

# FACILITY MANAGEMENT MANUAL

## 1 Community Engagement



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The Facility Management Manual has been developed for managers of any recreation, sport or leisure facility. It provides detailed information covering the management and operation of a recreation, sport or leisure facility.

This document is a companion document to the Aquatic Facility Guideline, which can be found on the Sport NZ website and the NZ Recreation Association website:  
<http://nzrecreation.co.nz/index.php/facilities-home/facilities-guidelines>

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# 1 Introduction

Full engagement with communities, stakeholders and customers provides multiple benefits to facilities including the opportunity to be innovative, responsive to issues and concerns and test out new ideas. This chapter provides guidance on how to fully engage with the communities and stakeholders the facility serves including approaches for finding out who they are, their needs are and how best to work with them.

This section links with the following Facility Management Manual chapters:

**Chapter 2 - Customer Care**

**Chapter 5 - Marketing**

**Chapter 6 - Programming**

## 1.1 Legal and statutory obligations

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in community engagement and stakeholder management:

- Accident Compensation Act 2001
- Bill of Rights Act 1990
- Consumer Code of Rights 2009
- Consumer Guarantees Act 1993
- Human Rights Act 1993
- Local Government Act 2002
- Local Government Act Amendment 2012
- Privacy Act 1993
- Privacy Act Amendment 2013

*Further information*

<http://legislation.govt.nz>

## 2 Reviewing Performance

### 2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is performing in community engagement.

#### Engagement self-review

| Description  | Self assessment |
|--|-----------------|
| <p><i>Community relationships</i></p> <ul style="list-style-type: none"> <li>• The facility has a current demographic profile of the community.</li> <li>• The facility uses a range of methods to regularly and positively engage with community and customers.</li> <li>• The facility has a system for providing customers to provide feedback about its services.</li> <li>• Engagement processes are used to support planning and decision-making.</li> </ul>       |                 |
| <p><i>Recreation and sport trends in society</i></p> <ul style="list-style-type: none"> <li>• National and local recreation trends are monitored and applied to planning and decision-making.</li> </ul>   |                 |
| <p><i>Stakeholder relationships</i></p> <ul style="list-style-type: none"> <li>• The facility has a current profile of organisations, groups and individuals in the local community.</li> <li>• There is a stakeholder map that identifies key organisations, roles, relationships and expectations.</li> <li>• User and stakeholder data is regularly updated.</li> <li>• The facility uses a planned process for positively engaging with key stakeholders.</li> </ul> |                 |

## 2.2 Key performance indicators

| Area                  | Indicators  | ✓ |
|-----------------------|---|---|
| <b>Strategic plan</b> | The strategic plan includes community engagement as a key tactic.   |   |
| <b>Business plan</b>  | Key stakeholders are identified and an engagement strategy developed and implemented.   |   |
| <b>Customers</b>      | Customer data is collected, analysed and used to amend services at least quarterly.   |   |
| <b>Community</b>      | Community awareness of facility and services is X%.   |   |
| <b>Engagement</b>     | Stakeholder engagement is monitored against the strength and impact of the relationship: <sup>1</sup> <ul style="list-style-type: none"> <li>• Leadership and direction</li> <li>• Communication</li> <li>• Service delivery</li> <li>• Quality of relationship.</li> </ul> |   |

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<sup>1</sup> Indicators sourced from Sport NZ Regional Sports Trust Stakeholder Survey (2014)

## 3 Community Profiling

Communities change over time, sometimes very quickly. It is important for good planning to know its community and not make assumptions about who they are and how they operate. A community profile is an excellent starting point for a community engagement process.

Building a community profile is a way of researching, recording and understanding a community with the active involvement of that community. A community profile provides a snapshot of the community at a particular time and their recreation and sport needs.

A community profile will assist in identifying the market segments who are most likely to be available to fill up the facility at certain times and provide direction in terms of the types of programmes and activities the facility should offer.

Once completed, the profile can easily be updated when new information becomes available (e.g. new Census) so that it remains a live document and continues to be useful.

### 3.1 Benefits of community profiling

Community profiling and engagement can be time-consuming, so it is important to be able to justify and appreciate the benefits. Ultimately, researching and engaging with the community early will pay off later on and enable the facility to provide services that the community attend and benefit from. Other benefits include:

- **It's efficient:** the more that is known about a community the more likely it is to get it right, first time.
- **Unlocking potential new markets:** most facilities are very good at catering for current users. Community profiling enables development of a picture of 'potential users', and helps identify what to offer them, unlocking potential markets and creating opportunities.
- **Increasing the facility's appeal:** a facility will be seen as more accessible if it reflects the make-up of the local community in terms of the programmes offered, the staff composition, and the style of operation.
- **Financial justification:** if receiving external funding, a community profile will assist with justifying the proposal, and should provide evidence of the link between the community and programmes.
- **Equity of provision:** the community profile will enable alignment of programmes and services with who is in the local community, and provide for a greater range of people. For publicly funded facilities this is extremely important, as the funder's vision and objectives are likely to include something relating to equity of distribution.
- **Being competitive and current:** use networks to be help find out what the latest craze is, who else is working with user groups and what opportunities are available?
- **Better planning for future provision:** knowing the community profile and how it may grow will enable planning for the right facilities in the right places in the future.

## 3.2 Planning a community profile

A profile can be as detailed as the availability of time and money, or a relatively simple outline of the local community providing information on who lives there, income, household make-up and access to transport. Before beginning profiling, consider:

- **Distance thresholds:** how far afield does the facility reach, where do the boundaries of the community lie?
- **What information needs to be found?** i.e. interesting demographic details such as: gender, age, income, employment, household make up, transportation and where do facility users travel from.

The following table includes some questions that provide useful information for a facility manager. All of these factors influence recreation and sport behaviour and levels of participation.

### Community profile questions

| Area of research   | Useful information to gather   |
|--|--|
| <b><i>Demographic profile of the community</i></b>           | Describe the demographic profile of this community in terms of (choose which ones are relevant): <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Household composition</li> <li>• Area they live in</li> <li>• Length of residency</li> <li>• Ethnicity</li> <li>• Income level</li> <li>• Educational level</li> <li>• Access to transport</li> <li>• Access to internet and electronic communications</li> <li>• Religion</li> <li>• Social networks</li> <li>• Occupations – in paid work, voluntary work, retired, unemployed</li> </ul> |
| <b><i>Lifestyles and values</i></b>                          | <ul style="list-style-type: none"> <li>• What are the leisure interests and hobbies of the people in this community?</li> <li>• What are the priorities of this community?</li> <li>• What are the cultural values of this community?</li> </ul>   |
| <b><i>Participation in recreation, sport and leisure</i></b> | <ul style="list-style-type: none"> <li>• What do they currently participate in at the facility?</li> <li>• What do they participate in beyond the facility?</li> <li>• What benefits are they looking for?</li> <li>• What do they get out of participating currently?</li> <li>• What makes it hard for them to participate?</li> </ul>   |



## 4 Gathering Data

Data gathering can be as simple and fast as needed, depending on the level of detail required and the time available. A general rule is to start with the basic census data and add layers to the information with other sources of data. Most local authorities will collect data on their communities and this is widely available and can be a good starting point. Data may include information on apartment dwellers, migrants, people moving into the area, and economic development plans. Current users of a facility are also an immediate source of data and a picture of who they are and where they come from can be easily developed.

### Community profiling data sources

| <b>Data type</b>                                      | <b>Data source and links</b>  |
|---|---|
| <b><i>Demographic data</i></b>                        | Census New Zealand  |
| <b><i>Workforce data</i></b>                          | Department of Labour Workplace Information<br>Quarterly Labour Market Scorecard   |
| <b><i>Housing data</i></b>                            | Community housing data  |
| <b><i>Deprivation data</i></b>                        | Social Deprivation Index  |
| <b><i>Public health service provision</i></b>         | District Health Board   |
| <b><i>Recreation and sport participation data</i></b> | Sport NZ Active NZ Survey (2013/14)<br>Sport NZ Young People's Survey<br>Sport and Recreation Participation Trends Survey<br>Local Government New Zealand |
| <b><i>Other data</i></b>                              | Sport and Recreation Knowledge Library<br>NZ Quality of Life Project<br>Connecting with diversity   |

## 5 Data Analysis

Once the community to be profiled has been identified and raw data gathered, the information can be analysed and a picture of the community created.

Who are the groups that make up this community?

The information acquired will need to be broken down into sub-groups by age, gender, ethnicity and access to resources etc.

Having identified the various sub groups which make up the community, the next step in the process is to find out more about them, and what impacts on their ability to participate in sport and recreation opportunities.

Depending on available time and resources, consider including data from a range of national, city-wide and local sources including:

- Sport New Zealand
- Local authority reports and community profiles
- Other community and government reports.

### Filling facility timetable gaps

Knowing where the gaps in the facility timetable are and using the community profile information, community groups that could utilise the facility in quiet periods can be identified and targeted e.g. 'at home' parents and caregivers of young children are often around during the daytime and might wish to attend classes which cater for them and their child, or attend classes which offer supervision of their child alongside an adult class.

Identifying sport and leisure trends might provide further insight into this group, especially things they value and what they might seek from participation. This information will be useful in creating programmes and services, which fit with the expectations of the different groups within the facility's community.

Other community groups that could be targeted are:

**One parent families:** e.g. if 25% of the community is made up of one parent families, potentially half are working single parents and half are single parent families living off a benefit. Are these groups using the facility? If not, could they be a potential user group.

**Refugee and migrant families:** e.g. if 15% of the community is made up of migrant and refugee families, with either one or both parents not working. What else can be found out about this sub-group and what their recreation and leisure needs might be?

**People on low incomes:** Are there people on low incomes, who might use the facility with affordable programmes (subsidised via community funding or other options)? Who are they and how might the facility be made attractive to them?

**People who do shift work:** those people that may work non-traditional hours of work or split shifts. Researching the needs of these people may support programmes and activities that assist filling gaps in the facility schedule.

## Case study: Recreation Wellington community profiling

In 2010, Recreation Wellington identified the need to profile their communities. In a demographic analysis of the inner city suburb of Mount Cook they identified that:

Mt Cook is an inner-city residential suburb with a number of educational facilities within its boundaries. The population increased substantially between 1996 and 2006, as a result of new dwellings being added to the area, particularly medium and high-density housing. This area is identified as one of the most deprived areas in the city, with large tower blocks of social housing. Combined with the student housing and apartment living, there are considerable number of people living in high-density settings in a small space.

### Brief demographic summary

The Mt Cook community had 6,498 residents (as at the 2006 Census). They are characterised by:

- Significantly less children (6%) (Wellington 15%)
- Fewer mature and older adults (3.9%) (Wellington 8.5%)
- Significantly higher percentage of adults (87%) (Wellington 70%)
- High proportion of residents born overseas (34%) (Wellington 28%)
- A very high level of non-English speaking backgrounds (24%) (Wellington 14%)
- A very high level of people born in China (9.6%) (Wellington 2.4%)
- Slightly higher levels of Maori (10.2%) (Wellington 9.2%)
- Couples with children only comprise 21% of families, half that of Wellington (43%)
- More one-parent families (16%) (Wellington 14%)
- Lower levels of full-time employment (41%) (Wellington 45%)
- Higher levels of part-time employment (16%) (Wellington 12%).

From this information they identified the following as just some of the recreation planning and programme opportunities:

- As an inner city suburb with a high percentage of apartment dwellers there is an opportunity to develop programmes that support access to the outdoors and opportunities for social interaction
- Planning needs to take into account the diverse needs of the potential users (e.g. Maori, migrant and Asian populations)
- Cost is a factor especially for one-parent families, unemployed and part-time employed.

## 6 Community Stocktake

The next part of the process is to undertake a stocktake of services and programmes in the area. Find out who is providing what, and develop a picture of where the facility 'fits'. If what the facility offers is complementary to other programmes and services in the area it's got a higher chance of being successful. Think beyond other recreation, sport and leisure services e.g. arts and cultural groups, health groups etc. Record details including:

- The organisation
- Their purpose
- Their target group
- Customer overlap
- Details of the programme and services they offer
- Where their programmes and services are provided
- Contacts
- Possible partnership opportunities.

### 6.1 Further engagement and planning

After establishing the foundations, the next step is to engage further with the community by doing some sampling, checking and validation of the information. Gather 'in depth' information from individuals in the local community, the people who could be potential users of the facility's programmes and services. Test out some of the data collected against the community to establish if additional information can be added to the profile to make it a realistic, living document, which truly reflects the community.

### 6.2 Social and recreation trends

The following information about target groups helps describe their social, recreational, sporting and leisure trends.

#### **Adults 60 – 70 years**

- Not necessarily retired at 65
- Often have disposable income and maybe working full or part time
- Health status in general is better than previous generations
- High expectations of service and range of available programmes
- Flexible times, cannot assume they will be free during the day
- Some (not all) can afford higher fees, but full income range is represented
- Range of options will be important
- Some may be seeking relaxation from work and grand parenting commitments whilst others may be seeking company and social interaction
- Engagement from simple participation through to learning new skills and having new opportunities
- Keen on health and wellbeing related activity and some engagement though may not be primary reason.

### **Mothers of young children and babies**

- Many will be working full or part time
- Want to attend classes with their child
- In-house childcare expected
- Scheduled regular classes and programmes
- Available weekdays and weekends
- Social component with other parents
- Skills for parenting (e.g. learning how to play, develop fundamental skills, equipment for use at home)
- All weather options.

### **Māori**

- Often prefer to engage locally with whanau
- Certain sports are more popular with Maori than other New Zealanders
- Often prefer programmes that are led by Maori
- Ensure services are inclusive of all ages and abilities and suitable for multi-generational group participation
- Identify Maori staff and local leaders you can engage with in developing opportunities
- Communicate through whanau networks or using the local Kura Kaupapa or Te Whare Wānanga.

### **Refugee and migrant groups**

- Connections within own communities important
- Mostly speakers of other languages
- Needs will vary depending on country of origin and circumstances of immigration to NZ
- Culture influences ideas about recreation and leisure especially for women (for some)
- Accessibility, both in terms of transport and language
- Affordability, many of these groups are in lower income households
- Appropriateness, culture and language can create barriers to activities
- Links with faith-based groups
- Possible gender segregation.

# 7 Community Engagement

Once the community has been identified, the next stage is to consult or engage with them more deeply. This section is a rough guide to community engagement as the process can be complex and needs to be undertaken with care. The concepts, framework, and suggested steps for community consultation are outlined below.

## 7.1 Purpose of community engagement

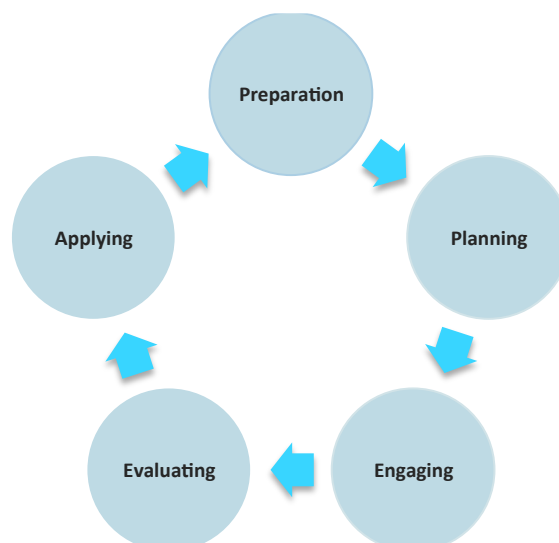
Community consultation should allow for a broad base of public involvement. Needs assessment in recreation and sport planning should provide:

- An increase in individual and community input and involvement in planning and decision making
- A better understanding of the community and its composition
- Information as to current opportunities, activities people are engaged in and those they would like to be involved in, as well as information about planning and delivery
- Supporting facts and ideas on which to base decisions in the planning process on a larger scale - the role of recreation as a municipal service in the realm of community development.

A general rule of thumb is to start with as wide a group as possible. Once the general themes have been established, smaller groups or individuals can be worked with using a deeper level of questioning.

## 7.2 An overview of the engagement process

Community engagement is a process for building ongoing relationships with the community. Its purpose is to improve the facilities and services for community benefit. The success of any long-term relational process requires purpose, planning and an honest intent to seek the best outcome for all parties.



## Community engagement process<sup>2</sup>

| Steps              | Includes  |
|--------------------|---|
| <b>Preparation</b> | <ul style="list-style-type: none"> <li>Scoping the engagement purpose and parameters</li> <li>Deciding whether engagement is appropriate.</li> </ul>  |
| <b>Planning</b>    | <ul style="list-style-type: none"> <li>Clarifying the engagement purpose</li> <li>Collecting background information on the community and issues</li> <li>Identifying target audience including key stakeholders and individuals</li> <li>Developing key messages and processes regarding the engagement</li> <li>Managing expectations of internal and external stakeholders</li> <li>Risk assessment and management of the participants and processes</li> <li>Budget and resources to support the process.</li> </ul> |
| <b>Engaging</b>    | <ul style="list-style-type: none"> <li>Timing of the consultation to ensure adequate notice and match with participant availability</li> <li>Project management including event planning</li> <li>Engagement process from invitation through to follow up</li> <li>Effective communication – before, during and after the engagement.</li> </ul>  |
| <b>Evaluating</b>  | <ul style="list-style-type: none"> <li>Monitoring the process to ensure high levels of engagement</li> <li>Evaluating effectiveness of the engagement.</li> </ul>   |
| <b>Applying</b>    | <ul style="list-style-type: none"> <li>Taking action and applying the outcomes of engagement.</li> </ul>  |

Effective community engagement needs to be:

- Clearly scoped with a strong connection to decision making
- Transparent
- Informative and include feedback
- Timely
- Relationship building.

### Input and feedback options

Some methods for seeking input and feedback from customers, or potential customers, are listed below. The method(s) chosen will be determined by the purpose of the research, resources and time available, who will be consulted, and the number of people to be included.

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<sup>2</sup> Based on Community Engagement process:  
[http://www.timetotalk.act.gov.au/storage/communityengagement\\_FINAL.pdf](http://www.timetotalk.act.gov.au/storage/communityengagement_FINAL.pdf)

| Area                       | Description  | Suitable for  |
|----------------------------|--|---|
| <b>Formal</b>              | <ul style="list-style-type: none"> <li>• Public meetings with open invitation</li> <li>• Formal consultation with identified group/groups through an agreed process (Teen Board case study)</li> <li>• Focus groups by invitation: between 5 – 10 people led in discussion by a facilitator</li> <li>• Media: people asked to reply to a survey in local newspaper – may be an incentive as motivation</li> <li>• Surveys of customers either hard copy, by phone or online<sup>3</sup></li> <li>• Surveys via schools using texts, Twitter</li> </ul> | <ul style="list-style-type: none"> <li>• Planning a new facility</li> <li>• Developing a partnered programme or major change to the facility/programme</li> <li>• Targeting specific community groups for developing a service or part of facility</li> <li>• Getting general feedback on new ideas or finding out what people would like to do in the facility</li> <li>• Getting customer feedback on the services and facility</li> <li>• Finding out about latest trends and issues for young people</li> </ul> |
| <b>Semi-formal methods</b> | <ul style="list-style-type: none"> <li>• Observing and interacting with customers</li> <li>• Seek feedback via social media platforms like Facebook, Twitter, LinkedIn</li> </ul>  | <ul style="list-style-type: none"> <li>• Researching customer satisfaction with the services and facility</li> <li>• Generating interest in the facility and its services, testing out new ideas prior to a trial event</li> <li>• Gaining instant feedback, even during the experience, to share with friends or providers</li> <li>• Building loyalty and a sense of belonging</li> <li>• Creating social networks related to the programme</li> </ul>  |

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<sup>3</sup> Some phone and ipad apps are available specifically for this purpose such as: ISurvey, droidsurvey, survey monkey, checkbox



## Case study: Customer engagement H<sup>2</sup>O Xtream

H<sup>2</sup>O Xtream is an adventure swimming pool in Upper Hutt, a city of less than 40,000 people in the Wellington region. Along with the normal accoutrements of a public swimming pool, H<sup>2</sup>O Xtream includes hydro slides, a wave pool, rapid river, multiple inflatables and has rapidly become a regional attraction boasting of an annual attendance of nearly 200,000 per year.

H<sup>2</sup>O Xtream has become a thriving community hub especially amongst one of their target markets 10-14 year olds. H<sup>2</sup>O Xtream is undeniably cool and the city's children look up to and respect the lifeguards. To achieve this, H<sup>2</sup>O Xtream management created a Teen Board, an elected advisory group made up of twelve 10-14 year olds who have ensured they stay focused on 'what's cool' and to keep the facility up to date with changing trends. The Teen Board evaluates staff ideas and gets behind projects, running events and activities such as TeenWave, Aquabeat, and youth evenings, which take over the entire facility and attract hundreds of teens.

*"I like the Teen Board cause it gives you the experience to work, plus you meet some great friends."* Teen Board member

*"I like the experience and the fun things that happen on the desk when doing the work."* – Teen Board member

### 7.3 Engagement review and evaluation

Remember to review consultation. Useful questions to ask are:

- What were the objectives and were these achieved during the process?
- What went well?
- What would be done differently next time?
- Who is going to analyse and act on the information acquired?
- How will this be communicated to all involved?
- How will relationships be maintained between the facility and the communities that have been consulted with?

#### Keep the relationship strong

Having established connections with the community via the consultation process, it's a good idea to continue to support the relationship so that the facility and groups continue to work together through implementation and review. Keeping the relationship strong and the dialogue going both ways is particularly important when working with groups who are least likely to be users of the facility i.e. those people or groups who face barriers to participation.

## 8 Common Engagement Challenges

Engagement in any community can be both challenging and exhilarating as the relationship with the community draws closer and closer. Challenges from the community in the engagement process usually demonstrate a high degree of involvement and investment by the individuals, groups and communities concerned. If those challenges are successfully navigated, adversaries of the facility may become the facilities most loyal advocates. Beware of apathy and easy acceptance. It may not signify the agreement hoped for, but rather underlying disinterest. They are just not interested enough to engage. The following table lists some common challenges and opportunities to mitigate them.

### Engagement challenges <sup>4</sup>

| Challenge  | Mitigation/opportunities  |
|--|---|
| <b><i>Lobby groups or individuals with agendas</i></b>   | <ul style="list-style-type: none"> <li>• In public forums ensure there is a strong and skilled chair or facilitator so that all get a say</li> <li>• Provide a separate opportunity to speak outside of the meeting.</li> </ul>   |
| <b><i>Unable to meet community expectations</i></b>      | <ul style="list-style-type: none"> <li>• Be clear about what is being asked and what is available. Tailor consultation to the facility's needs – remember the whole community doesn't need consulting.</li> </ul>   |
| <b><i>Competition between competing interests</i></b>    | <ul style="list-style-type: none"> <li>• Meet with all parties and see if they can generate some possible options to resolve the issue.</li> </ul>  |
| <b><i>Engaging with the same old communities</i></b>     | <ul style="list-style-type: none"> <li>• Partner with local leaders and community organisations that operate outside of the facility's customer base. Find people who can help set this up.</li> </ul>  |
| <b><i>Lack of buy-in and engagement with results</i></b> | <ul style="list-style-type: none"> <li>• Watch for the tendency to seek out information from a personal perspective e.g. 'What do you think of <i>the facility</i>' rather than 'What do <i>you like to do</i> when you come here'. It's easier for people to answer from their own perspective than the facility's.</li> <li>• Check that the focus of engagement is actually important to this community. If it isn't, find out what is and start from that point.</li> </ul> |

<sup>4</sup> Based on Community Engagement process:  
[http://www.timetotalk.act.gov.au/storage/communityengagement\\_FINAL.pdf](http://www.timetotalk.act.gov.au/storage/communityengagement_FINAL.pdf)

## 9 Stakeholder Engagement

The process of stakeholder engagement is very similar to engaging with the community, the difference is that instead of engaging with potential *customers*, engagement is with other providers, decision makers or agencies. Stakeholder engagement is the process of initiating open, two-way dialogue with the purpose of seeking understanding and solutions to issues of mutual concern. Examples of stakeholders that could be worked with are the local authority, education providers, health groups, cultural groups, churches, sponsors, funders and other groups or organisations, ideally for the benefit of all concerned.

### 9.1 Identifying key stakeholders

Potential stakeholders include:

- Local authorities (for those facilities owned by Trusts, community groups and commercial operators)
- Departments within local authorities e.g. Parks, Sport and Recreation, Community Services, City Works and Economic Development
- Other recreation and sport providers both public and private e.g. sports clubs, on-line meet up groups, gyms, Regional Sports Trusts, National and Regional Sports Organisations
- Funding organisations
- Commercial and private sponsors
- Local health providers e.g. GPs and Primary Health Organisations
- MoE and local education providers e.g. early childhood centres, schools and tertiary institutions
- Local social service agencies e.g. CCS, IDEA services, Presbyterian Support Services, Age Concern
- Police and other emergency services
- Local businesses.

### 9.2 Benefits of engaging with key stakeholders

A few of the key stakeholders and the main benefits of engaging with them include:

**Local Authority:** Engaging with the local authority, even as a private provider, has potential benefits to both the facility and the Council. Increasingly, local authorities are looking towards public/private partnerships in order to avoid duplicating service provision. Where the local authority can meet some of its community objectives, and the facility can provide programmes which 'fit' within that range, there is opportunity for a happy and mutually beneficial partnership.

**Ministry of Education and School Boards of Trustees:** Engaging with schools and tertiary organisations has the benefit of being able to identify school/community partnership opportunities for the planning and co-location of sport and recreation facilities. Where the community, local authority and school can realise their objective through collaboration and partnerships this represents a positive outcome for a wide cross section of stakeholders.

**Sponsors:** Sponsors can provide support in many ways including financial, media, and sponsorship. Consider what the facility can provide the sponsor. For example, what benefits will a sports clothing manufacturer gain from being associated with an innovative local programme aimed at school-aged children.

**Other providers:** Engaging with other providers in the geographical area, or aiming services at a similar audience, may not seem obvious. But unless the area is over-subscribed with facilities, it's likely there is room for more than one or two players in providing a range of programmes. Consulting with others in the same business can provide clarity about who is offering what, and therefore who the different target markets might be. There are opportunities to collaborate on things like community consultation which are otherwise too expensive for a small facility to conduct on a regular basis.

### 9.3 Engaging with external stakeholders

Essentially the engagement process is the same whether engaging with the community or with specific stakeholders (as of course the community are key stakeholders as well). The important difference is the purpose behind the engagement and this will guide both what is done and how it is done.

Think about the following in regard to the stakeholders:

- Who they are?
- What are their expectations of the facility and its management?
- What is expected of them?

The chart below lists possible stakeholders, the purpose for the engagement, and methods of approach that suit the goal.

#### Engagement options

| Stakeholder   | Objectives   | Method/approach   |
|---|--|---|
| <b><i>Sponsors or potential sponsors</i></b>        | To seek common areas of interest or mutual benefits (initially).<br>To obtain sponsorship (long term).   | Formal meeting<br>On-going contact and informal relationship building once sponsors are found.                              |
| <b><i>Local Authorities</i></b>                     | Security of programmes.  | Quarterly meetings<br>Monthly e-news  |
| <b><i>Funders or potential funders</i></b>          | Report on progress.  | Quarterly meetings  |
| <b><i>Early childhood centres &amp; schools</i></b> | Shared use of facility.<br>Seek opportunities to provide services that meet needs of school-aged children during day e.g. link with curriculum objectives. | Consultation meeting with group of education providers<br>Visit individual schools and other providers<br>Tour of facility. |

|  |   |   |
|--|---|---|
| <b>Other providers of similar services</b> | Establish common areas of interest or possibilities for sharing of resources e.g. training. | Informal meeting, tour of facility<br>Building relationships over time<br>Discussion of areas of commonality and competition. |
|--|---|---|

## Case study: Sport Wellington engagement strategy and operational plan

The comprehensive Sport Wellington engagement strategy and operational plan, includes the following (abridged) section for engagement with the sports sector.

### Targeted Regional Sport Organisations

|                                |   |
|--------------------------------|---|
| What we want from stakeholder  | Sports have agreements on outcomes for both sport and Sport Wellington.   |
| What stakeholder wants from us | Clear and transparent information about Sport Wellington's role and the services it provides.   |
| Relationship objectives        | To increase participation, capability, capacity and sustainability with all sports with emphasis on increasing opportunities at grassroots level. |
| Key messages                   | We want to help sport to help themselves be capable and sustainable.  |
| Tactics                        | MOU with all targeted RSOs/sports.  |

## 9.4 Evaluating and maintaining stakeholder relationships

Consultation needs to be reviewed just like any other process. A useful review process is an annual review meeting with key stakeholders. The impact of engagement with stakeholders can be assessed to establish if the objectives set at the start of the consultative process have been achieved. This also gives all parties the opportunity to offer feedback on how things went and what (if anything) could be improved.

## Case Study: Stakeholder engagement at Coastlands Aquatic Centre in Paraparaumu

As they were coming to the completion of their custom built aquatic facility, Kapiti Coast District Council was lobbied by several disability rights activists about the need for a pool ramp in their main pool. In response, manager Alison Law, took this as an opportunity to engage with the whole community and co-ordinated a stakeholder engagement workshop to get feedback on the ramp as well as the facility operations, equipment and programming. The workshop attracted 35 people from 22 local disability and aged organisations. The workshop proved to be the beginning of what is turning into an on-going, fruitful relationship between the organisations and the pool management and staff. Interestingly, the workshop was the first time local disability organisations had come together for any purpose and so also provided an opportunity for their own networking and development.

The road has not always been easy. Managers have had to balance the needs of a range of disability groups alongside the needs of tens of thousands of customers in their first year of opening. Results though, do speak for themselves. These include:

- A custom built ramp designed to fit with the pool dimensions and other uses
- Installation of hand rails
- Ceiling hoist (the pool manager was invited by a disability organisation to experience this for herself before purchasing)
- Changes to written material (brochures, signage) for the partially sighted
- Compulsory disability awareness training for all staff
- Arthritis exercise programmes developed in partnership with the local Arthritis Organisation.

On reflection, manager Alison Law says that “being such a public process has certainly raised staff awareness of disability issues to a very high degree. Customer feedback tells us that customers with disabilities are now extremely satisfied with our facilities, services and most importantly our staff.”

Through their commitment to providing best possible service to and maintaining best relationships with disability organisation stakeholders, some of their biggest critics have become their greatest allies. Alison continues to keep the disability community updated, and the relationships she has developed through the process now enable her to go direct to a source when she needs advice or information

# 10 Local Authority Obligations

As major stakeholders in the community, it is useful to understand local authorities, what their drivers and powers are, along with the expectation on them to consult with facility managers, the community and facility stakeholders.

## 10.1 Local Government Act

Local Government in New Zealand is organised into 78 Territorial Authorities (TAs), each with their own elected Mayor and Councillors. TAs are then grouped under 12 Regional Authorities. The Local Government Act 2002 defines the work of Territorial Authorities and included a focus on sustainability with reference to four well-beings: social, economic, environmental and cultural.

The 2012 amendment to the Local Government Act requires TAs to:

- Ensure that the matters they are dealing with “meet the current and future needs of communities for good quality infrastructure, local public services and performance of regulatory functions”
- Ensure they are dealing with matters in a way “which is most cost-effective for households and businesses”.

The four well-beings, social, economic, environmental and cultural, were deleted from the Act, and the new purpose statement for local government applied to all existing activities. The impact of these changes is not entirely clear. Although TAs’ lawful roles are reduced from what they were previously, what that reduction entails will be open for determination in the future.

There is a proposal to introduce mandatory benchmarking for several TA activities. While sport and recreation facilities are not currently included, it is possible that they could be in the future. The Better Local Government initiatives also include an expert advisory group exploring issues around TA infrastructure, looking at how good quality infrastructure can be delivered at least cost<sup>5</sup>.

TAs in New Zealand may provide their services:

- Directly through ratepayer funded operations
- By encouraging or discouraging privately provided services by giving subsidies.

## 10.2 Local authority planning cycle

The Local Government Act 2002<sup>6</sup> sets out a robust planning process in which TAs must consult with their communities and prepare long-term plans every three years and annual plans in the other two years.

The **long-term plan (LTP)** is the key planning tool for councils. It must outline all the things a Council does, why they are doing them and how they fit together over a ten-year period. This includes activities, goods, services, financial management and policies. It is reviewed every three years at which point the community is given the opportunity to give feedback.

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<sup>5</sup> Sport New Zealand, (2013) Territorial Authority Sport and Recreation Facilities Decision Guide, March 2013 pp 49-50

<sup>6</sup> <http://www.localcouncils.govt.nz/LGIP.nsf/wpgURL/About-Local-Government-Participate-in-Local-Government-Council-Planning-and-Consultation-Processes#LocalAuthorityPlanningCycle>

The **annual plan** covers the two years between LTP reviews and details budgets and plans for 12 months. These plans are submitted and adopted before the start of a financial year in July.

The **annual report** details what they have done in the course of a year relating to the annual plan or LTP, and how money has been spent.

Councils are required to **consult on policies** they develop which relate to any purpose related to the Local Government Act 2002.

### 10.3 Obligations and opportunities

Managers of TA facilities will be contributing to the planning and reporting requirements of the Local Government Act through the normal processes including setting KPIs and regular reporting processes. The outcomes achieved and reported are directly related to promises made to the community, and evidence will be required showing they have been achieved. If outcomes have not been achieved, facility managers will need to alert senior managers and either identify plans for achieving them, or provide explanations that will bear scrutiny by senior management, councillors and the community.

Irrespective of the facility 'owner', it is important that facility managers are part of any TA consultation and planning process. Without this voice and advocacy, the agenda of recreation, sport and facilities will likely be eroded as councils easily default to other agendas such as roading and infrastructure. Take the opportunity to be the best facility, community and city advocate.

#### **Important contacts in the Local Authority**

Important Local Authority contacts for facility managers include:

- Communications and Marketing team
- Community Services/Development team
- Finance and Human Resources teams
- Recreation facilities teams e.g. Events, Libraries, Museums, Parks and Gardens, Pools, Recreation Centres
- Privacy Officer
- Traffic and Roothing.



## 11 FAQs

**Q: We have a small facility and cannot afford to contract research companies or hire someone specifically to undertake research. Does profiling need to be costly?**

*A: No. You can pull together information about your local community without spending anything, if you know where to look and what you are looking for. Use the Guide to Community Profiling in this document and check the sources suggested. This is a role that might suit a student or intern on a work placement, so consider contacting the appropriate department of your local university or polytechnic and see if you can take on a student for this work. With appropriate supervision from someone on your staff, the work could be undertaken at little cost apart from the time commitment.*

**Q: I've tried making approaches into our local community/business, but they won't have a bar of it. What should I do?**

*A: The first step to any new engagement process is working out who is the right person/people/group to engage with. If it is a community you do not belong to, you will need good advice and 'handshaking' into that community - your local authority community development advisors or your local business associations are a good place to start.*

*Once the introductions have been made, the key to any relationship is finding common ground. Take a look at your purpose for engaging or consulting. That's what's in it for you. Now think about what's in it for the community you are trying to engage or consult with. Somewhere you need to find enough common ground and agenda to kick start the relationship.*

*Then there's 'loitering with intent'. Engage with your local community on their terms. Go to their open days, support their fund raising events, participate in their consultation processes. Stand in their shoes and from what you learn, and think about how you can change your own engagement approach.*

**Q: We asked our customers what they wanted and they said they wanted more lane swimming times. We gave it to them, but they're not using it in the way they had promised.**

*A: Ahhh – a case of the eyes being hungrier than the stomach. If you limit yourself to asking customers what they want, they will often just ask for more of what they already have. Asking customers what they want is just one part of the process. First you need to know your customers both as individuals and as a group – what are their likes and dislikes, preferences and habits, demographics. This will help you discern the best ways of engaging with them and finding out information that will help you with planning. Understand what lies behind their recreation lifestyle choices. For example, if 80% of your customers are families with young children, what are parents looking for when they bring their children along? Besides the obvious 'bringing our kids to play' they may also seeking social interaction with other parents, skill learning for their children or just a place to hang out while their kids are entertained. The answer to these underlying questions is what will direct you to positive decision-making.*

## 12 Questions for Educational Context

### Community profile and engagement

What are the most compelling reasons for:

- Preparing a community profile on your community of interest?
- Undertaking a community engagement process?

### Engaging communities

Thinking about engaging communities:

- What are the five key steps involved in the community engagement process?
- List the advantages and disadvantages of a formal engagement process and how you might mitigate the disadvantages of this process.
- List the advantages and disadvantages of an informal process, such as seeking feedback via social media. How might you mitigate the disadvantages of using such a process?

### Identifying and engaging stakeholders

What approach might you use to *identify* your key stakeholders and how would you decide the most appropriate way *to engage with them*?

# 13 References and Further Information

## 13.1 Further information

Census New Zealand accessed from <http://www.stats.govt.nz/Census.aspx>

Community and Market Analysis: Western and Central Area. Produced by Lumin for Recreation Wellington, Wellington City Council (2010)

Community Housing data accessed from <http://www.chranz.co.nz/>

Connecting with diversity accessed from [http://www.srknowledge.org.nz/research-completed/connecting-with-diversity-auckland-sports-toolkit/?utm\\_source=rss&utm\\_medium=rss&utm\\_campaign=](http://www.srknowledge.org.nz/research-completed/connecting-with-diversity-auckland-sports-toolkit/?utm_source=rss&utm_medium=rss&utm_campaign=)

Department of Labour Workplace Information & Quarterly Labour Market Scorecard accessed from <http://www.dol.govt.nz/research/>

District Health Board, [access regional health board page then search resources and/or publications], accessed from <http://www.health.govt.nz/new-zealand-health-system/key-health-sector-organisations-and-people/district-health-boards/district-health-board-websites>

Local Government New Zealand accessed from <http://www.lgnz.co.nz>

New Zealand legislation accessed from <http://legislation.govt.nz>

New Zealand Quality of Life Project accessed from <http://www.qualityoflifeproject.govt.nz/survey.htm>

Social Deprivation Index accessed from <http://www.health.govt.nz/publication/nzdep2013-index-deprivation>

Sport and Recreation Participation Trends 1997-2007, accessed from <http://www.sportnz.org.nz/managing-sport/research/201314-active-nz-survey-2>

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Australian Capital Territory, Canberra (2011), *Engaging Canberrans – A Guide to Community Engagement* accessed from [http://www.timetotalk.act.gov.au/storage/communityengagement\\_FINAL.pdf](http://www.timetotalk.act.gov.au/storage/communityengagement_FINAL.pdf)

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