

Challenges and Strategies for the Sustainability and Viability of Non-Profit Multi-Tenant Service Centres: A Literature Review

Dr June Lennie
June Lennie Research and Evaluation
Brisbane

A report prepared for the Queensland Department of Communities

5 April 2007

Contents

Summary.....	3
1. Introduction	7
2. Scope of this review	7
3. Methodology.....	7
4. Approaches to integrated service delivery	8
5. Challenges in developing and implementing shared service centres	9
6. Strategies for overcoming challenges and increasing sustainability and viability ..	13
7. Conclusion	25
References.....	27

Summary

Several different models and approaches to integrated and shared service delivery have been identified. There is considerable overlap between these models. The co-location model has been successfully adopted by a number of initiatives in Queensland and elsewhere in Australia.

Challenges and issues

Developing and implementing shared and integrated service delivery and other forms of collaborative arrangements presents many challenges and issues. The major challenges identified were:

- Concern or uncertainty about co-location of services or entering collaborative relationships
- Fostering staff and community ownership of the initiative
- The significant time and workload involved
- The costs and time required for capacity building
- The high initial costs involved and securing funding
- Developing a shared vision and purpose
- The increased complexity of collaboration, networking and communication systems and management and administrative arrangements
- Managing the change process and overcoming organisational cultural differences
- Conflict management
- Technology issues
- Privacy and confidentiality issues
- Marketing new services.

Steps to sustainability

The Center for Mental Health in Schools at UCLA (2004) provides a useful set of steps to guide thinking about sustainability and systemic change in the context of family-community-school collaborations which are relevant to multi-tenant service centres. They argue that the keys to sustainability are clarifying value and demonstrating feasibility. Sixteen steps to the sustainability of family-community-school collaborations are summarised in this report.

Strategies for sustainability, viability and success

A wide range of strategies for increasing the sustainability, viability and success of shared service centres were identified. They are discussed in this report under three broad categories:

1. Factors and strategies related to government and community support
2. Factors and strategies related to planning and implementation of initiatives
3. Factors and strategies related to the ongoing operation of initiatives.

The following provides an overview or checklist of the key strategies.

1. Factors and strategies related to government and community support

- Clear support from all levels of government expressed through policies and the commitment of adequate resources
- Community and stakeholder ownership and support, built through direct democratic participation in decision making
- Conducting needs assessments
- Using inclusive consultation processes
- History of cooperation or collaboration in the community

2. Factors and strategies related to planning and implementation of initiatives

Membership characteristics and relationship management

- High level leadership and commitment from senior management and boards
- Identification and involvement of passionate champions
- Developing stable and sustainable working relationships – this requires building effective relationships, and relationship management. The following characteristics of members involved in successful and sustainable collaborative initiatives have been identified:
 - Mutual respect, understanding and trust, shared norms and values
 - Willingness to share ideas and make compromises when agency interests conflict
 - Flexible, open to innovation, yet pragmatic
 - Commitment and good will of those directly affected by the initiative and at multiple levels of the organisation
 - Highly motivated

Processes and structures

- Developing an appropriate coordinating structure and capacity, including a core team that steers the process, made up of competent, highly motivated people
- Bringing new partners on board in the initial stages
- Developing efficient, accountable, transparent and appropriate administrative structures and arrangements
- Progressive refinement of governance arrangements and shared power among all stakeholder groups
- Clear definition of roles and responsibility
- Effective facilitation of planning sessions and meetings
- Ongoing flexibility at all levels and flexibility in the design of collaboration arrangements

Purpose and vision

- Understanding the local 'big picture'
- Strong, clear, appropriate and common mission, vision, purpose and values
- Clear objectives, achievable, unambiguous goals
- Jointly agreed outcomes

Approach and culture

- Adopting a holistic, community development approach
- Developing a culture based on service excellence, continuous learning and improvement
- Taking a client-focused approach to service delivery
- Ongoing capacity building and training

Planning and resources

- Dedicating sufficient staff time for planning, skills training, evaluation and other key activities
- Undertaking a full analysis of costs, benefits and financial impact of the initiative
- Developing a clear 'theory of resources' - a clear concept early in the life of the initiative about where its resources for the future are coming from
- Desirable building location and good quality, appropriate accommodation and resourcing

3. Factors and strategies related to the ongoing operation of initiatives

Long-term planning and funding mechanisms

- Developing longer-range strategic plans
- Flexibility in funding mechanisms

Monitoring and evaluation

- Developing a realistic and effective framework for the ongoing, long-term monitoring and evaluation of outcomes, performance and process. Monitoring and evaluation processes needs to be built into initiatives
- Importance is given to evaluating the planning, implementation and collaboration process
- Implementation of a strong accountability framework

Communication, networks and coordination

- Undertaking a dedicated marketing/communication campaign to communicate the initiative and mobilise stakeholder support
- Sufficient investment in and use of information technology for sharing records and information, networking and communication and improving efficiency and productivity
- Ongoing community and stakeholder engagement
- Development of service networks that support coordination in the field with parallel coordination within government and planning bodies
- Maintaining good communication and linkages between the organisations involved
- Operation of feedback loops between workers

Maintaining motivation and building community

- Maintaining motivation for sustaining partnerships
- Building a sense of community among centre tenants

Change management

- Building organisational and stakeholder readiness for change
- Welcoming and orienting new staff and program stakeholders
- Recycling capacity building activities with new staff and leaders

Dispute management

- Adopting a range of dispute management strategies

Privacy

- Obtaining consent from clients
- Building trusted online services
- Empowering clients to share information.

1. Introduction

The following literature review builds on previous work on critical success factors and approaches to shared services in the community services sector by the Centre for Philanthropy and Nonprofit Studies at Queensland University of Technology (QUT) (see Centre for Philanthropy and Nonprofit Studies, 2004; Walsh *et al.*, 2006a and 2006b). However, while these publications focused mainly on the business and private sector, the review presented in this report draws on recent Australian and American publications on integrated services and collaborative initiatives involving the not for profit sector. It also includes learnings from relevant Queensland initiatives.

The deliverables for this literature review, requested by the Department of Communities, were:

1. A search and review of relevant publications and literature on the theory and practice of establishing and operating a multi-tenant service centre in Queensland, elsewhere in Australia and internationally.
2. Identification of key strategies that enabled the centres to become viable and sustainable into the future and maintain client satisfaction with the services provided.
3. Identification of the challenges faced in developing and implementing a multi-tenancy arrangement and how these were overcome.
4. A report furnished to the Department of Communities.

2. Scope of this review

The literature search was confined to the last 10 years, with an emphasis on the most recent publications and reports. While an attempt was made to search as widely as possible, it was necessary to limit the number of databases and websites that were searched. The search process suggested that little literature specifically on multi-tenant service centres in the non-profit community sector has been published, and that most of the work in this field has been undertaken in the United States of America. However, several relevant and useful reports and other publications on integrated human service delivery and not-for-profit and community services sector collaborations were identified and drawn on in this review.

3. Methodology

The literature search and review process involved:

- Searching internet search engines such as Google Scholar, the contents pages of relevant journals such as *Voluntas* and *Third Sector Review*, websites of relevant organisations such as the Queensland Council of Social Service (QCOSS) and the Nonprofit Centres Network (www.nonprofitcenters.org), the QUT library catalogue, and a humanities and human services publications database. Useful reports and other information on relevant initiatives were also obtained through contacts in the Queensland government and a regional community.

This process resulted in the following:

- Compiling a list of over 30 relevant publications, most of which were used in the literature review.
- Compiling information on some highly relevant Queensland initiatives.
- Preparing summaries of nine key publications about challenges and strategies for successful integrated service delivery, multi-tenant service centres and collaborations between community sector organisations.
- Critically reviewing and then synthesising the most relevant literature to identify the key challenges and factors and strategies that contribute to the sustainability, viability and success of integrated service centres and collaborative community-based initiatives.
- Preparing a draft report on the literature review, forwarding this to Department of Communities staff for comment, then making revisions based on this feedback.

4. Approaches to integrated service delivery

Several different models and approaches to integrated and shared service delivery have been identified.

Walsh *et al.* (2006a) identified five approaches or models to shared services arrangements in the non-profit sector. They include:

- (1) the classical business model of shared services,
- (2) the establishment of dedicated shared services centres,
- (3) a peak body support model,
- (4) a co-location model, and
- (5) an amalgamation or merger model.

The co-location model has already been adopted by a number of organisations in Queensland and other parts of Australia (see Walsh *et al.*, 2006a, p.17). Successful Queensland examples of this model include the Child Care and Family Support Hubs established by the Department of Families and the numerous Neighbourhood Centres in rural and regional areas which operate on community development principles.

In a major report prepared for the New South Wales Cabinet Office and Premiers Department, Fine *et al.* (2005) identified ten different integrated human service delivery models:

1. service hubs
2. multi-purpose services
3. school linked services and full-service schools
4. one-stop shops for information and referral
5. innovative case management approaches
6. social partnerships approach
7. formal service networks
8. community level integration
9. interagency collaboration approaches
10. merging of government departments.

Their report describes several examples of initiatives in New South Wales, other parts of Australia and overseas that fit these models. Considerable overlap between the different models was found. Fine *et al.* concluded that:

It is unlikely that any of the approaches outlined can provide all the answers and options for the State government. The most advisable approach would be not to attempt to copy all the details of any of the particular models outlined, but to draw elements from a number of different approaches to develop solutions which are tailor made to the actual problems and difficulties being tackled (p.41).

5. Challenges in developing and implementing shared service centres

The literature indicates that developing and implementing multi-tenant service centres, integrated service delivery and other forms of collaborative arrangements presents many challenges and issues. The major challenges identified were:

1. Concern or uncertainty about co-location of services or entering collaborative relationships
2. Fostering staff and community ownership of the initiative
3. The significant time and workload involved
4. The costs and time required for capacity building
5. The high initial costs involved and securing funding
6. Developing a shared vision and purpose
7. The increased complexity of collaboration, linkage systems and management and administrative arrangements
8. Managing the change process and overcoming organisational cultural differences
9. Conflict management
10. Technology issues
11. Privacy and confidentiality issues
12. Marketing new services

Each of these challenges is discussed below.

5.1 Concern or uncertainty about the co-location of services or entering collaborative relationships

Citing Gray (1989), Fine *et al.*, (2005, p.41) state that 'there is a risk involved with entering collaborative relationships because the process is unfamiliar and outcomes uncertain and threatening to autonomy and accountability of the participating organisations'.

Hopkin's study of the establishment of a lifelong learning hub in Melbourne highlights the major problems that can arise in this process. She suggests that it is important to recognise 'the conditions on the ground in which there is something of a siege mentality and victim mentality of non-government organisations ("the government is the enemy")' (Hopkin, 2006, p.9). Some local agencies expressed scepticism about the hub concept, while concern about co-locating services in one building was seen as indicating 'the small local organisations' fierce commitment to independence'. There was also a 'possibly justified fear of services closing and service providers losing their jobs' (Hopkin, 2006, p.7).

5.2 Fostering staff and community ownership of the initiative

A key issue related to the previous challenge is fostering ownership of the initiative by staff and the community and developing community support and involvement (Center for Mental Health in Schools at UCLA, 2004; Henderson, 2004; Hopkin, 2006; New South Wales Department of Community Services, 2005).

5.3 Significant time and workload involved

Brotsky (2006) suggests that establishing a multi-tenant facility always takes more time and cost than expected. The process involved in establishing such facilities clearly requires additional time and workload for staff and others involved in planning and related activities. For example, a study of the Regional Outreach Support Program trial, a Queensland Department of Families co-location model for a specialist support service for families experiencing domestic violence and child safety issues, found that sub-committee members had 'issues with availability and workload'. They also considered that the extra time required in the planning process was 'not sustainable in the long term' (Earles *et al.* (2005, p.130).

As a result of integration, staff may also experience 'greater pressure' and front line staff 'may find their work more fragmented as a result of a need to attend more meetings, fill in more paperwork and referral documentation, undergo special training, and so forth' (Fine *et al.*, 2005, p.6, citing Leutz, 1999).

A further issue related to participation in planning family-community-school collaborations is 'the fact that meetings usually are set during the work day and community agency and school participants salary usually is in effect during attendance, while family members are expected to volunteer their time' (Center for Mental Health in Schools at UCLA, 2004, p.22)

5.4 Costs and time required for capacity building

Several publications and reports highlight the costs and time required for capacity building and special staff training programs (Center for Mental Health in Schools at UCLA, 2004; Fine *et al.*, 2005; Henderson, 2004; Hopkin, 2006; New South Wales Department of Community Services, 2005). An example of an institutional barrier to collaboration provided by the Center for Mental Health in Schools at UCLA (2004) is 'policies for collaboration that do not provide adequate resources and time for leadership and stakeholder training and for overcoming barriers to collaboration' (p.22). In his overview of the Tasmanian Communities Online project, Norris (2005) states that:

With an average of five volunteers serving on each Centre committee, a major challenge for the network in maintaining service quality is building their knowledge and understanding of modern governance practices and management skills in an environment where individuals are increasingly faced with competing priorities (p.5).

5.5 High initial costs involved and the importance of securing sufficient funding

The initial costs (both financial and human) involved in establishing integrated or shared service centres are high. Citing one of Leutz (1999) 'five laws of integration', Fine *et al.* (2005, p.6) point out that 'integration costs before it pays'. They also explain that improvements to the integration of services have a cost which can be measured as the 'transaction costs' involved – 'the administrative and organisational costs involved in buying or maintaining different kinds of help' (Fine *et al.*, 2005, p.3). A critical analysis of Integrated Service Delivery projects in Canada identified 'obtaining sufficient funding' as one of the top three challenges to integrated service delivery (Integrated Service Delivery Sub-Committee, 2003, p.iii). Brotsky (2006) also highlights the need to secure initial funding from various sources to establish multi-tenant non-profit centres.

5.6 Developing a shared vision and purpose

There are challenges involved in reaching agreement on the collective vision and purpose of multi-tenant or shared service facilities. As Fine *et al.* (2005, p.40) point out, 'having even three goals to be achieved through collaboration is extremely difficult, time consuming, and fraught with many obstacles'. A key challenge for integrated service delivery, identified by the New South Wales Department of Community Services (2005, p.4), was balancing the 'different needs, priorities and obligations of individual agencies ... against the needs of the collective vision'.

5.7 Increased complexity of collaboration, linkage systems and management and administrative arrangements

Several publications highlight the fact that implementing integrated or collaborative forms of service delivery increases the complexity of relationships, linkage systems (collaboration networks), and the management and administrative arrangements that need to be put into place (Center for Mental Health in Schools at UCLA, 2004; Earles *et al.*, 2005; Fine *et al.*, 2005; Integrated Service Delivery Sub-Committee, 2003; New South Wales Department of Community Services, 2005); Walsh *et al.*, 2006b). Fine *et al.* (2005, p.41) state that 'As the number of organisations involved increases, the greater the complexity of the linkage system and the amount of time that needs to be invested in maintaining these linkages'. Similarly, a critical analysis of integrated service delivery projects in Canada identified establishing partnerships as a major challenge as 'they can quickly become complex' (Integrated Service Delivery Sub-Committee, 2003, p.iii).

5.8 Managing the change process and overcoming organisational cultural differences

Overcoming differences in organisational culture, processes and basic goals are seen as key challenges to integrated service delivery and collaborative initiatives (Domestic Violence Prevention Unit, 1997; Earles *et al.*, 2005; Hopkin, 2006; Integrated Service Delivery Sub-Committee, 2003; New South Wales Department of Community Services, 2005; Walsh *et al.*, 2006b). As one of the participants in the Regional Outreach Support Program trial noted: '*organisational change is notoriously difficult to implement successfully*' (Earles *et al.*, 2005, p.131, author's italics). Hopkin's (2006) study of a lifelong learning hub found that organisations were 'concerned about the effects of

change to the status quo' (p.6). The Canadian Integrated Service Delivery study identified 'overcoming differences in organisational culture' related to integrating previously separated agencies as one of the most significant challenges (Integrated Service Delivery Sub-Committee, 2003, p.ii). Another slightly less significant challenge was 'resistance to change and change fatigue'.

5.9 Conflict and dispute management

Several publications highlight the challenges involved in preventing, managing and resolving disputes (Fine *et al.*, 2005; Hopkin, 2006; New South Wales Department of Community Services, 2005). Fine *et al.* (2005, p.6) state that 'Conflict is particularly likely to be evident in any arrangement involving proposals for budget-holding and/or transfer of authority'.

5.10 Technology issues

The Canadian Integrated Service Delivery study identified 'the pace of technical evolution' as one of the integrated service delivery challenges (Integrated Service Delivery Sub-Committee, 2003, p.8). In addition, integrating computer and web applications that were designed for different purposes can be costly, while training staff on new systems is 'necessary but time consuming' (p.9).

5.11 Privacy and confidentiality issues

The Integrated Service Delivery study also identified authentication, privacy and confidentiality issues which were a concern to citizens conducting transactions with the government over the internet (Integrated Service Delivery Sub-Committee, 2003, p.8). The need to comply with privacy laws was also noted by the New South Wales Department of Community Services (2005). A major publication by the Center for Mental Health in Schools at UCLA (2004) states that 'Confidentiality is a major concern in collaboratives involving various community agencies and schools. It is both an ethical and a legal concern' (p.64). They point out that the need to protect privacy while, at the same time, professionals are required to report 'endangering and illegal acts' poses a dilemma:

On the one hand, care must be taken to avoid undermining privacy (e.g., confidentiality and privileged communication); on the other hand, appropriate information should be available to enable schools and agencies and other collaborative members to work together effectively. It is tempting to resolve the dilemma by reasserting that all information should be confidential and privileged. Such a position, however, ignores the fact that failure to share germane information can seriously hamper efforts to help. For this reason, concerns about privacy must be balanced with a focus on how to facilitate appropriate sharing of information (p.64).

5.12 Marketing new services

The Canadian Integrated Service Delivery study identified 'marketing (and) letting customers know about your integrated service delivery services' as one of the challenges (Integrated Service Delivery Sub-Committee, 2003, p.11). They comment

that 'Unfortunately, finding the funding for marketing or branding initiatives prohibits many jurisdictions from promoting their new integrated service delivery initiatives' (p.11).

6. Strategies for overcoming challenges and increasing sustainability and viability

Research by the Nonprofit Centers Network in the USA indicates that Multi-Tenant Non-Profit Centers 'face potential challenges in creating and sustaining facilities that are financially feasible, well managed, and successful in supporting organisational and community needs' (Girvan, 2004, p.v). This suggests that effective frameworks and strategies for achieving sustainability and viability are required.

6.1 Steps to the sustainability of family-community-school collaborations

The Center for Mental Health in Schools at UCLA (2004) provides a useful set of steps to guide thinking about sustainability and systemic change in the context of family-community-school collaborations which also seem relevant to multi-tenant service centres. They begin by providing a dictionary definition of 'to sustain' as 'to keep in existence, to maintain, to nurture, to keep from failing, to endure' (p.67). However, they suggest that another way to view sustainability is in terms of 'institutionalising system changes'. Quoting Robert Kramer, they explain that:

Institutionalisation is the active process of establishing your initiative – not merely continuing your program, but developing relationships, practices, and procedures that become a lasting part of the community.

They go on to say that: 'Few will argue with the notion that something of value should be sustained if it is feasible to do so. Thus, the keys to sustainability are clarifying value and demonstrating feasibility' (p.67). Sixteen steps to the sustainability of family-community-school collaborations are listed, organised into four stages:

Stage 1: Preparing the argument for sustaining valued functions. The first four steps involve:

- Developing an understanding of the local 'big picture' for addressing problems and promoting development (e.g., become clear about the school and community vision, mission statements, current policy, major agenda priorities, etc.)
- Developing an understanding of the *current status* of the local big picture agenda (e.g., priorities, progress toward goals)
- Clarifying the functions and accomplishments the project initiative has contributed to the big picture agenda and where the functions fit in terms of current policy and program priorities
- Clarifying what functions will be lost if the school(s) and community do not determine ways to sustain them.

Stage 2: Mobilising interest, consensus, and support among key stakeholders. This involves:

- Identifying champions and clarifying the mechanisms for bringing supporters together to work on sustainability
- Clarifying cost-effective strategies for sustaining functions
- Planning and implementing a "social marketing" strategy to mobilise a critical mass of stakeholder support

- Planning and implementing strategies to obtain the support of key policy makers.

Stage 3: Clarifying feasibility. At the completion of this stage the following should have been clarified: (a) what valued functions could be lost, (b) why they should be saved, and (c) who can help champion a campaign for saving them. Strong motivational readiness for the necessary systemic changes should have also been established.

Stage 4: Proceeding with specific systemic changes. Steps to save threatened functions involve:

- Assessing readiness to proceed with specific systemic changes
- Establishing an infrastructure and action plan for carrying out the changes
- Anticipating barriers and how to handle them
- Negotiating initial agreements
- Maintaining high levels of commitment to accomplishing necessary systemic changes (pp.68-69).

6.2. Strategies for sustainability, viability and success

A wide range of strategies for increasing the sustainability, viability and success of shared service centres were identified and then synthesised. While there are overlaps between these strategies, they can be divided into three broad categories:

1. Factors and strategies related to government and community support
2. Factors and strategies related to planning and implementation of initiatives
3. Factors and strategies related to the ongoing operation of initiatives.

Each of these factors and strategies are now outlined further.

6.2.1. Factors and strategies related to government and community support

Government support and commitment

Support from all levels of government expressed through 'policy, procedures and commitment of resources at all levels' is important to the sustainability of integrated service delivery initiatives (Fine *et al.*, 2005, p.37). Henderson (2004) states that 'clear, consistent and visible Government commitment to new governmental working arrangements is vital to sustainability' (p.10).

Community and stakeholder ownership and participation in decision making

There is a need to foster ownership and support of the initiative by both staff and the community (New South Wales Department of Community Services, 2005; Henderson, 2004). This requires actively engaging local stakeholders and the community in decision making, needs assessment and other activities (Center for Mental Health in Schools at UCLA, 2004; Fine *et al.*, 2005; Hopkin, 2006). Involving service providers, consumers and others is a widespread practice in successful initiatives. Fine *et al.* (2005, p.42) suggest that this is because 'the ultimate success of any venture of this kind depends very much on the commitment and good will of those directly affected'.

Hopkin (2006, p.9) suggests that 'much more preparatory work needs to be done in order to allow agencies to work together in a collaborative way'. She advises that direct

democratic participation of all citizens and stakeholders in decision making is needed, as well as 'clear and open communication between all levels of government' (Hopkin, 2006, p.9).

Conducting needs assessments

Conducting needs assessments and tailoring centres to meet the needs of the community were highlighted as effective strategies in the evaluations of the New South Wales Schools as Community Centres Program (Fine *et al.*, 2005) and the Child Care and Family Support Hub Strategy (Department of Families, 2003).

Inclusive consultation processes

Fine *et al.* (2005, p.38) emphasise the value of community consultation prior to the decision to locate a community service centre in an area. This is important to building trust. Such processes need to be 'sufficiently inclusive to be successful, without being unwieldy, chaotic, open-ended or too expensive' (p.42). Recommended processes include conferences, seminars, working parties and committees.

History of cooperation or collaboration

One of the factors that contribute to successful collaboration, identified in a 1992 review by Mattessich (in Domestic Violence Prevention Unit, 1997, p.7) is a 'history of cooperation or collaboration in the community'.

6.2.2. Factors and strategies related to the planning and implementation of initiatives

6.2.2.1. Membership characteristics and relationship management

Leadership and commitment from senior management and boards

Support, leadership and commitment from management, senior staff and boards are seen as 'crucial to governing integrated service delivery' (New South Wales Department of Community Services, 2005, p.8). The Collaboration Learning Project, which aimed to learn more about the benefits and obstacles of non-profit partnerships, found that 'partnerships that realised the most success had commitment at both the executive and staff levels' (Wasseman, 2005, p.6). Buy-in from senior bureaucrats who will actively promote the initiative within their own organisation is also required (Integrated Service Delivery Sub-Committee, 2003; Henderson, 2004).

Passionate champions

Successful and sustainable initiatives require champions who are passionate about the project and willing to promote its benefits to others (Brotsky, 2006; Integrated Service Delivery Sub-Committee, 2003). Both internal and external champions need to be identified and involved in the planning process (Center for Mental Health in Schools at UCLA, 2004).

Stable and sustainable working relationships

Developing stable and sustainable working relationships requires building and sustaining trust with the community and between collaborating agencies, building effective relationships, and relationship management. The Integrated Service Delivery Sub-Committee (2003) identified relationship management as the key to building strong partnerships. Fine *et al.* (2005, p.40) state that developing trust between collaborating agencies is fundamental to successful integration initiatives and needs to occur before initiatives are implemented.

The following characteristics of members and stakeholders involved in successful and sustainable collaborative initiatives have been identified:

- Mutual respect, understanding and trust, shared norms and values
- Willingness to share ideas and make compromises when agency interests conflict
- Flexible, open to innovation, yet pragmatic
- Commitment and good will of those directly affected by the initiative and at multiple levels of the organisation
- Highly motivated and able to proceed with the collaboration (Center for Mental Health in Schools at UCLA, 2004; Domestic Violence Prevention Unit, 1997; Earles *et al.*, 2005; Fine *et al.*, 2005; Henderson, 2004; Integrated Service Delivery Sub-Committee, 2003; New South Wales Department of Community Services, 2005).

6.2.2.2. Processes and structures

Appropriate coordinating structure and capacity

An appropriate coordinating structure and capacity and a core team that steers the process, made up of competent, highly motivated people is required (Center for Mental Health in Schools at UCLA, 2004; Henderson, 2004). The Center for Mental Health in Schools at UCLA (2004, p.15) states that 'The complexity of collaboration requires providing continuous, personalised guidance and support to enhance knowledge and skills, counter anxiety, frustration and other stressors'.

Bringing on board new partners in initial stages

Fine *et al.* (2005, p.38), citing Payzant (1994) suggests bringing on board new partners to ensure long term viability in the initial stages of the planning and development of initiatives.

Effective and accountable administrative structures and arrangements

To reduce the complexity of collaborative arrangements, the New South Wales Department of Community Services (2005) suggests using formal contracts, memorandums of agreement and other mechanisms that clearly define responsibility and governance and service delivery processes and ensure accountability. They also suggest using statements of principles to collaborate. Fine *et al.* (2005, p.41) state that:

The importance of developing administrative arrangements to support the integrative initiatives between services at the local level cannot be

overestimated. Administrative arrangements effectively make or break the integrated approach.

Walsh *et al.* (2006b, p.9) also suggest that organisations need to ‘balance redesigning business processes while also reshaping roles and technology to support the redesign’ process.

Progressive refinement of governance arrangements and shared power

Governance arrangements should be ‘progressively refined’ since the integration of services is an iterative process. The model should provide ‘a clear understanding of the relationship between shared and individual accountabilities’ (New South Wales Department of Community Services, 2005, p.9).

The Center for Mental Health in Schools at UCLA (2004, p.9) also suggest that ‘the governance of the collaborative must be designed to equalise power so that decision making appropriately reflects all stakeholder groups and so that all are equally accountable’.

Clearly defining roles and responsibility

Clarifying roles and responsibilities is critical (Integrated Service Delivery Sub-Committee, 2003). Participants in the Regional Outreach Support Program pilot commented that clearly delegating responsibilities was required to avoid ‘a high level of “checking” between the agencies around who can do what’ (Earles *et al.* (2005, p.130). Staff also need ‘*a shared understanding of the model*’ for staff to ‘*feel an increased sense of support*’ (Earles *et al.* (2005, p.131, author’s italics).

Effective facilitation of planning sessions and meetings

The need for effective facilitation of planning sessions and meetings was highlighted in the evaluation of New South Wales Schools as Community Centres Program (Fine *et al.*, 2005). Effective family-community-school collaborations are seen as requiring ‘thoughtful, skillful, and focused facilitation’ of working sessions and meetings (Center for Mental Health in Schools at UCLA, 2004, p.6).

Ongoing flexibility of design

Ongoing flexibility at all levels is required as well as flexibility in the design of collaboration arrangements (Center for Mental Health in Schools at UCLA, 2004; Department of Families, 2003; Domestic Violence Prevention Unit, 1997; Earles *et al.*, 2005; Fine *et al.*, 2005; Henderson, 2004; Integrated Service Delivery Sub-Committee, 2003; New South Wales Department of Community Services, 2005; Walsh, 2006b; Wasserman, 2005). The New South Wales Department of Community Services (2005, p.5) suggests that flexibility of design is needed ‘so that partners can adjust to changing circumstances’. Research into integrated child and family services confirms ‘the need for continuing flexibility to respond to emerging community needs’ (Department of Families, 2003, p.13).

6.2.2.3. Purpose and vision

Clear purpose, vision and objectives

As well as understanding the local 'big picture', initiatives need to develop a strong, clear, appropriate and common mission, vision, purpose and values with clear objectives, achievable, unambiguous goals and jointly agreed outcomes (Center for Mental Health in Schools at UCLA, 2004; Domestic Violence Prevention Unit, 1997; Fine *et al.*, 2005; Henderson, 2004; New South Wales Department of Community Services, 2005; Third Sector New England, 2002; Wasserman, 2005). The vision developed should be 'clear, concise and compelling' (Brotsky, 2006).

The Collaboration Learning Project found that 'groups that experienced the greatest success documented the explicit objectives they wanted to achieve and revisited them at each meeting to ensure progress' (Wasserman, 2005, p.5).

Jointly agreed outcomes

The New South Wales Department of Community Services (2005, p.5) suggests that 'a focus on jointly agreed upon outcomes and ways to measure progress towards those outcomes' is important to the design of a successful collaboration.

6.2.2.4. Approach and culture

Holistic, community development approach

A holistic approach to establishing and managing initiatives, based on community development principles, can be particularly effective, as some of the examples provided by Fine *et al.* (2005) indicate. The George Street Neighbourhood Centre in Mackay provides an excellent example of the effectiveness of adopting a community development approach (see QCOSS, 2007), as does the ongoing success of Ross House in Melbourne. The 2004-2005 annual report for Ross House states that:

Ross House is committed to conducting itself in the way of the solution; community development, sustainability, and empowerment are woven into as many interactions and facets of the organisation as possible. (Ross House Association, 2005, p.1).

Culture based on continuous learning and improvement

Sustainability and success also requires the development of a culture based on service excellence, continuous learning and improvement and client outcomes (Center for Mental Health in Schools at UCLA, 2004; Henderson, 2004; New South Wales Department of Community Services, 2005; Walsh *et al.*, 2006b; Wasserman, 2005).

Client-focused approach to service delivery

To effectively guide the collaboration process, the New South Wales Department of Community Services (2005) advise adopting a client-focused approach to service delivery. They state that integrated service delivery 'must recognise improvement in the

client service delivery as a basic driver to collaboration. Clients should be consulted early and often in the process to fully understand their needs and priorities' (p.8). They further suggest that 'Parties must have a willingness to be pragmatic, focus on what is possible and take action to find solutions' (p.8).

Capacity building and training

Capacity building and training of volunteers, staff and leaders is also important in both the implementation and ongoing establishment and operation phases. The Center for Mental Health in Schools at UCLA (2004, p.12) suggests that adequate funds are required for capacity building to accomplish desired system changes and enhance intervention quality over time. They state that:

Evidence of appropriate policy support is seen in the adequacy of funding for *capacity building* to (a) accomplish desired system changes and (b) ensure the collaborative operates effectively over time. Accomplishing systemic changes requires establishment of temporary facilitative mechanisms and providing incentives, supports, and training to enhance commitment to and capacity for essential changes. Ensuring effective collaboration requires institutionalized mechanisms, long-term capacity building, and ongoing support.

6.2.2.5. Planning and resources

Sufficient time for planning and training

Many publications emphasise the need to dedicate sufficient staff time and resources for careful planning, skills training and other activities related to developing and managing partnerships and inter-agency collaboration (Brotsky, 2006; Center for Mental Health in Schools at UCLA, 2004; Domestic Violence Prevention Unit, 1997; Earles *et al.* 2005; Fine *et al.* 2005; Henderson, 2004; New South Wales Department of Community Services, 2005). Fine *et al.* (2005, p.38) highlight 'the importance of allowing sufficient time for planning and training to develop skills necessary for participating agencies to engage in joint activities'. They further highlight that 'time is also important to allow for some reflection and to conduct ongoing evaluation of the process and to inform future policy directions' (p.38).

Full analysis of costs, benefits and financial impact

The New South Wales Department of Community Services (2005, p.9) advises undertaking a full analysis of 'costs and benefits, tangible and intangible, real and imputed, capital and recurrent'. Fine *et al.* (2005, p.3) suggest that direct transaction costs can be reduced by providing help needed from within an organisation. However, this depends on the level of complexity of client needs. Brotsky (2006) suggests actively engaging the service centre's management board in planning and fundraising and undertaking a full assessment of the financial impact of setting up a multi-tenant centre.

A clear 'theory of resources'

Gardner and Alfaro (2002) suggest that a clear 'theory of resources' is needed. This is 'a clear concept early on in the life of the program about where its resources for the future are coming from' (p.8).

Desirable location and appropriate accommodation and resourcing

A desirable building location and good quality and appropriate accommodation and resourcing of centres is required (Fine *et al.*, 2005; Third Sector New England, 2002). This was highlighted in the evaluation of New South Wales Schools as Community Centres Program (see Fine *et al.*, 2005).

6.2.3. Factors and strategies related to the ongoing operation of initiatives

6.2.3.1. Long-term planning and funding mechanisms

Developing longer-range strategic plans

Longer-range strategic plans are required which aim to maintain 'momentum, process, quality improvement, and creative renewal' (Center for Mental Health in Schools at UCLA, 2004, p.69)

Flexibility in funding mechanisms

Several publications highlight the need for flexibility in funding mechanisms (Center for Mental Health in Schools at UCLA, 2004; Gardner & Alfaro, 2002; Henderson, 2004). Henderson (2004, p.7) states that 'The most commonly identified flexible funding arrangement is access to brokerage funding, which enables agencies to buy in services not previously available'.

6.2.3.2. Monitoring and evaluation

Effective framework for ongoing, long-term monitoring and evaluation

Several publications emphasise that a realistic and effective framework is required for the ongoing, long-term monitoring and evaluation of outcomes, performance and process (Center for Mental Health in Schools at UCLA, 2004; Department of Families, 2003; Fine *et al.*, 2005; Henderson, 2004; New South Wales Department of Community Services, 2005; Walsh *et al.*, 2006a; Wasserman, 2005). Appropriate monitoring and evaluation processes need to be built into initiatives.

Taylor-Powell *et al.* (1998, p.2) state that:

Given the high expectations for collaboratives and their dynamic qualities, a process is needed that will help collaboratives reach their potential. We are advocating an evaluation process that supports and aids the successful development of the collaborative.

While there were some difficulties, an action research strategy was found effective in the implementation and evaluation of the Child Care and Family Support Hub Strategy (Department of Families, 2003).

Importance given to evaluating process

Greater importance also needs to be given to evaluating the planning, implementation and collaboration process. Wasserman (2005, p.7) states that:

It is relatively uncommon for collaboratives to reflect on process and obtain member feedback about the effectiveness of meetings, the satisfaction and participation of members, the quality of the decision-making process, and the level of trust among members. The lack of attention to process often causes collaboratives to falter.

Dr Ellen Taylor-Powell provided examples of how non-profits are assessing factors like clarity of goals, quality of leadership, and satisfaction with accomplishments through quarterly reviews, questionnaires, and informal discussion at the end of each meeting' (Wasserman, 2005, p.7).

Strong accountability framework

A sophisticated approach to accountability and a strong accountability framework is required. The Center for Mental Health in Schools at UCLA (2004, p.36) suggests that policy must use 'a sophisticated approach to *accountability* that initially emphasises data that can help develop effective approaches to collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact'. Gardner and Alfaro (2002, p.7) argue that 'Sustainability demands a hard look at the outcomes achieved by an innovation and asking whether those outcomes warrant sustained funding from institutionalised sources'.

6.2.3.3. Ongoing capacity building and training

Ongoing capacity building and training of volunteers, staff and leaders is also important to the sustainability and success of shared service initiatives (New South Wales Department of Community Services, 2005; Center for Mental Health in Schools at UCLA, 2004; Department of Families, 2003).

6.2.3.4. Communication, networks and coordination

Dedicated marketing campaign

A marketing/communication campaign is one way of demonstrating the value of integrated service delivery initiatives and mobilising support from stakeholders and the community. One of the key success factors identified by the Integrated Service Delivery Sub-Committee (2003) was implementing a 'dedicated marketing/communication campaign to communicate the integrated service delivery initiative' (p.17). Effective

marketing tools include 'the Internet, newspapers, posters, postcards, and presence at career and trade fairs' (p.17).

Sufficient investment in information technology

There is a need to ensure sufficient investment in information and communication technologies and support systems in order to improve efficiency and productivity, to share information, and for more easy and effective communication and networking between the organisations and staff involved (Department of Families, 2003; Fine *et al.* 2005; Integrated Service Delivery Sub-Committee, 2003; New South Wales Department of Community Services, 2005; Walsh *et al.* 2006b). Gardner and Alfaro (2002, p.10) state that 'sustainability demands stronger than usual information systems' so that data can be collected on client outcomes over time and captures demographic information. They suggest that funding levels could be based on the level of 'operation and accountability' (p.11).

Ongoing community engagement

Several publications highlight the need for effective, ongoing community and stakeholder engagement and communication processes.

Coordination networks and feedback loops

Other strategies for sustainability and success suggested by Fine *et al.* (2005) include:

- Development of service networks that support coordination in the field with parallel coordination within government and planning bodies. This requires 'high level inter-departmental linkages of equal vision' (p.40).
- Operation of a feedback loop between various workers involved in administering the service.

Maintaining linkages between organisations

Fine *et al.* (2005) also emphasise the importance of maintaining linkages (communication and information networks) between the organisations involved. They state that: 'As the number of organisations involved increases, the greater the complexity of the linkage system and the amount of time that needs to be invested in maintaining these linkages' (p.41).

6.2.3.5. Maintaining motivation and building community

Maintaining motivation for sustaining partnerships

Maintaining motivation for sustaining partnerships and building a group of stakeholders who are motivationally ready and able to proceed was highlighted by the Center for Mental Health in Schools at UCLA (2004). They state that: 'When a broad range of stakeholders are motivated to work together to sustain progress, they come up with more innovative and effective strategies than any guidebook or toolkit can contain' (p.67).

Building community

A mix of tenants is required that ensures continuity and builds community (Third Sector New England, 2002). This is clearly demonstrated by the ongoing success of Ross House in Melbourne, a major multi-tenant service centre for around 60 non-profit groups which has operated for 20 years (Higginson, 1998; Ross House Association, 2005).

6.2.3.6. Change management

Change management strategies suggested by the literature include:

- Building organisational and stakeholder readiness for change (Brotsky, 2006).
- Welcoming and orienting new staff and program stakeholders.
- Recycling capacity building activities with new staff and leaders.

The Collaboration Learning Project found that 'loss of key leadership was perhaps the greatest obstacle to participants... In almost every instance, when one key staff person left, the collaborative terminated' (Wasseman, 2005, p.6). They therefore advised orienting new members to ensure continuous leadership if a key leader leaves their position.

The Center for Mental Health in Schools at UCLA (2004, p.68) also state that:

The constant challenge is to maintain the vision and commitment and to develop strategies to bring new stakeholders on board and up to speed. Addressing this problem requires recycling through capacity building activity in ways that promote the motivation and capability of new participants.

6.2.3.7. Dispute management

Adopting a range of dispute management strategies

The New South Wales Department of Community Services (2005, p.6) suggests the following strategies for preventing, managing and resolving disputes around the management and delivery of integrated services to children and families:

- Accepting differences in organisational culture, processes and basic goals.
- Prevention of disputes through support from leaders and managers, good communication at all levels, staff ownership of the initiative, clear roles and responsibilities of staff, joint training and clear management accountabilities.
- The use of formal dispute resolution methods such as mediation and initial contracting arrangements.

6.2.3.8. Privacy and confidentiality

Obtaining consent

To protect client privacy, the New South Wales Department of Community Services (2005, p.6) suggests that 'Tools and agreements may be required to obtain consent where information is shared between organisations working in collaboration'. They further suggest that 'Any application of privacy law must give families reasonable control over how their personal information is used and minimise the risk that it could be misused' (pp.9-10).

Building trusted online services

Service Alberta developed the following strategies to protect privacy: 'building trusted online services, including implementing authentication solutions and continuing to consult with Albertans to ensure that they are satisfied their privacy is protected' (Integrated Service Delivery Sub-Committee, 2003, p.8).

Empowering clients to share information

The Center for Mental Health in Schools at UCLA (2004, p.64) suggests adopting the following strategies to encourage the sharing of relevant information while managing privacy concerns:

In working with minors and their families it is important to establish the type of working relationship where they learn to take the lead in sharing information when appropriate. This involves enhancing their motivation for sharing and empowering them to share information when it can help solve problems. In addition, steps are taken to minimize the negative consequences of divulging confidences.

7. Conclusion

Little literature and research on multi-tenant service centres in the non-profit community sector appears to have been published and most of the work in this area has been conducted in the USA. However, several useful Australian and overseas publications on integrated human service delivery and not for profit and community services sector collaborations were identified and drawn on in this review.

Several different models and approaches to integrated and shared service delivery have been identified. The co-location model has been successfully adopted by a number of organisations in Queensland and other parts of Australia. Co-location was considered to be a key sustainability strategy by the Tasmanian Communities Online initiative (Norris, 2005). Successful Queensland examples of this model include the Child Care and Family Support Hubs established by the Department of Families and the numerous Neighbourhood Centres in rural and regional areas which operate on community development principles.

Developing and implementing shared and integrated service delivery and other forms of collaborative arrangements clearly presents many complex challenges and issues. Entering collaborative relationships involves risk, the process is unfamiliar to many organisations, and the outcomes are uncertain (Fine *et al.*, 2005, p.41). The major challenges identified by this review were:

- Concern or uncertainty about co-location of services or entering collaborative relationships
- Fostering staff and community ownership of the initiative
- The significant time and workload involved
- The costs and time required for capacity building
- The high initial costs involved and securing funding
- Developing a shared vision and purpose
- The increased complexity of collaboration, linkage systems and management and administrative arrangements
- Managing the change process and overcoming organisational cultural differences
- Conflict management
- Technology issues
- Privacy and confidentiality issues
- Marketing new services.

Several factors and strategies that are likely to increase the sustainability, viability and success of a multi-tenant service centre were identified in the literature. These strategies suggest that:

- Extensive preparatory work is required to consult local stakeholders and the community and to undertake collaborative planning, decision-making and activities such as rigorous analysis of costs, benefits and the financial impact of initiatives.
- High level leadership, commitment and support are required from all levels of government and from management committees and boards.
- Sufficient staff and volunteer time and resources need to be dedicated for planning, capacity building, evaluation and other key activities.

- A holistic, flexible, client-focused approach to service delivery based on community development principles and a culture based on service excellence, continuous learning and improvement is necessary for success.
- The development of stable and sustainable working relationships, relationship management and the use of inclusive processes that build mutual trust are fundamental to building strong partnerships and a sense of ownership among staff, stakeholders and the community.
- Efficient, accountable, transparent and appropriate administrative structures and arrangements are essential.
- As well as understanding the local 'big picture', initiatives must have a clear, concise and appropriate mission and vision, clear objectives, and achievable, unambiguous goals.
- Adequate funding and support is necessary for good quality, appropriate accommodation, capacity building, effective information and communication technologies, communication and networking systems and support, monitoring and evaluation, and marketing the initiative.
- A realistic and effective framework is needed for the ongoing, long-term monitoring and evaluation of outcomes, performance and process. Monitoring and evaluation processes need to be built into initiatives and importance given to evaluating the planning, implementation and collaboration process.

References

Brotsky, C. (2006). Strategic Considerations in Creating and Operating Multi-tenant Nonprofit Centers. Presentation to the 'Moving Forward' Conference, Madison and Milwaukee, Wisconsin, 10 & 11 May, 2006.

<http://www.nonprofitcenters.org/resources/doc/WisconsinMay2006Strategic.pdf>

Center for Mental Health in Schools at UCLA. (2004). *An Introductory Packet on Working Together: From School-Based Collaborative Teams to School-Community Higher Education Connections*. Los Angeles, CA: Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf> (Accessed 2 February 2007)

Centre of Philanthropy and Nonprofit Studies (2004). *A Review of Critical Success Factors and Approaches to Shared Services in the Community Services Sector*. Centre of Philanthropy and Nonprofit Studies, Queensland University of Technology.

Department of Communities. (2006). *Towards an Early Years Strategy*. Discussion Paper. Department of Communities, Queensland Government.

<http://www.communities.qld.gov.au/family/earlyyearsstrategy/documents/discussion-paper-early-years.pdf>

Department of Families. (2002). *Progress Report. Queensland Child Care Strategic Plan 2000 – 2005*. Department of Families, Queensland Government.

http://www.communities.qld.gov.au/childcare/publications/documents/pdf/strategic_plan_progress.pdf

Department of Families (2003). *Integrated Child and Family Services: Passing Trend or Future Direction?* Internal Research Paper, Office for Children, Department of Families, Queensland Government.

Domestic Violence Prevention Unit (1997). *Literature Review on Models of Coordination and Integration of Service Delivery*. Western Australia: Domestic Violence Prevention Unit.

Earles, W., Doyle, J., Ross, A. L., Malthouse, D., & Selke, H. (2005). Stories From a Third Sector Co-Governance/Multiple Co-Location Trial: The Regional Outreach Support Program. *Third Sector Review*, 11 (2), 117-135.

Fine, M., Pancharatnam, K. & Thomson, C. (2005). *Coordinated and Integrated Human Service Delivery Models*. SPRC Report 1/05. Sydney: Social Policy Research Centre, The University of New South Wales.

http://www.sprc.unsw.edu.au/reports/SPRCReport1_05.pdf

Gardner, S. (1996). *Accountability in Community Building*. In United Way of America. *Storymaking: United Way and the Transformation of Community*, A Communication and Invitation by the United Way of America Committee on Community Building to United Way Colleagues and Community Partners.

<http://www.cpn.org/topics/community/uwaystorymaking.html#building> (Accessed 2 February 2007).

Gardner, S. & Alfaro, I. (2002). *The Future and Sustainability of Family Resource Centers: Asking the Hard Questions about Family Support Programs in California*.

Children and Family Futures, Irvine, CA (draft paper).
<http://www.cffutures.org/docs/frc.pdf>

Girvan, L. (2004). *Innovations in Workspace for the Nonprofit Sector. A Study of Multi-tenant Nonprofit Centers*. San Francisco, CA: The Nonprofit Centers Network.
http://www.tidessharedspaces.org/fileadmin/tss_pdfs/MTNC_White_Paper.pdf
(Assessed 30 January 2007).

Henderson, M. et al. (2004). *Partnerships for Service Delivery: Review of the Research and Practice Literature*. Report to the Department of Communities, Queensland Government. Brisbane: M & P Henderson & Associates Pty Ltd.
http://www.getinvolved.qld.gov.au/share_your_knowledge/resources/documents/pdf/partnershipreview.pdf (accessed 29 January 2007).

Higginson, J. (1998). *Building for a Community: The Story of Ross House*. Melbourne: RE Ross House.

Hopkin, L. (2006). Competition and Cooperation: Coordinating Services to Establish a Lifelong Learning Hub. *Social City*, 1, 1-11.

Integrated Service Delivery Sub-Committee (2003). *Integrated Service Delivery: A Critical Analysis*. Ontario, Canada: Public Sector Service Delivery Council.
http://www.iccs-isac.org/eng/pubs/ISD%20Critical%20Analysis_report_11%20Aug%2003.pdf
(Accessed 30 January 2007)

New South Wales Department of Community Services (2005). *Early Intervention Program. Integrated Service Delivery. Guidelines for Non Government Services*. Sydney: New South Wales Department of Community Services.
http://www.community.nsw.gov.au/documents/EOI/int_service_delivery.pdf (Accessed 30 January 2007)

Norris, A. (2005). Capacity Building Through Community and Government Collaboration. *Proceedings of the International Conference on Engaging Communities*, 14 – 17 August, 2005, Brisbane Convention and Exhibition Centre.
<http://www.engagingcommunities2005.org/abstracts/Norris-Andrew-final.pdf>
(Accessed 2 July 2006)

Queensland Council of Social Service (2007). *George Street Neighbourhood Centre Association Inc. - A coordinated community house brings new opportunities to South Mackay. Case study from the Documenting Good Shared and Collaborative Practices Project*. <http://www.qcross.org.au/Article.aspx?type=news&id=1788> (Accessed 18 February 2007)

Ross House Association (2005). *Annual Report 2004-2005*. Melbourne: Ross House Association. http://www.rosshouse.org.au/downloads/Annual%20Report_2005.pdf
(Accessed 31 January 2007)

Taylor-Powell, E., Rossing, B. & Geran, J. (1998). Evaluating Collaboratives: Reaching the Potential. *Madison, Wisconsin: University of Wisconsin-Extension, Cooperative Extension*. <http://learningstore.uwex.edu/pdf/G3658-8.pdf> (Accessed 18 February 2007)

Third Sector New England. (2002). *Concept Paper: A Multi-Tenant Centre for Boston-Area Nonprofits and Community Organisations*.
<http://www.nonprofitcenterboston.org/atf/cf/%7B39EF5DCE-9564-47C8-BC45-8B28839D030F%7D/NPC-Concept-Paper.pdf> (Accessed 30 January 2007)

Walsh, P., McGregor-Lowndes, M. & Newton, C. (2006a). *Shared Services: Lessons from the Public and Private Sectors for the Non-Profit Sector*. Centre of Philanthropy and Nonprofit Studies Working Paper No 34, Queensland University of Technology.

Walsh, P., McGregor-Lowndes, M. & Newton, C. (2006b). *Shared Services: Lessons from the Public and Private Sectors for the Non-Profit Sector*. Centre of Philanthropy and Nonprofit Studies, Queensland University of Technology.

Wasserman, L. (2005). *Nonprofit Collaboration & Mergers: Finding the Right Fit. A Resource Guide for Nonprofits*. United Way of Greater Milwaukee, Milwaukee, WI.
<http://epic.cuir.uwm.edu/NONPROFIT/collaboration.pdf> (Accessed 2 February 2007).