Investigating the feasibility of a
University of Canterbury
Time Bank

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Summary

A time bank is a system that rewards informal volunteering in a community, where one hour is earned for each hour spent doing something for someone, regardless of the task (Williams 2004). That earned hour of payment, referred to as a time dollar or credit, can be cashed in at any time by requesting an hour of work back from the local time bank (Williams 2004).
The purpose of a time bank is to bring a community closer together in situations where people help each other. This helps create relationships between people within a community who may have not otherwise met. By bringing people together in meaningful situations, relationships are strengthened, which also ultimately strengthens the community itself. By reaching out, connecting with and helping others in the community, members realise they are valued and trust and reciprocity is nurtured.
A time bank could offer the University of Canterbury (UC) an opportunity to create a stronger sense of community. Not only does a time bank offer this, but it also a way to utilise the biggest resource we have: people. There are many opportunities within a time bank, where almost any exchange is possible between two people who are willing to participate. Where one needs something done and another is willing to fulfil that need, the purpose of the time bank is discovered. Within the University, this could be an opportunity to extend the informal mentoring, tutoring, and academic assistance available within the UC, as well as non-academic assistance.
For a time bank to be implemented, we would need the following: the software to facilitate exchanges, the personnel to manage the time bank, and a range of people who are willing to participate. There are costs involved, including the cost of the software, a paid co-ordinator's wages (if this is not filled by a voluntary role), and the potential costs for funding any events, advertising, promotions and initiatives that are run as part of the time bank. However, once up and running, the costs will decrease and the time bank could potentially be a member-run operation where members run the time bank by using the system itself.

Purpose of this Report

The purpose of this report is to present the findings from a study titled "Time for a UC Time Bank?" This report will outline the feasibility, interest, potential costs and benefits of piloting a time bank at UC in 2010. This study has been undertaken as part of a UC Sustainability summer scholarship project by Lisa Geary, under the supervision of Dr. Kate Hewson (Sustainability Advocate, UC Sustainability) and Dr. Lucie Ozanne (Department of Management).

This report addresses the following questions:

- What are time banks and what could a time bank offer the UC Community?
- Who in UC (relevant staff, campus groups, service units and academic departments) is interested in supporting a time bank pilot in 2010, and is their sufficient interest? Who are key contacts?
- What can we learn from the experiences of other time bank projects in Christchurch and New Zealand?
- What mechanisms, including time bank software packages, are available to facilitate exchanges within a UC time bank?

- What are the potential costs of piloting a UC Time Bank?
- What would be involved in piloting a time bank at UC in 2010?
  - What resources would be needed?
  - How best to market the time bank?
  - How could we assess the effectiveness of the time bank pilot?

Introduction: What is a Time Bank?

Time banks are a relatively new concept within New Zealand: the first and most well established time bank was established in Lyttelton in 2005. A time bank is a system that rewards informal volunteering in a community, where one 'hour' is earned for each voluntary hour someone works, regardless of the task (Williams 2004). That 'hour' of payment, referred to as a time dollar or credit, can be 'cashed in' at any time by requesting an hour of work back from the local time bank system (Williams 2004). Participants engage in exchanges of time credits to both give and receive help, which encourages reciprocity, community participation and active citizenship (Seyfang 2004b). Time Banking is a means to build community ties and create social cohesion (Seyfang, 2001). It also provides a way to meet new people, learn new skills, increase knowledge of local services, and increase trust in others (Reilly & Cassidy 2008). This in turn fosters a sense of community and brings people together who are not generally as involved or participative in a community setting.

Time banks seek to link unmet needs with unused resources, thereby solving local issues with local solutions. Dr. Edgar Cahn, the founder of time banking, said, "We have what we need if we use what we have", and this is a core concept in the establishment of time banks. By using resources already within a community, such as people, their strengths, skills and knowledge, their willingness to help others and their ability to do so, we can meet needs that were otherwise insufficiently recognised or unmet. This helps community members understand that instead of being passive recipients of social services, they also provide services that others need and become active members in the community (Cahn, 2004). This also creates a greater sense of value within a community because its members realise that they have skills that others find valuable. Fostering self worth and confidence as well as participation in community-based activities, helps people feel they are more of a valued member of the community.

The idea is to have a UC time bank here on campus. It will be potentially run under the umbrella of the University, and its members will be made up of UC staff and students. During the research period of this study there were no other time banks found to be run directly from within a university campus; this would therefore mean a UC time bank could perhaps be the first of its kind.

What benefits could a time bank offer the University of Canterbury?

A time bank could help foster a greater sense of community and aid interdisciplinary connections within the UC community. We all have a common connection to one another and to this area: each of us associates ourselves with the University and our campus. By having a time bank to connect one another further we could strengthen that common connection each person here has; and in turn this could foster a greater sense of community and collaboration.

A time bank would help students and staff meet one another in a new and meaningful situation, create relationships amongst students and staff in different demographic groups and disciplines and help new people fit into the social realm of campus life. A time bank would allow recognition of a greater common connection between individuals involved within UC, and would allow for common ground to be established between groups both already linked and noticeably separate. It also provides an opportunity to help participants realise their potential, how they contribute to society beyond their academic record, and to realise their value and worth within the community by showing how their skills are recognised as valuable by others and how others need their help. Life experience allows people to gain many skills, and participation in a time bank allows them to use a greater range of these skills. It also gives participants a chance to realise that a reciprocal relationship that includes both giving and receiving help is a totally natural and normal part of living within a society and community, and it is okay to ask for help when it is needed.

Needs that could be catered for through a time bank at UC:
- Social needs, such as mentoring, introduction to student life, meeting new people etc.
- Academic/Educational needs, such as informal tutoring, proof reading, grammar and spelling help, help with assignments.
- Financial needs, as students are often on low incomes, unemployed and rely on allowances and seasonal work for income. The time bank could therefore be a way for them to get things done they can't afford to pay for.
- Cultural needs, such as international students needing assistance in adjusting to the New Zealand culture, English language tutoring and same ethnicity students bridging the gap.

The UC's under-utilised resources:
- People within the UC who are willing to help or volunteer and have the time to, but don't know how to go about it.
- Unemployed students who are willing and able to do something have unused capacities that could be utilised and skills that could be shared.
- Supplies that are reusable within the UC or the UC community that are no longer required such as old furniture, stationary, electrical equipment, books etc.

Is there sufficient interest from around the University in a Time Bank? Who is interested in supporting a time bank pilot in 2010?

The support from around the UC is vital to making our time bank successful. Many departments, clubs, groups and individuals may have a particular interest in the time bank initiative, or could have potential links to it.

To gauge the interest in a time bank around the University, a number of key staff were contacted. These people were chosen because of their positions within the University, the relevance of the time bank and its principles to their departments/units and/or academic specialties, and because they may hold personal interest in these kinds of initiatives.

Some replied briefly to acknowledge the idea and make a statement; others were further interviewed in person to gauge their initial interest and feedback for the time bank and a possible pilot project. These people are listed in Appendix A, with a brief summary of their

individual feedback in Appendix B. Further interview notes are filed with the UC Sustainability Office.

The overall feedback for the time bank was very positive. Everyone interviewed thought the time bank was a great idea, with many going further to say they were really interested in the concept and would take part in such a programme. Some particularly noted the potential benefits of a time bank for international students, disabled students and more mature students. There were also notions from a few that they thought the time bank could be involved in coursework, studies, and assignments. Ideas and scope for the time bank to be the subject of research projects was also put forward.

Nevertheless, half the interviewees thought that while the time bank idea was great in principle, and they thought many other staff and students would also think so, they doubted whether sufficient numbers of people would actually participate in it. The common issues raised that may hinder participation included potential skills gaps, issues with security, and perceived lack of time. Most mentioned independently that for the time bank to be successful they thought it would need to go off with a bang right from the start, with a critical mass of members to kick start exchanges. A few thought the best idea would be to focus the time bank on students, as they thought there would be a greater market within the student body for this type of initiative.

A handful of students were also questioned on the time bank idea. Their responses were very similar to those above, where they all thought it was a great idea and liked the core principles, but they weren't sure if they were going to use it themselves. A few mentioned that their network of friends already do this type of thing for one another when somebody needs help or something done, so they felt they wouldn't necessarily need to use the time bank. These few also said they would return the favour to somebody who helped them anyway, without needing the reciprocity of the time bank: often they would cook a meal or buy the person some beers to return the favour instead.

Most people interviewed also mentioned that they would be happy to promote the time bank, such as telling students about it in lectures and classes, forwarding e-mails to student groups and mail lists, and providing avenues to raise awareness about the time bank.

Individual comments from contacts that were interviewed have been lodged with the Sustainability Office and can be used for further information or to get contact details for future use.

What can we learn from the experiences of other time bank projects in Christchurch and NZ?

There are three local time banks currently operating in Christchurch: the Lyttelton Time Bank (LTB) has been running since 2006; the New Brighton Time Bank (NBTB) is currently in its first few months of trading, and will continue to grow over the next year; and the Roimata Time Bank (RTB) is still in its very early stages in Woolston. Contact details of all three time banks were acquired and contact was made with both LTB and NBTB. The RTB started at the end of September 2009, and is in its very early stages. Because of this, no contact has been made with this time bank, as contact with the other two time banks in Christchurch are more established and contact with them has proven to answer the questions Roimata may not yet have the answers for.

Unfortunately we have not been able to speak to the Lyttelton Time Bank (LTB) co-ordinator Julie Lee in person. However she was able to answer a few key questions via e-mail (see Appendix 3). Some of the questions we had were instead directed to Lucie Ozanne, who is a senior lecturer in the Management department at the UC, as well as a member of the LTB and a resident within Lyttelton. She has published research articles on the operations of the LTB, and is knowledgeable in various aspects of the Lyttelton time bank after researching their operations.

Contact with the New Brighton time bank was very helpful via the co-ordinator Kerry O'Donnell. As they are only a new operation they are still learning themselves and were able to share some of their experiences and what they had learnt so far, including about the mechanics of organising and setting up a time bank.

Information learnt from these time banks and their experiences is used throughout this report, and many documents that were sent to us are filed with the UC Sustainability Office for future use. It has been very helpful learning from other time bank projects, and the experience of these local time banks is invaluable for us to find out more about the time banking project, and how one would sit within our UC community. Lyttelton are more than happy to support us and keep in contact while our time bank is set up, creating a support network for when we need advice or help with issues they may already have dealt with.

What mechanisms, including time bank software packages, are available to facilitate exchanges within a UC time bank?

Few software options are available for time banks to use. The most widely used software, both locally and globally is "Community Weaver" from the USA Time Bank website www.timebanks.org. Because it is linked with the time bank USA website it is accessible and easy to use, however unfortunately because it is designed for the USA, there are a few minor glitches to overcome when using it here in New Zealand. This includes things such as the time, dates and calendars that are not current with our time (NZST). These cannot be modified, so caution has to be taken when putting in specific dates and times. However, after speaking with local time banks, they have found no major issues with this; rather they mention it as no more than a superficial nuisance. There is an opportunity here for the software to be 'tweaked' or modified to overcome these minor issues. This may be an opportunity for a future project within the University of Canterbury. If this was the case, there would be interest and support for the project from local, national, and perhaps even international time banks.

When purchasing the software from Timebank USA, it comes in a 'Start-up materials BETA Pack'. This gives six months use of the Community Weaver software, as well as some useful guidebooks and information about time banking. It also gives access to all areas of the Timebank USA websites and forums online. This pack is US$65 (plus shipping). Details of what is in the Start-up pack is in Appendix 4.

There is a large amount of literature, books and websites dedicated to helping people interested in time banks set them up in their local areas. These materials are full of useful information, troubleshooting, recommendations and often provide personal assistance by listing people who can help directly. These resources are vital to helping the success of the UC Time Bank.

What would be involved in piloting a time bank at UC in 2010?

1. What resources would be needed?

The time bank would need resources; both initially to get the pilot established and continually for the long term. This includes human resources as well as physical resources. These resources include:

- **People:** People are required to fill the positions of the key organising roles (see Appendix G for recommendations on key roles). These roles do not necessarily need to be filled by new employees; perhaps people who pre-exist already within the University, and who have a keen interest in being involved in the time bank. It is more than possible that students could fill some of these roles themselves, maybe through student job search. It is important to establish a core organisational group from the start, who is responsible for the general operation of the time bank. It is mentioned in various sources that it is important this genuinely dedicated group does not change staff during implementation and early stages. The reason for this is to give the time bank a fair head start as staffing changes early on could negatively affect progress and success.

Part-time paid co-ordinator position: A part-time paid co-ordinator is used in most time banks. She/he communicates regularly with time bank members, helps foster exchanges where needed, helps with any problems arising, and facilitates new members to realise what skills they have to offer. Information about the co-ordinators role was primarily derived from the co-ordinators role within Lyttelton Time Bank (see job description, Appendix E).

- **Financial**: There are costs that need to be met in setting up a time bank, to pay for resources and to fulfil these roles. There needs to be one paid (part-time) co-ordinator, who is the go-to person for the rest of the people who are filling the organisational roles. This paid role would require 10-20 paid hours a week, depending upon how much work is required as this role can vary week to week. It seems during the time banks initial implementation, how many hours a week the co-ordinator dedicates to the task needs to be flexible. This is because there may be unforeseen tasks that need to be dealt with during implementation. As the time bank becomes more established and people can facilitate their own exchanges, the need for the co-ordinator to do those extra tasks over and above the general day-to-day running of the time bank will lessen.

  Various potential costs may include:
  - Advertising
  - Marketing
  - Wages
  - Stationary
  - Internet access
  - Printing
  - Social events
  - Software

Table 1. Cost of paying a Co-ordinator weekly, based on variable wages paid per hour and hours worked per week.

	$14/hour wage	$15 /hour Wage	$16/hour Wage
5 paid hours/wk	$70	$75	$80
10 paid hrs/wk	$140	$150	$160
15 paid hrs/wk	$210	$225	$240
20 paid hrs/wk	$280	$300	$320
18 paid hrs/wk (same as Lyttelton TB's co-ordinator's weekly hours)	$252	$270	$288
Monthly (18'shrs/wkX4wks)	$1008	$1080	$1152
6-monthly (18hrs/wk*4wks*6mths)	$6048	$6480	$6912

- **Software:** Another resource we need is the Community Weaver software. This is one of the most important resources and is essential. The time bank is run through this software, allowing people to set up their own exchanges and find out more about the time bank.

2. What is the best way/s to market the time bank?

For the time bank to be successful, it needs to be marketed to the staff and students at the University in a way that appeals to the biggest audience possible, promotes active participation in the time bank and explains the details of the time bank so that the audience has a general understanding in how it may work. Ultimately, the students will be the biggest audience to the time bank advertising and marketing plans. To be successful and effective in the marketing and advertising, it will need to reach the student body in an easy to understand, relevant and informative style, where students who are interested know where to find out more. The advertising will need to reach large numbers of students from a wide variety of departments and disciplines. It is therefore logical to use media outlets that already exist within the UC community and that reach the widest audiences. These include:

- Pamphlets
- Posters
- Ad's in Canta
- Public member drives
- Websites
- Facebook

Time banking could be explained in more detail through:

- Information sessions
- New member orientations
- Workshops "How to…trade" etc.
- Social Events

It would be wise to give the UC time bank a brand and logo, and perhaps a slogan e.g. "UCTE", where it could provide a recognisable association with the time bank wherever the logo or slogan is seen/heard. Re-naming the time bank might also be appropriate. This will depend upon how we choose to brand and characterise the time bank, how we will run it and what we could call it, so it would reflect the time bank's objectives and benefits.

3. How could we assess the effectiveness of the time bank pilot?

An assessment of the effectiveness of the time bank pilot is required to gauge how well the time bank is operating, if it is successful within the UC and if it is achieving its objectives.

This may involve statistics generated from the time bank software, such as number of exchanges; also, group surveys, focus groups and one-on-one interviews. It also has the potential to become a research project that could be taken on from any angle, for example on the way the time bank has fostered community, or how the time bank has socially impacted particular students involved etc. There is great scope and opportunities here for research papers.

Potential Barriers

Below is a brief outline of the potential barriers to participation in a UC time bank, based on available time bank literature and talking to local time banks.

Time banks have, to date, been most commonly run in residential communities; often community organisations, hospitals, community centres, or have been the result of community projects and initiatives for a local area. However, the UC community differs from residential communities in that staff and students live throughout Christchurch rather than in the same neighbourhood. This could make it more difficult for exchanges that are home-based (e.g., gardening, child minding, housework etc), and potentially limit the types of possible exchanges. However, this could just mean more university-based exchanges are more appropriate (e.g., study and academic help, things that can be done on campus).

The demographics are significantly different in the UC community too compared with most residential areas; in 2009 the approximate student headcount was 22,400 and there were approximately 2000 staff (http://www.canterbury.ac.nz/piru/facts.shtml). Seventy three percent of the students on campus are between the ages of 18-25 years (http://www.canterbury.ac.nz/piru/documents/annualreport08/Data%20Handbook/Table%201.8%20EFTStudents%20by%20Age.pdf). This age range could have complications for a time bank, as having a surplus of members in a particular age group may result in implications surrounding the mechanics of trading; in particular some types of exchanges may simply not exist. This isn't a particular problem, unless a type of work is commonly requested and there is no one to fulfil it (this is known as a skills gap). It could also be a barrier to those who are not in this age bracket but would like to be a part of the time bank. They may be put off by the lack of people their own age involved, or have issues with the differing maturity levels and lack of experience within the younger community. Skills gaps can also occur if not enough people participate in the time bank.

A large majority of staff and students are full-time studying or working with additional commitments such as part-time jobs, children, or other responsibilities. This could mean that members are time poor, and simply do not have time to participate in exchanges. Many may still have time to use it, but perhaps not as often as other neighbourhood time banks. A time bank needs active, ongoing members for it to be self-sustaining and if it is to be successful.

Students are often not only time poor, but also money poor. This could hinder their participation in a time bank if they prefer to spend much of their free time earning money as opposed to volunteering. For many students money may be more of an incentive than the rewards of voluntary work, even if the voluntary work provides reciprocal benefits. Alternatively, the time bank could provide low income students with a way of getting some things done that they can't afford to pay for.

The University is an institution, an academic institution. There are hierarchies within the university, where professional relationships exist in an employment situation. This has the potential to create barriers to how the time bank will operate as it will be different to the current known residential time bank model. There has been no known precedent to a tertiary education institutional time bank found during the research conducted for this study.

Another potential barrier is the structure of the social network within the UC. Whereas traditional time banks are located in neighbourhoods where people are defined as a community because of their physical locality to each other, the UC community is defined as a community by the common basis that we all attend the University for study or work. This is a different community model from a residential community, because we work and/or study together as opposed to residing together, and therefore could have variable relationships between individuals in the community.

One particular barrier that was raised is the tax-exempt and charitable status issue. Generally, residential community time banks have required charitable status and tax-exempt status to operate without members being taxed for their exchanges. This is something that needs further investigation into if and how it affects the University.

Another potential barrier may be the interest the UC community has, not necessarily in the time bank idea, but in them using and utilising the time bank. Many may see it as a great idea, but that doesn't necessarily mean they will use it themselves. This may be because they feel they do not need to use it, they may not be open to volunteering their time, and they may not feel the time bank can offer them anything. Many also may feel they have nothing of value to offer the time bank themselves. The latter has been a relatively large obstacle to time banking as outlined in the literature (Seyfang 2004a).

In the literature there is discussion of barriers to time banking. Boyle et al. (2006) briefly outlined these as: "the cost of managing these systems locally, the tendency for co-production organisers to become subsumed into the prevailing public service or voluntary sector culture and fearful of the risks of their volunteers delivering services themselves, some of the language around co-production, which can – under some interpretations – imply that clients will eventually be forced to 'pay back' in someway for professional services they receive".

Seyfang (2004a) sees the obstacles involved in time banking to come under two categories; external and internal. External obstacles include funding and being able to sustain the time bank long term. Other external obstacles include the introduction of a new way of working, where lack of understanding and often unwillingness to consider new ways of working can hinder successful acceptance of the time bank from both individuals and agencies involved. Internal obstacles include psychological barriers, where "getting people to understand the difference between time banking and traditional volunteering" is a common problem co-ordinators encounter; the skills gap; and no regular contact between the time bank and its members, which could lead to exclusion.

Barriers that were raised in meetings and interviews with various UC staff included:

- Potential skills gaps.
- Not having a request completed or done properly and efficiently.
- Security, having strangers do things for me.
- Maturity and experience of younger members.
- Trust in other members.
- Not having the critical mass of people to keep it active.
- Not having time to participate in the time bank.
- Knowing what skills participants have and their own knowledge of them, so they feel they can participate.
- What to do and who to turn to about complaints or bad exchanges.
- Problems with not being a residential community.
- People spending credits and never earning them.

Barriers and obstacles pose a potential problem to the time bank being successful; however there are options and recommendations below that can help overcome these.

It is also worthy of noting that barriers could be different for the different "groups" of people involved in the time bank. For example affluent, time-poor, employed academic staff may have different barriers that hinder their involvement in a time bank compared to financially poorer but possibly time wealthier students.

Options and Recommendations

Some of the potential barriers or problems discussed above are greater in importance than others because they are link to multiple barriers, while others are minor and may not even apply to our time bank. However, solutions are available to solve many issues the time bank faces, and with careful implementation, the time bank can surpass potential barriers. Below are some of the options and recommendations derived from the literature.

Seyfang (2004a) explains that "the geography of a small defined area and the sense of belonging that this fosters is felt to be an important factor in building up a community time bank". We are fortunate to already have this small defined area: our campus. And by involving more staff and students from across the campus, we build up that sense of belonging. There are options to focus the time bank on small groups around the University that already have that small defined area and sense of belonging fostered by that, as described by Seyfang (2004a) above, and build up connections across groups over time. This could mean concentrating the time bank on UC community members in residential accommodation together, on members of a particular discipline or part of campus, on members of a particular group already established, or on particular types of exchange common within the UC; see Appendix F for an extract from www.timebanks.co.uk/Types_of_Time_Bank that describes this concept. This could be an ideal option for the UC time bank. It could be focussed on particular services, such as academic help, which could include exchanges such as informal mentoring, tutoring, help with assignments, essay writing etc. Or it could focus on helping students into the UC community and student life. This could involve new and first year students to adapt into the way of life at the UC. This could also be an excellent initiative for international students to be able to meet new people in this new culture of New Zealand, help them settle into the NZ way of life and

offer them opportunities to develop their own cultural identities. There is also the option of it being focussed on non-academic help, where students can meet and interact in social and cultural situations that do not have an academic baseline. This could include sport, recreation, dining out, music, social events and just creating friendships etc. However, by keeping the time bank not specific it allows for wider access and use of it by all staff and students, because it is not restricting in what type of exchanges are possible.

Extracted from the work of Ozanne (2010), there are a number of recommendations that have been recognised in the journey to the successful operation of a time bank. These recommendations are summarised below:

- An informal approach by the co-ordinator, where interactions with members and e-mail contact is informal and friendly (Boyle et al. 2006)
- Peer support networks allow for personal growth and development of its members. They can also assist in helping members change their views and recognise their own skills by meeting and hearing about trades with other members (Boyle et al. 2006).
- Social events enable members to meet and talk about trades, as well as create opportunities for new trades.
- Devolve responsibility through weekly e-mail to let members know of recent requests and offers; this encourages members to use the website and co-ordinate exchanges themselves.
- Members often need help with understanding the mechanics around trading, so a basic training session or workshop, or even e-mail outlining this is essential.
- Often members are happy to offer their assistance, but struggle to request help themselves. Another session that helps participants to realise their value and skills can assist this, and encourages them to exchange more readily and understand that asking for help is acknowledging the value within the community.
- Explanation is often needed so members can further understand the notion that they can go into debt before they are in credit. This helps them to realise that going into debt is simply a promise to put energy back into the community at a later date, and that both giving and receiving are normal human needs.
- Common trades, or a list of possible trades, help members recognise their skills and labour has value, as often members are not aware of their skills or their value.

After extensive research into Gorbals Time Bank in Glasgow Scotland, Seyfang (2004a) concluded on three important lessons for success and future development of time banks:

- By running a time bank as part of an existing community organisation, it allows many benefits in terms of institutional support, combining with other projects and activities and community knowledge and creditability.
- It is important to engage local organisations so the time bank can build momentum and engagement in existing projects and activities, while bringing benefits to the wider community
- Support for the co-ordinator is needed at a ground level to engage all sections of the community including the most excluded. This means frequent face-to-face contact and regular communication and involvement of the community.

Warne & Lawrence (2009) completed an extensive study on time banks and reported on their findings. The following recommendations were directly extracted from their report:

- "The appointment of a Time Broker is crucial to the success of a Time Bank"
- "The development of a *requirement and service* Time Bank database"

- "The development of processes to capture individual experiences in order to note true value of the exchange"
- "The development of links with local public services and community organisations"
- "Local people should decide where the focus of the Time Bank should be in relation to other services"
- "Emphasise the potential benefits from the creation of social networks, not on earning time credits"
- "Sustainability processes should be put in place at the commencement of the project"

There are also recommendations that seem to be general, practical and common throughout the literature and feedback from the local time banks. These recommendations are of a practical sense and need to be considered thoroughly:

- A co-ordinator is crucial to maintaining the organisation of the time bank, to do the paperwork side of things, to keep record of members and to recruit new people. This role is critical and needs support from a core group of helpers. Recruitment to this role will need to be appropriate and supported.
- The software needs to be a database or system where everything is recorded, services and things offered or requested for exchange and where members can go for help to answer questions.
- Exchanges, services and things that are performed via the time bank need to be recorded and shared, so everyone understands how the time bank works, and more importantly others can hear about them so the experience is shared and captured, which in turn encourages active participation and a good feeling amongst members.
- "Links and joint working arrangement need to be created with local public services and community organisations as part of the Time Bank's objectives" (Warne & Lawrence 2009).
- It must be understood, by the organisational team as well as the community that the time bank is theirs and they may have a say in how it operates.
- The emphasis should always be on the potential benefits to the individuals and community from the creation of social networks and the greater sense of community and value this fosters. The emphasis should not necessarily be on earning time credits.
- Long term viability of the time bank needs to be considered, and it should be an objective on the time bank to create operational systems where the time bank can be sustained long term. This may mean using the system itself to run the time bank, where the organisational/operational team earns time credits.

Finally, enthusiasm, motivation and determination seem to be three key elements to setting up a time bank. People involved need to be enthusiastic about the idea and getting it off the ground, motivation helps drive the time bank, and determination for the success of the time bank is important. These elements need to be held by the organisational / implementation teams involved, as well as the members who are signing up.

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Appendix to the Report "Investigating the feasibility of a University of Canterbury Time Bank"

Appendix A: People contacted

People Contacted:

Olivia Wong
Marcella Payton
Julie Cupples
Susanne Rose   susanne.rose@canterbury.ac.nz
Deirdre Hart   deirdre.hart@canterbury.ac.nz
Gower Buchannan   gower.buchanan@harcourts.co.nz
Lawrence Tao   lawrence.teo@canterbury.ac.nz
Nicole Gombay – Geography   nicole.gombay@canterbury.ac.nz
Simon Kingham – Geography   simon.kingham@canterbury.ac.nz
Lucie Ozanne – Management   lucie.ozanne@canterbury.ac.nz
Hazel Ashton – Research Assistant
Colleen Lockie – Department of Education   colleen.lockie@canterbury.ac.nz
Al Gardner – Mentoring   al.gardner@canterbury.ac.nz
Carolyn Lidgard – Adult Student Advisor,   carolyn.lidgard@canterbury.ac.nz
Janelle Beaman – Student Transitions   janelle.beaman@canterbury.ac.nz
Rachel Rodgers – Disability Resource   rachel.rodgers@canterbury.ac.nz
Jude Laugesen – Hardship Applications   jude.laugesen@canterbury.ac.nz
Kerrie Bruce – Administrative   kerrie.bruce@canterbury.ac.nz
David Small – Department of Education   david.small@canterbury.ac.nz
Kohan McNab – UC Volunteering, UCSA exec.   kam116@student.canterbury.ac.nz

Potential people/groups that have not been contacted but could be interested in the pilot:
Golden Key
Kakariki
Campus Greens
UC Volunteering
UCSA
Student Services

Appendix B. Individual Feedback Conclusions: Summarised by Lisa Geary, derived from interview notes taken during interviews.

Nicole Gombay, Department of Geography: Nicole is supportive of the time bank idea, but she herself would not participate in it, mainly because of two barriers: lack of time and the skills gap. She feels many faculty members will be the same as her, as they are often stretched enough with time as it is. She feels the time bank would have support and good will from within the Geography department, and thinks it would be more successful to be a project focussed on the students. She feels it would be something that could be mentioned by the academic staff in lectures solely to promote it, but ultimately it would be up to the students to get themselves involved in it as the scope for lecture material and time is limited and at capacity.

Simon Kingham, Department of Geography: Simon is interested and very supportive of the time bank idea. He sees great potential for the time bank within the international student support and with exchanges that can be facilitated on campus to avoid the geographic barriers, such as child minding while parents have an hour lecture, language help, informal tutoring, and academic help and so on. He believes many staff will be interested, but the focus should be on the pre-existing community here that is the students, particularly first years and international visitors new to NZ. Simon believes a large number of diverse people will be the key to kicking the time bank off to a great start, where there are a range of exchanges taking place. Simon sees a few issues however, such as people using the time bank but not giving back in return, as well as the issue of our community not being residentially close to one another. However, he believes the time bank could be a great selling point for the University of Canterbury and these issues could be minor setbacks on its success.

Colleen Lockie, College of Education: Colleen sees a lot of potential for a time bank within the UC. She feels it could be linked in with research and courses around the University, such as incorporating it into assessment work for Education for Sustainability, as well as Social Geography. The time bank could be a subject of research itself as well, with the possibilities of staff and student collaboration of the administering of the time bank. Colleen explained that time banks have the potential to have unintended outcomes, where outcomes of people's involvement in the time bank system could evolve into things that were never anticipated or intended, and this could be a very positive thing. She believes the time bank would raise morale and the sense of community. Colleen passed on the names of some contacts who could be of assistance if we wished to find out more about time banks around Christchurch and people who were involved with them.

Hazel Ashton, Research Assistant: Hazel thinks the time bank is a great idea. She believes it needs to be as inclusive as possible, where everyone within the University is encouraged to participate. She thinks having a core group of people to set up the time bank is essential, where they can be examples of how trading can be successful and can get things off to a great start. Hazel believes the time bank will need to "go off with a bang" for it to be successful. She thinks that because of the recession more opportunities will have been created that can be fulfilled with participation in the time bank. There is scope for fixed term staff and post grads with skills that can be used and would be valued within the time bank system. She also feels that participation in the time bank should not be restricted, and thinks that longer term members (former staff and students who are no longer at the university) should be allowed.

Feedback from Student Advisory Services Staff:
Group Meeting

Rachel Rogers, Disability Resource Co-ordinator: Rachel saw the potential for disability students to use the time bank because sometimes they can't help all disability students in every aspect of life. However, potentially issues with safety and security – would have to be monitored. Also, disabled students may find it hard to discover what skills they can give back to the time bank.

Al Gardner, Mentoring Co-ordinator: Al is very supportive of the idea, he thinks it's a great idea and has a lot of potential for the university. He has offered his assistance and services in helping to raise awareness about the time bank through the mentors and mentees, and is keen

to help get the word out. He see's the time banks potential to tie in with the UC Student Advisory Services (SAS).

Kerrie Bruce, Administrative Co-ordinator: Kerry thinks the time bank is great idea and can see the great things that could come out of it. She asked lots of questions and was pleased with the answers to them. Kerry enjoyed hearing about the time bank and could see how it could be made to work at the UC with the support of staff and students. She pointed out the potential overlap the time bank may have with the UCSA Volunteering Centre, and thought perhaps they could be linked.

Jude Laugesen, Hardship Applications Co-ordinator: Jude supports the idea and thinks that it would work well in the Uni. Being from Lyttelton she has heard about the time bank there and thinks it's great. While she is not currently involved in it she felt that once she had more time and was retired it would be something she would definitely get involved in.

Janelle Beaman, Student Transitions Co-ordinator: Janelle was hesitant about parts of the time bank: security, making sure things are done properly, what to do if someone doesn't do the job properly.

Carolyn Lidgard, Adult Student Advisor: Carolyn is very supportive of the time bank and thinks it's wonderful. She would love to see it run as a UC thing, not just a club. She explained how it is similar to trade me; it's based on trust and can work amazingly if everyone involved is honest and genuine. She thinks by being able to add feedback about trades with members so others would be able to read them would be very helpful in things such as security issues and making sure the exchange is carried out properly and safely. She thinks it would be great for staff student interactions and that staff could benefit from it a lot. Carolyn is currently considering putting a proposal forward in her own community to have a similar system to time banking, where she believes her community would reap the benefits of such as system. Carolyn said: *"I really enjoyed your session with us the other day and think that the idea of a Time Bank is great… because:*
1. *It is a way of sharing skills and experience within the community with the opportunity to pay back*
2. *This leads to a more cohesive community which fosters support and communication*
3. *It is an equalizer, in other words a woman on her own who needs help to clear her section can ask for that to be done in the Time Bank and then repay, (might not be the same person who helped them) by computer work, etc… no guilt trips, no feeling trapped, no real money costs, no hassles with trades-people. It's just brilliant"*

Appendix C. Questions and Answers from Julie Lee

Unfortunately we have not been able to speak to the Lyttelton Time Bank (LTB) co-ordinator Julie Lee in person, as she is extremely busy and has simply had to prioritise her workload which unfortunately did not include time to meet up. However, after the Christmas break she was able to answer a few key questions via e-mail:

1. How many hours, realistically, do you need to pay a time bank co-ordinator per week to manage and run the time bank? Does this number increase or decrease as the time bank becomes more established?

"I get asked just about all of these questions, all of the time. It really depends on a number of factors, but the main ones would be the community that you reside in and the number of members that you have. You certainly need more hours at the outset, as this is the setting up phase, for processes and operations, marketing, budgets etc. We now have 242 members. We can manage this with a paid coordinator on 20 hrs a week, BUT ONLY with the assistance of our time bank members helping to run it. They earn credits. Otherwise you're more likely looking at a minimum of 30hrs. You need more hours at the outset, then once up and running and everything sorted it should balance out, when your membership increases you will need more input from your support group or more hours for the co-ordinator while you work on getting your members to help you run it."

2. How many staff, realistically, do you need to operate the time bank in the first 6 months/year?

"The more the merrier in the set up phase. There is much to do, as mentioned above. I would recommend a set up group of at least six, as much of the set up phase is done on the smell of an oily rag and voluntary. This way the work gets shared out and volunteer burn out becomes less of a risk."

And what are their roles?

"Income streams and funding streams, Budgets and Finances (could be shared and linked with aforementioned), policies / guidelines / processes, website and software, office operations (where will you house your time bank, what will be needed, will you be a trust, incorporated society etc), member co-ordinator, consider a trading buddy role, overall governance (advisory group, board etc), chairperson, marketing."

3. What exactly does the co-ordinators role involve? (A list of things would be fine, including all the small things that were never thought of at the onset!)

"Oh God! The onset! There were not many thoughts on this at all. It was kind of, would you be interested in being the TB co-ordinator and off you go! Although the concept of time banking doesn't change, each time bank runs their time bank slightly differently from others. Lyttelton's Time Bank is different from the norm. Being NZ's first TB, we were the organisation others looked to for advice on how to set up a TB. So, my co-ordinators role is very different from many time banks. However, I have attached my job description which I set up last year to help other individuals asking the same question. This is all drafted from personal experience in the role. The role is currently changing and we are working on running our TB differently this year as we take it up another notch."

4. Would you do anything different now that you have hindsight of how the time bank began and has progressed?

"Yes I would. I've been lucky to benefit from being heavily involved with other time banks setting up. Our TB kind of just started, we worked on our processes whilst we signed up our members. Other time banks set their rules in place first. I would defiantly set up rules first. I think I would engage buy in from health providers, council, community board, churches etc earlier on in the piece. In Gore they had a one day forum, they hand picked attendees. It was well run and very exciting. However, it's important not to be top heavy in this area at the outset. It's for the community, get the individuals involved as well."

5. Do you have any advice for our time bank if it gets up and running?

"Have fun! Do not promise that you can meet everyone's requests. Your time bank is only as good as its skill base. Make sure your co-ordinator doesn't feel that she has to do the trade just to ensure that it's done. Time Banks need to have boundaries, as to the extent that they can help. Orientations are REALLY important. The exact concept needs to be put across. Assisting new members with their first trades, make sure it goes smoothly, make sure they know how to put their hours through. Social outings and events again, REALLY important. People need to connect and meet; you need to keep the trading wheels turning. No trades = no time bank. There will be times when your co-ordinator may feel overwhelmed, ensure there is a good support system in place. Sometimes we hear sad stories in the community. Counselling/supervision for the co-ordinator is something you might like to consider. Sustainability of time bank is important. Encourage members to take ownership and help run the time bank. They can earn time bank credits for this. It's fun to work with someone too! Connect with other time bank's and share. Join our fortnightly Skype calls and on line Google group."

Appendix D. Software start-up pack includes:

When purchasing the software from Timebank USA, it comes in a 'Start-up materials BETA Pack'. This gives six months use of the Community Weaver software, as well as some useful guides and information about time banking. This pack is US$65 dollars, or approximately NZ$91 dollars. Shipping is US$5 dollars. For details of what is in the Start-up pack see Appendix 4.

- Guidebook 1: Exploring the Big Ideas of Time Banking: A supplement to the Member-Led Manual, this guidebook is also the first in a NEW series of guidebooks currently being developed to replace the Member-Led Manual. This guidebook will guide you through the very first (and most important) step: learning about Time Banking and recruiting others to help you get started. Three meeting guides, complete with sample agendas, reading materials and discussion guides will ensure that you and your team are on the same page from the very beginning.
- A How-To Manual for Member-Led Time Banks: Guidance for explaining Time Banking to others, finding members, running orientation meetings, dividing up leadership roles, and more. This will get you started on the path toward a Member-led Time Bank.
- Priceless Money: Banking Time for Changing Times: A collection of short essays by Edgar Cahn, founder of Time Dollars and Time Banking.
- Time Banking video shorts: Available online, and also on DVD by request. Watch these videos with friends and colleagues to gather and inspire your core team, potential members, and champion supporters.
- Introductory Membership with TimeBanks USA: Introductory Membership with TimeBanks USA. With the introductory membership you will receive the TimeBanks USA monthly e-bulletin, access to the "Co-ordinator Only" online discussion forums, the opportunity to learn from other co-ordinators on a twice-monthly conference call, access to customisable forms, fliers and handouts, and access to the wisdom and experience of the Timebank USA network, comprised of 100+ TimeBanks across the country.
- Timebank USA Community Weaver Software: Six months unlimited use so you can learn how the software will help you track exchanges and document your Time Bank's activity.

You can start the six-month trial anytime during your introductory membership with access to all the features and you can sign up as many people as you like.

Appendix E. Co-ordinator Job Description from Lyttelton Time Bank.

Lyttelton Time Bank Member Co coordinator Job Description

Responsible to: Lyttelton Time Bank Advisory Group
Primary Objectives
- *To ensure the Time Bank is administered in a systematic, efficient and effective manner.*
- *To ensure policies and procedures are formulated, implemented and maintained to a high standard.*

Essential Roles	
Membership Orientation	*Orientate interested individuals. To include the full concept of time banking and website orientation. Connecting with trading co-coordinator and follow up support. First trades important.*
Events	*Organize regular TB events and social occasions.*
Guidelines, Policies and Procedures	*Draft up these for approval by AG. Finalize wording / proofreading and upload to website.*
Time Bank Advisory Group Meetings	*Arrange monthly meetings, to include agenda, reminder to team and minute taking.*
Trading	*Responsible for trading co-coordinator and role. Ensure well supported in all aspects of role.*
Software / Website	*Pro actively moderate Google website.*
Research *Connecting - read Community and Community Group Newspapers and Newsletters.*	*Potential membership for time bank. How can we help one another? What are our community groups needing and looking for.*
Regularly access TBUSA Forum.	*Gain new ideas and share what LTB is doing.*
Weekly Broadcasts	*Ensure completed by Trading Co-ordinator weekly, finalize wording and broadcast out.*
Manage Off line Members	*Ensure that off line members are getting notification of events and be aware of possible trades that they could help on. Contact them on a regular basis.*
National Time Banks	*Assist interested groups / individuals with setting up time banks.* *Arrange fortnightly Skype conferences, minute taking and posting on Google.*
Community Groups and Not For Profit Member	*Work actively with these groups, encouraging them to network and connect with other community groups.*

Hours of Work
- *18 hours per week, times to be negotiated.*

Appendix F. Specialist Time Bank's Extract

There are options for just having our UC time bank as a specialist time bank. This extract is from www.timebanks.co.uk/Types_of_Time_Bank.asp:

"Community of Interest Time Banks (specialist time banks)
Whilst this type of time bank still works on the same principle of reciprocity -an hour given equals an hour received - it is not as broad based as the community time banks. It is a specialist time bank and its special interest could be based either in its selected membership or the limitations on the skills exchanged within the time bank.
Selected membership – these are time banks set up for specific groups of people. They might be young people or for people with mental health problems or asylum seekers. Others are set up in order for specific agencies to deliver their services, such as Sure Start. Specialist services – these time banks are not multi-skilled like the community time banks but instead focus on a specific service or a limited range of services. This could be linked with education or environmental issues."

Appendix G. Time Bank Roles and Organisational Staff: recommended by various sources and literature.

The Lyttelton Time Bank currently has six organisational staff. These are:
- Julie Lee: Member Co-ordinator and Administration.
- Lisa Swann: Trading Co-ordinator.
- Chris Twemlow: Advisory Group Member and I.T expertise.
- Margaret Jefferies: Chair, Project Lyttelton and Advisory Group Member.
- Vilma Loader: Research Co-ordinator, and Advisory Group Member.
- Jacinda Gilligan: Former Time Bank Trading Co-ordinator and now Advisory Group Member

As recommended by the online "How-to" guide (Time Banking – Time to give and take "How To" Guide from www.timebanking.org.uk) there are seven key organising roles. These are:
- *Attracting and signing up new members*
- *Looking after people and nurturing relationships*
- *Building your reputation*
- *IT*
- *Partners and Projects*
- *Sustainability*
- *Managing media interest and interviews*

It also recommends a paid time broker (this role is the same as the time bank co-ordinator):

"As your time bank grows and becomes more successful you might need to think about employing a paid time broker who is responsible for organising all the matches and skills exchanges, the general administration and health and safety issues. This is a more formal set up and these kinds of time banks are usually funded by charitable grants so the time broker can be employed on a full- or part-time basis. They can be located in their own premises or within another organisation like a school, housing association or doctor's surgery.

The time broker can use the specially designed computer software called Time Online (available from Time Banks UK) to log all the exchanges. He/she manages practicalities such as insurance, health and safety, references and other checks.

The role of the time broker:
- *A friendly local face who knows all the members personally.*
- *Someone people feel comfortable asking for help.*
- *Knows the local area and the skills and interests of the members.*
- *Keeps the exchanges moving and co-ordinates the time bank.*
- *Recruits new people and takes up references.*
- *Responsible for bringing people together and organising events.*
- *Follows up exchanges to see that all went well.*
- *Helps organise and produce publicity - leaflets, newsletters, website - to promote the time bank, gives talks and presentations.*
- *Is the link between the local time bank and the bigger regional and national networks of the time banking movement.*
- *Links with other local organizations and businesses to get them to join the time bank.*
- *Can organise training for members using the skills available in the time bank."*

According to TimeBanks USA there are six main leadership roles in a Time Bank. Below are the six roles recommended by www.timebanks.org:

"There are six main leadership roles in a Time Bank—and it is usually the Coordinator's role is to make sure they all work. Here they are:

Role I: Time Bank Ambassador
- *Member Recruitment*

Role II. Membership Coordinator
- *Member Orientation*
- *'Keeping in Touch'*
- *Making matches*

Role III. Events Coordinator
- *Focuses on all group activities of the Time Bank*

Role IV. Webmaster
- *Training New Members in On-Line Time Banking*
- *Running the on-line community page*

Role V. Administration
- *Collecting dues*
- *Financials/Budgeting*
- *Fundraising*

Role VI. Team Leader
- *Makes sure that everyone is happily taking responsibility for their role.*

Make sure you have a Full Team

No one is good at everything. Make sure you know your strengths and weaknesses. Strange to tell, but there is someone out there who loves to do the jobs that make you squirm. You'll greatly increase the chance of success for your Time Bank if you can build a team of people who all love their role—and rotate them so they no one gets burned out."