

FACILITY MANAGEMENT MANUAL

6 Programming



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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 NZRA website:

<http://nzrecreation.co.nz/index.php/facilities-home/facilities-guidelines>

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1 Introduction

Good programme design is the engine house of a successful facility as programmes and events attract customers to the facility. This section provides an overview of the programming process from planning and identifying target groups through to programme design and implementation.

This section links with the following Facility Management Manual chapters:

Chapter 1 – Community Engagement

Chapter 2 – Customer Care

Chapter 3 – Human Resources

Chapter 5 – Marketing

Chapter 7 – Financial Management

Chapter 8 – Risk Management

Chapter 9 – Monitoring

1.1 Legal and statutory obligations

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in planning and delivering programmes and events:

- Bill of Rights Act 1990
- Building Act 2004
- Consumer Code of Rights
- Consumer Guarantees Act 1993
- Crimes Act 1961
- Fair Trading Act 1986
- Health and Safety in Employment Act 1992
- Health and Safety in Employment Amendment Act 2002
- Human Rights Act 1993
- Injury Prevention, Rehabilitation, and Compensation Act 2001
- Local Government Act 2002
- Major Events Management Act 2007
- Privacy Act 1993
- Resource Management Act 1998
- Sale of Liquor Act 1989
- Smoke Free Environments Act 1990

Further information:

<http://www.legislation.govt.nz/>

[http://www.hdc.org.nz/the-act--code/the-code-of-rights/the-code-\(summary\)](http://www.hdc.org.nz/the-act--code/the-code-of-rights/the-code-(summary))

1.2 Policies

Policies that will apply to programme and event development and management could include but are not limited to:

- Behaviour guidelines
- Cancellation policy
- Caregiver policy
- Complaints policy
- Enrolment policy
- Health and safety policy
- Refund policy
- Supervision policy
- Uniform policy.

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is performing in programme and event planning. This could be carried out for a particular programme, a group of programmes or used for reflecting on how programmes and events are developed in general.

Programme and event planning self-review

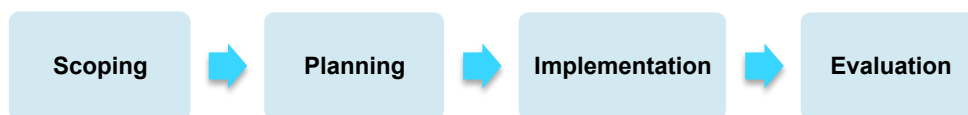
Description	Self assessment
<p><i>Research</i></p> <ul style="list-style-type: none"> • Competitor research is completed before programmes and events are designed • Community needs assessment is completed before programmes are designed. 	
<p><i>Design</i></p> <ul style="list-style-type: none"> • Programmes and events are designed for targeted customer groups and their identified needs • Programmes have clearly set objectives • Programmes and events fit' within aims and objectives of the facility • Programmes are selected with reference to a facility programme and event mix • Programmes and events are assessed for feasibility (budget, staff, resources, space). 	
<p><i>Planning</i></p> <ul style="list-style-type: none"> • Programmes and events have operational plans including marketing, health and safety, lesson plans and run sheets • Pricing structures are appropriate to the intended customer, programme mix and objectives. 	
<p><i>Monitoring and evaluation</i></p> <ul style="list-style-type: none"> • Programmes and events are evaluated and reviewed across a range of indicators • Outcome of evaluations are analysed and programme changes made as needed • Programmes are monitored during life-cycle. 	

2.2 Key performance indicators

Area	Indicators	✓
Customer satisfaction	Customers are X% satisfied with their programme experience Participant satisfaction with booking process, leader, programme, promotion, safety, venue etc.	
Customer benefit	Customers report benefits Improvements in fitness, health, confidence, skill development Behavioural and attitude changes e.g. increased social interaction.	
Community focus	Recreation programmes are responding to an identified need and attracting their target market Community awareness of opportunities.	
Programme variety	The variety of programmes meets the diverse needs and interests of the community Satisfaction with the range and quality of programmes available.	
Community satisfaction	Value for money Meets expectation Programme management.	
Partnerships	Strategic partnerships result in greater range of programmes at facilities and at outreach sites Programme specific partnerships.	
Occupancy/uptake	Occupancy of the activity spaces is X% Number of spaces divided by number of participants.	
Return on investment	The programme achieves a return on investment (or subsidy) of X% Break even, profit, planned loss.	
Resourcing	The level of programme staffing and resourcing has a positive impact on the recreation programmes Programme staffing Programme effectiveness Programme efficiency Programme marketing.	

3 The Programming Process

There are four key steps to running a programme or event, and these always apply regardless of the size of the event or programme.



Step	Includes
Scoping	<ul style="list-style-type: none"> • Checking fit with organisation and strategic vision • Researching communities and clients • Needs assessment and consultation • Identifying barriers to participation • Developing programme goals • Programme concept.
Planning	<ul style="list-style-type: none"> • Programme design • Programme timing • Animation plan • Marketing and promotions • Financial plan • Risk management plan • Time lines • Feasibility check.
Implementation	<ul style="list-style-type: none"> • Staff preparation • Facility preparation • Programme delivery.
Evaluation	<ul style="list-style-type: none"> • Evaluating programme outcome • Acting on evaluations.

4 Scoping

New programmes may be created in response to customer demand, to reflect changes in the facility, to increase profit margins or to improve off-peak use of the facility. Events may include one-off events, as well as recurring events.

The principles of good planning apply to all programmes and events, however large or small.

Facility focused programming

The approach to programming will depend on whether the programming is for a new facility or an existing facility with programme gaps.

New facilities

Developing a programme for a new facility involves dividing each of the facility areas into separate programme spaces, and scheduling programmes in each activity area, targeting specific customer groups.

Alternately, identify a target group that could potentially use the facility through understanding gaps in the marketplace, and plan a programme or activity to attract that group to the facility.

The key for successful target marketing is to ensure that the programmes satisfy the target customers' wants, needs and desires.

Existing facility

Programme development for existing facilities involves:

- Reviewing the current facility programme and identifying downtime
- Identifying market segments available to use the facility during downtimes
- Developing and scheduling programmes for the market segments at the times available.

4.1 Organisation and strategic fit

The strategic planning process outlined in FMM Chapter Four, Strategy and Planning, provides detailed information about establishing an organisation's vision. The objectives of any programme or event should link to the overall vision and goals of the facility to ensure a good fit. This is key to achieving short and long term management and organisational support and resources.

4.2 Researching communities and clients

During this stage of the programme planning process it is important to check that programming plans and the community's needs are a good match. This occurs through a needs assessment and consultation process.

Information gathered about the community will provide an overview of the people in the catchment area and potential new customers. Information gathering can include personal observations about the community, researching demographic information e.g. from the New Zealand Census and Active NZ Survey, as well as any group and individual consultation already carried out in the community. This research will provide a broad picture of who is in the community and identify particular groups who would benefit from services offered by the facility. At this stage a more specific needs assessment should be conducted to form the basis of the programme design.

Further information: FMM Chapter 1: Community Engagement

4.3 Needs assessment and consultation

A community needs assessment involves systematically assessing the gap between what is currently provided and what customers and communities need and want. It can be a useful tool for directing limited resources to areas providing the most effective and efficient outcomes. It may also focus on particular aspects of the service offered by the facility or particular parts of the community.

It is important to ensure the right people or group are involved i.e. the group or groups that have been identified as potential customers. One way of doing this is to identify and work closely with respected leaders of these communities.

Needs assessment in recreation planning should:

- Involve individuals and communities in planning and decision making
- Provide the facility with a better understanding of the community and individuals in it and their recreation needs and desires
- Provide information about the recreation opportunities currently available, the activities that people are involved in, the activities that they would like to be involved in, and how these activities can be planned and provided for within an over-all leisure service delivery system
- Provide an opportunity for early programme promotions (e.g. 'if you'd like to know more, provide us with your email').

Some ideas for seeking input and feedback from customers or potential customers include: focus groups, surveys and using social media. The method chosen will be determined by the purpose of the research, resources and time available, who is to be consulted with, and the number of people to be included.

Record and analyse the information gathered to identify what customer needs are and create services that match and are:

- Of the right type
- At the right price
- At the right time and place
- With the right people.

A programme's goals are determined during the needs assessment phase.

Case Study: AMP'd engagement with youth

The AMP'd programme is an initiative targeting at risk youth in Manukau. It provides free drop-in recreation and sports in five local parks on weeknights as well as youth education and leadership development. The purpose of AMP'd is to increase physical activity and sport opportunities for inactive and disengaged youth in the area.

AMP'd was developed in response to Sport NZ research which identified that only half of New Zealand youth play sport and of these, one third drop out between the ages of 13 – 17 years. From the beginning, AMP'd staff recognized the need to harness the imagination and creativity of youth and constantly ask youth and youth leaders for their input into activities, initiatives and marketing.

“The AMP'd crew view their relationships with youth as long term and want to positively influence the big picture of what path they choose.” Peter Caccioppoli, AMP'd Programme Manager.

4.4 Barriers to participation

Issues that make participation difficult or challenging for people are called barriers to participation and may include accessibility or transport issues. Barriers to provision on the other hand are usually a reflection of the facility's understanding of its client group (or potential client group). If no one has thought about the make-up of the group and their specific needs, the facility will not be welcoming to them e.g. if the facility is situated in an area where a large percentage of the population is Maori, but is mono-cultural in terms of staff and approach, the facility is not likely to be welcoming to the local people. Barriers may include programme timing, promotional channels or programme mix.

Once the target group has been identified, finding out what makes the facility welcoming and removing barriers should not be difficult.

Barriers to participation

Barriers	Issues to consider
Accessibility into and within the facility	<ul style="list-style-type: none"> • Is the venue accessible for people with mobility needs, prams or young children? • Can everyone see and hear? • Are the signs to the venue and programme visible to everyone?
Booking and registration system	<ul style="list-style-type: none"> • Does the booking system favour certain types of communication (e.g. online, pay by credit card)? • Are there any difficulties for people booking?
Cost	<ul style="list-style-type: none"> • Are discounts provided for people on low incomes? • Can we provide flexible means of payment?
Programme timing	<ul style="list-style-type: none"> • Do the programme times fit with the lifestyles of the target group? • Do they dovetail with public transport timetables?

Barriers	Issues to consider
Promotions	<ul style="list-style-type: none"> • Does the promotion include the level of skill needed in this programme? • Is it easy for people to read, hear, see, and understand the information and signage? • Does the promotional material include images of the target group? • Does the target group have access to the promotional vehicles?
Transport	<ul style="list-style-type: none"> • Is information provided about bus routes; ensuring that people know the right stop to disembark; information about ticket concessions? • Is information on parking provided? • Can we help participants to arrange car pools?
Staff and programme leaders	<ul style="list-style-type: none"> • Are staff and leaders confident working with this target group and do they have an affinity with them? • Are our staff and programme leaders seen as leaders by this target group?
Facility and programme culture	<ul style="list-style-type: none"> • Have we involved community leaders of the target group in the planning and implementation to ensure it is culturally (not just ethnically) welcoming and comfortable? • Have we employed staff and volunteers who 'fit' with the target group? • How does the facility and programme culture look and feel? • Does it reflect the culture of our target group?

4.5 Considering diverse needs

Most facilities are based in communities with a mix of ethnic and cultural groups, age ranges, household composition and income levels.

Once an accurate picture of the local community is created it is possible to find out more about the values and norms of some cultural groups by contacting relevant organisations such as the local Community Development Team, the Ethnic Council, Human Rights Commission Advisor or the local Marae.

Creating a facility that is welcoming to the local community can be made easier by ensuring staff demographics reflect the demographics of the local community, inviting different groups from the local community to have input into the programme development or inviting groups to give presentations to staff as part of staff training sessions. These actions will also increase the chances of providing programmes that meet the community's needs.

Needs assessment summary

Some of the key issues to consider when identifying the needs of the community include:

- Who are our potential customers and what do they want?
- Who are the key leaders in the community we can work with?
- Is the programme significantly different from other programmes in the facility or area and what is the benefit to the community?
- What programmes might compete for the customer group
- What is the best time of year to offer the programme and how long should it last?
- Does the programme fit our financial objectives, and can the target group afford it?
- What might prohibit customers from joining?

Case Study: Women's Swimming Programme¹

Women's Swimming Programme is a weekly women's only swim night at Cameron Pool, Mount Roskill, aimed at refugee and migrant women who prefer to swim without men present. The group now attracts up to 120 women weekly, from 17 ethnic groups, and includes migrant women from Afghanistan, Ethiopia, Fiji, India, Iran, Iraq, Pakistan and Sudan.

Partners and funders include Auckland Somali Community Association, ProCare Auckland Regional Public Health Services, WaterSafe Auckland, Refugees as Survivors New Zealand and the Ministry of Social Development.

"The programme is a great example of how organisations can collaborate to deliver significant health benefits in direct and culturally sensitive ways to our communities" said ProCare's Health Promotion Manager, Nicola Young. "Bringing together women from ethnically diverse migrant communities not only improves their social networks, but also increases their physical wellbeing. Women from all over Auckland come to participate and report increased fitness, weight loss and a greater sense of happiness".

4.6 The programme and event mix

Facilities cater for a wide range of needs within the community. Managing the demands for regular programmes against the need for innovative one-off events is one of the challenges for facility managers. Good programme design will take into account this need for balance.

¹ <http://www.procare.co.nz/ProCare-News/Press-Releases/ProCare-News-9.aspx>

Regular programmes versus events

Programmes offered on a term-by-term basis provide a regular and predictable income and keep the facility alive with regular participants using the facility. They are also the foundation of the facility because without them it would be considerably under-utilised!

Participant progressions

Facility users, especially children and younger customers, will graduate from some programmes as they age and develop their skills. Ideally the facility will offer them a pathway of programme opportunities, so as they 'graduate' from one programme there is another programme to progress onto, for example, a child might start in a pre-school programme and progress through to school-age programmes aimed at different skill levels.

Giving consideration to peoples' different needs at differing ages and stages will assist with making decisions concerning programming. Programmes may be aimed at parents, primary aged children, teenagers and older adults, who find they have more time available for leisure pursuits. There may also be opportunities for people who are beginners and those who want a more advanced or competitive experience.

Events

Events are potentially more risky, as they may fall outside of customer 'expectations', might be innovative and challenging, or invite the customer to experience the facility in a different way. The benefit of including one-off and special events in the programme mix is:

- The opportunity to add variety, a challenge and excitement to the daily or weekly routine
- The opportunity to mark occasions in the cultural, social or local community calendar that have meaning to people
- The chance to bring a different clientele into the facility – coming especially to attend the event
- Acknowledge regular customers programme loyalty.

The mix will be dictated partly by economic necessity (what can the facility afford to offer) and partly by what works in the community.

Event management uses the same principles as programme planning and there are a number of excellent online resources to assist with planning.

Further information

Get Set Go <http://wellington.govt.nz/~media/events/event-planning-and-support/files/getsetgo-guide.pdf>

4.7 Programme purpose and objectives

The purpose of the programme or service should be no more than one sentence, stated in clear terms, developed at the consultation phase and link to the overall vision of the organisation.

The process of setting objectives will enable key performance indicators to be developed and provide clear direction in terms of goals. Objectives should be SMART - specific, measurable, achievable, realistic and time-bound.

Setting specific measurable objectives means:

- The desired outcomes are more likely to be achieved
- There is precise criteria for measuring how effective the programme is
- It provides the basis for the monitoring and evaluation process.

In setting programme objectives consider:

- What do we want to achieve?
- How will this programme help us to achieve the aims of this organisation?
- How does this event or programme reflect the needs and wants of our community or our customer base (actual or potential)?

Further information

FMM Chapter 4: Strategy and Planning

4.8 Developing key performance indicators

Performance indicators can be established at this stage as part of the monitoring system. KPIs provide the information required on 'how things went' that will be used when carrying out an evaluation at the end of the programme cycle. There are number of programme performance indicators included at the beginning of this chapter.

Further information:

FMM Chapter 9: Monitoring and Evaluation.

4.9 Programme concept

Through the scoping phase of the programme and event design, it is likely a variety of concepts or 'bright ideas' will have been generated. Complete the scoping stage by briefly describing the ideas - what are the options that have been identified that would meet the objectives. Use these concepts as the basis for detailed programme planning.

5 Planning

5.1 Programme design

The design stage can start once the information about the target group has been gathered, the community consulted, and objectives and performance indicators set. It can be helpful to draw a mental picture of the customer as an individual, identifying his or her likes and dislikes, and what she or he wants and needs from the leisure experience. This provides the focus for designing a programme to meet that person's needs and therefore others like them. This 'typical' person represents the qualities and interests of the identified client group.

Spend time during this planning phase creating imaginary programme 'scenarios' and visualise how various programmes will look and feel when they are actually running. In event management this is referred to as animation.

This phase is important as it helps:

- Get a feel for which elements of the programme (or event) design might need altering, or might not work in the facility
- Identify in advance how the customer might experience participation in the programme
- Identify key elements or experiences to highlight in programme promotion.

This process will help finalise the design including: timing, content, welcome, introductions, instructions, equipment etc.

5.2 Programme or event timing

Consideration needs to be given to when this programme is to be scheduled and how this suits the target audience. Think about the timing, length and frequency of the programme.

Programme timing	
<i>The time of year or season</i>	Older adults may be busy with families during school holiday times.
<i>The time of day</i>	Parents of young children usually prefer school hours or after 7pm.
<i>Duration or length of the programme or event</i>	Pre-schoolers prefer shorter periods of concentrated effort.
<i>Frequency - how often they would like to attend</i>	Annually, weekly, monthly

5.3 Animation plan for events

If a large scale event is planned, it's advisable to prepare an animation plan outlining exactly how the event will proceed over the course of the day for participants. Sometimes focus is placed more on the logistics than the 'event experience' of the participants. An animation plan provides the opportunity to 'experience' the programme or event from the participants'

point of view. It can be written in the form of frames and transitions between frames² in the style of a graphic novel. This gives the planner a mental 'movie' of how things will proceed, including people, activities, location, and other elements.

When animating an event think about the three stages of anticipation, participation and reflection.

Step One: Anticipation

Participants' experience of a programme or event begins with their decision to participate. They may pre-enrol, just turn up or happened upon the event while out. Their anticipation can be developed at this stage and throughout the event with regular communications and interactions. Consider this from the audience's point of view i.e. what do *they* need to know and how do they want to receive the information e.g. toilet and play facilities will be very important to parents, whereas food and entertainment are important to young people.

Step Two - Participation

Participation in an event can be divided up into five stages:

Participation plan³

Stage	Opportunities	Areas to consider
Arrival	Create a sense of place	<ul style="list-style-type: none"> • Signage • Welcome into the facility • Facility and area set up • Facility culture.
Welcome	Provide a formal and inclusive welcome to the event	<ul style="list-style-type: none"> • How participants will be guided into the event space • Opening powhiri or welcome.
Orientation	Create anticipation, provide information needed to participate	<ul style="list-style-type: none"> • How participants will be guided into the coming experience • Interactions with leaders and each other.
Performance or event	Provide inspirational experience, education, engagement	<ul style="list-style-type: none"> • Programme content to match with needs and wants of target audience.
Finale and conclusion	Provide a takeaway experience, recap a memory	<ul style="list-style-type: none"> • What can participants take away with them that provides a touchstone (physical, symbolic) to this event and their experience of it?

Think about each of these components and the transitions between them. How will participants move smoothly from welcome to orientation? How will the event or programme finish and what will ensure participants leave with a positive take home experience?

² Sport business management in Aotearoa/New Zealand. **Publisher:** South Melbourne, Victoria, Thomson Dunmore Press, 2006. **Edition:**2nd ed. Chapter 18, Event Management, Arthur Klap

³Adapted from Rossman's Designing and Staging Memorable Events: The Framed Experience Model^{©3}

Step Three: Reflection

To get the full effect of the experience, include ways for people to reflect, savour and grow from their experience. One way to do this is to draw from the programme or event itself and provide a 'take home' such as objects, connections with other participants, questions or follow-on actions. Another way to do this is to build anticipation for the next experience.

5.4 Marketing and promotions plan

Promotion is covered in more detail in FMM Chapter 5: Marketing. Some of the basic principles to include in the communications plan are:

- Who needs to know (target audience) about the programme
- What do they need to know about the programme
- What promotion methods suit them best (linking the method to the message)
- What is the aim of the promotion (e.g. to get parents to enrol their children)
- What are the key messages
- Media policies
- Effectiveness versus cost.

5.5 Financial plan (budget)

A budget for the programme will need to be developed during the planning phase. Detailed information on preparing and monitoring budgets and pricing is covered in FMM Chapter 7: Financial Management. Some common financial considerations are:

- Staffing levels required
- Staff training
- Promotions and marketing
- Facility costs e.g. maintenance, equipment, heat & light, cleaning
- Hire of special equipment (e.g. technical equipment if running a one-off event)
- Insurance
- Phasing of income and expenditure
- Pricing of programme.

5.6 Risk management plan

A risk analysis and management plan specific to the programme or event will need to be developed.

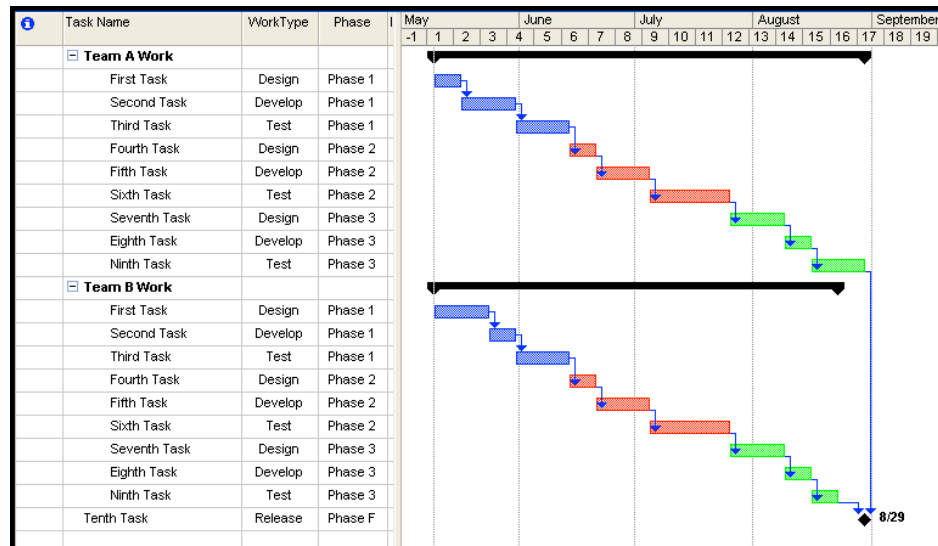
In brief the risk management plan needs to consider:

- Health and safety (within a legal framework)
- Hazard identification and management
- Emergency management
- Dealing with injuries
- Evacuation plans.

This topic is covered in more detail in FMM Chapter 8: Risk Management.

5.7 Time lines

When planning a programme or event there are lots of different activities that need to occur. Critical path planning is a technique for scheduling activities that involves identifying the key tasks and processes that need to be done and putting these in a logical sequence, i.e. when 'x' needs to be done before 'y'. The "critical path" is the longest time it will take to get from the beginning to the end. A good example is the confirmation of details prior to a promotional brochure being produced.



5.8 Feasibility

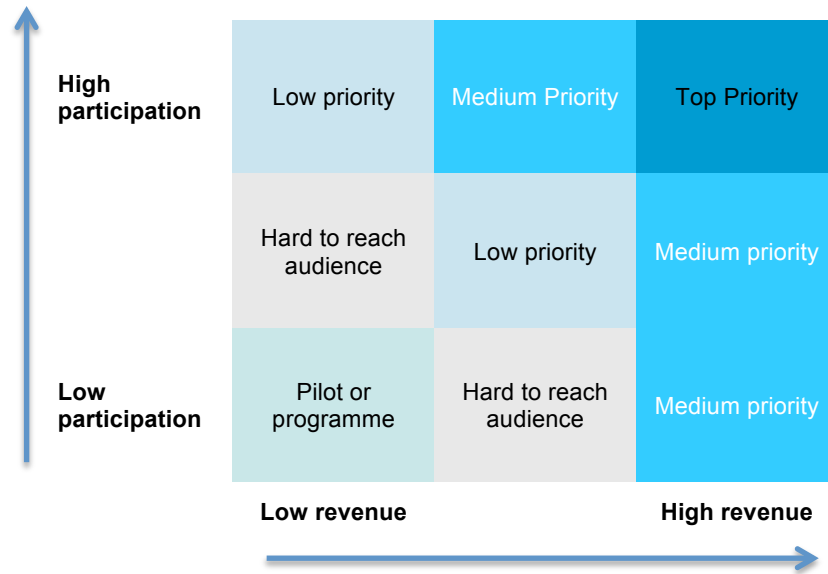
The feasibility of the programme or event can be clearly established by analysing the following aspects of the programme or event:⁴

- Budget: Can the programme be run at cost recovery or profit? Can the target market afford it
- Timing: When will the programme run (frequency, duration and time of day/week/year)? Do staff have time to run the programme including set-up and pack-down. Is there available time in the facility timetable?
- Resources: What resources are available? This includes material and equipment.
- Staff: Do staff have the skills to produce and run the programme? Do we have enough staff?
- Venue: Is the facility suitable as a venue?.
- Promotion: Can it be marketed economically? What is the timeframe and cost?
- Safety issues. What are the risks and safety issues?
- Flow-on effects: Extra cleaning, non-programme staff, conflict with other events or users.

⁴ Rossman's Program Screening Instrument (adapted from R. Rossman and B.Schlatter, 2014)

5.9 Check point

As part of the programme-planning phase, it is useful to look at whether a programme is a high or low priority. The following matrix can assist in deciding the priority of programmes.



6 Implementation

Once the programme or event has been animated it is time to start creating implementation plans. These will be detailed and specific to enable management of every part of the programme or event from beginning to end.

The success of any programme depends on good implementation planning, particularly when public safety is concerned. Good planning also ensures a smoothly and safely run programme or event and increases the likelihood of satisfied customers.

As a starting point, consider:

- Staffing
- Facility
- Equipment
- Timing
- Safety.

The implementation plan should provide a blueprint for actual delivery of the programme from set up of the space through to delivery, end of programme and pack up. The plan should specify who does every task and provide an indication of when things happen.

Even if changes have to be made on the day, the implementation plan provides everyone with a guide as to how the programme should run. If changes are required a note can be made on the plan for future reference.

6.1 Staff preparation

When planning the programme or event, staff availability and suitability and the need for further training should be considered. If volunteers are used, ensure all legal requirements concerning their involvement are considered.

Issues to consider when preparing and managing personnel include:

- What staff will be required and who is available? Consider the roster.
- What skill level is needed, will special training be required?
- What level of staffing will be required for the set up, running, and pack down of the programme?
- What resources will staff need e.g. session plans?
- How will staff be briefed? By whom? (Include health and safety)
- What level of staff supervision will be required?
- How will staff performance be monitored and what are the systems to ensuring:
 - Self assessment and reporting
 - Peer assessment
 - Customer feedback
- How will staff be de-briefed.

Further information

FMM Chapter 3: Human Resources.

Case Study: AMP'd, Auckland Council

The AMP'd programme is an initiative targeting at risk youth in Manukau, with an average of 50 youth participating in the drop-in sessions.

The nine AMP'd crew are experienced youth workers and equipped to deal with working in communities of high socio-economic deprivation. There are daily session plans, debriefs, self-protection training and staff development opportunities.

6.2 Facility preparation

The facility is the 'home' of the programme and consideration should be given to:

- How the ambiance of the facility fits with the target audience. Think about further enhancements that could be made to create a better fit e.g. music, lighting, equipment
- Appropriate signage into the facility and into the space participants will be using
- The welcome into the facility including ensuring reception staff are well briefed
- Ensure the space is ready including clean equipment, which is already set up, and appropriate set up of all spaces participants will be using – remember the toilets!
- Promotional material for other associated programmes is available.

6.3 Programme delivery

This is the moment all the planning has been leading to – enjoy it! It is possible things will not go exactly according to plan, but if well planned, changes can be made as required. Focus on the big picture and learn from the experience so that improvements can be made in the future.

During the period of programme delivery, check systems are in place for monitoring the programme and staff performance. Focus on:

- Timing: ensure that the programme or event commences and concludes at the advertised times
- Content: the programme or event delivers the content promised and to the level expected. Don't over promise and under deliver
- People: staff and volunteers are vital. Make sure they know what to do, are supported and take breaks
- Communications: keep the communications going so that everyone knows what is happening
- Taking an overview: the event organiser needs to be free to look at the 'big picture' and not get caught up in tasks
- Participants: what kind of experience are they having? This can be an opportunity for staff to glean informal responses from customers through casual discussions and observing customers while they participate.

7 Evaluation

The evaluation process provides the opportunity to check the planning process, assess the programme outcome, and to be more responsive to future customers needs and wants.

During evaluation the programme is assessed against programme objectives and a decision can be made as to whether the programme continues as it stands, is modified, or is discontinued. Make sure the planning process provides opportunities to modify programmes according to lessons learned from evaluations.

7.1 Why evaluate?

Programmes and events need to be evaluated to:

- Provide a basis and evidence for improvement
- Check objectives have been achieved
- Find out more about participants (demographics, interests)
- Give participants and staff an opportunity to reflect on the experience and offer feedback
- Gather information useful for the planning process
- Obtain information on numbers.

7.2 Evaluation methods

The method of evaluation will depend on the type of event, participants in the programme or event and the information required. Some of the different types of evaluation methods are:

- Registration information
- Observation of participants
- Informal comments and complaints via a variety of methods
- Feedback sheets for completion prior to event ending
- Casual interviews during the programme or event
- Group discussion
- Questionnaire or survey
- Debrief meeting with staff and volunteers.

Further information:

FMM Chapter 9: Monitoring and Evaluation

8 FAQs

Q: The same group of people have attended some of our programmes for ages and don't want to see any changes. How can I make programme changes to include the needs of new people without losing the old faithfuls?

A: Consult with your group so they come up with the ideas themselves, by joining their programme and experiencing it as they do. Offer free tea and coffee afterwards and chat to participants about what the programmes special values and benefits are to them and make sure any changes retain these. If you go ahead with a 'new version' offer free trials to existing participants in exchange for feedback about what they liked and didn't like.

Q: How can we manage multiple demands for space without alienating the people who currently have the lion's share of the prime time?

A: Good news - you have groups who feel 'ownership rights' to a certain space or time and this means they are highly engaged with your facility. Capitalise on this by ensuring they know you value their patronage and care about meeting their needs. Share information you have about the changing community and their needs. Engage them, along with others from the new community in co-constructing solutions. Expect it to take time, be prepared for hiccups along the way and remember to take time out to celebrate success along the way.

Q: Our facility is run on a very tight budget, so trialling a new programme feels like a big risk to us, as we cannot afford to lose money. How can we try something new and still be sure we will break even?

A: There are many ways to lower your risk, for example:

- *Build elements of your new idea into the existing programme and build interest until you are big enough to grow*
- *Use and promote your existing customer base to fill a new programme*
- *Partner with other agencies/groups who already have a group who would like to use this programme*
- *Start small and grow*
- *Cross-subsidise new programmes with established lucrative ones*
- *Source external or partnership funding.*

Q: Our facility sits in a very ethnically diverse community. Our customers don't reflect this diversity and our staff don't feel confident about reaching out into the community. What could we do?

A: Start by gathering your facts about who your customer base is and who your community is and share this with staff. Find out where the community 'hubs' are (e.g. schools, Marae, cultural centres, sports clubs) and begin building high-level relationships with them. Provide opportunities for your staff to either visit or host people from some of these communities and create cultural learning exchanges. Best of all, begin employing people from these communities. Remember, building sustainable relationships takes time so plan for the long haul.

9 Templates

9.1 Needs assessment summary

9.2 Programme feasibility

9.3 Implementation plan

9.4 Evaluation plan

9.1 Needs assessment summary

Assessment topic	Comments
<i>Who are our potential customers in this programme (gender, age, ethnicity, income level, where they live, occupation, education levels, household make-up, religion, values, interests)?</i>	
<i>What do our potential customers want? How do we know?</i>	
<i>What benefits does this programme provide to the community?</i>	
<i>Is this programme significantly different from other programmes at the facility or in the area?</i>	
<i>What (if any) similar programmes or events might compete for this customer group?</i>	
<i>Which similar programme have we offered before? How effective was it?</i>	
<i>What might stop potential customers from coming?</i>	
<i>Are our resources appropriate and adequate: staffing, space, equipment, change areas, other facilities?</i>	
<i>Who are the leaders or role models in this community that we could work with?</i>	
<i>Seasonality: What time of the year, season, week, day is most appropriate?</i>	
<i>Programme duration: What is the optimal length of time for this programme to run (e.g. one</i>	

Assessment topic	Comments
<i>week, one term, one season, whole year)?</i>	
<i>Session duration: how long should it run (e.g. one hour, three hours)?</i>	
<i>What can this group afford to pay?</i>	
<i>How does this fit our financial objectives?</i>	
<i>What are the programme objectives?</i>	

9.2 Programme feasibility

Characteristic	Score <i>4 = excellent, 3 = good, 2 = fair, 1 = poor</i>	Assessment notes
<i>Provides benefits to target customers</i>		
<i>Significantly different from other programmes at the facility or in the area</i>		
<i>Can be run at cost recovery or profit</i>		
<i>Can be marketed economically</i>		
<i>Fits in facility image/branding</i>		
<i>Staff have skills to produce and promote it</i>		
<i>Staff have time to produce and promote it</i>		
<i>Adequate facilities are available</i>		
<i>Contributes to facility mission</i>		
<i>Material resources are readily available</i>		
Total score		

9.3 Implementation plan

Task	Who	Date/time	Completed
<i>Rooms booked</i>	<i>Programme manager</i>	<i>3 months prior</i>	
<i>Signage in place</i>	<i>Reception staff</i>	<i>2 hours prior</i>	
<i>Equipment checked, cleaned and stored</i>	<i>Lead tutor</i>	<i>30 minutes after</i>	

9.4 Evaluation plan

Evaluation information needed	How it will be collected	Results	Actions
<p><i>Our programme objectives were:</i></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><i>Did we meet them?</i></p> <p><i>How do we know?</i></p>	<p><i>Programme objectives in plan</i></p>		
<p><i>Participant information (e.g. demographic information, 1st time participants)</i></p>	<p><i>Survey</i></p> <p><i>Observation</i></p> <p><i>Show of hands</i></p>		
<p><i>Participant satisfaction</i></p>	<p><i>Survey</i></p>		
<p><i>Financial information</i></p>	<p><i>Accounts</i></p>		
<p><i>Highlights</i></p>	<p><i>Observe participants</i></p> <p><i>Staff de-brief</i></p>		
<p><i>Improvements needed</i></p>	<p><i>Participants survey</i></p> <p><i>Staff de-brief</i></p>		

10 Questions for Educational Context

Programme stages

Identify the four main stages in the programme and event planning process, and briefly outline the key tasks in each stage.

Scoping a programme or event

Matching customer needs with event or programme content is central to good planning. List what you consider to be the most important reasons for doing this and explain why.

What does SMART stand for in relation to developing programme or event objectives? Discuss the point of having SMART objectives. What will you achieve by it, and what might occur if objectives are vague or hard to measure?

Programme or event planning

Eight stages in the planning process are identified. Pick three of the stages in relation to a programme you would like to offer, and explore the necessary sub-tasks.

For example:

- *Marketing and Promotions*
- *Main task: identify key communication methods used by your target group; develop communications plan and timeline*
- *Sub-tasks: develop social media platforms, imagery and content of webpages, flyers, and other forms of communications designed.*

11 References and Further Information

11.1 Further information

The Code of Rights from [http://www.hdc.org.nz/the-act--code/the-code-of-rights/the-code-\(summary\)](http://www.hdc.org.nz/the-act--code/the-code-of-rights/the-code-(summary))

Get Set Go from <http://wellington.govt.nz/~media/events/event-planning-and-support/files/getsetgo-guide.pdf>

Get Set Go programme planning sheets from www.sportwellington.org.nz/assets/Sport/Resources/getsetgo-planning-sheets.pdf

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Spread the Word event planning and support planning sheets from: <http://wellington.govt.nz/~media/events/event-planning-and-support/files/spread-word-guide.pdf>

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