support the person that has just participated in a Guided Conversation.
- Note down any other reflections and comments that relate to your experience of conducting this Guided Conversation.

Your Final Design

In HAIRE, the result of the six steps above was a Guided Conversation that consisted of two handbooks. One handbook was used by individuals that were conducting the conversation and the other was for the participants. If you wish to

create a Guided Conversation that is similar to HAIRE's, you can use the following templates:

[Template for Conducting Guided Conversation](#)

[Template for Guided Conversation Participant Materials](#)

See other examples of Guided Conversations that were developed as part of HAIRE's transferability work via the following link: [Transferability](#). You may wish to design a Guided Conversation that is more similar to these depending on what you are interested in and who will conduct the Guided Conversation.

See the section on [Guided Conversation Training Tips](#) for important considerations around training individuals to conduct your Guided Conversation.

## References

- [HAIRE Action Plan Letter Laakdal](#), Laakdal OCMW, Laakdal OCMW, 23 februari 2023.
- [ONS Loneliness Survey Source](#), Office for National Statistics, United Kingdom, Office for National Statistics, United Kingdom, 16 februari 2023.
- [Guided Conversation Tips and Training](#), University of Exeter, University of Exeter, 23 februari 2023.
- [HAIRE Conducting Guided Conversations Template](#), University of Exeter, University of Exeter, 23 februari 2023.
- [HAIRE Guided Conversation Participant Template](#), University of Exeter, University of Exeter, 23 februari 2023.
- [HAIRE Transferability](#), University of Exeter, University of Exeter, 30 maart 2023.
- [WEMWBS Survey Source](#), Warwick University, United Kingdom, Warwick University, United Kingdom, 16 februari 2023.

# Guided Conversations. Tips and Training

Guided Conversations can take many forms. However, there are key skills that need to be considered during the use of any Guided Conversation. Training sessions for individuals that will be conducting Guided Conversations are best when they take place in a comfortable and informal environment.

Before covering content on Guided Conversation skills, the team of individuals who are preparing to conduct Guided Conversations should get to know each other and think about the purpose of their specific Guided Conversation. In HAIRE, ageing was a key element of the Guided Conversation's purpose. A creative workshop, e.g. a simple poetry session, can help individuals share their thoughts and get to know each other. Guidance for a poetry session, compiled by Kelly Stevens, University of Exeter, can be seen here: [Poetry Workshop Guidance](#)

The session linked to above covered the meaning of ageing, but this topic can be changed to any main interest that is relevant to a Guided Conversation.

Skills that are relevant to conducting Guided Conversations are covered below:

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## Building relationships

Guided Conversations have the potential to cover personal and sensitive experiences. Participants should feel comfortable with their environment and the individual that is conducting the conversation.



General Chat plays an important role in making participants feel comfortable.

Before starting a Guided Conversation, it can be helpful to take the time to engage in general chat - talking about the weather or something positive that you notice about the person and/or wherever the Guided Conversation is taking place can help to create a more comfortable atmosphere.

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## Using creative prompts and asking questions

Guided Conversations allow individuals to talk about what matters to them, their opinions and experiences. To help, we recommend that open questions are used by individuals who are conducting the Guided Conversations. Open questions help in generating in-depth responses - typically, they begin with **"how.."**, **"what"** and **"why.."**

It is important that the first question asked is open and links to the Guided Conversation's main purpose. Creative prompts can be used at the start to help with conversation. In HAIRE's Guided Conversation, participants were shown the creative collages that were relevant to their local area and asked:

**"How do you find living here? - this image [the creative prompt] might help you think about your local area."**

This is when Active Listening becomes important. Active Listening is covered in more detail in the next section. Guided Conversations may have sub-topics of interest, but what the participant is saying should guide where the conversation goes next. Importantly, the sub-topics that a Guided Conversation contains should not be followed in order.

The motto is: **Go where the participant take you!** See example below:

Response to "how do you find living here?"



If included in a Guided Conversation as a sub-topic of interest, this response might lead to asking about someone's identity and belonging or someone's family and friends. There is no right way to go! The important skill is to build on what the participant is saying - either of the following questions can be asked to build on what the participant said:



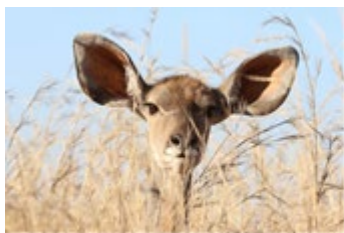
*"You mentioned your neighbours, how are your relationships with, your family and other friends?"*

*"You mentioned that you have been living here for a long time and you like it. What do you like about it?"*

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## Active Listening

Active Listening helps in supporting a conversation that is guided by a participant. The key features of Active Listening are as follows:



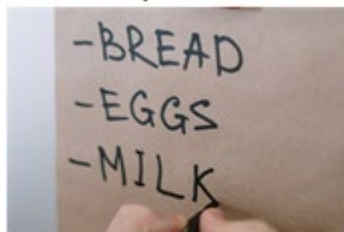
1. Pay Attention



2. Withhold Judgement



3. Reflect



4. Summarise



5. Clarify



6. Share

In terms of Guided Conversations, the following steps can help:

- i) Taking an active interest in what a participant is saying (**1. Pay Attention**);
- ii) Refraining from imposing one's own beliefs on someone's opinions (**2. Withhold Judgement**);
- iii) Staying attentive to what can be asked next to understand a person's experiences and opinions in relation to what a Guided Conversation aims to explore, as explained in the previous section (**3. Reflect**);
- iv) Taking notes (if relevant) that are structured to summarise the key points of what is being said (the next section covers taking notes in more detail) – usually, capturing positives, key issues, anything that can be done to address such issues (including actions that the

individual can do) and any support that can be provided to address someone's problems works well (**4. Summarise**);

v) Asking follow-up questions to understand points of conversation that seem unclear (e.g. "so you mentioned that your relationship with the local area was 'up and down', what do you mean by that?"). This point is important for understanding certain issues and what can be done to support a person to navigate those issues (**5. Clarity**);

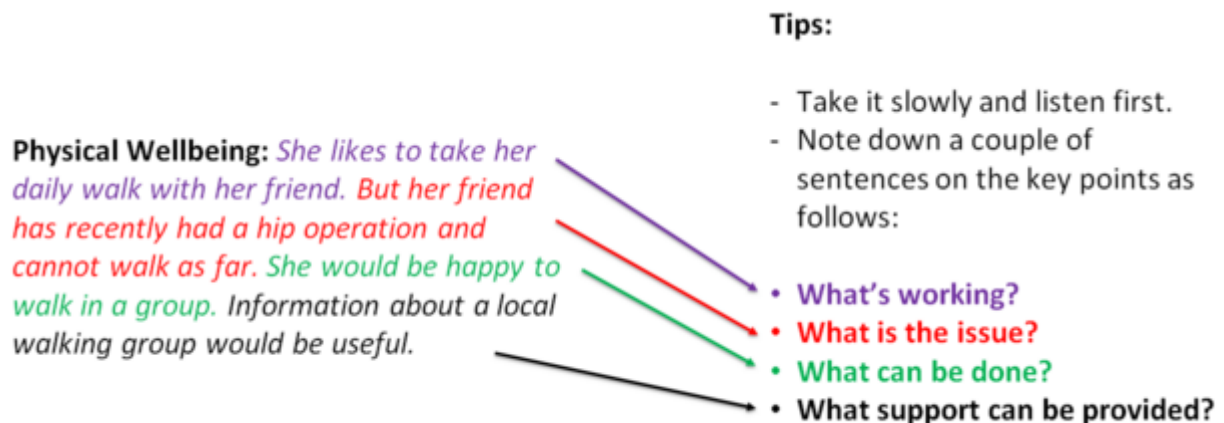
vi) Explaining to participants the key points that were captured from the conversation. This can be done via sharing any notes that were taken and/or explaining a summary of the conversation to the participant at a later date. Here, an opportunity is provided for a participant to confirm and reflect on what is important for them (**6. Share**).

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## Taking notes

It is important to find ways to capture information during a Guided Conversation that suits both the participant and the person conducting a Guided Conversation. If a Guided Conversation is part of an in-depth research project, audio recordings of conversations can help with analysis after the conversation. However, recordings can be difficult to organise, manage and store.

**Notes:** In HAIRE, structured notes helped to capture key points in Guided Conversations. The diagram below shows how notes can be structured to capture key points:



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## Using radar diagrams (if included in a Guided Conversation)

Although not essential, radar diagrams can help in providing an overview of how participants feel about certain sub-topics (if included) in a Guided Conversation. Radar diagrams record a score that participants may choose to give in relation to a sub-topic that is included in a Guided Conversation. During conversations, participants tend to pause as they are nearing the end of what they have to say in relation to a topic of conversation. These moments will arise throughout a Guided Conversation.

If the topic that a participant is speaking about is relevant to a sub-topic of interest, these natural pauses provide an opportunity for participants to score how they feel about that topic. For example, if someone seems like they are nearing the end of talking about their

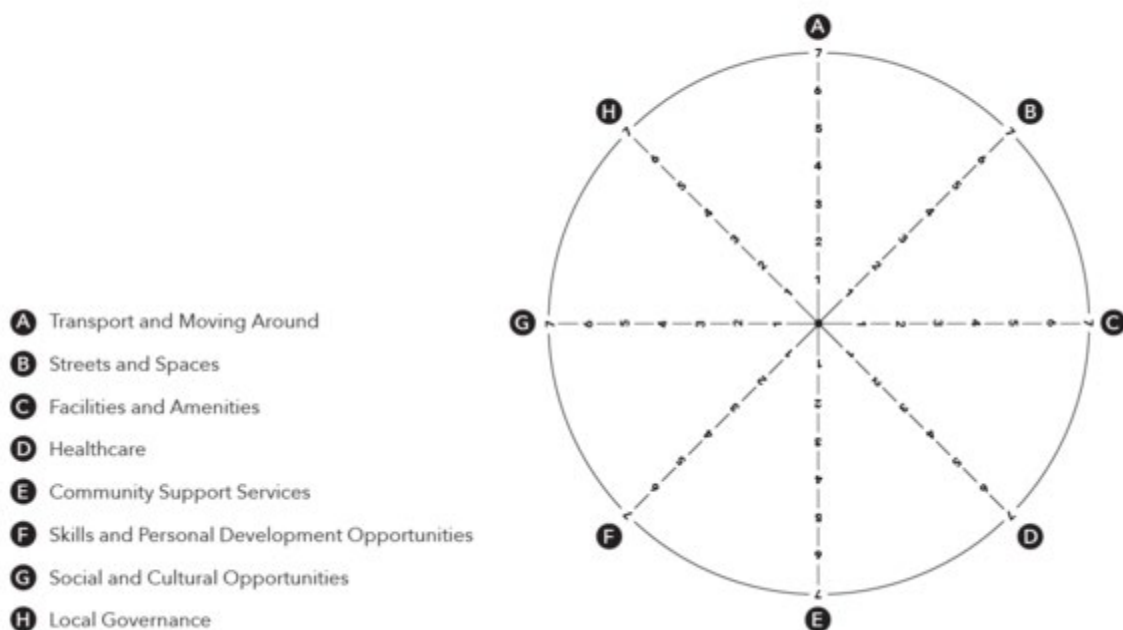
friends and/or family and this is of direct interest for a Guided Conversation, the following can be asked to invite a score:

**“OK, so, if you had to score how you feel about your relationships with your family and friends out of 7, what would you give it? – don’t worry about it if you don’t want to give a score.”**

Note: In the case above, 7 is the best score and 1 is the worst score. The scoring system used in a specific Guided Conversation should be explained to a participant before the conversation starts. For ease, we recommend using 1-7, as done in HAIRE.

A reminder of what a radar diagram looks like is provided below:

### Place Based Radar



Example of a radar diagram from HAIRE's Guided Conversation

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### Dealing with difficult conversations

Emotional conversations can be encountered during Guided Conversations. Participants can get emotional when talking about difficult life experiences. In such circumstances, the best thing to do is to pause and allow participants to take the time that they need. Participants can be reassured with a simple phrase like, **"it's OK"**, because it is OK to get emotional!

Importantly, conversations do not have to continue! Participants can be reminded that they do not have to talk about anything that they do not wish to discuss.

HAIRE's partners, Devon Mind, produced some added guidance around difficult topics of conversation (e.g. suicide and depression), see the guidance here: [Guidance for conversations around suicide and depression](#)

Emotional conversations can impact on the individuals listening to them too. Time and space should be given to individuals who conduct Guided Conversations to meet and talk about the conversations that they have been having. The importance of confidentiality should be stressed. Personal details about participants should not be shared!

A dedicated meeting point and a regular time (e.g. weekly) to meet and share experiences can support a team who is delivering Guided Conversations.

It helps if someone who is responsible for the team is present at these meetings to remind individuals that they are supported and that their comfort is as important as the participants. Some tea, coffee and other refreshments are also recommended!

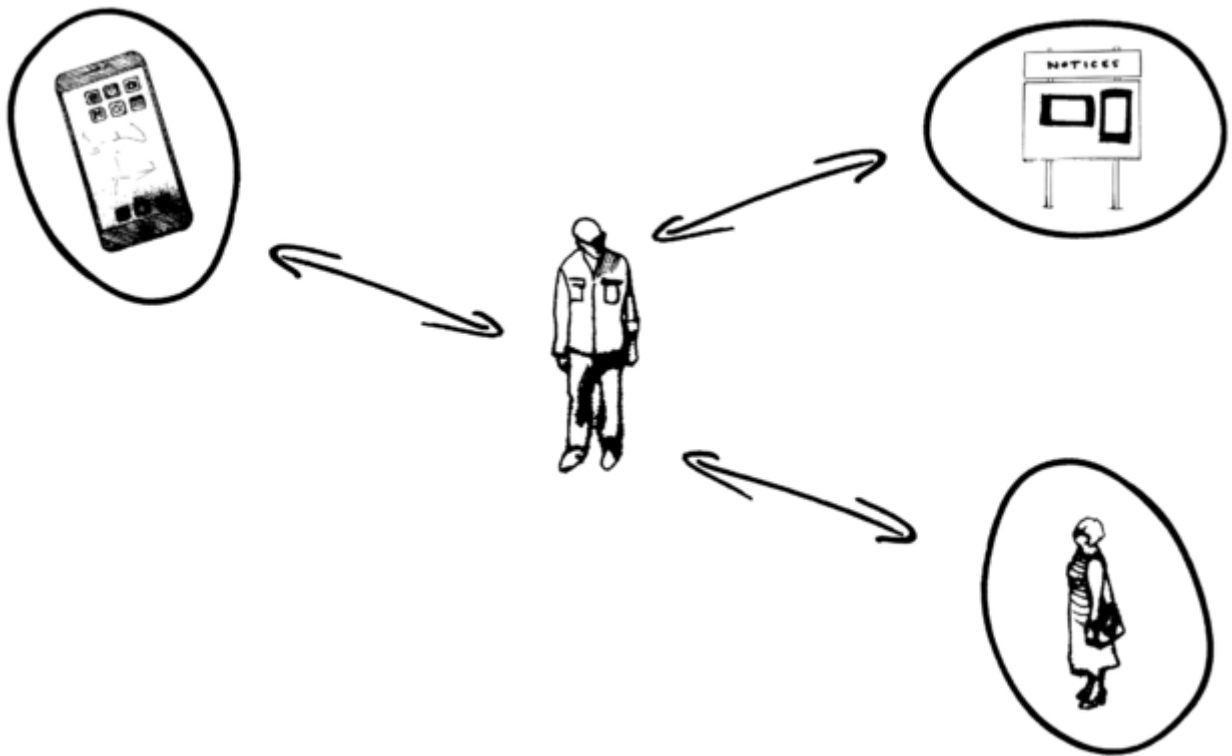
Once the skills covered above have been discussed, the team who will be conducting Guided Conversations should familiarise themselves with a Guided Conversation's materials. The best way to become familiar with a specific Guided Conversation's materials is to practise! Before using the materials with participants, individuals who will be conducting Guided Conversations should spend at least one hour doing mock Guided Conversations. This can be done with other members of the team during a session that is dedicated to practising Guided Conversations.

## References

- Guidance for conversations around suicide and depression, Devon Mind, UK, Devon Mind, UK, 30 maart 2023.
- HAIRE Poetry Workshop Guidance, University of Exeter, University of Exeter, 30 maart 2023.

# Social Network Analysis

HAIRE's third tool is provided by the University of Plymouth. The tool consists of a survey that invites people to list their connections to other people, information sources and organisations and activities. The strength of each connection is also captured.



Social Network Analysis helps to identify an individual's social connections - including to other people, information sources and activities and organisations.

The tool can be administered using a paper version of the survey, see here: [HAIRE Social Network Analysis Survey](#). Under 'Assigned ID', the name of a participant and/or an ID that has been given to them can be written into the document. It is also good practice to date each paper survey.

The paper survey is also available in French and Dutch: [HAIRE SNA Survey \(in Dutch\)](#) and [HAIRE SNA Survey \(in French\)](#)

Data collected via the paper surveys can be input into a digital tool, called Sociometric, that the University of Plymouth, UK, developed. The digital tool, which is available as an app (at the Apple App Store and Google Play Store) and for web-browsers, processes these data and provides users with basic analysis. If more convenient, the web-based tool (and app versions) can be used to collect data directly, i.e., without the need for paper copies of HAIRE's SNA survey.

More detailed information about the digital tool can be found on the following page: [Social Network Analysis Web-tool and App \(Sociometric\)](#)

#### References

- [HAIRE SNA Dutch](#), University of Plymouth, University of Plymouth, 30 maart 2023.
- [HAIRE SNA Survey French](#), University of Plymouth, University of Plymouth, 30 maart 2023.
- [HAIRE Social Network Analysis Survey](#), University of Plymouth, University of Plymouth, 28 februari 2023.