

Table of Contents:

1. Executive Summary.....	
2. Introduction.....	
3. Literature Review.....	
4. Methodology.....	
4.1	Qualitative
4.2	Quantitative
5. Results and Discussion.....	
5.1	Focus Group
5.2	Social impacts experienced by workers at the nursery
5.3	Social impacts experienced by volunteers at tree plantings
6. Conclusions.....	
7. Acknowledgements.....	
8. References.....	
9. Appendices.....	
9.1	Focus group discussion questions
9.2	Questionnaire for workers at the nursery
9.3	Questionnaire for volunteers at the tree plantings

1. Executive Summary

1.1 Research Question:

- What are the social impacts experienced by those directly involved in Trees for Canterbury?

1.2 Context for Research:

- Trees for Canterbury (TFC) is an organisation that provides an inclusive and supportive working environment for socially or mentally disadvantaged individuals who are referred to the TFC nursery to gain employment or work experience. TFC has the potential to generate disproportionate levels of social benefits for those who may find it hard to gain acceptance in wider society.
- TFC also promotes community involvement and environmental consciousness by engaging with the public during tree planting days. By encouraging active participation in environmental solutions TFC may foster empowerment in individual volunteers which could affect positive social change in the wider community.

1.3 Research Objectives:

- To identify the social impacts of TFC on disadvantaged individuals who work at the nursery.
- To identify the social impacts experienced by those who volunteer at the tree plantings.
- As specified by the organisers we aimed to quantify the social data to provide comprehensive evidence of the social impacts TFC are generating.
- To identify opportunities for further social research in the field.

1.4 Summary of Methods:

- A focus group was conducted with seven individuals who had overseen others' involvement in TFC; including staff from Henderson Homes, Hilmorton Hospital and the Helen Anderson Trust. Qualitative data was gathered during an open discussion that was structured around questions on the long term impacts of disadvantaged individuals' experiences at TFC.
- Quantitative data was gathered from a simplified survey completed by individuals working at the nursery to gauge the social impacts of their experience at TFC. Visual aids were used to help their understanding of the questions.
- A more complex survey on the social impacts of volunteering for TFC was distributed to participants at two separate tree plantings.
- Results of both survey sets were collated, graphed and analysed.

1.5 Key Research Findings:

- The focus group yielded enthusiastic accounts of social impacts such as improved work ethic, development of practical skills, and an enhanced sense of belonging that were experienced by disadvantaged clients that were referred to the TFC nursery.
- Results of surveys conducted with disadvantaged individuals at the nursery showed that the majority of participants had made friends, felt more confident and were more able to do things for themselves since their involvement with TFC.
- Results of the surveys completed by volunteers at the tree-plantings showed that the primary reason for participants' involvement in TFC was to contribute to the environment and the qualities most commonly enhanced during volunteer efforts were increases in environmental understanding,

improvement of horticultural working skills and effective team work skills. The majority of participants had told others about their experiences at TFC, would encourage others to get involved and most felt more connected to their communities following their participation in TFC.

1.6 Limitations:

- Many of the individuals at the nursery had communicatory disabilities which meant they were not able to fully express themselves verbally while answering our surveys. As we needed quantifiable results we could only gather simplistic data from those who experienced the most significant social benefits from their time at TFC.
- We felt that during the surveys individuals at the nursery may have tried to give us answers they thought we were looking for; although we tried not to prompt them their eagerness to please may have influenced the results.
- Some of the surveys handed out at the plantings were only partially completed; leaving gaps in our data and limiting the accuracy of our analysis.

1.7 Future Research Suggestions:

- More in-depth social data should be collected from semi-structures interviews with family and friends of disadvantaged individuals working at the nursery to gain a comprehensive understanding of how TFC could provide benefits for people with specific mental or educational disabilities.
- A broader study should be undertaken to determine if or how organisations like TFC can promote social inclusion and acceptance of mentally and socially disadvantaged individuals in the wider community.
- Researchers should aim to combine social and environmental impact data to measure the ecosystem benefits TFC has generated through their planting efforts and through encouraging environmentally conscious behaviour in the Canterbury community.

2. Introduction

Trees for Canterbury (TFC) is an organisation that began as an environmental initiative to improve native biodiversity in Canterbury following the widespread ecological damage that took place during agricultural development. TFC has since been increasingly recognised for its social contributions. Our research is concerned with the social impacts experienced by those directly involved in TFC. We identified two main groups that may stand to gain social benefits from their involvement in the organisation. The first is those that are employed or volunteering at the nursery; these are most often socially or mentally disadvantaged individuals that are referred to TFC to gain employment opportunities or work experience. These individuals come from diverse backgrounds and have a range of educational, communicatory or developmental disabilities. TFC has the opportunity to create significant social benefits for these individuals by providing them with an empathetic, tolerant and supportive working environment that fosters empowerment and personal development

(Mansheim and Cohen, 1982). Potential social impacts on workers at the nursery could include increasing their confidence, encouraging them to learn new transferable skills, enhancing their work ethic and increasing their independence. Our research aims to identify and provide evidence for social impacts experienced by workers at the nursery.

The second group that TFC may provide social benefits for are the volunteers who take part in native tree-planting days. It is through public engagement during events such as tree-plantings that TFC has the potential to generate more broad-scale social benefits by empowering individuals to participate in ecological solutions and through promoting a social conscience within communities. It is widely recognised that environmental organisations rely heavily on the labour and skills of volunteers; therefore determining whether or not TFC volunteers benefit from their experience is critical to understanding the broader social impacts of the organisation (Hunter, 2010). Volunteering for an organisation has been identified as an effective way of reducing stress and combatting social disenfranchisement (Westphal, 2003). This is particularly relevant for Canterbury following the institutional approaches to the earthquake recovery which have left many individuals and communities feeling marginalised. TFC endeavours to help people engage with environmental problems and implement tangible solutions by creating ecological and recreational investments in communities (Holmes, 2009; Westphal, 2003).

Throughout our study we will aim to substantiate these claims of the social impacts that TFC is generating and in so doing highlight the profound social importance of organisations of the same calibre.

3. Literature Review

Many authors have explored the potential for volunteering to generate extensive social benefits such as building trust in a community, enhancing personal relationships and encouraging civil participation (Holmes, 2009). Sheer (2008) suggests that volunteering can be an important source of social capital by increasing the level of social connections within a community. For this reason volunteering is argued to be an integral component of a democratic society (Barnett, 1996). There are a number of literature works that investigate factors which contribute to volunteer satisfaction and retention (Hunter, 2010; Holmes, 2009). These factors can include tangible (or material) rewards and intangible yet socially significant rewards such as personal growth and long term mental health benefits (Chinman and Wandersman, 1999; Pillemer et al, 2010). The extent to which TFC can

maximise these rewards may determine their effectiveness at increasing voluntary participation in the community (Chinman and Wandersman, 1999).

Authors such as Westphal (2003) have investigated the ways in which greening projects can foster empowerment and create the associated social benefits within communities. Empowerment is defined as a shift from a top-down to a bottom-up approach to services to a collaborative approach where individual and group potential is recognised and developed (Westphal, 2003). TFC have the potential to empower the disadvantaged workers at the nursery through building their confidence and encouraging them to develop new skills. They also have the capacity to empower volunteers at tree plantings by giving them agency to pursue social and ecological goals. There is research surrounding both individual and community level benefits of green spaces; with the term 'ecotherapy' being used to describe the increase in mental wellbeing that can result from recreational activities within green spaces (Burls, 2007). TFC may create both individual benefits, through encouraging individuals to actively participate in the creation of green spaces and community benefits, through creating green spaces for the wider public to enjoy. Summit and Sommer (1997) suggest that social participation in greening projects can help to form a support-structure for ecologically-protective behaviour within communities.

Further literature that is relevant to our research concerns communication with developmentally disabled individuals. Mansheim and Cohen (1982) emphasise the importance of patience and tolerance during interaction with a mentally or socially disabled individual. Communication is often difficult and time-consuming and it is important to recognise and acknowledge each individual's personal ability to communicate via verbal and non-verbal means (Mansheim and Cohen, 1982). TFC will better be able to create benefits for disadvantaged individuals if their personal ability to communicate is understood and catered for.

4. Methodology

4.1 Qualitative

In order to collect meaningful qualitative data about the kinds of social impacts that TFC was generating we decided to hold a focus group with the organisers of TFC and members of other community organisations that referred clients to the nursery (Redmond and Curtis, 2009). The focus group was held at the TFC nursery with Steve Bush and 6 other participants who were members of organisations such as Idea Services, the Helen Anderson Trust, Henderson Home and Hilmorton

Hospital; all of which send mentally or socially disadvantaged clients to TFC to gain employment or work experience. Our group adjudicated an open discussion that was structured around pre-determined questions on the social impacts of TFC (Appendix 1). The session was recorded which allowed us to draw out interaction data and in-depth information from the discussion (Doody et al, 2013).

4.1 Quantitative

As the organisers at TFC emphasised the collection of quantifiable data we decided to use questionnaires to gather information on social impacts; as these would provide us with statistically valid representations of TFC participants (Secor, 2010). After brainstorming potential social impacts that TFC could be generating we formulated a 'framework for social benefits' to strategically measure the experience of these impacts by the individual (Westphal, 2003). After conducting the focus group it became evident that we needed two separate surveys; one for the mentally or educationally disadvantaged workers at the nursery and one for the volunteers at the tree plantings. The survey for workers at the nursery was simplified and used visual aids to help their understanding (Appendix 2). We conducted the questionnaires with 19 workers at the TFC nursery face-to-face as this better enabled participants to comprehend what was being asked of them and reduced errors due to misunderstanding (Hidalgo et al, 2013). There was considerable variability in the intellectual and communicatory capacities of the survey participants and so we had to remain flexible to their individual requirements and adjust our explanation of the questions accordingly.

The survey handed out to volunteers at the tree-plantings was more in-depth and allowed for a broader scope of social impacts to be demonstrated (Appendix 3). These were handed out to volunteers on two separate tree-planting days and 41 surveys were completed. We made ourselves available for questions to avoid confusion over the surveys.

5. Results and Discussion

5.1 Focus group discussion

During the focus group we were able to witness the energetic exchange of stories and experiences by those who had overseen others' involvement in TFC. The enthusiasm and positive feedback from the participants of the focus group reflected the level of respect and admiration members of other organisations had for Steve Bush and the other organisers of TFC. This in itself was demonstrative of TFC's effectiveness at generating positive social opportunities for individuals who come to work at the nursery. Participants of the focus group applauded TFC for their flexibility and good

communication with the organisations sending clients to the nursery. In addition to this some mentioned the non-judgemental and welcoming atmosphere that TFC created which had helped their clients settle in.

A comment was made on the direct and honest (albeit non politically-correct) nature of the TFC organisers which helped to prepare their clients for the 'real world'. This links in with the real-world skills that their clients were developing by working at the nursery such as money-handling and using public transportation. One participant mentioned a client that,

“wanted to be [at TFC] and so was prepared to learn those skills”.

Another participant identified the development of work ethic as an important social impact of TFC. She described one client who had gone on to gain employment at a primary school and was constantly exceeding his paid hours in order to complete his job to the best of his ability. A further significant social impact identified by the focus group was that TFC gives participants

“a sense of belonging, or mana”.

The focus group allowed us to draw on participants' understanding and experiences with mentally or socially disabled clients which proved invaluable to conducting our social research (Gibbs, 1997). We learned we needed to simplify the surveys for the workers at the nursery, explain the questions to them and use pictures to aid their understanding of the concepts. This enabled us to build up an empathetic understanding of our research participants; and to re-evaluate and adapt our methodology to be more sensitive and appropriate for the individuals at the TFC nursery (Montell,1999).

5.2 Social impacts experienced by workers at the nursery

We went through a simplified questionnaire with 19 workers at the nursery who were mentally or educationally disadvantaged. Visual aids were used to help participants answer the questions and results were then graphed accordingly. One of the key questions asked was whether or not participants felt their confidence had improved since working at the nursery. Their answers are presented in Figure 1. Significantly 77% of the 19 workers surveyed believed their confidence had increased a lot or at least to some degree (Figure 1).

Do you feel more confident since volunteering at TFC?

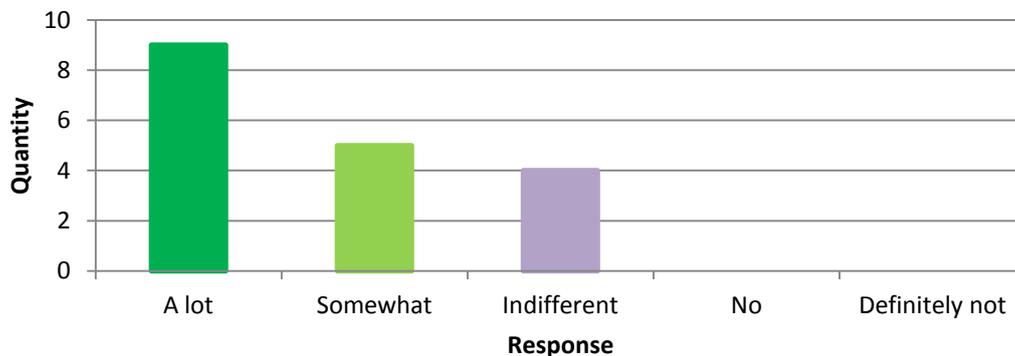


Figure 1: Data presenting the increase or decrease in confidence levels of the individuals working at the Trees for Canterbury nursery.

Increasing confidence represents one of the most important social benefits that TFC provides for workers at the nursery. It is well recognised that increases in confidence can lead to an extensive range of further social benefits and enables individuals to pursue new opportunities and activities (Westphal, 2003). An increase in confidence furthers personal development and can substantially increase an individual's capacity to reach their own goals; whether that is to gain paid employment or improve their communication skills. The increases in confidence of the workers at the nursery that were witnessed in our results could be attributed to the supportive working environment that TFC creates. TFC works to foster empowerment by developing the capabilities of those working at the nursery and providing them with encouragement to complete tasks they enjoy (Westphal, 2003). This was made evident during the surveys when workers gave enthusiastic accounts of their roles at TFC and the tasks that were entrusted to them. Participants of the focus group described the disadvantaged workers at the nursery as having had a "sense of pride and achievement" in their learning which was obvious to us during our interaction with them.

An important social benefit could be creating a sense of belonging and inclusion which is particularly relevant for the workers at TFC who may struggle to feel accepted in wider society. Workers at the nursery were asked if they felt they were part of the team at TFC. A substantial 77% of the sample pool said they definitely felt as though they were part of the team at TFC (Figure 2). From this we ascertained that the TFC organisation is structured to ensure workers feel included and acknowledged. This was backed up by the qualitative data we obtained from the focus group.

Do you feel as though you are a part of the team at TFC?

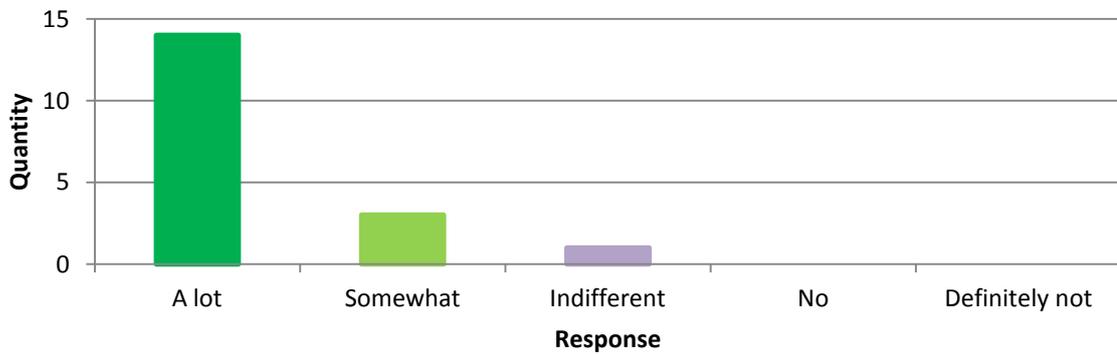


Figure 2: Data presenting to what extent individuals working at the Trees for Canterbury nursery felt they were part of the team.

In addition to this workers at the nursery were asked if they enjoyed coming to TFC. Enjoyment of the working environment is in itself a social benefit for those participating in the organisation. The majority of the 19 individuals surveyed strongly enjoyed their time at TFC (Figure 3). The survey results showed that 95% of workers at the nursery had made friends which would have contributed to their enjoyment of their experiences at TFC. This development of personal relationships is an important social benefit that TFC is generating for disadvantaged workers and was made evident to us during our observation of the comradely interactions between individuals at the nursery.

Do you enjoy coming to TFC?

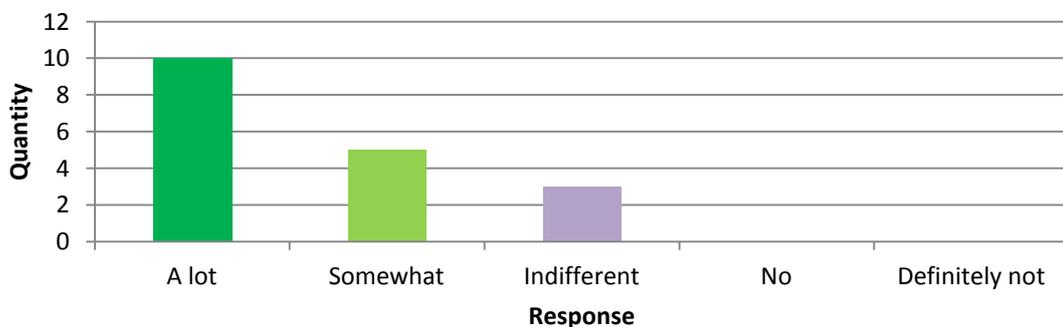


Figure 3: Data presenting the extent to which workers at the Trees for Canterbury nursery enjoyed their experiences there.

Promoting independence is a fundamentally important social benefit that TFC has the opportunity to provide for disadvantaged individuals. We asked the 19 survey participants whether or not they felt they were more able to do things for themselves as a result of their experiences at TFC. Of the individuals surveyed 88% said that they were more able to do things for themselves since coming to TFC (Figure 4). Some of the survey participants elaborated on this question and mentioned things such as “I am better with my time management such as knowing when my morning tea and lunch breaks are” or an individual would mention that since coming to TFC they have learned to make their own cup of tea or coffee. This has the dual benefit of helping disadvantaged individuals learn handy real-world skills while building the self-esteem that comes with being more self-sufficient. This is a valuable social benefit that TFC is able to provide for participants regarding further employment aspirations.

Are you becoming more able to do things for yourself?

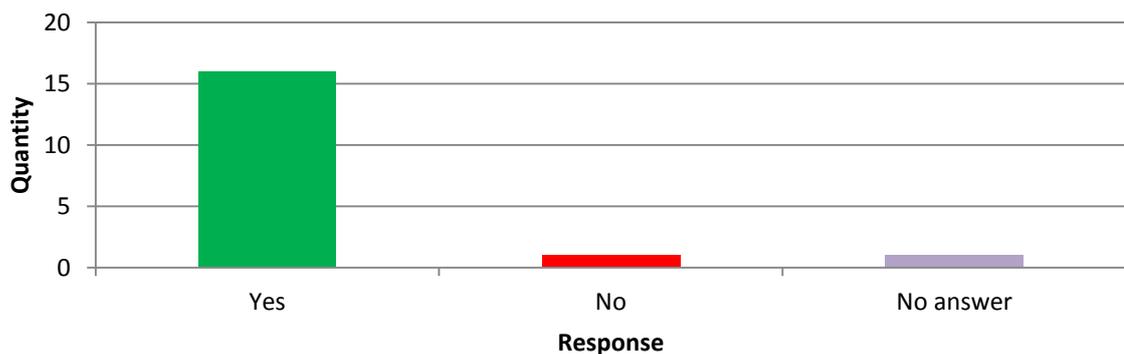


Figure 4: Data presenting whether or not individuals were more able to do things for themselves as a result of their time at the Trees for Canterbury nursery.

A disadvantage to presenting our data quantitatively is that when social phenomena such as ‘enjoyment’, ‘teamwork’ or ‘independence’ are reduced to graphs it is difficult to conceive the intrinsic value of these benefits to the disadvantaged workers at the nursery. For many of them the nature of their disability is such that even small increases in confidence or expansions of their skill sets can have disproportionately large positive effects on their wellbeing; which can better be articulated through qualitative data (Holmes, 2009).

There was a trade-off between the depth of evidence we hoped to gain from the surveys against the ability of disadvantaged participants to comprehend and answer our questions. This resulted in the most simplistic results being generated for those who receive the most significant social benefits from their time at TFC. Many of the participants suffered from communicatory disabilities which

hindered their ability to fully express themselves using language (Mansheim and Cohen, 1982). Adherence to non-verbal methods of communication such as facial expressions and physical gestures is emphasised as extremely important when communicating with individuals who are developmentally disabled (Mansheim and Cohen, 1982). A shortcoming of our research methodology was that we could not account for non-verbally attained social impact data which would have more accurately depicted the participants' attitudes to their experiences at TFC. This is an area in which much valuable communication with mentally or socially handicapped individuals could be lost; therefore further research should endeavour to find a more holistic approach to quantifying disabled individuals' opinions.

In addition to this we feel our results may have somewhat been altered by the nursery workers' eagerness to provide us with answers they thought we were looking for. In their eagerness to please some of them may have misinterpreted our questions and given us answers they thought to be 'correct'; however all participants were frequently reminded that any answers were the right answers. Their willingness to talk to us and participate in our surveys reflected the uniquely positive and supportive atmosphere that TFC creates for mentally and socially disadvantaged individuals. It served as a sober reminder of how far off our wider community is from being truly inclusive and accepting of these brave and inspiring people.

5.3 Social impacts experienced by volunteers at the tree plantings

A separate more complex questionnaire was handed out to volunteers at two separate tree planting days (Appendix 3). A total of 41 questionnaires were filled out. Survey participants were asked what their primary motive was for becoming involved with the TFC organisation. The most popular reason for becoming involved was to contribute to Canterbury's natural environment (Figure 5). This demonstrates the organisation's reputation in the community as an effective mobiliser of ecological restoration. Volunteers were also asked what skills they felt they had acquired during their experiences at TFC. The results for this question are displayed below (Figure 6).

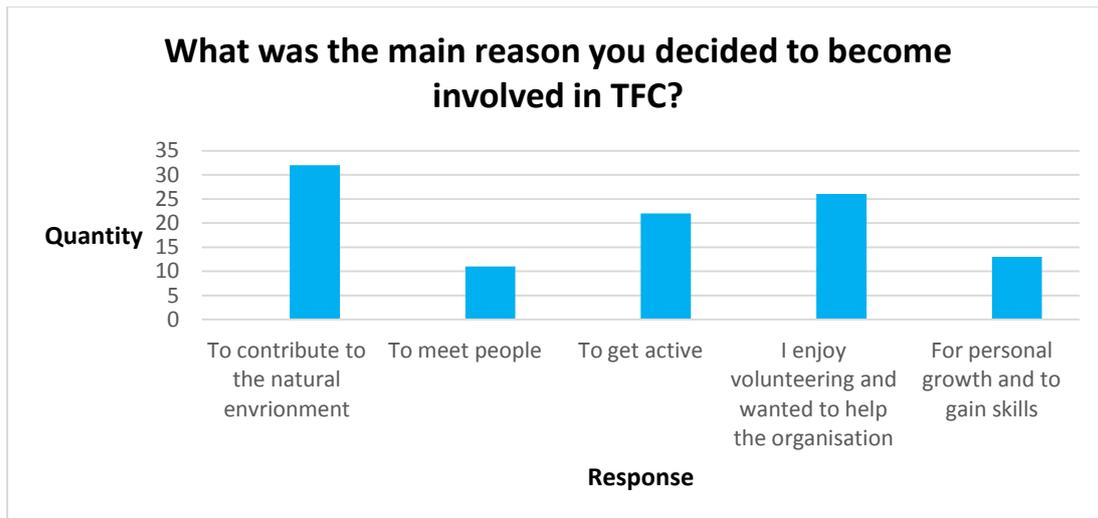


Figure 5: Data representing volunteers' primary motive for getting involved with Trees for Canterbury.

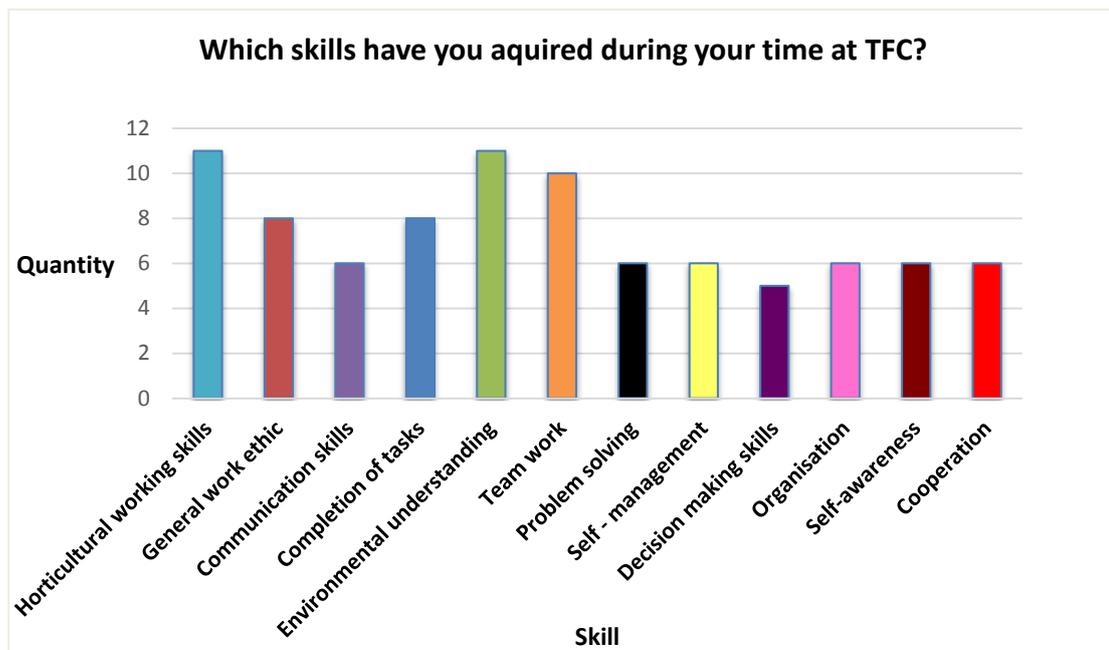


Figure 6: Data presenting the amount of volunteers that have gained certain skills during their time with Trees for Canterbury.

The answers to this question showed the diversity of skills or areas of personal growth that volunteers obtained from their involvement with TFC. The three skills cited most often by volunteers as having been improved during their experiences at TFC were environmental understanding, horticultural working skills and team work (Figure 6). While much of the previous literature emphasises the importance of volunteering because of the 'feel good' factor; our results demonstrate that volunteers are increasingly given opportunities to learn new skills and modes of

self-development which could ultimately lead to benefits such as improved job prospective (McIntosh, 2012). This highlights the potential for TFC to create long term social benefits in the community beyond the simple enjoyment of planting days. Qualities such as environmental understanding and teamwork can impact upon volunteers' employability, relationships, social networks and personal growth (Holmes, 2009; Summit and Sommer, 1997).

Survey participants were then asked to tick a box to show if other areas of their lives had been affected by these improved skills. We analysed how improvement of the three most cited skills by volunteers (environmental understanding, horticultural working skills and teamwork) had impacted other areas of their lives. Improvement of environmental understanding was found to affect personal growth more than any other area of the volunteers' lives (Figure 7).

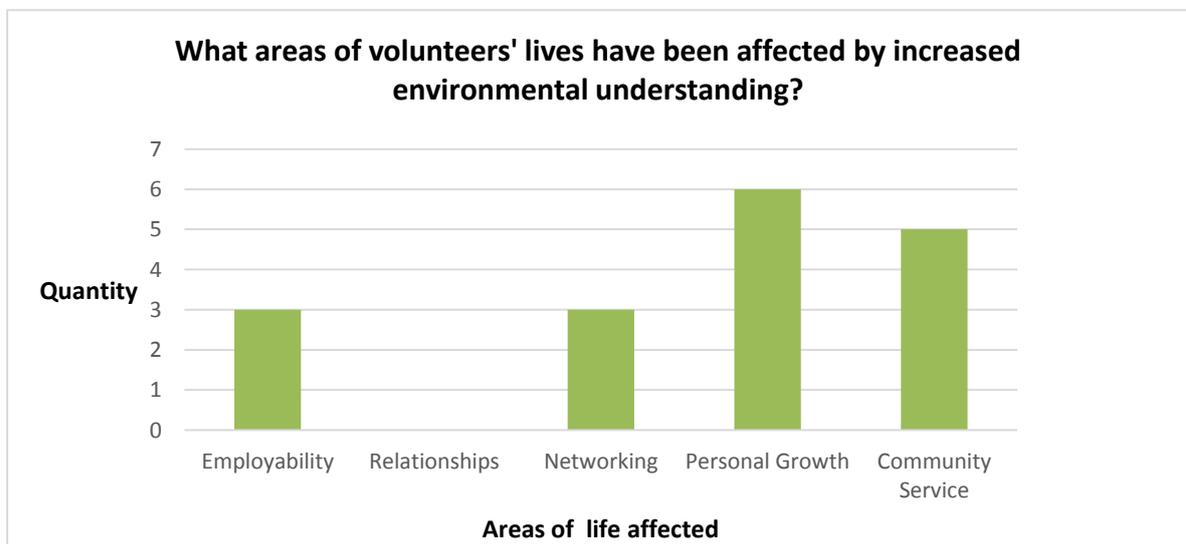


Figure 7: Data showing the areas of volunteers' lives that were affected by improved environmental understanding.

Activities such as volunteering can encourage personal growth which enhances personal understanding and self-development (Johnson and Geal, 2009). Personal growth is strongly associated with confidence; a notable impact that was shown in previous results with the TFC nursery workers.

Our results show that improvement of horticultural skills had impacted volunteers' employability more so than environmental understanding or teamwork (Figure 7, Figure 8, Figure 9). This emphasises the potential for practical skills to be refined during volunteering for TFC; with the additional benefit of volunteers increasing their employability (McIntosh, 2012). The transferable

skills learned from volunteering at TFC can be incorporated into many aspects of the volunteers' lives; as demonstrated below with horticultural skills enhancing the networking ability and community service of participants (Figure 8).

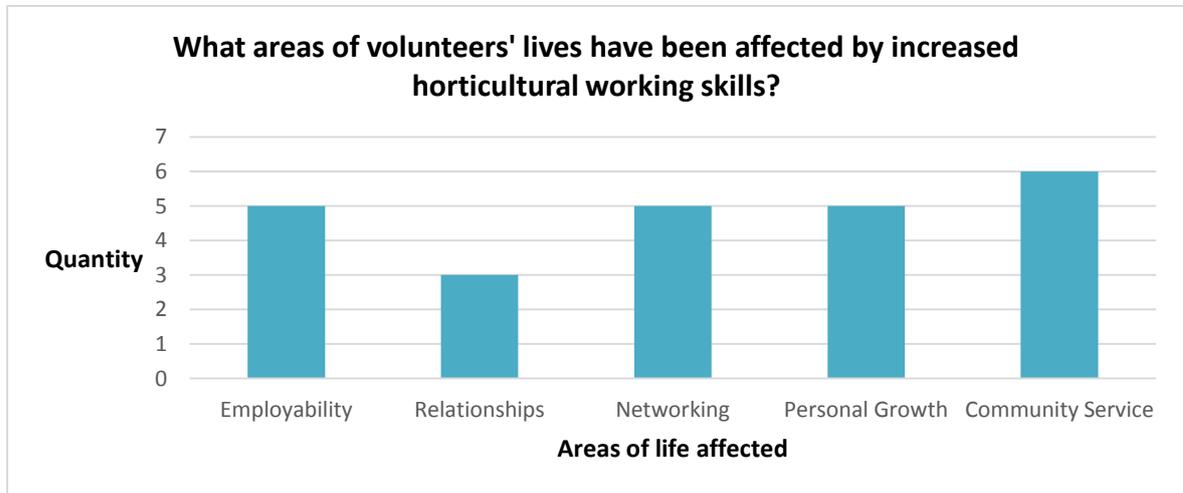


Figure 8: Data showing the areas of volunteers' lives that were affected by improved horticultural working skills.

It is through learning transferable skills such as these that participants could share their learning experiences with family and friends; thereby enabling others to implement tangible environmental solutions (Holmes, 2009). With 78% of the survey participants saying that they had told family and friends about their experiences at TFC there is a high probability that transferable skills and environmental consciousness will be passed on to the wider community. This can benefit communities by allowing leadership growth and encouraging the younger generation to engage in volunteering and community involvement (Webber, 2011). By engaging the public and sharing knowledge during planting days TFC can prompt participants to improve biodiversity by planting native trees in their garden or to start their own restoration projects. The potential for this was highlighted by Summit and Sommer (1997) who found that those who participated in greening projects were more likely to plant their own trees and further engage in environmentally sound behaviours.

Volunteers who completed our survey cited teamwork as one of the skills they developed the most during their involvement with TFC (Figure 6). Surprisingly survey results showed that improved teamwork skills did not contribute to employability as substantially as we would have expected (Figure 9). The majority of survey participants that identified team work as a skill they had improved upon through involvement in TFC noted that it had impacted the most on the community service aspect of their lives (Figure 9).

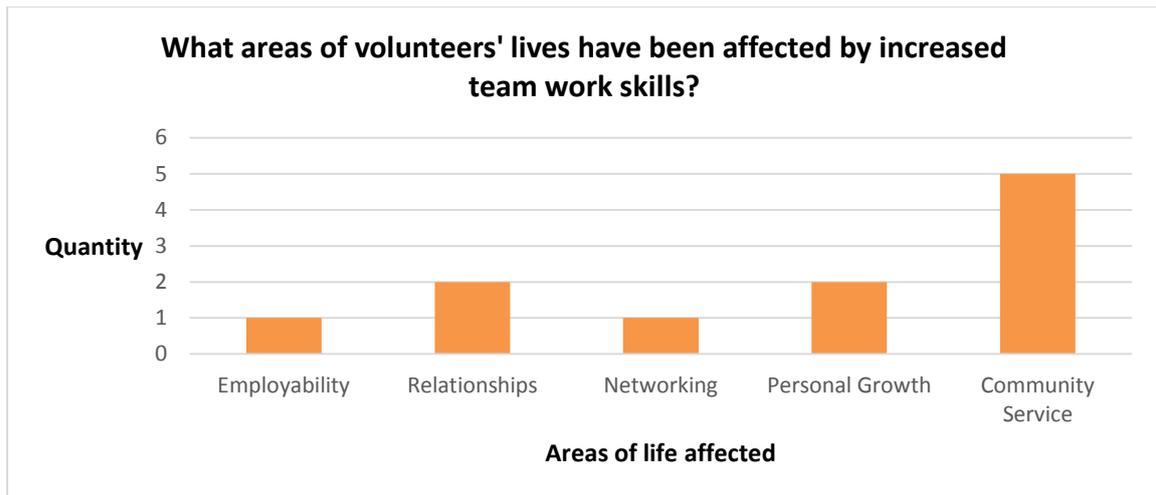


Figure 9: Data showing the areas of volunteers’ lives that were most affected by improved team work skills.

This result is a strong indication that people felt more involved in the community after volunteering for TFC. This is supported by 68% of survey participants stating they wish to volunteer more frequently in the future and 88% of participants stating that they would encourage others in their community to participate. Consequently 73% of survey participants felt more involved with their communities as a result of their experience with TFC (Figure 10). These results demonstrate the organisation’s potential to promote social connectivity and initiate pro-active engagement with ecological issues (Westphal, 2003). Our results provide support for Summit and Sommer’s theory (1997) that active voluntary participation in greening projects can initiate a spread of social awareness and action through a community. TFC attracts a diverse range of people from different backgrounds and creates an avenue for environmental participation that transcends age, ethnicity, education and ability level. Consequently TFC can help initiate positive social change by creating an encouraging and empathetic atmosphere that can have profound effects on those involved. TFC can therefore set a precedent for fostering empowerment and social inclusion in Canterbury.

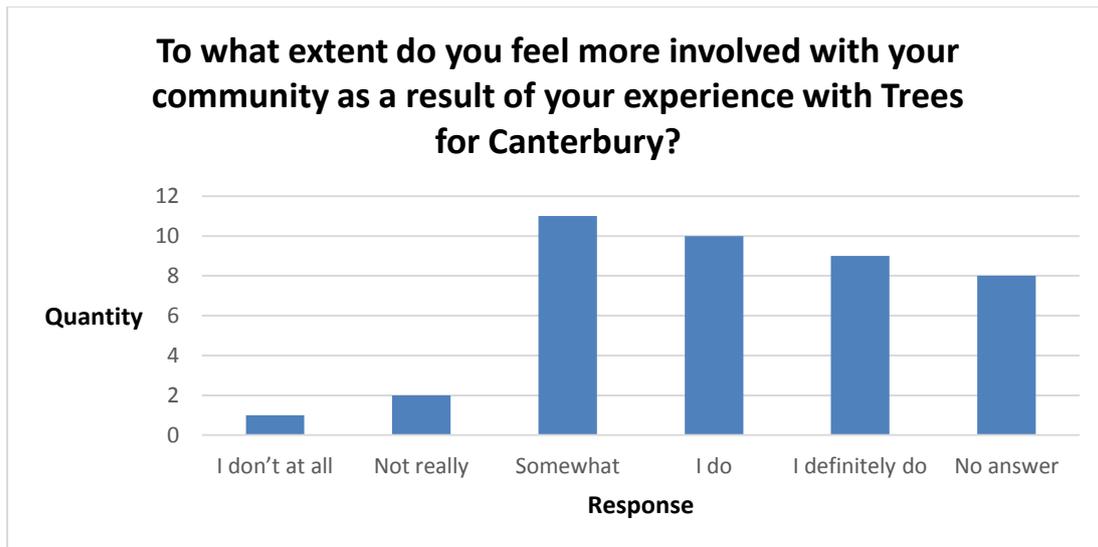


Figure 10: Data showing the extent to which volunteers felt more involved in their communities following their experience with Trees for Canterbury.

A major shortcoming of our results in this section was that many of the questionnaires were not fully completed, leaving gaps in our data and limiting the accuracy of our results. This may have been due to participants feeling that the questions were irrelevant to them or that the survey was too long. Devising a questionnaire to suit a heterogenic group of individuals is a persistent challenge while collecting social data. This could be combatted in the future by instead conducting semi-structured interviews with volunteers to allow them to further develop on concepts relevant to their own experience.

6. Conclusions

Overall our results demonstrated the unique capacity of Trees for Canterbury to generate social benefits for both the disadvantaged individuals working at the nursery and individual volunteers that participated in native tree-planting initiatives. The benefits to those working at the nursery were the most socially significant as these are individuals who are often marginalised in wider society. The evident impacts that TFC had on workers' social and personal development, enjoyment level and sense of pride in their work was humbling. Through our interaction with these disadvantaged individuals and discussion with those who had overseen their involvement we were able to ascertain that TFC created unparalleled social opportunities for those referred to their nursery. Further research in this area should aim to quantify non-verbal means of communication with disabled individuals which would allow for more meaningful appreciation of their opinions. Additionally further research should be done on organisations such as TFC to determine their potential to promote social inclusion and acceptance in the wider community. Our research also demonstrated

the extensive social impacts on those who actively participated in tree-plantings; as we were able to demonstrate that volunteers carried qualities such as environmental consciousness and transferable skills into other aspects of their lives. This reflects TFC's effectiveness at fostering empowerment and initiating a spread of social and environmental consciousness into the wider community. Further research in this area should combine social and environmental data to determine TFC's effectiveness at initiating a cultural shift towards ecologically responsible behaviour.

7. Acknowledgements

We would like to extend our warmest thanks to everyone who participated in our research project. Particular thanks to the friendly employees at the Trees for Canterbury nursery and to our tutor Jasna Turkovic for her guidance and patience. Lastly thanks to Steve Bush and Tim Jenkins, your commitment to the Trees for Canterbury organisation and the values it promotes is a constant source of inspiration to all of us.

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9. Appendices

9.1 Focus group discussion questions

Engagement questions.

- How did you first hear about Trees for Canterbury (TFC)?
- Why did you become involved in TFC? What aspects were appealing to your organisation?
- What has been your overall impression of the TFC organisation? Specifically referring to social impacts.

Impact questions

- Covering all aspects, what are the impacts that TFC has had on those directly involved at TFC from your organisations?
- # Need to mention that these are both positive and negative aspects and try to have the conversation that includes the social and educational aspects. Keep on track with these areas of interest. Unexpected impacts.

Community questions

- How do you think these social impacts affect the wider community?
- How effective do you think the TFC organization is at generating broader scale impacts compared to other organizations in the same caliber? E.g. environmental/ social/ community building.

Recommendation Questions

- How could TFC improve the level of individual and community benefits through their organization?
- How could the organization enhance the level of social impacts experienced by the individuals?
- If you were doing this research is there anything else you would have included? (in order to get the social benefits)

Questionnaire

- Do you have any comments or suggestions regarding our questionnaire?

Things to get:

- Answer parts of the questionnaire.

9.2 Questionnaire for workers at the nursery

TREES FOR CANTERBURY QUESTIONNAIRE

Age: _____

Gender: M / F

work at desk



Do you have job outside of TFC? _____

What do you do at TFC?

How long have you been at TFC?

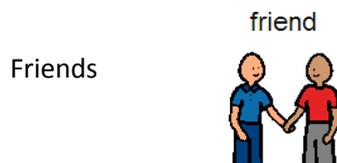
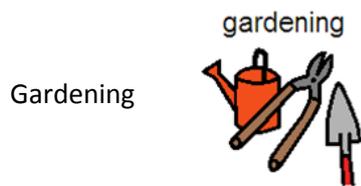
- under 3 months - 3-5 months - over 5 months

- years ____ *please state how many*

How many hours a week are you at TFC?

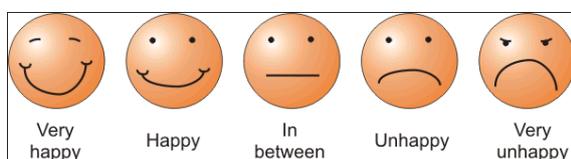
Please circle -under 5 5-10 10-20 20-40 40+

What do you like about TFC?



Is there anything else you like about TFC?

- Do you enjoy coming to TFC?

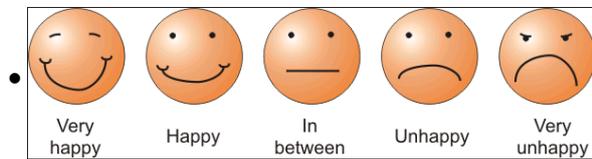


-
- Do you help TFC?

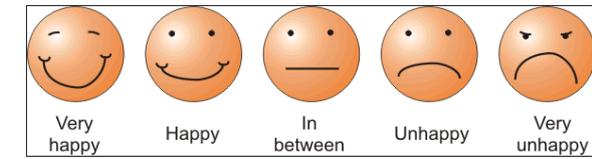
YES / NO

- Have you made friends?

- Are you more happy/brave (confident) because of working at TFC?



- Do you feel like you are part of the team at TFC?



- Do you bus here?

YES / NO

- Would you like to keep coming to TFC?

YES / NO

Why?

- Have you told any of your friends or family about TFC?

YES / NO

- Do you feel safe at TFC?



- Are there some new things that you would like to learn to do?

- Are you becoming more able to do things for yourself?

- How could TFC be better (improvements)?

- Do you have anything else to say?

Please describe your overall experience with volunteering/ contributing to TFC in three words.

-
-
-

9.3 Questionnaire for volunteers at the tree plantings

TREES FOR CANTERBURY QUESTIONNAIRE

Age: _____

Gender: M / F

Occupation: _____

Highest level of education: _____

How did you first hear about Trees for Canterbury (TFC)?

What is your main role while at TFC?

What is the length of your service with TFC?

- under 3 months - 3-5 months - over 5 months

- years ____ *please state how many*

On average how much time (*in hours*) do you spend contributing to TFC per week?

Please circle -under 5 5-10 10-20 20-40 40+

Why did you choose TFC over other voluntary organisations?

What was the main reason you decided to become involved in TFC?

To help improve Canterbury's natural environment and vegetation

No influence 1 2 3 4 5 *Strong influence*

To meet people in your community

No influence 1 2 3 4 5 *Strong influence*

To get outdoors and active

No influence 1 2 3 4 5 *Strong influence*

You enjoy volunteering and wanted to help the organisation

No influence 1 2 3 4 5 Strong influence

To achieve personal growth and life skills

No influence 1 2 3 4 5 Strong influence

Other (please state) _____

No influence 1 2 3 4 5 Strong influence

Skill Table: **Which skills have you acquired during your time at TFC.** Please fill out the table below indicating what skills you have gained and the extent of these skills, then how the skills have affected aspects of your life i.e employability, relationships etc. Feel free to add other skills.

Skill	Rank from 1-5 (1 being lowest)					(Please Tick if Applicable)				
						Employability	Relationships	Networking	Personal Growth	Community Service
Horticultural working skills	1	2	3	4	5					
General Work ethic	1	2	3	4	5					
Communication Skills	1	2	3	4	5					
Completion of tasks	1	2	3	4	5					
Environmental understanding	1	2	3	4	5					
Team work	1	2	3	4	5					
Problem solving	1	2	3	4	5					
Self management	1	2	3	4	5					
Decision making skills	1	2	3	4	5					
Organisation	1	2	3	4	5					
Self-awareness	1	2	3	4	5					
Cooperation	1	2	3	4	5					

- Indicate on the scale below to what extent have the skills you have learnt from participating in TFC given you employment opportunities that you would not otherwise have had encountered?
No opportunities 1 2 3 4 5 Multiple opportunities

What conditions or factors could work to improve these different skill sets for individuals participating at TFC? _____

- Indicate your volunteering/participation experience on the scale below.

Not enjoyable 1 2 3 4 5 Very Enjoyable

- On a scale of 1-5 rate how you feel your contribution has helped TFC to reach its goals

Negatively 1 2 3 4 5 Positively

Have you made lasting connections with people through your involvement in TFC?

YES / NO

Has your involvement in TFC encouraged you to participate in any other organisations?

YES / NO

If yes what type of organizations are they?

- On a scale of 1-5 do you feel as though you have gained more or less confidence from your time spent at TFC?

Less confidence 1 2 3 4 5 More confidence

- To what extent do you feel as though you are a part of the general community as a result of your participation your time at TFC?

Weak 1 2 3 4 5 Strong

- To what extent has volunteering at TFC fostered creating social networks within other areas of your life?

Not at all 1 2 3 4 5 Greatly

Does contributing your time at TFC result in any outside costs?

YES / NO

If yes please fill out questions below

Petrol : Not at all 1 2 3 4 5 Greatly
 Time: Not at all 1 2 3 4 5 Greatly
 Transportation: Not at all 1 2 3 4 5 Greatly
 Other inconvenience (If any) :

Not at all 1 2 3 4 5 Greatly

Do these factors ever deter you from going to TFC?

YES / NO

To what extent are your reasons for staying involved in TFC?

Please indicate on the scales below.

- The friends you've made or people you get to work with
Doesn't apply 1 2 3 4 5 Strongly applies
- Because you're committed to improving Canterbury's natural environment
Doesn't apply 1 2 3 4 5 Strongly applies
- You enjoy helping communities with their 'greening' projects
Doesn't apply 1 2 3 4 5 Strongly applies
- You like to stay active
Doesn't apply 1 2 3 4 5 Strongly applies

- Other (please state)

Doesn't apply 1 2 3 4 5 Strongly applies

How much do you anticipate that you will volunteer over the next 12 months?

LESS / MORE

If less, what factors would encourage you to volunteer more?

If more what reasons have encouraged this?

Have you told any of your friends or family about your experiences at TFC?
YES / NO

Would you encourage others to participate and get involved with TFC?
YES / NO

What suggestions would you make to improve peoples' experiences at TFC?

Please describe your overall experience with volunteering/ contributing to TFC in three words.

-
-
-

Thank you for participating in this questionnaire.