

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

2.2 Key performance indicators

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

¹ 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
Demographic profile of the community	<p>Describe the demographic profile of this community in terms of (choose which ones are relevant):</p> <ul style="list-style-type: none"> • Gender • Age • Household composition • Area they live in • Length of residency • Ethnicity • Income level • Educational level • Access to transport • Access to internet and electronic communications • Religion • Social networks • Occupations – in paid work, voluntary work, retired, unemployed
Lifestyles and values	<ul style="list-style-type: none"> • What are the leisure interests and hobbies of the people in this community? • What are the priorities of this community? • What are the cultural values of this community?
Participation in recreation, sport and leisure	<ul style="list-style-type: none"> • What do they currently participate in at the facility? • What do they participate in beyond the facility? • What benefits are they looking for? • What do they get out of participating currently? • What makes it hard for them to participate?

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

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

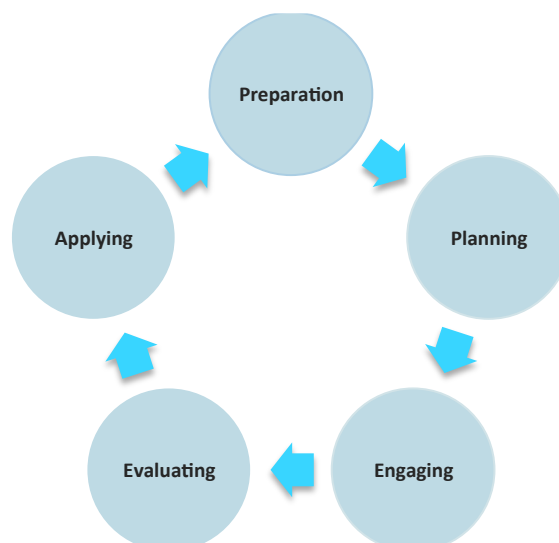
Community consultation should allow for a broad base of public involvement. Needs assessment in recreation and sport planning should provide:

- 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 process²

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

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.

² Based on Community Engagement process:
http://www.timetotalk.act.gov.au/storage/communityengagement_FINAL.pdf

Area	Description	Suitable for
Formal	<ul style="list-style-type: none"> • Public meetings with open invitation • Formal consultation with identified group/groups through an agreed process (Teen Board case study) • Focus groups by invitation: between 5 – 10 people led in discussion by a facilitator • Media: people asked to reply to a survey in local newspaper – may be an incentive as motivation • Surveys of customers either hard copy, by phone or online³ • Surveys via schools using texts, Twitter 	<ul style="list-style-type: none"> • Planning a new facility • Developing a partnered programme or major change to the facility/programme • Targeting specific community groups for developing a service or part of facility • Getting general feedback on new ideas or finding out what people would like to do in the facility • Getting customer feedback on the services and facility • Finding out about latest trends and issues for young people
Semi-formal methods	<ul style="list-style-type: none"> • Observing and interacting with customers • Seek feedback via social media platforms like Facebook, Twitter, LinkedIn 	<ul style="list-style-type: none"> • Researching customer satisfaction with the services and facility • Generating interest in the facility and its services, testing out new ideas prior to a trial event • Gaining instant feedback, even during the experience, to share with friends or providers • Building loyalty and a sense of belonging • Creating social networks related to the programme

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

Case study: Customer engagement H²O Xtream

H²O 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, H²O 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.

H²O Xtream has become a thriving community hub especially amongst one of their target markets 10-14 year olds. H²O Xtream is undeniably cool and the city's children look up to and respect the lifeguards. To achieve this, H²O 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 challenges⁴

Challenge	Mitigation/opportunities
<i>Lobby groups or individuals with agendas</i>	<ul style="list-style-type: none"> • In public forums ensure there is a strong and skilled chair or facilitator so that all get a say • Provide a separate opportunity to speak outside of the meeting.
<i>Unable to meet community expectations</i>	<ul style="list-style-type: none"> • 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.
<i>Competition between competing interests</i>	<ul style="list-style-type: none"> • Meet with all parties and see if they can generate some possible options to resolve the issue.
<i>Engaging with the same old communities</i>	<ul style="list-style-type: none"> • Partner with local leaders and community organisations that operate outside of the facility's customer base. Find people who can help set this up.
<i>Lack of buy-in and engagement with results</i>	<ul style="list-style-type: none"> • 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. • 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.

⁴ Based on Community Engagement process:
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
<i>Sponsors or potential sponsors</i>	To seek common areas of interest or mutual benefits (initially). To obtain sponsorship (long term).	Formal meeting On-going contact and informal relationship building once sponsors are found.
<i>Local Authorities</i>	Security of programmes.	Quarterly meetings Monthly e-news
<i>Funders or potential funders</i>	Report on progress.	Quarterly meetings
<i>Early childhood centres & schools</i>	Shared use of facility. 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 Visit individual schools and other providers Tour of facility.

Other providers of similar services	Establish common areas of interest or possibilities for sharing of resources e.g. training.	Informal meeting, tour of facility Building relationships over time Discussion of areas of commonality and competition.
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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 cost⁵.

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 2002⁶ 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.

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

⁶ <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*?

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FACILITY MANAGEMENT MANUAL

2 Customer Care



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

Excellent customer service involves putting the customer's desires and expectations at the centre of everything. This section looks at the customer experience, understanding what contributes to that experience and discusses the importance of consistently delivering high levels of service throughout the facility.

This section links with the following Facility Management Manual chapters:

Chapter 1 - Community Engagement

Chapter 5 - Marketing

Chapter 6 - Programming

Chapter 8 - Risk Management

1.1 Legal and statutory obligations

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in the area of customer care:

- Human Rights Act 1993
- Bill of Rights Act 1990
- Consumer Guarantees Act 1993
- Privacy Act 1993
- New Zealand Disability Strategy
- No Exception Strategy

Further information

<http://legislation.govt.nz>

1.2 Policies

All facilities should have policies relating to customer experience and care processes. These could include but are not limited to:

- Brand guidelines
- Communications policy (including use of phones and email by staff)
- Customer complaints procedure
- Customer service policy
- Dealing with difficult behaviors
- Risk management policy.

2 Reviewing Performance

2.1 Self-review

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

Customer care self-review

Description	Self assessment
<p><i>Customer responsiveness</i></p> <ul style="list-style-type: none">• The facility has systems in place for knowing who customers are, what they want in a leisure experience, and ensuring services deliver this• Staff relate well to customers and 'match' the customer base	
<p><i>Branding</i></p> <ul style="list-style-type: none">• A facility brand has been developed, is understood by all staff and followed through at every level of service and operations	
<p><i>Delivering excellent customer care</i></p> <ul style="list-style-type: none">• The facility has a culture of delivering excellent customer service• Frontline staff know how to respond to different customer behaviour and communication styles• The facility has policies, systems and training in place for dealing with conflict and difficult situations	
<p><i>Customer feedback</i></p> <ul style="list-style-type: none">• Customers are able to provide feedback at any stage of a programme or service and this is responded to• The facility has a policy, systems and staff training in place for positively dealing with customer complaints	

2.2 Key performance indicators

Area	Indicators	✓
Value for money	Customers believe the facility and its services to be value for money.	
Staff responsiveness	Staff anticipate the needs of customers and act appropriately. Staff respond promptly and appropriately to customer concerns.	
Facility management	The facility is well presented and clean.	
Customer service choice and experience	Customers are satisfied with the range and quality of services.	
Access	The wider community has easy access to information they need. Customers are able to access the services they have come for.	

3 Knowing the Customer

Customer care is about putting the customer's desires and expectations at the centre of everything and building the culture, management and operational functions of the facility around this concept. To do this effectively, knowing the customer and understanding what contributes to a positive customer experience is essential, as is positively engaging with them, delivering a quality service and promptly resolving issues.

The facility must develop a real understanding of who potential customers are, what they value in terms of the 'leisure experience' and how the services and resources may best be used to deliver services beyond their expectations.

Case Study: Never2old, AUT University and YMCA of Auckland

The Never2old exercise programme is dedicated to inspiring and leading older adult New Zealanders to improved functional fitness, flexibility, balance and well being and the maintenance of fully engaged, independent lifestyles. Their programme reflects this branding in every aspect of the operation.

Never2old offers a structured and guided training programme for the over 60s and the focus is on functional easy to follow exercises that will help achieve an active and independent lifestyle. They also run modified sports events, social activities, seminars and outdoor challenges and provide a newsletter geared for New Zealand's older adults.

The social aspect of these groups often takes over from the activities themselves! Many meet for coffee after their class or workout and plan events and trips. It's fun, friendly and welcoming.

The Never2old programme, developed by Auckland University of Technology, for adults aged 60 years and over has gone from strength to strength and is now running in six YMCA locations across Auckland and Hamilton.

Further information

<http://www.aut.ac.nz/study-at-aut/study-areas/sport--and--recreation>

FMM Chapter 1: Community Engagement

3.1 Creating a brand

Once management know who the customers are and what they value, the 'brand' can be created. A brand is a mixture of tangible and intangible benefits that, if properly managed, can create 'value' and lead to customers choosing the facility or programme. For example is the facility brand family friendly, a youth hang out, a wellbeing centre, or a community hub? Is the facility to be branded as accessible, inclusive or boutique?

Once customers are understood and the brand identified, the brand can be developed and communicated in all parts of the operation. Every aspect of customer contact or engagement is an opportunity to reflect and reinforce the facility and its brand.

4 Building Customer Relationships

Building excellent customer relations generally begins long before they reach the facility, and may continue long after their visit. Excellent customer care will require a coherent, useful, accessible, consistent, efficient, friendly, timely, and caring service at every point. To achieve this, empathy and good listening skills will be core skills for staff. The more customers' feel heard and understood, the better their experience of the facility.

Staff are the 'glue' between participants as they have the opportunity to facilitate and build relationships between people. Creating social networks and cohesion between participants and customers will help increase customer retention.

4.1 The customer experience

Excellent customer care also means ensuring that every point of contact and engagement with the customer meets or exceeds their expectations. This includes their entire journey into, through and out of the facility and every interaction they have with staff during that journey.

One way of enhancing the customer experience is to think about the facility from their point of view. This can be done using the AIDA model (**A**wareness, **I**nterest, **D**esire, **A**ction). Think about what they need as they move through the engagement process with staff and the facility from their initial awareness to interest, desire and finally to action.

Awareness

Awareness raising and first points of contact usually begin when, or even before, customers are deciding to enquire about the facility and services. Awareness is often virtual and may include travelling past the facility and observing the frontage or building, visiting the facility website or word of mouth references.

Customer awareness of facility	
Facility	<ul style="list-style-type: none">• Building frontage• Visual appearance• Signage• Appeal
On-line presence	<ul style="list-style-type: none">• Design• Relevance of message• Source of more information
Print	<ul style="list-style-type: none">• Design• Relevance of message• Where to get more info
Word of mouth	<ul style="list-style-type: none">• Positive• Encouraging

Interest

Developing interest and second points of contact occur when potential customers want more detailed information about the facility. Relationship with them can be enhanced through: promotions, on-line presence, and phone or early customer contact.

Customer interest raised	
Promotions	<ul style="list-style-type: none"> • On-line and social media • Print • Word-of-mouth
On-line presence	<ul style="list-style-type: none"> • How accessible is it • Ease of navigation
Phone	<ul style="list-style-type: none"> • Friendly • Coherent • Useful

Desire

Desire or further points of contact is the point at which the customer decides to engage or enrol in a programme or event. They are generally focused on the enrolment process, which can be actual or virtual such as visiting in person or enrolling on-line for a programme.

Customers explore opportunities	
Visits in person	<ul style="list-style-type: none"> • Access • Parking • Signage • Welcome • Whanau friendly • Facility match for customers
Enrolling	<ul style="list-style-type: none"> • A range of ways to enrol • Easy to use • Information they need • Complaints • Re-enrolment

Action

The **Action** stage, when customers participate and engage, offers a range of new points of contact such as welcoming them into the facility or programme, engaging with the staff, tutors and other participants, surveys and post programme follow up opportunities.

Customer relationship opportunities	
Programme/service participation	<ul style="list-style-type: none">• Welcome• Change rooms• Signage• Venue (presentation, cleanliness, atmosphere)• Tutor (attitude, skill)• Programme (stage, level, enjoyment)• Other participants
Post programme/service	<ul style="list-style-type: none">• Feedback systems• Follow up• Re-enrolment

Take time to consider the points of contact in the facility from the customers' point of view. Where does the facility and its' staff provide excellent customer care, what opportunities are there for building customer relationships, what needs to improve and how smooth are the 'transitions' between those points? For example:

- Is it easy to register from every part of the first point of contact (phone, email, website)?
- On arrival, is it easy to park, access the building, and find the amenities needed, pay and engage in the services?
- Once an activity or programme is complete, are there ways of continuing contact with customers?

5 Delivering Excellent Customer Care

Remember the old maxim – it costs more to attract a new customer than to keep an existing one. Positive customer experiences increase loyalty. Customers will come back if what is offered meets and exceeds their expectations. While it is not always possible to meet all customer expectations, staff and management can always provide excellent customer service by being helpful and interested.

This customer care checklist can be used to help assess the level of customer care.

Checklist	Find out how
<p>Staff are a reflection of the facility and require a high level of professional knowledge and a professional attitude. Do staff:</p> <ul style="list-style-type: none"> • Positively engage with customers at every point of contact • Know the facility and its operations intimately • Communicate the special value and brand to customers • Respond quickly and appropriately to customer complaints • Enjoy their work? 	<p>Recruit, retain and develop staff</p> <p><i>FMM Chapter 3 - Human Resources</i></p>
<p>First impressions can be hard to change, so make them good. Does the facility:</p> <ul style="list-style-type: none"> • Have a welcoming entrance • Provide good signage in and around the facility • Provide positive and personal interaction on entry • Provide introductions or instructions at every point of contact (e.g. how to use a piece of equipment)? 	<p>Create facilities to a high standard</p> <p><i>FMM Chapter 5 – Marketing</i></p>
<p>Safety and comfort - Customers need to feel safe and comfortable at all times. Does the facility have:</p> <ul style="list-style-type: none"> • Adequate, well-lit and accessible parking • Amenities that are clean, well maintained and well resourced (toilets, meeting rooms, equipment) • Health and safety practices and standards to a high level, which are clearly communicated to customers? 	<p>Maintain a safe environment</p> <p><i>FMM Chapter 8 – Risk Management</i></p>
<p>Customer services attract customers when their needs are met. Does planning take account of:</p> <ul style="list-style-type: none"> • Who the customers are • Matching services to suit customers • Meeting the needs of a range of customers (consider timing, focus, tutors) • Providing positive social interaction between customers • Results from comprehensive customer feedback systems? 	<p>Designing programmes for the community</p> <p><i>FMM Chapter 6 – Programming</i></p>

Case Study: Tiddlers Multisport Charitable Trust

Tiddlers Multisport was created to offer young children the opportunity to participate in, and enjoy multisport events. A multi-sport athlete, who wanted her own pre-schoolers to have the opportunity to participate in an event, developed it when she couldn't find a suitable event. She created a race for her local triathlon club. Thirteen children turned up and the following week she was approached by parents from her son's school asking if she would be running another race because they heard it was a lot of fun. The second event attracted 70 children and has gone from strength to strength. It now attracts 300 children at quarterly events.

Tiddlers differs from other multi-sport events because Tiddlers focuses on the under sevens and takes account of the needs of pre-schoolers and their families in every aspect of the programme. Activities are fun and low key. They encourage all ages and abilities to have a go and have fun. The races are three minutes long and the atmosphere is 'carnival' with a wet slide, bouncy castle, face painting and sausage sizzle. There are characters, Pirate Pete (race briefing) and Febe Fairy (presents certificates) and visiting guests such as Harold the Giraffe. There's even a Tiddlers song!

The low cost structure (\$8 per child) breaks even at 200 participants per day.

Tiddlers Multisport is a charitable trust run by volunteers and are accomplished award winners in the recreation industry.

<http://www.tiddlersmultisport.co.nz/>

5.1 Understanding customer behaviour

To provide excellent customer care, staff will need to know how to interact with a wide range of customers and how to handle a wide range of behaviours. Training staff in personality profiling will give them the knowledge, understanding and skills required so they can understand different 'personality types' and to adapt their own service to provide the best care for each customer. There are many personality profiling systems available, therefore, a good approach is to choose one system and train staff in that system. This will provide a common facility language, response and culture for understanding customer behaviour. Some of the profiling systems are:

- Tetra Map: <http://www.tetramap.com>
- The DISC Model: <http://www.thediscpersonalitytest.com>
- DOPE 4 Bird: <http://richardstep.com>.

Employees who 'match' the customer profile are often best placed to provide the greatest engagement and care of the customer. Younger people often relate more easily to young people, parents to parents, culture-to-culture etc.

Staff also need to have 'tools' to handle difficult situations such as conflict, aggression and anger. Policies, resources and training should be in place to protect staff and customers in these more difficult, and in extreme cases, dangerous situations.

Further information:

FMM Chapter 8: Risk Management

5.2 Customer feedback systems

To ensure customers are satisfied, evaluation systems need to be developed, feedback reviewed and where appropriate responded to.

When creating customer feedback systems, be clear about how the information will be used in the planning process. This will help ensure that useful and relevant information is received. For example, will the information be used to develop programmes for particular communities, improve marketing material or to find out who else might be interested in the facility?

Creative feedback systems often produce the best results in terms of feedback received. People encounter a myriad of surveys. Think creatively about how to match feedback systems to the customer so they will be motivated to respond thoughtfully. For example, young people may not wish to fill out standard participation satisfaction forms, but could get engaged if they have the opportunity to screw them up and slam dunk them in a goal for a prize or alternatively write their feedback up on a graffiti wall.

As well as the usual surveys (written, on-line or by interview), consider the following avenues:

- Personal interviews/focus groups with core customers annually
- Follow up after programmes
- Social functions for core customers.

Template: Leisurecheck – In facility feedback survey

Case study: Yardstick

Yardstick (Leisurecheck visitor measures) is an on-line, interactive customer survey system that can be made available to customers directly or through roving staff interviews. Information is analysed in real time, comparing it instantly with other 'like' facilities. Yardstick is an international project operating in eight countries and in New Zealand it is owned by NZRA and managed by Xyst.

Yardstick enables facilities to:

- Develop a comprehensive profile of customers
- Confirm how and why customers are using facilities
- Measure customer satisfaction
- Track how visitor profiles, usage behaviour and satisfaction change over time
- Compares performance with other 'like' facilities to identify areas of relative strength or weakness
- Creates reports
- Codes away with printed questionnaires and data management.

5.3 Customer feedback questions

Contribution to the planning process	Useful questions to ask
<p>Current use and participation</p> <p>Understanding how and why customers use services can help to better allocate resources.</p>	<ul style="list-style-type: none"> • How often do you use the facility? • What time of the day/week/year? • Which of the services do you use (list)?
<p>What customers are looking for</p> <p>Understanding what customers want can help to develop services that fit their expectations.</p>	<ul style="list-style-type: none"> • What do you currently participate in at the facility? • What do you participate in outside of the facility? • What benefits are you looking for? • What makes it hard for you to participate?
<p>Satisfaction with services</p> <p>Knowing how satisfied customers are will help decide what areas to focus on.</p>	<p>Questions can relate to:</p> <ul style="list-style-type: none"> • Amenities • Feedback and/or complaints process • Marketing and promotions • Membership offers (loyalty, concessions) • Prices • Programmes • Registration process • Staff • Standards (e.g. cleanliness). <p>Note: customers can rate these in a variety of ways such as excellent to poor.</p>
<p>Other opportunities</p> <p>To thrive, the facility will need to continuously innovate and stay ahead of customer needs and trends.</p>	<ul style="list-style-type: none"> • Would you recommend us to others? • Who? • What else would you like to do at the facility?
<p>Demographics</p> <p>Knowing who the customers are and what services they are using will help to target promotions and services.</p>	<p>Find out about their demographics. Key questions include:</p> <ul style="list-style-type: none"> • Where they live • Age • Gender • Ethnicity • Occupation • Leisure interests.

Template: Programme satisfaction survey exemplar

5.4 Customer complaints

"To err is human; to forgive, divine" (Alexander Pope).

Customer disappointment from time to time is somewhat inevitable, dissatisfied customers however are not. Disappointment and complaints can be seen as an opportunity and taking swift action on putting things right will help to positively change customers' attitudes. There is nothing better than a dissatisfied customer who, because of excellent customer care, becomes a great word-of-mouth asset.

Benefits of good complaint management

- Research shows that only a fraction of dissatisfied customers complain, so every time a complaint is received, it's an opportunity to improve the service to many others
- Saves time and money. Negative word-of-mouth publicity is expensive
- Dissatisfied customers, who have had their complaints resolved satisfactorily, can become highly loyal, long-term customers.

Empower frontline staff

Unhappy customers are most likely to complain to their latest point of contact within the facility, which is normally frontline staff. Empower staff with training, systems and levels of authority that will allow them to appropriately and positively manage customer complaints.

Key steps to complaint management¹

Prevention of complaints through excellent customer care is, of course, the best action. Having a good complaint management system including a clear and simple method for customers to complain and a simple and transparent problem resolution process is important.

Key steps to designing an effective complaint management system:

- Designate a location for receiving complaints
- Develop a system for record keeping
- Process and record complaints
- Acknowledge complaints
- Investigate and analyse the complaint
- Resolve the problem in a manner consistent with facility policy
- Follow up
- Prepare a report
- Empower frontline staff.

Template: Facility feedback form

¹ http://www.customerexpressions.com/cex/cexweb.nsf/Handling_Customer_Complaints_-_A_Best_Practice_Guide.pdf

6 FAQs

Q: I get completely bogged down in all the customer evaluations we are required to do for my facility. Is there a way to short cut some of this?

A: There are many reasons for collecting information about customers and their satisfaction with the facility. For example, many local authority facilities have participant satisfaction targets, which are publicly reported. This can seem like unnecessary work after a while, so you can make sure every survey/evaluation counts, by becoming involved in the planning process. Ask questions such as 'what is the purpose of this evaluation'? How will it help in planning and meeting the needs of customers? What could be changed to better meet the evaluation needs of the facility?

Q: We don't have a strong culture of customer care in our facility. Where should I start?

A: At the coalface! Involve staff in identifying the benefits of great customer care (including the impact on themselves such as improving their own job satisfaction), ways of ensuring customer care and service and generating strategies and tactics for achieving this.

Put policies in place that relate to customer care and service. This enables standards and benchmarks to be set and customer care improvements celebrated.

Q: What's all the fuss about customer complaints? We don't get any complaints – so our customers are satisfied, right?

A: Only a fraction of customers will complain, and the harder you make it for customers to complain, the lower the fraction. Create a culture of seeing complaints as opportunities. Set up easy to follow and transparent complaint systems and empower staff to manage complaints positively. Now sit back and watch the new opportunities that complaints, (aka suggestions, customer engagement) affords the facility.

7 Templates

7.1 Leisurecheck - In facility feedback survey²

7.2 Programme satisfaction survey exemplar

7.3 Facility feedback form

² From Xyst

7.1 Leisurecheck - In facility feedback survey

Hello, my name is _____ from _____, how are you? Today we are conducting a brief survey of FACILITY users.

General Questions	
Q1. How often do you visit _____?	
Q2. How long did/are you stay(ing) in this facility today?	
Q3. What part of the facility did (are) you use(ing)?	
Q4. What have you done in the POOLS today?	
Q5. What have you done in this FACILITY today? (If only a pool facility don't ask)	
Q6. How do you usually get to this facility?	

When answering the next set of questions please think about *your* use of this facility.

Facility (All)	Importance (circle one)	Satisfaction (circle one)
Q7. Adequate car parking	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q8. Programmes (to meet your needs)	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q9. Security - personal safety in facility/car park	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q10. Good Customer service (all staff) <i>just satisfaction</i>	1 2 3 4 5 N/A	
Food and Beverage Service / Cafe (if present) (don't ask if just vending machines)		
Q11. Customer service	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q12. Quality and selection of food	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q13. Cleanliness	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q14. Value for money	1 2 3 4 5 N/A	1 2 3 4 5 N/A

Swimming Pool Facility	Importance (circle one)	Satisfaction (circle one)
Q15. Is environment safe - lifeguard numbers and visibility	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q16. Water temperature	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q17. Water quality - clear, clean and no smell	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q18. Shade adequate for your needs <i>(Only ask if outdoor areas exist)</i>	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q19. Environment - air quality / temperature <i>(Not asked for outdoor pools)</i>	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q20. Pool activities - slides, water play features etc.	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Dry Facility (non-aquatic)		
Q21. Age and quality of equipment	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q22. Staff supervision and competence	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q23. Environment - air quality / temperature	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Other Questions		
Q24.	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q25.	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q26. OVERALL, how satisfied are you with the cleanliness of this facility? <i>(circle one)</i>		1 2 3 4 5 N/A
Q27. OVERALL, how satisfied are you with the provision of toilets and showers at this facility? <i>(circle one)</i>		1 2 3 4 5 N/A
Q28. OVERALL, how satisfied are you with the whole facility? <i>(circle one)</i>		1 2 3 4 5 N/A

Q29. IN GENERAL , if there was one change you could make to this facility what would it be?			
Q30. OVERALL , have you ever reported a problem to staff at this facility? (<i>circle one</i>)	Yes N o	Q31. If "yes to Q30" was it resolved to your satisfaction? (<i>circle one</i>)	Yes No
Q32. OVERALL , what do you enjoy most about this facility?			
Q33. If we want to inform you of events and activities at this facility which media would be best for you?			
Q34. Where are you from?			
Q35. Why did you select this facility over others you could have chosen?			
Q36. Are there any services/facilities you would like available in this facility?			

We're almost at the end of the survey; I need some information about you...			
Q37. Name:		Q38. Gender (<i>circle one</i>) Male Female	
Q39. Contact Information:			
Q40. What age group are you?			
Q41. Which ethnic group best describes you?			
Q42. For quality control purposes, my supervisor may phone to check some of my work, could you please provide us with your name and contact phone number? (<i>circle one</i>)		Yes	No

That completes the survey, thank you for your time.

Researcher to Complete		
Q43. Date / /	Q44. Time of completion	Q45. Weather (<i>describe briefly</i>)

7.2 Programme satisfaction survey exemplar

Available from: <http://wellington.govt.nz/~media/events/event-planning-and-support/files/getsetgo-planning-sheets.pdf> page 27

7.3 Facility feedback form

What do you think?

We are dedicated to making your time at this facility an enjoyable experience. If you have any comments, suggestions, compliments or complaints, please take a minute to fill in this feedback form. We appreciate your thoughts and take them seriously.

Thanks for your time.



Comments / feedback / ideas	
Facility visited:	
Date:	Time:

If you would be happy for us to discuss your feedback further please provide your details below:

Name:
Address
Phone:
Email:

Please place in drop box provided or you can post to (provide address)

8 Questions for Educational Context

Customer care

If you had to sum up good customer care in one phrase, how would you describe it?

Points of contact

What is meant by the term '*points of contact*'?

Name several 'points of contact' for a new customer and briefly describe what your facility might do to ensure that the experience is a positive one.

Knowing your customers

Knowing your customers, and finding out what they want from their experience, is emphasised in this chapter. Outline and explain two reasons for:

- Knowing who your customers are
- Discovering what they want from their experience at your facility.

Engaging with customers

Continuing engagement with customers after they have visited a facility is important for building customer loyalty. Describe several ways that facility staff can continue the relationship with a customer during or after participation in a programme or event at the facility.

9 References and Further Information

9.1 Further information

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FACILITY MANAGEMENT MANUAL

3 Human Resources



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

People are at the heart of any well run facility. Staff have an enormous impact on users and on the atmosphere of a centre. Recruiting, selecting, inducting, managing, and training the right team of people, and recognising and valuing their skills, are all key factors in setting up and maintaining a successful facility. This section provides an overview of the human resource management process, from recruitment through induction, training and on-going staff performance and management of staff.

This section links with the following Facility Management Manual chapters:

Chapter 1 - Community Engagement

Chapter 2 - Customer Care

Chapter 8 - Risk Management

1.1 Legal and statutory requirements

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in staff recruitment and management:

- Accident Compensation and Rehabilitation Insurance Act 2001
- Employment Relations Act 2000
- Equal Pay Act 1972
- Health and Safety in Employment Act 1992, 2003
- Holidays Act 2003
- Human Rights Act 1993
- Industry Training Act 1991
- Minimum Wage Act 1983
- Official Information Act 1982
- Parental Leave and Employment Protection Act 1987
- Privacy Act 1993
- Volunteer Employment Protection Action 1973
- Wages Protection Act 1983
- New Zealand Injury Prevention Strategy
- 90 day trial laws

Further information

<http://legislation.govt.nz>

1.2 Policies

All facilities should have policies relating to human resource processes. These could include but are not limited to:

- Employee code of conduct
- Employment agreements
- Equal employment policy
- Employee exit strategies
- Recruitment policy
- Health and safety policies
- Leave policy (including holiday, bereavement, parental, sick, special)
- Induction process
- Learning and development policy
- Pay and performance policies
- Performance management policies (e.g. performance improvement process, misconduct policy)
- Restructuring and redundancy policy
- Union membership rights.

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on the facility and how well it is managing its human resources.

Human resources self-review

Description	Self assessment
<i>Role analysis</i> <ul style="list-style-type: none">All facility roles (including volunteers) have been analysed and skills, knowledge and key responsibilities written into a role description.	
<i>Recruitment</i> <ul style="list-style-type: none">There is a recruitment strategy for all new rolesAll staff have an employment agreementAll new staff are inducted.	
<i>Staff management</i> <ul style="list-style-type: none">Delegation is managed and reviewedRegular team meetings are held and decisions acted onAll staff have career development goals.	
<i>Staff performance management</i> <ul style="list-style-type: none">All staff have set performance objectives and targetsAll staff are reviewed regularly against their performance objectives and targets.	
<i>Learning and development</i> <ul style="list-style-type: none">All staff have learning and development plans.	

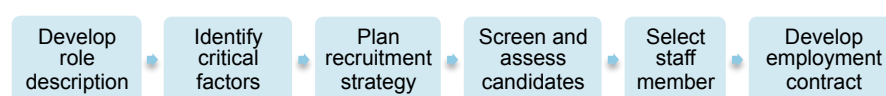
2.2 Key performance indicators

Area	Indicators	✓
Staff levels	<p>FTE levels maintained to specified level and ensure safe and efficient operation of facility.</p> <p>Total staff cost as a percentage of revenue.</p>	
Staff satisfaction	<p>Staff are engaged.</p> <p>Staff are satisfied with opportunities for development.</p> <p>Percentage of staff retained annually.</p>	
Managing staff performance	<p>Staff are actively managed through a professional development process.</p> <p>Managers act promptly and appropriately to performance issues.</p>	

3 Effective Recruitment

Employing the right people with the right attitude will make the facility run smoothly and provide a positive customer experience. Recruiting the right staff requires good planning and sound management skills. A critical skill in the recreation sector is a strong customer focus. While many customer service skills can be developed, fundamental attitudes are usually well established by the time people are employed. The key is to find 'people-people' whose values match those of the organisation and facility, who will bring the right attitude, fit with the team and have the technical skills required.

Recruiting and selecting good staff is worth prioritising and spending quality time on. It involves six key steps, all of which need time and resources.



3.1 Role analysis

Fundamental to managing people is understanding the role they are employed to perform.

A role analysis involves developing a full description of the tasks, skills, values, attitudes, philosophy and knowledge needed to perform the work to the standard required.

Conducting a role analysis is the basis of creating a good role description. It can be time consuming, but the process provides good quality information to guide recruitment, performance management and training related decisions.

Role analysis

Steps	Action
<i>Describe the work context</i>	<ul style="list-style-type: none"> • Include information about the organisation or facility • Identify relationships involved with the position
<i>Identify key tasks and work standards</i>	<ul style="list-style-type: none"> • Interview people from work context to identify tasks • Identify standards of work • Non-negotiable skill requirements • Skills, knowledge and experience required
<i>Develop description</i>	<ul style="list-style-type: none"> • Competency statements containing skills and knowledge • Performance objectives • Size the role: full-time, part-time, casual • Type of contract: fixed-term, short-term, permanent • How it links to business plans and strategy

3.2 Role descriptions

A good role description includes key points detailing what the role entails. It will include:

- Role title
- Key tasks and areas of responsibility
- Person specification – which may include qualifications, experience, skills, interests or attitudes
- Reporting lines
- Expectations of performance – usually detailed for staff employed on contract for a specific piece of work
- Key work relationships
- Conditions of employment.

Template: Operations Manager role description
Recreation Centre Assistant goals and responsibilities

3.3 Identifying critical factors

Identifying factors critical to the position greatly increases the likelihood of a suitably skilled and experienced person being selected for the role. Once the critical factors have been identified, this information can be used to prepare an applicant screening matrix. Ask the following questions to identify the critical factors:

- What areas must the candidate demonstrate competency in immediately?
- If the candidate could show competency in only one area, what would it have to be?
- Which skills are not essential, but it would be nice for the candidate to have them?

3.4 Planning a recruitment strategy

The aim of recruitment is to identify and attract people who are interested in and capable of filling a vacancy. The following questions will be useful as a guide to developing a recruitment strategy.

- What are the characteristics of the applicants required?
- How many applicants must be attracted to ensure a sufficient pool of applicants?
- What are the suitable methods for advertising and communicating the vacancy? What is the cost, timeframe and other requirements for information? Consider advertising at the facility or through social media. Customers may become great staff.
- What does the facility and position offer that will attract applicants. Can it be included in the advertisement and/or supporting information?
- How will the facility manage any interim period without an employee?

From this, a recruitment plan can be created, which is designed to find the best possible candidate for the role.

There are some distinct phases in the recruitment process and each of these take time. An indicative timeline is presented in the following table. This can be used to plan a recruitment timetable.

Recruitment phases

Timeframe	Actions	Who
Week one	<ul style="list-style-type: none"> • Person specification completed using position description • Prepare advertisements and promotion and obtain necessary approvals • Application information prepared • Enquiries contact person identified • Advertisements placed in appropriate media 	
Week two	<ul style="list-style-type: none"> • Enquiries received and application information sent out, emailed or downloaded • Interviewers to meet or teleconference • Shortlisting criteria developed • Interview questions developed based on person specifications 	
Week three	<ul style="list-style-type: none"> • Applications returned by deadline • Interviewers to review applications and create interview shortlist • Candidates contacted for first interview 	
Week four	<ul style="list-style-type: none"> • Interviews conducted • Shortlist applicants for second interview if required and candidates contacted • Interview two conducted • Referee and police checks conducted 	
Week five	<ul style="list-style-type: none"> • Successful candidate contacted • Official 'offer of employment' letter sent • Signed 'offer of employment' letter returned • Unsuccessful candidates contacted 	
Week six – ten	<ul style="list-style-type: none"> • First day of employment! 	

Template: Recruitment phases

Note: if an employee gives two weeks notice, and it takes ten weeks to fill the position, ensure there is a plan to cover the interim period.

- Is there enough staff available to cover?
- Can temporary staff cover the position?
- Will a programme or service continue without someone in this role?

3.5 Recruitment advertising

The purpose of recruitment advertising is to attract quality applicants who are suited to the facility and the role. There are a range of methods for delivering the recruitment message to the right type of candidate, each of which have their own strengths and weaknesses. These can include internal channels, partnerships, networks and online channels.

Internal channels

- Incentives for staff and facility members to refer potential applicants
- Have a recruitment page on the facility website
- Post advertisements on facility notice boards and organisational e-news
- Consider succession planning, a process whereby the skills and knowledge of staff are developed to prepare them for advancement to the next position. This ensures the potential of staff is developed and there are employees skilled and able to fill new roles.

Partnerships

- Partner with other recreation providers to share employment opportunities
- Establish links with tertiary education providers to access graduates
- Offer study, internships or work experience placements to trainees and students.

Networks

- Advertise in the appropriate e-newsletters (e.g. Active Thinking) and related websites (e.g. Sport NZ, NZRA Vacancies)
- Link with child-focused community groups when looking for part-time staff (e.g. playcentre, kindergarten or school newsletters, playgroups)
- Identify other local community groups who have members with the required skills, attitudes and attributes e.g. cultural centres, sports groups, venue hirers
- Advertise through customer networks
- Link with training organisations such as Skills Active, Exercise Science Courses etc
- Ask key staff to promote through their networks.

Previous applicants

- Keep a record of previous applicants that could add value to the facility, including internal applicants. Contact them when the “right” vacancy comes up.

On-line channels

Traditional advertising sources are being replaced by online advertising where role descriptions can be downloaded, and applicants can apply directly online and upload files and documents such as CVs and role descriptions. Seek, Trade Me and NZRA Vacancies all provide services in this area. On-line channels can also match potential candidates with vacancies.

3.6 Screening candidates

The process of screening candidates can be broken down into four distinct activities. They include choosing the selection panel, planning the selection process, shortlisting, interviewing and assessing candidates.

The selection panel

Having the right mix of people on the selection or interview panel is important to the interview process. Ensure the panel can make themselves available through the entire process to provide consistency and fairness to the candidates.

An interview panel should consist of three to four people. When choosing panel members, consider the following attributes. One person may be able to cover several of the specifications listed:

- Select people with the interviewing, questioning, listening and observing skills that makes a good selector
- Include the person who will have direct management responsibility for the position
- Include someone with specific expertise related to the position
- Include someone who can retain a degree of objectivity and see the 'big picture' if there are differences of opinion
- Include someone who can act as an organisational culture reflector.

Plan the selection process

Planning is important to ensure consistency and coherence throughout the selection process. The selection panel must understand the relevance of the critical selection factors and there must be agreement between panel members as to what those are. Making time to discuss critical and non-essential factors, and to plan the interview and selection process will be time well spent. Remember to document all decisions and use these as the basis of shortlisting and selection.

Shortlisting and screening applicants

Shortlisting is undertaken by reviewing the applications and identifying candidate's possessing the critical factors. Those without the agreed critical factors are eliminated at this stage.

To save time, it may be worth considering a process that enables a first level selection, either through written applications or telephone screening. Consider giving candidates a pre-selection questionnaire or activity, which they send in with their application. This can help check whether the candidates have the critical skills required.

A recommended number of shortlisted candidates is between three to five.

Template: Shortlist matrix

Plan interview activities and questions

Prior to the interview, the interview panel should agree on the interview format, identifying who asks the different questions. Structure questions from easy and non-threatening to more complex questions and ensure all candidates are asked the same questions. Open-ended questions should be used, avoiding those that can be answered with yes or no.

Design questions using the person specification and choose one or two questions for each key area. Concentrate on the 'must haves' identified in the person specification. Prepare two types of questions – behavioural questions and a role simulation scenario or situational questions.

Behavioural interviewing asks questions about past behaviour as a predictor to future behaviour. In this type of questioning, an applicant is asked to describe specific events in the past, what occurred, how they reacted and the outcome.

Role simulation should be used where possible e.g. when interviewing for a fitness trainer have the applicant design a programme. Take the applicant into the gym and ask them to demonstrate a series of exercises with a 'client'. Inform the candidate prior to attending the interview if they will be required to complete a simulated task. If this is not possible, ask candidates to give examples of when they have used an identified skill. The candidate may need to be asked to describe who was there, what was happening, what led up to it, what happened next.

Include only questions that clearly relate to the role. Legally, employers must be able to prove that selection decisions were based on factors relevant to the position.

Interviews

Prior to the interview ensure all candidates have been provided with details of the interview including when, where and how the interview will be conducted and if they need to bring anything with them. For some groups it is common practice to invite candidates to bring their whanau or support person(s) to the interview.

Select a member of the panel to act as 'host', welcoming the applicant and informing them of the interview process. Remember to allow time for the applicant to ask questions.

It is important that all panel members are aware of cultural differences and the impact this may have on the behaviour of the applicant e.g. avoiding eye contact with an elder is a sign of respect for a Pacific Islander, while seen as discourteous to a European.

The interview panel should all use the same method of recording for ease of comparison and so that they can support their decisions with factual observation data. Answers from each applicant should be rated by a systematic scoring method.

Questions with a sexist or racist bias or questions on sexuality, religion, marital status or age are not allowed by law and will be grounds for complaint (e.g. asking women if they will be having children will provide grounds for complaint under the Human Rights Act, 1993). The hours and conditions of work can be discussed and a relevant question can be asked such as "How will this fit in with your life"?. This doesn't ask for specific information about their home life but may highlight potential issues e.g. rotating shifts may clash with childcare arrangements or lack of private transport may make getting to an early shift on time difficult.

At the end of the interview, advise the applicant when the decision is expected to be made and how they will be informed of the decision.

As part of the planning process, allow enough time for each interview (minimum one hour), and 15 minutes between interviews for a panel discussion.

Template: Interview matrix

3.7 Making selection decisions

Be firm about using the critical factors and avoid being swayed by personality in an interview. While personality is important, the critical factors are more important at this point in the process. Clarity is very important. Candidates will be either a 'yes', a 'no', or a 'maybe'. If one person is clearly a 'yes' to all panel members there is no need to discuss the 'maybes'.

If the best candidate did not demonstrate ability in all the critical skills, consider re-advertising, training the candidate or lowering the requirements, taking into account the time and cost of each option.

Reference checks

Following the interview, conduct reference checks to confirm information gathered on the applicant, follow up on any issues that are still outstanding or to clarify the candidates ability to perform certain tasks. Consider using the question 'would you re-hire this person'? Do not rely solely on written references as verbal references allow specific questioning in relation to the role requirements.

Template: Referee checklist

Post selection

Offer the role to the successful candidate but do not inform other applicants until the successful candidate has accepted and signed the contract. Once the contract is signed send them relevant employment information or arrange a suitable time to meet prior to commencing work.

Promptly contact unsuccessful applicants and thank them for their application and participation in the process. Phoning is preferable. Unsuccessful applicants may be ideal to fill future vacancies so maintain a positive relationship with them. It is also good practice to provide feedback to individuals on their skills and experience and a positive comment from the interview.

Disclaimer

The information included in the following pages has been sourced from the Department of Labour booklets and website. It provides an overview of some of the issues relating to hiring new employees, establishing employment agreements, negotiating and problem solving.

The authors, contributors and publisher disclaim liability to any person in respect of any action taken or omitted, or the consequences of any such act or omission, by any person relying on the information included in this chapter.

Readers are recommended to seek independent professional and legal advice for matters relating to employment.

4 Employment Agreements

The Employment Relations Act 2000 has “good faith” as its central principle. Employers, employees and unions must engage with each other honestly and openly, in the spirit of the Code of Good Faith. Key principles of the Act:

- Promotes good employment relations
- Sets the environment for employment relationships
- Sets out requirements for the negotiation and content of employment agreements
- Provides prompt and flexible options for resolving employment problems.

Employment agreements under the Employment Relations Act (ERA) may be one of three types:

- Collective agreement with union members
- Collective agreement with non-union members
- Individual agreement (which may or may not be a fixed-term employment agreement).

In recreation, sport or leisure facilities it is likely that both collective and individual employment agreements are in place. When new employees are hired, consideration needs to be given to whether the employment is covered by existing collective employment agreements, or an individual employment agreement.

All staff, including part-time and casual staff, must have employment agreements that provide the same conditions as those for full-time permanent staff. To avoid a claim of unfair bargaining, ensure that employees understand the terms of their contract, have an opportunity to seek independent advice and are not given any undue pressure.

Probationary periods

An employment offer can be made that includes a trial period of up to 90 days. Trial periods must be negotiated in good faith, agreed to in writing and are voluntary. If a probationary period is in the contract, this must be made clear to the employee. Employers have a duty to provide training to the employee during the probationary time and the correct procedures for performance management and role termination (if required) must be followed.

Fixed-term employment agreements

Fixed term agreements must cover the core terms outlined under Individual Employment Agreements plus any other conditions that are agreed by both parties. It must be clearly understood by both parties that the term of employment is for a fixed period and the reasons for this explained to the applicant.

Situations where a fixed term contract would be used are:

- To temporarily replace an existing employee who is absent on long-term leave or parental leave
- The work is for a one-off project
- The work is seasonal.

Refer to a legal advisor, union or a business support organisation e.g. Employers and Manufacturer’s Association or contact the Department of Labour Employment Relations Service for more information on any of the above areas.

5 Induction

New staff members are required to become familiar with new information, systems, customs and relationships in a short period of time. An induction programme will assist the new employee develop the knowledge and skills required to become fully functioning in their role. To ensure the new employee feels welcome, an event such as morning tea or a mihi whakatau could be organised.

Effective induction programmes have set goals to enable the new employee to see the purpose of each activity and to help identify gaps in their initial learning. The programme can be delivered by a mixture of briefings by the manager or colleagues and background reading, as well as buddy systems and role shadowing.

It is important that the new staff member meets other employees, and has opportunities to develop social connections and learn about the informal rules and behaviours of the facility. Assigning the new employee a 'buddy', who will give them appropriate information and guidance, can help this process.

An induction programme should be tailored to cover areas specific to the employee's role. It should be reviewed regularly during the first couple of weeks to ensure it is delivering the information needed, with a formal review at the end of two weeks, and again after four weeks.

After the formal induction process has been completed, the new employee should self-assess against the initial list of topics to identify any areas that require revision or additional depth.

Skills Active have developed induction packages suitable for people who are new to a facility. These are included in the National Certificate in Recreation and Sport, core skills Level 2.

5.1 Induction checklist

Induction information topics can cover a wide variety of subjects, depending on the nature of the facility, but common topics include:

- Organisation vision and goals
- Organisational structure
- Orientation to the office and administration processes, including the computer
- Employment policy and procedures including a signed employment pack
- Facility features, operation and procedures
- Health and safety systems and procedures including emergency evacuation and response
- Information on customers, products and programmes
- Work team information
- Individual work role.

Being introduced to key staff that can provide support and assistance at the commencement of employment can ensure the new employee gets a positive start. If possible provide a "buddy" or pair up a new employee with an experienced staff member.

6 Managing a Team

Managers should always be aiming to develop staff so they are productive, experiencing role satisfaction and engaged. Key actions to achieve this include:

- Provide a planned induction process for new staff
- Ensure work is clearly defined, achievable, and relevant
- Have clear and mutually agreed expectations of performance and standards
- Provide staff with an opportunity to participate in decisions which affect their own work
- Give feedback and recognition of performance
- Provide opportunities for training and development
- Ensure the workplace is well resourced, suitable for work, enhances work and the employee's work experience and quality of work life, and conditions of employment are considerate and equitable
- Ensure information and communication systems are open and accessible to all
- Help staff have a sense of belonging to the facility and commitment to the facility's purpose.

Managing a team successfully requires a number of skills including delegating, motivating, communicating and developing staff.

6.1 Delegation

Delegation is a core skill for any manager. To be able to delegate work successfully, the team needs to understand the vision of the facility, the part they play in this and how their role contributes to the overall vision.

Good processes are also required for allocating the right tasks to the right people in the right way. To allocate tasks it is important to:

- Clearly understand the task and the skills and abilities required to complete it
- Know the team members, their skills and personalities, so that they can be appropriately matched to the tasks
- Ensure staff members have ownership of tasks, focusing on the results, not the details of how it is to be carried out
- Clearly articulate tasks and desired results and set clear targets and goals
- Support staff to undertake the task. Ensure they are appropriately resourced, be available for coaching, establish timelines and checkpoints
- Monitor and review the work
- Recognise and reward good work.

6.2 Team meetings

A key method of communicating with the whole team is through team meetings. Actions for ensuring meetings are task focused include:

Prior to meeting

- Distribute an agenda, and include the date, time and place, plus any background reading or information
- Prepare information and ensure participants have something to prepare or contribute.

During meeting

- Follow a standard process and familiarise new staff with that process
- Keep discussions to the topic
- Keep a record of the meeting
- Set up a time for the next meeting (time, date and venue).

After meeting

- Follow-up from meeting including distributing notes and other relevant information, further action, etc.

6.3 Motivation

What motivates people in the work place varies from person to person. Staff generally perform better when they are self-motivated and managers can contribute to the self-motivation of their staff by setting realistic expectations, monitoring performance and providing feedback.

The following questions can be used for developing self-motivation in staff. The aim is to initiate purposeful, role-related discussion. Feedback on specific, objective, observable behaviour, rather than judgemental praise or criticism will have a more positive effect.

Promoting self motivation

Subject	Questions
Questions that develop self-motivation	<p>“What is your goal? How will you know when you have reached it?”</p> <p>“What part of your work do you feel most pleased about?”</p> <p>“Looking back, what would you have liked to do better or differently?”</p>
Feedback as an objective observer - give an accurate behaviour description followed by a personal response to that behaviour	<p>“You managed to get that report in by the deadline. It’s a relief to still be on target, I appreciate you put in some long hours for this.”</p>
Seek a more general interaction related to work	<p>“How’s your work going?”</p> <p>“Which of your achievements do you feel most pleased about?”</p> <p>“Where do you see a need to improve or change what you’ve been doing?”</p>
Help the staff member look at what they do in the facility	<p>“How do you see the connection between what you do and the goals of the facility?”</p> <p>“What encouragement or recognition would you like from the other staff?”</p> <p>“Tell me if you have ideas about what could be done by the facility to make things work better”</p> <p>“What helps you in your work? What hinders you?”</p>
Encourage staff to develop together professionally	<p>Have work groups meet briefly and discuss their work using the ideas above.</p>
In a problem solving mode, seek information	<p>“Tell me what you really enjoy about your role.”</p> <p>“Tell me what annoys or frustrates you about your role.”</p> <p>“What ideas do you have to change things for the better?”</p>

6.4 Team building

As a manager, an important part of the role in motivating the team and ensuring productivity is team building. A useful way to think about the team is by using Tuckman's Teamwork Theory¹ which identifies four key stages in team evolution: forming, storming, norming and performing (others have been added since such as adjourning). Diagram one shows the relationships between these stages and staff morale.

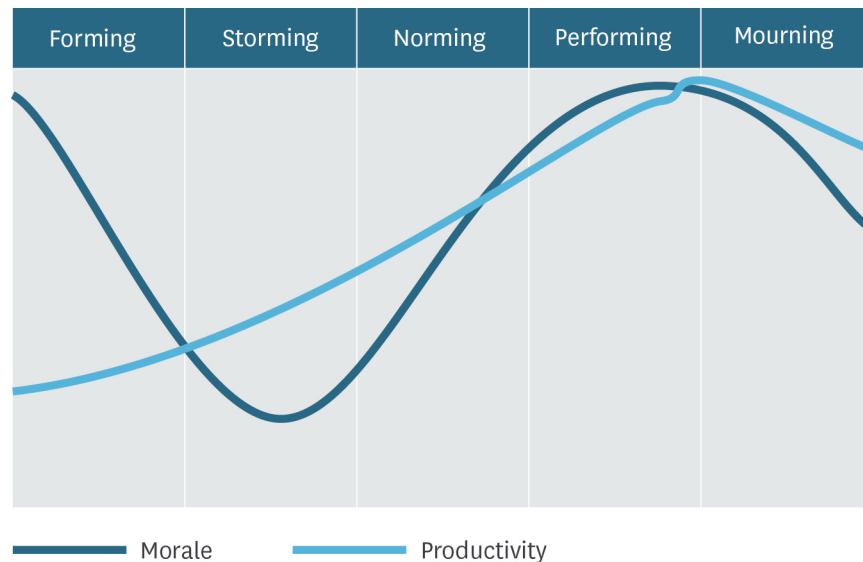


Diagram one: Tuckman's Team Theory²

Forming: is the phase where the team has not yet bonded, team members are still finding their place and understanding the work of the team. The manager plays a dominant role, as expectations of roles, responsibilities and expected results are set.

Storming: is the phase where group members begin to see themselves as part of a team. It can also be a time of challenge towards each other, the team leader, and the team purpose. At this stage, conflict and confrontation are common, and this is likely to have an impact on performance.

The manager's role is to establish processes and structures, build trust and relationships between people, resolve conflict swiftly and remain positive.

Norming: is the phase where the team members begin to work together to develop processes, clarify roles and build 'togetherness'. As a manager, this is a good time to step back and coach team members to progress their goals. It is also a good time to arrange a team-building event.

Performing: is the phase of 'synergy' where the team is focused on their tasks as well as their relationships and are able to deliver high performance through working effectively together. As a manager, this is the time to have a 'light touch' and begin focusing on other goals or areas of work.

¹ Adapted from: *Forming, Storming, Norming and Performing – understanding the stages of team formation*, Mind tools : http://www.mindtools.com/pages/article/newLDR_86.htm and *Teamwork Theory*, The Happy Manager: <http://www.the-happy-manager.com/articles/teamwork-theory/>

² Model adapted from Skills Active, 2012, *First Line Management – Team building processes Training Resource* pg 24

This is a model, and not all teams will move smoothly through these stages. In some cases stages will be repeated as the environment or team changes. Recognising these stages, working with the team and moving the team onto the next stage is a key role of managers.

Transitioning through each stage

Forming

- *Provide strong direction*
- *Establish clear individual objectives*
- *Establish clear team objectives*
- *Make team activities enjoyable*
- *Provide maximum support*



Storming

- *Establish processes and structure*
- *Resolve conflicts quickly*
- *Build trust and positive relationships*
- *Provide assertiveness training*
- *Give high level of support*



Norming

- *Develop decision making strategies*
- *Encourage sharing of strengths*
- *Celebrate success*
- *Give moderate level support*



Performing

- *Delegate*
- *Clarify objectives*
- *Consider enhanced inputs from team*
- *Give minimal support*

7 Managing Staff Performance

Managing staff performance is a core task of managers, and there are a series of tools to help with this process.

7.1 Setting performance objectives and targets

The purpose of this process is to set individual staff performance objectives covering a stated period of time that could range from the next hour to the next year. The process allows for some flexibility and creativity among staff as they establish how they will achieve the expected results. The performance objectives must relate to the business or strategic plan and link to their role description.

It is important that staff have ownership of the targets and to achieve this they must be involved in the process of setting the objectives and targets. This is a contract - an agreement concerning work that will be done. Clear procedures must be in place should the staff member identify a need to deviate from the agreement.

Performance objectives should start with a verb, be SMART (specific, measurable, achievable, realistic, time-bound), be within the individual staff member's control and should specify resource constraints. They should be written clearly, be mutually agreeable to both manager and staff member and appended to an employment contract to form part of the contract.

Some people prefer to work with targets and to monitor performance in relation to achievement or non-achievement of work targets. The choice is up to managers.

Examples of performance objectives

- Monitor implementation of business plan and prepare quarterly reviews of achievement against plan for presentation at each executive meeting
- Prepare financial reports showing cash flows, actual YTD, budget, statement of income and expenditure on a two-month basis for presentation at each executive meeting
- Plan and implement four facility open days by 31 December 2004.

Example of detailed targets for monitoring performance

To provide quality and responsive service to members:

- Reception is always staffed during opening hours
- Written complaints from customers are responded to within three working days
- Financial reports are circulated within a week of the end of the month
- Customer opinion on what they need from the facility is canvassed every six months and the information developed into recommendations for the management team to consider.

The common feature of the two different models is measurement.

7.2 Reviewing performance

When developing performance objectives, it is important to identify the mechanisms that will be put in place to monitor and measure targets and performance objectives. This ensures that everyone is aware of their responsibility and accountability and that review of progress is an expected part of the role.

Reviewing and monitoring performance should be an ongoing process, not an annual event. Referring to targets in the business plan and obtaining updates on progress keeps the performance agreement vital, relevant and useful. The review also ensures objectives and targets are still relevant. Arrange quarterly reviews and an annual review which will include planning for the following year. Performance reviews can help identify training and development needs and provides an opportunity for formal feedback and discussion.

To be effective both the manager and the staff member need to prepare for the review and there must be clear, specific, measurable performance objectives. Avoid inconsistent standards, confusing performance and motivation and judgement and bias corrupting the process.

It is also important to record the results of the review and ensure both parties agree to the record.

Performance review format

The performance review meeting should be a discussion where the staff member does most of the talking and the manager remains open, interested, and encouraging about the staff member's self-assessment of their performance. The manager's role is to provide feedback on specific areas at the request of the staff member.

Performance reviews should:

- Report progress against objectives
- Identify areas of achievement, underachievement and potential improvement
- Explore reasons why objectives were not achieved
- Develop strategies for achieving objectives
- Identify other performance related issues
- Review training needs.

Template: Performance appraisal

7.3 Feedback

A skill of good managers is providing feedback that is objective, constructive, specific and clear. Giving feedback should happen in response to the completion of tasks throughout the year, as well as at performance review meetings.

Feedback can occur at regular staff meetings, in informal settings and as part of debriefing from particular projects. When giving feedback, consider the setting, especially if provided in a group. Feedback should always be positive and constructive.

Constructive feedback has two elements:

- Presentation of factual descriptions of behaviour
- Presentation of opinion, personal response, suggestions for training, other interventions or questions inviting a response from the staff member.

Remember to:

- Give the facts: "I noticed you provided an informative report to accompany the budget."
- Give opinion/personal response: "I found this useful, especially in understanding the additional expenditure last month."
- Invite a response: "What is your perspective on providing this report?"

7.4 Mentoring staff

Effective mentoring consists of a combination of task-focused (i.e. challenging or stretching) and supporting (i.e. nurturing) behaviours. Mentoring should not be confused with coaching, which focuses on developing skills and performance, and where the agenda is set by the coach.

Key aspects to the mentoring process are:

- The agenda is set by the learner
- The focus is on capability and potential
- It is concerned with implications beyond the task
- Feedback and reflection is by the learner.

The benefits of establishing mentoring relationships are many, and include:

- Improved staff retention (less likelihood of losing staff within the first six-month period)
- Improved motivation
- Leadership development
- Improved communication.

7.5 Peer mentoring – person focused

Peer mentoring is a process for pairing up someone who is new to an experience with someone who has already been exposed to the experience. Staff can be from either within the facility, or from a different organisation but in similar roles. It is an opportunity to grow the skills of both participants and build their reflective practice.

Peer mentoring is a tool which enhances the ability to:

- Share challenges and difficult incidents
- Share and learn from successes
- Develop resources for future situations
- Explore professional issues
- Support each other in work
- Reflect on work performance and learn from experiences
- Give and receive feedback.

Key steps to developing a peer mentoring programme include:³

- Mentor selection and training
- Mentee selection
- Matching mentor and mentee
- Mentor / Mentee agreement
- Mentoring duration
- Review and evaluation.

7.6 Managing performance or misconduct issues

When staff are not performing to the agreed expectations of management, it is important to act quickly before any issues escalate. Seek advice from employment relation specialists or an HR Advisor before any action is taken to ensure correct procedures are followed according to employment legislation.

Clear processes and procedures must be in place if mediation or conflict resolution is required. In some cases of serious misconduct, disciplinary actions can be implemented but only after an investigation into the event has been carried out.

Key steps required when dealing with performance management concerns are:

- Reminders and discussion surrounding expectation
- Support through counselling and up-skilling
- Verbal warnings
- Written warnings
- Termination.

All practicable steps to turn unsatisfactory performance around should be undertaken.

7.7 Employee Assistance Programmes

Employee Assistance Programmes (EAPs) are a useful way to help employees deal with personal problems that might adversely impact their role performance, health, and well-being. They generally include short-term counselling and referral services for employees and members of their household.

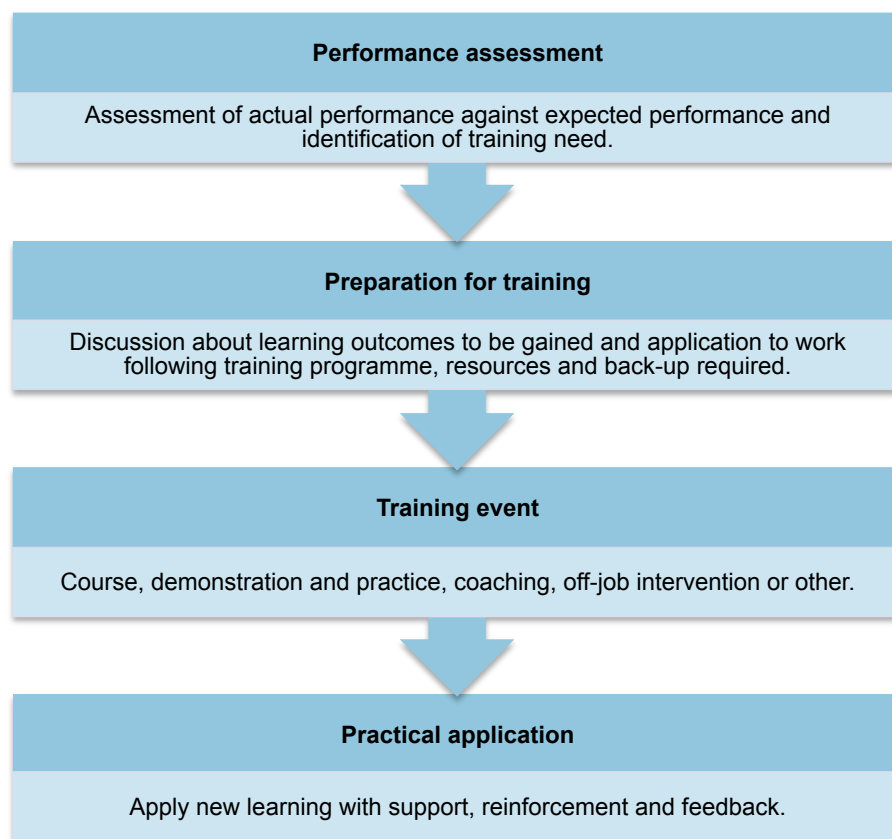
³ Adapted from *A guide to setting up a Peer Mentoring Programme*, NESTA:
http://www.nesta.org.uk/sites/default/files/peer_mentoring_programme.pdf

8 Learning and Development

Training needs must relate clearly and directly to the work of the facility. Consider the cost and benefit of training compared to the cost of not providing training. Is the need sufficient to justify the expenditure.

Clear role descriptions, role analyses, and performance objectives that relate to the business plan are useful tools for identifying training needs. These can be used as assessment tools, to ensure that a training need is related to work.

Training is a process that helps develop individual staff member's actual performance so that performance will meet expectations. It can also be provided to prepare a staff member for new responsibilities and assist with succession planning.



8.1 The training sequence

Non-performance does not necessarily mean training is required. Sometimes management intervention is needed. For example, when previous performance is followed by non-performance, training is not required. Find out why they are no longer performing – there could be a range of alternative reasons. Training is sometimes used to avoid confronting staff problems.

Remember to consider alternatives to formal courses to meet a training need. The outcome of the training should match the specific training needs of a staff member, and the training method should match the actual work activity as closely as possible. Options can include one-on-one coaching, buddying system, self-paced learning packages as well as traditional courses.

8.2 Preparing for a training event

Sometimes staff don't get the most out of their learning experience because they're not sure why they're attending, they're not clear on the content or the objectives of the training, or they are unprepared or are unsure of what they want to get out of the learning. To maximise the benefit of the training it is important to ensure the staff member attending the training:

- Has agreed objectives for the learning
- Knows why they are attending the event and is happy to attend
- Understands what will be covered, and the key outcomes of the event
- Has completed any pre-training work.

If a member of staff is undertaking a significant learning commitment (e.g. academic study, substantial course) ensure a learning contract has been agreed to.

8.3 Post training

Providing an opportunity to put the new skills and knowledge into practice is essential. Applying new information and skills is easier when it is still 'fresh' and staff can feel demotivated if they don't have the chance to apply their newly gained knowledge.

It is good practice for managers to meet with staff post training to:

- Discuss whether the objectives were achieved
- Explore what was learned, and any action plan they may have developed
- Help them to find ways of using their skills and knowledge in the next couple of weeks
- Encourage them to share what they have learned with other team members.

8.4 Developing career pathways

While staff are employed to do their current role well, finding out about and supporting their future aspirations can be beneficial. Staff who feel supported to develop their skills and improve their performance will feel more committed to the organisation, and perform better.

The process of developing career pathways is similar to any forward planning but will enable staff to explore their own interests and shape their personal goals. Where it is possible, dovetail work opportunities with career goals. This will potentially extend staff and deliver positive outcomes for the facility.

When career planning it is useful to prepare two career goal statements: one for the short term (next six months), and the other for the longer term (to be achieved within three years). This goal should integrate personal values, preferences, strengths and attitudes and be matched to the career pathway.

Template: Career planning template

Further information

www.careers.govt.nz

8.5 Professional associations and networks

Engaging with professional associations and professional networks can provide an excellent opportunity for staff development and facility networking. Professional associations in the sector include:

- Entertainment Venues Association of NZ <http://www.evanz.co.nz/>
- Exercise Association of NZ <http://exercsenz.org.nz/>
- Facilities Management Association of NZ <http://www.fmanz.org/>
- Sport NZ <http://www.sportnz.org.nz>
- New Zealand Asset Management Support <http://www.nams.org.nz/>
- New Zealand Institute of Management <http://nzim.co.nz>
- New Zealand Association for Training and Development <http://www.nzatd.org.nz/>
- New Zealand Recreation Association <http://www.nzrecreation.org.nz/>
- Swim NZ <http://www.swimming.org.nz/>
- Water Safety Council NZ <http://www.watersafety.org.nz>

9 Volunteers

Volunteers may be involved in the facility in a number of ways e.g. on Advisory Groups, on the Board, or as part of a user group. There may also be volunteers working alongside staff in the facility or on specific programmes. Management obligations to volunteers are very similar to the obligations to staff and they are protected under the Health and Safety in Employment Act.

Volunteers are different from paid staff and make a valuable contribution to the facility including:

- Their relationships with people are usually more relaxed and informal than those of paid workers. They can devote a great deal of time to one particular person or to a single piece of work
- They are less affected than full time staff by the pressures and strains of the facility in which they are working
- They can bring in 'outside' views and give independent judgments
- They may provide a different approach and a range of different skills.

So that both the facility and the volunteers benefit, remember to:

- Provide opportunities for volunteers to participate in significant activities or projects and clarify roles and responsibilities
- Match a volunteer's interests, needs and skills with a specific task or role
- Provide good training and support including performance appraisals that provide an opportunity to give feedback
- Create opportunities for volunteers to celebrate successes
- Encourage volunteers to be involved in decision making with other staff.

10 FAQs

Q: Our facility doesn't have a lot of formal written procedures and HR policies. We just rely on people to be honest and that usually works for us. If it is not broken, why fix it?

A: Written procedures and policies are both best management practice and in some cases legally required e.g. dealing with disputes. They also help to set expectations and standards of behaviour with staff, and this in turn will enhance their contribution to the business and increase their productivity and motivation. It also enables you to be a fair and equitable employer. To help you in this process, there are many examples of templates that you can adapt for your own facility either in the templates section of this manual or other resources.

Q: Performance is slipping right now, but we're under a lot of stress with [name]. Should I cut the staff some slack until things are a bit more settled?

A: Poor performance, whatever the circumstances, should always be addressed immediately, before it escalates. Work together with your staff to identify what the causes are and identify actions to mitigate the issues. Remember to follow up and keep following up on actions and reviewing their effectiveness.

11 Templates

- 11.1 Operations Manger role description
- 11.2 Recreation Centre Assistant goal and responsibilities
- 11.3 Recruitment phases
- 11.4 Shortlisting matrix
- 11.5 Interview assessment matrix template
- 11.6 Referee checklist template
- 11.7 Performance appraisal template
- 11.8 Career planning template

11.1 Operations Manager Role Description

Person description

The person suitable for this position will be able to direct the facility operations in accordance with the business plan. They will require skills and knowledge to:

- Co-ordinate and supervise the work of others in line with established goals and objectives
- Positively manage relationships with customers, tenants, contractors, neighbours
- Confidently manage projects, plans and processes
- Effectively problem solve
- Effectively manage risk, resources, budgets, business plans, contracts and assets.

Key responsibilities

The Operations Manager is responsible for managing the day-to-day operations of the facility to a high standard. Specific responsibilities of the Operations Manager include:

Health and Safety

- Ensure a healthy and safe work environment for employees and others affected by facility activities.

Facility and Asset Management

- Develop and set the policies, standards, procedures and guidelines for facility operations and ensure these are carried out (e.g. cleaning, maintenance, pack outs)
- Ensure that all legal and industry standards for facility operation are adhered to including building maintenance
- Ensure facility contracts are managed effectively
- Ensure all operational activities comply with organisational standards including health and safety.

Customer Experience

- Ensure customer focused delivery of facilities and services
- Develop and maintain positive relationships with facility customers and user groups.

Leadership

- Lead and motivate the facility operational team including performance management, recruitment and training
- Develop and maintain efficient and effective duty rosters, daily work schedules and facility procedures for operational staff.

Relationship Management

- Develop and manage relationships with customers, particularly key user groups and stakeholders, tenants and staff to ensure appropriate service delivery and maintenance
- Liaise with contractors and suppliers to ensure high standard of service delivery.

Business and Financial Management

- Develop and implement business and work plans, equipment and asset maintenance plans, budgets
- Identify capital expenditure requirements
- Monitoring and reporting
- Prepare monthly KPI reports.
- Implement strategies to maximise utilisation of the facility.

The Organisation's mission is to be the best recreation facility in New Zealand, servicing the local, regional and national communities. The ideal person for the position would have:

- Interest and experience in recreation and facility management
- Experience in leading teams
- Relationship management skills.

Appraisal and Review

At the commencement of the contract, key result areas will be identified and performance goals negotiated. These will be monitored on a two-monthly basis, with six monthly reviews of overall performance.

Training

Training needs appropriate to the in-coming Operations Manager will be identified and an appropriate training programme will be developed. Changes to the training programme can be made as part of the six monthly reviews.

Terms and Conditions

The terms and conditions will be negotiated with the successful appointee. This is a full-time position.

Adapted from: Operations Manager Role Description, ASB Sports Centre, Wellington City Council.

11.2 Recreation Centre Assistant Goals and Responsibilities

Responsible to: Recreation Centre Manager

Goals are to:

- Assist with the smooth and harmonious operation of the facility
- Contribute to the overall operation of the facility in an efficient and cost effective manner
- Maintain high standards of operation in accordance with the facility policies and procedures
- Provide quality service to clients and potential clients at all times to achieve excellence in customer satisfaction
- Contribute fully to the achievement of the social and financial goals of the facility
- Present a professional image at all times.

Specific responsibilities

- Handle counter and telephone enquiries relating to the facility and its activities. This requires a full understanding and awareness of all programmes, services and facilities
- Process the receipting of fees payable for the use of the facility
- Keep records for the facility as directed
- Rectify and or notify the facility manager of unsafe equipment, facilities, or customer complaints
- Ensure the reception area is secured at all times
- Ensure that the complex is clean and tidy
- Actively instruct in programmes
- Set-up and pack-out equipment as required
- Ensure the equipment and facilities are maintained in a clean safe condition and implement the necessary procedures as required
- Ensure all users of the facility observe all facility rules at all times
- Undertake cleaning duties as required.

Adapted from: Recreation Assistant Role Description, ASB Sports Centre, Wellington City Council

11.3 Recruitment phases

Timeframe	Actions	Who	✓
Week one	<ul style="list-style-type: none"> • Person specification completed using position description • Prepare advertisements and promotion and obtain necessary approvals • Application information prepared • Enquiries contact person identified • Advertisements placed in appropriate media 		
Week two	<ul style="list-style-type: none"> • Enquiries received and application information sent out, emailed or downloaded • Interviewers meet or teleconference • Shortlisting criteria developed • Interview questions developed based on person specifications 		
Week three	<ul style="list-style-type: none"> • Applications returned by deadline • Interviewers to review applications and create interview shortlist • Candidates contacted for first interview 		
Week four	<ul style="list-style-type: none"> • Interviews conducted • Shortlist applicants for second interview if required and candidates contacted • Interview two conducted • Referee and police checks conducted 		
Week five	<ul style="list-style-type: none"> • Successful candidate contacted • Official 'offer of employment' letter sent • Signed 'offer of employment' letter returned • Unsuccessful candidates contacted 		
Week six – ten	<ul style="list-style-type: none"> • First day of employment! 		

11.4 Shortlisting matrix

Name			
Skill 1 <i>0 - 3</i>			
Skill 2 <i>0 - 3</i>			
Skill 3 <i>0 - 3</i>			
Qualifications <i>0 - 3</i>			
Experience <i>0 - 3</i>			
Total			
Comments			
Rank			

11.5 Interview assessment matrix

Candidate:	
Position:	
Interviewers:	
Date:	

Rate the candidate on the following criteria as per the person specification of the position.

- Key:
- | | | |
|---|---|--|
| 1 | = | response did not answer the question |
| 2 | = | there is some merit to the response |
| 3 | = | good response but more detail would improve it |
| 4 | = | perfect response exactly what we are expecting |

Criteria (insert the questions to be used)	Tick appropriate box				Comments (directly related to the questions)
	1	2	3	4	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
Total					

How well is this person suited to the position (general comments/observations)?

.....

Hiring decision

- Yes No Undecided

Note: This form should be retained and filed for 12 months after the interview has occurred to ensure that unsuccessful candidates do not allege unlawful discrimination in failing to shortlist or appoint them, and that there is ample evidence to support their lack of success in gaining the position.

SOURCE: YMCA New Zealand

11.6 Referee checklist

Referee checklist		✓
Prior to calling ensure you have:	<ul style="list-style-type: none"> • Sought the candidate's permission to do so • Candidate's CV to hand • Complete privacy • Note taking equipment. 	
Initial contact with the referee:	<ul style="list-style-type: none"> • Introduce yourself and purpose of call • Advise length of call and check they have time • Briefly describe the role for which you are recruiting. 	
Sample questions to ask:	<ul style="list-style-type: none"> • How long did x work for your organisation (to confirm dates on CV) • How long did x work for you • What was his/her role title(s) • Could you briefly outline his/her key role and responsibilities • How would you describe his/her performance in the role • What were his/her strengths • What are his/her areas for further development • What was your working relationship like as his/her manager • How did he/she relate to the wider group of employees • How did he/she relate to customers/clients • How would you describe his/her levels of motivation in the workforce • What is he/she motivated by • What was (are) his/her reasons for leaving the organisation • Given the chance would you re-employ the candidate in the future • Is there anything else you would like to say in support (or otherwise) of this candidate? • Thank them for their time. 	

Adapted from: *People Management, Sport NZ*,
<http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/strong-organisations/People-Management-Toolkit.pdf>

11.7 Performance appraisal

The following is an example of a performance appraisal for a Recreation Assistant based on the previous role description. This is not an inclusive list.

Performance objectives	Staff member's comments	Manager's comments	Action
<i>Positive management of customer enquiries including registration and fee processing</i>			
<i>Proactive management of hazards</i>			
<i>Actively maintain cleanliness and tidiness of the centre</i>			
<i>Professional programme instruction and management</i>			
<i>Effective equipment management</i>			
<i>Actively innovative</i>			

11.8 Career planning

Staff can use the following matrix to help them develop career plans:

Goal statements	Actions	Date
<p><i>Check:</i></p> <ul style="list-style-type: none"> • <i>It is positively stated</i> • <i>Important enough for me to work on</i> • <i>Do I have the time and energy?</i> 	<ul style="list-style-type: none"> • <i>What more do I need to know or learn to do?</i> • <i>What risks do I need to take?</i> • <i>From whom do I need support? What kind of support?</i> 	

12 Questions for Educational Context

Staff recruitment

List and provide a brief description of the main tasks in the recruitment and selection process for new staff.

Employment agreements

Why do you think we should have employment agreements? Describe how an employment agreement can work to protect the interests of both parties to the agreement.

Staff management and training

Employing the right staff is just a start. Describe how the following can contribute to overall staff satisfaction and an increased likelihood of retaining good staff.

- Good day-to-day management processes
- Training opportunities
- Performance reviews and formal feedback.

Peer mentoring offers some unique opportunities for staff development, personal growth and relationship building. Discuss this statement in relation to staff in a sport and recreation facility.

List the key elements in developing staff training and briefly describe what is involved in each stage.

13 References and Further Information

13.1 Further information

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Careers New Zealand accessed from <http://www.careers.govt.nz>

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Sport NZ, Club Kit – Starting and managing a sport or recreation club, accessed from <http://www.sportnz.org.nz/managing-sport/search?c=18>

13.2 References

NESTA. *A guide to setting up a peer mentoring programme* accessed from http://www.nesta.org.uk/sites/default/files/peer_mentoring_programme.pdf

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YMCA New Zealand

Wellington City Council Recreation Assistant Role Description, ASB Sports Centre,



Te Kaitiaki Take Kōwhiri Māori



FACILITY MANAGEMENT MANUAL

4 Strategy and Planning



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

This chapter discusses the need for planning and describes the difference between strategic and business planning, who is responsible and defines a planning process.

This section links with the following Facility Management Manual chapters:

Chapter 1 – Community Engagement

Chapter 2 – Customer Care

Chapter 7 – Financial Management

Chapter 8 – Risk Management

Chapter 9 – Monitoring

Chapter 10 – Governance

Chapter 13 – Facility Development

1.1 Legal and statutory requirements

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in developing plans and strategies:

- Health and Safety in Employment Act 1992, 2003
- Companies Act 1993
- Incorporated Societies Act 1908
- Local Government Act 2002
- Charities Act 2005

The Local Government Act 2002 requires territorial authorities to consult with their communities in the development of a Long Term Plan (LTP) and special projects of significance.

In relation to the management of recreation facilities, facility outputs (e.g. target of 20 recreation programmes to meet the needs of a diverse cross-section of the community) should be linked to the community outcomes.

Further information

www.lgnz.co.nz

<http://legislation.govt.nz>

1.2 Policies

All facilities should have policies relating to the strategic planning processes. These could include but are not limited to:

- Advocacy and communication policy
- Financial policy
- Human resource policy
- Risk management policy
- Asset management policy
- Report writing standards.

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is performing in the area of strategy and planning.

Strategy and planning self-review

Description	Self assessment
<i>Plans in place</i> <ul style="list-style-type: none">The facility has a 'strategy tree' of plans from strategic plan, through to facility business plans and individual work plans.	
<i>Plan alignment</i> <ul style="list-style-type: none">Plans are linked to each other and cascade effectively from one to the next.	
<i>Performance indicators</i> <ul style="list-style-type: none">Plans have objectives and performance indicators, which are SMART and these are regularly reviewed.	
<i>Staff involvement and engagement</i> <ul style="list-style-type: none">Staff are involved in the process of developing plans and 'own' them.	
<i>Monitoring and evaluation</i> <ul style="list-style-type: none">Plans have regular reporting and review structures, which are adhered to and recommendations acted on.	

2.2 Key performance indicators

Area	Indicators	✓
Strategic plan	Stakeholders are involved in strategic plan development. Strategic plans specify results to be achieved. The strategic plan drives the facility business plans.	
Facility business plan	Facility business plans are based on the strategic plan and describe 'business as usual' and new facility initiatives.	
Work plans	Staff work plans are developed and progress regularly reviewed. Staff work plans are reviewed regularly.	
Project plans/business cases	Project business case methodology is consistently applied to new initiatives.	
Monitoring and evaluation	Plans for monitoring and evaluation are prepared. All plans include indicators of performance. The programme of plan review is appropriate to strategy, business and work plans.	
Reporting	Progress reports are produced monthly, quarterly and annually against agreed plans.	

3 Plan To Succeed

Strategies and plans should be real, working documents. Their development requires time and energy from everyone involved. Effective processes produce quality results and a sense of ownership and therefore commitment by those involved in the process.

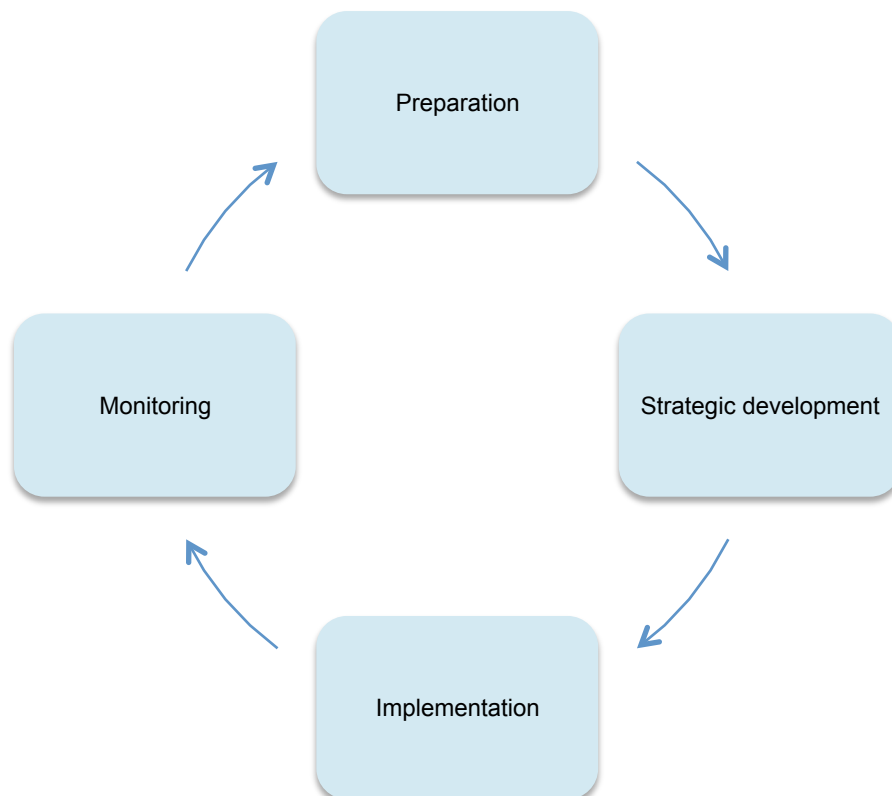
If the facility is governed by a Board, it's imperative that both management and board members understand the difference between strategic plans and business plans, and where responsibility for each lies.

Planning for new facilities as opposed to planning for existing facilities requires a different approach, but the principles are the same. With new facilities, more emphasis will be put on the needs assessment and feasibility testing through to consultation design stages and business planning.

3.1 A sample planning process

The planning process has four major stages:

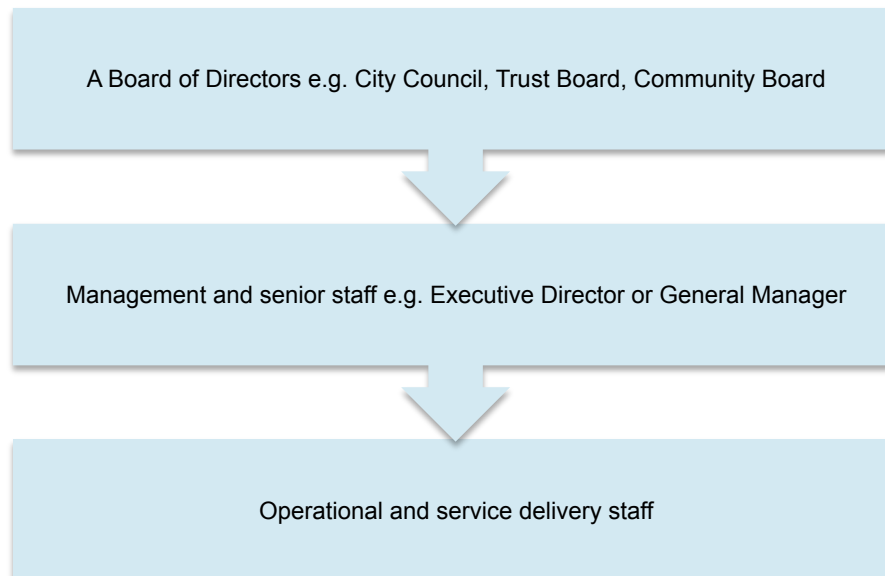
- Preparation: assigning roles and responsibilities
- Strategic development: overview, background research, strategies, goals and outcomes
- Implementation: developing and implementing action plans
- Monitoring: measuring performance.



3.2 Strategic and business planning: who does what

Strategic plans should be long term, of at least three to five years. They look after the long-term interests of the facility and its place within the wider community.

In most recreation facilities, the management structure is made up of three levels:



The governing body or board usually has overall responsibility for the development of the strategic plan but the manager, senior staff and key stakeholders should have input into and be involved in developing the strategic plan, so that it is 'owned' by all concerned.

It is important to remember that the board's contribution to the planning process should be to provide strategic direction and control while the role of the facility manager is to provide leadership, manage the operations and deliver services for the facility.¹ The board's role is to focus on agreed outcomes and to let the manager focus on the means to achieve those outcomes.

The business plan provides the 'means to achieve the strategic plan' and is the responsibility of the facility manager. It is a practical interpretation of the strategic plan. To reiterate, the planning process must involve everyone in the organisation in some way.

¹ Getting on Board, Creative NZ, 2014

4 Developing Strategic Plans

Strategic plans are the high level plan for the facility and will:

- Define the vision, purpose or mission and values or principles (kaupapa and tikanga)
- Cover a time period of at least three years
- Provide a high level plan of how to get there and include an environmental scan and stakeholder analysis
- Focus on high-level goals which are in line with the organisation's mission and purpose and be constantly reviewed over the period to ensure they are still relevant and realistic
- Be driven by the needs of members and customers.

Template: Strategic plan

4.1 Overview of the current situation

Begin strategic planning by reviewing the current situation as a way of setting the scene including:

- **Facility vision:** state (in one sentence if possible) the facility's vision. e.g. *'leading the way with community focused pools and programmes'*.
- **Basic statistics:** include some basic statistics about the facility including the size of the customer base, overall high level description of service provision and financial position
- **Summary of previous year:** e.g. were last year's expectations met and why? Summary end of year reports are important to help reflect on past performance
- **Expectations:** outline expectations for the coming year.

4.2 Background research

In preparing for the strategic planning process, background research and analysis will need to be undertaken. Standard analysis techniques are:

- PESTLE analysis
- SWOT analysis
- Stakeholder analysis.

PESTLE analysis

A PESTLE (Political, Economic, Social, Technological, Legal and Environmental) analysis is an opportunity to consider factors that are outside management control and might affect the facility.

Area	Factors	Potential impact
Political	Bi-elections imminent, supportive Councillor retiring.	Level of support for the facility may change with the new Councillor.
Economic	5% budget cut flagged for next financial year.	Directed to identify new areas for budget cuts and income generation.
Social	Growing population of young families in the area.	Opportunities to further develop pre-school and family friendly services.
Technological	The enrolment system not linked to the website.	Need to upgrade on-line enrolment system.
Legal	Increased health and safety standards being developed for work places.	Increased expectations on facility health and safety standards over time.
Environmental	Increasing consumer demand for sustainable practices.	Opportunities to run energy audit and publicise eco-actions.

This information can feed into the SWOT analysis.

SWOT analysis

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a review of the internal and external factors that affect the facility.

Internal and current	
<i>Strengths</i>	<i>Weaknesses</i>
What things are working well? Where is the competitive advantage? What can be built on?	What things are vulnerable? What are areas of poor performance?
External and potential	
<i>Opportunities</i>	<i>Threats</i>
What's happening that could be a positive influence? New ideas?	What are competitors doing that is or could impact on business?

Stakeholder analysis

Stakeholders are those people or organisations who have a direct interest in the facility and the opportunities it provides. A stakeholder analysis identifies who they are, their needs and expectations, their impact on the facility (positive and negative) and strategies for enhancing the relationship with them.

Stakeholder	Level of importance (low, medium, high)	Level of support (low, medium, high)	What do they want?	What is wanted from them?	How to enhance their support?
<i>Customers</i>					
<i>Representative organisations</i>					
<i>Community</i>					
<i>Neighbours</i>					
<i>Politicians</i>					
<i>Businesses</i>					
<i>Funders</i>					
<i>Other</i>					

This section should also include specific information on customers (who they are, what their buying habits are), and competitors (where is the facility placed in the market compared with them). Competitors can be specific organisations, other facilities or activities, or alternative ways for customers to spend their money or access services.

Further information

FMM Chapter 1: Community Engagement

4.3 Mission statements

A good mission statement will answer the question 'Why do we exist'? It should provide a broad overview of what the purpose of the facility is and should include:

- The philosophy and values underpinning the facility
- What the facility wants to offer customers
- Unique contribution.

Planning a mission statement

Questions to ask	Comments
<i>What is our purpose or reason for being?</i>	
<i>What is the essence or spirit of this facility?</i>	
<i>What is our big idea?</i>	
<i>What is the nature of our services?</i>	
<i>Where do we want to get to?</i>	
<i>What do we want to become?</i>	

Ideally the Board will include management and staff in the strategic visioning and planning process so that they own the result.

4.4 Strategies

A strategy is a broad, high-level statement of intention, a signpost to indicate the type of actions that are likely to be found in the business plan.

Strategies will relate to things such as:

- Programme and services
- Meeting customer needs
- Marketing and promotion
- Financial performance
- Provision of facilities and equipment.

4.5 Goals and outcomes

Goals

Goals state outcomes or desired results. At this stage of planning, being specific is important, and will give clarity and focus to the work undertaken by management and staff. If goals are too ambitious or too vague, they are not likely to be achieved.

Objectives

Developing objectives and action plans is all about **where** the facility wants to be in the future, **who** will complete the actions and by **when**.

Objectives should be SMART (specific, measurable, achievable, realistic and time bound) so they can be evaluated at the end of the year.

- *Specific*: Is it obvious from the wording of the objective what the event or programme intends to do? Be as clear and specific as possible.
- *Measurable*: Make the objective measurable by saying how many things will be done or how many people might participate.
- *Achievable*: Talk to contacts and colleagues to confirm this. If working with youth at risk, is the intention to change their behaviour, or is this just the beginning?
- *Realistic*: Check the idea is realistic by engaging with existing networks. This provides an opportunity to both test ideas and start developing partnerships.
- *Timeframe*: Set a realistic timeframe that maintains interest.

An outcome is a statement of the desired results. Sometimes these are called key result areas and they focus on where priority effort should be directed.

Consider the key aspects of the facility that are critical to its success, and how their success can be identified. Outcome statements can relate to a range of things, e.g.

- The place of the facility in the local community
- The impact of facility use on customers
- Levels of service and customer satisfaction
- The financial outcomes to be achieved.

Key result areas should:

- Highlight needs i.e. the gap between current results and desired results, and should cover all major areas where resources will be directed
- Be congruent with the organisation's values and philosophy
- Be supported by evidence e.g. results from an evaluation process which highlighted areas needing attention.

4.6 Performance indicators

Performance indicators are the criteria by which performance can be monitored, measured and evaluated. The focus of measuring performance is to identify the goals and how they will be measured. Performance indicators fall into one of several categories:

- Outcome measures that assess what has been achieved
- Efficiency indicators measure output in relation to resources used
- Effectiveness indicators measure the extent to which the objectives of the service have been met
- Qualitative indicators measure performance through the customer's eyes.

Examples of performance indicators include:

- Increase in people participating
- Percentage of visits by target groups
- Subsidy per visit
- Cost per opening hour
- Percentage satisfaction levels through surveys.

Key performance indicators have been included at the beginning of every chapter of the Facility Management Manual and these can be used as a guide along with information in FMM Chapter 9: Monitoring and Evaluation.

5 Business Plan

A business plan is a plan of action. It is a succinct and readable record of the planning process. Business plans should be practical, useful documents that give direction and focus on the activities of the facility and staff. Critical to the success of the plan is the involvement and contribution of staff. Agreed plans should be visible and accessible to facility staff and include a mechanism for ongoing feedback.

Business plan style and format will vary according to the requirements of the facility and its management but most plans will include the following:

- Introduction and mission statement
- Executive summary and overview
- Market analysis
- Identified key result areas
- Customer service/programmes plan
- Communications, marketing and promotions plans
- Organisational plan (human resources plan and management administration)
- Health and safety plan
- Asset management and risk management plans
- Financial plan and budget
- Monitoring and evaluation.

5.1 Action plans

These contain the practical actions to be carried out over the coming year to achieve objectives. Action plans should aim to maximise the strengths and opportunities identified in the SWOT analysis, and minimise or eliminate any weaknesses and threats. Include the services and activities that are already happening as well as any new initiatives. Action plans can be used from previous years if they are still current.

Action plans do not need to be highly detailed but rather a summary of how objectives will be achieved in the coming year. They should then be developed further via a formal project plan for implementation. Every action plan should indicate:

- What the initiative is and the objective it relates to
- What audience or group of customers it targets
- What media will be used (if any)
- The available budget
- The timing of the initiative
- How the outcome of the initiative will be monitored and evaluated
- Any other relevant information.

Template: Business plan checklist
Facility business or action plan
Project plan

5.2 Monitoring and evaluation

Monitoring runs in parallel with all aspects of the facility and its operation. It should be carried out on a continuous basis rather than waiting until the end of a programme, facility promotion, or a development project.

Monitoring identifies and tracks indicators of success and or failure and can be used to track performance against historical trends or patterns. Variances will provide facility managers with regular information regarding performance and can identify if performance is on target, better or worse and will indicate whether action needs to be taken.

To develop monitoring systems, identify 'indicators' of success or failure. Reflect on the business plan and the objectives and key performance indicators developed as part of this process.

- What are the key areas for success?
- What ways can this be tracked?
- What are signs of failure?
- How can these be tracked?
- Where can this information be collected?
- How often does it need collecting, analysing and reporting?
- Who needs to know about variations?

Evaluation focuses on results and achievement of intended outcomes.

All the elements of the business plan should be measurable. Planned monitoring and evaluation identifies what data is needed to measure, how the data will be collected and analysed, and how the results will be used or reported.

Further information

FMM Chapter 9: Monitoring and Evaluation

6 Developing a Business Case

New projects or ventures may be conceived in response to evidence of gaps, trends and opportunities. To obtain the support and approval for new projects, a business case will need to be presented to assist management in evaluating and allocating resources.

Following initial research and scoping of the project, a business case can be developed that clearly links the project with the vision, strategies and outcomes the facility is seeking to achieve. There must be clear links between the business case and the strategy and business plans of the facility.

A business case will need to contain:

- Background
- Project purpose
- Project description
- Objectives and strategic justification
- Research and analysis
- Target audience
- Resources required including budget
- Roles and responsibilities
- Project timeline
- Targets and results.

The recommended structure of a business plan is:

- Executive summary
- Current situation
- Proposed project / solution (including benefits, market analysis, costs, risk assessment)
- Financial analysis
- Conclusion
- Supporting material (data sources, working documents).

Template: Business case template

7 FAQs

Q: I'm new to developing plans. Where do I start?

A: Always start at the top with the strategic plan. Familiarise yourself with the vision, mission and values of your organisation. Check that your team is familiar with them and their work and culture reflects these.

Q: Our organisation has a vision and mission that is hard to understand and relate to our day-to-day work. As a manager, how can I engage my team in living and breathing it?

A: Ideally vision and mission statements are developed by the Board/governing body in consultation with managers and staff and regularly reviewed with them. If this is not the case, you could run your own workshop with your team and generate discussions around questions like:

- *What questions do you have about our vision and mission statement?*
- *If we achieved our vision, what would our facility/community look like?*
- *If our vision was realised, what difference would this make to our customers?*
- *What part can you play in helping to make this vision happen?*
- *What new actions do we need to take to be a part of achieving this vision?*

Q: I get so bogged down in the day-to-day running and demands of my facility and this makes it difficult to prioritise big picture planning. Things are going ok and we seem to be meeting targets, isn't that enough?

A: One of the roles of a manager is to be able to manage the day-to-day demands of a facility and hold the big picture. If you find you are not able to do both efficiently, it is time to stop and review the situation. This could include; blocking out time, assessing the scope of the job and the resources you have to do it, re-evaluating your work priorities, and checking that you are still highly motivated to do the job. Others who could help you with this process include HR, your mentor and your manager.

8 Templates

The following documents are examples of plans from Local Authorities and facilities around the country.

- 8.1 Strategic plan
- 8.2 Business plan checklist
- 8.3 Facility business or action plan
- 8.4 Project plan
- 8.5 Business case

8.1 Strategic plan

The Recreation Wellington Strategic Plan (Wellington City Council) is an example of the increasingly popular illustrated 'plan on a page', which is easy to read and to understand.



PRIORITIES

1. MAXIMISE ASSETS

- 1.1 Increase participation to LTP levels while maximising utilisation across all programmes and facilities
- 1.2 Ensure the maintenance of high quality facility presentation at all times
- 1.3 Exceed our customers expectations in every area of our business
- 1.4 Employ 'best practice' business management across the business unit
- 1.5 Aspire to Zero Harm within all working practices across the business unit

2. TEAM DEVELOPMENT

- 2.1 Develop a customer centred culture across our entire business
- 2.2 Create and implement a leadership development framework for the business unit
- 2.3 Build and maintain a strong and effective Business Unit structure

3. PARTNERSHIPS

- 3.1 Build strong and effective relationships across a wider range of stakeholders
- 3.2 Encourage, empower and enable others to deliver quality recreation outcomes across the city
- 3.3 Increase our links with others to develop positive health outcomes for city residents

4. TECHNOLOGY

- 4.1 Create and develop monitoring systems that assist with the improvement of operational management and planning
- 4.2 Roll out and develop the use of Get Smart customer satisfaction system
- 4.3 Increase and improve the offering of online booking systems for products and services
- 4.4 Pilot, review and roll out electronic rostering systems
- 4.5 Undertake a strategic review our operational IT infrastructure to ensure best fit for customers and organisation

2012–2015 GAME PLAN

RECREATION WELLINGTON

MISSION

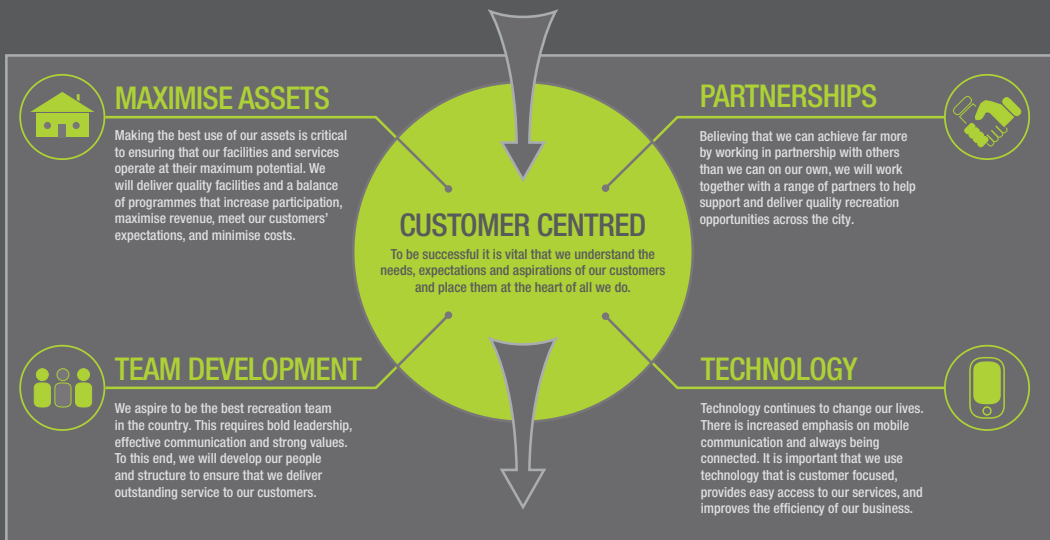


To facilitate the provision of sport, recreation and healthy lifestyles in Wellington by delivering high quality facilities, programmes and partnerships, which engage over 2 million participants each year, with a 95% level of customer satisfaction, and within approved budgets.

VISION



We will encourage and empower people of all ages to live happier, healthier and more active lives by providing a wide variety of high quality, value for money, sport and recreation opportunities.



8.2 Business plan checklist

Items to included in the business plan	✓
Introduction and mission statement	
Purpose	
Executive summary	
Overview	
Market analysis	
Identified key result areas	
Customer service and programmes plan	
Communications plan	
Marketing and promotions plan	
Organisational plan (human resources plan and management administration)	
Asset management plan	
Risk management plan	
Financial plan and budget	
Monitoring and evaluation	

8.3 Facility business or action plan

Topic	Plan details	
<i>Our purpose, vision and values</i>		
<i>We do this by</i>		
<i>Our core functions are:</i>	1. 2. 3. <i>Year in review</i> <i>Outlook for year(s) ahead</i>	
<i>Key Facts</i>		
<i>Over reaching driver is:</i>		
	<i>Challenges</i>	
	<i>Opportunities</i>	
	<i>Threats</i>	
<i>Environment</i>	<i>Challenges</i>	
	<i>Opportunities</i>	
	<i>Threats</i>	
<i>Vision for the future</i>	<i>Determining what success looks like means thinking about what key stakeholders would be saying in three – four year time</i>	
	<i>Stakeholder</i>	<i>Key messages</i>

Principles for working together					
Asset management plans					
Major work programme for coming year					
Major initiatives for coming 12 – 18 months	<i>What</i>	<i>Objective and details</i>	<i>Date</i>	<i>Responsibility and resourcing</i>	<i>Dependencies and or implications</i>
Major initiatives for coming 18 – 36 months	<i>What</i>	<i>Objective and details</i>	<i>Date</i>	<i>Responsibility and resourcing</i>	<i>Dependencies and or implications</i>
Outcome areas (3 – 5 years)					
Pilots to support each outcome for the next three to five years	<i>What</i>	<i>How will it be measured</i>		<i>Potential new initiatives</i>	

8.4 Project plan

Developed by Sport Wellington Region

Sport Wellington Region Project Plan					
Prepared by:		Date prepared:		Revision number:	
Project aim or objective					
Background					
Objectives and outcomes of project					
Relationship to strategic plan, business plan, and developing community sport strategy	Strategic plan Business plan Developing community sport strategy				
External stakeholders and partners					
Project justification					
Constraints and boundaries					
Risks			Countermeasures		
Costs					
Advertising					
Communication	Website: E-mail: Promotion: Internal communication:				
Logos					
Links					

Organisation			
Project Manager			
Project Lead			
Resources and responsibilities			
Schedule			
Timeframe			
Estimate of hours required			
Project milestones	Person responsible	Timeframe	
Project deliverables			
Performance criteria			
Data			
SMART measures/ outcomes			
Monitoring and evaluation			
Reporting requirements and schedule			
Project approvals			
Project Lead		Date	
Project Manager		Date	
Contributing business unit Manager		Date	
General Manager		Date	

8.5 Business case

Topic	Description ²
Background	Why or how was the idea conceived? What has been done so far?
Project purpose	Describes the investment proposal in one to two sentences. States what decision-makers are being asked to decide.
Project description	An overview of the proposed project, deliverables and outcomes. If relevant, include a fully detailed description as an appendix with diagrams and samples.
Objectives	What are the project objectives? Ensure they are SMART. What are the targets (could be financial, customer numbers), by when and how will they be evaluated?
Strategic justification	How will this project help to achieve organisation vision, goals and outcomes?
Background research & analysis	Could include previous research, PESTLE analysis, SWOT analysis, competitor analysis, stakeholder analysis.
Target audience	Who are the most likely customers for this project and what is known about them (demographics, geographical location, preferences)? How will this project improve their experience?
Risk and opportunity analysis	What are the potential opportunities? What are the potential risks and how these will be mitigated?
Resources required	What resources will be required such as staff, facility, expertise?
Budget	<ul style="list-style-type: none"> • Development costs • Investment cost • Best and worst case scenarios • Contingencies • Projected profit/loss
Marketing and communications	What are the marketing objectives, strategies and tactics? How will the effectiveness of the marketing be evaluated?
Roles and responsibilities	Who is responsible for what?
Project timelines	What are the critical completion dates and key milestones?
Evaluation	How will this project be monitored and evaluated?
Recommendations	Provide recommendations - what needs to be approved and by whom?

² Adapted from the Te Papa National Services: *Developing business cases for museum projects*

9 Questions for Educational Context

Developing strategic plans

When developing a strategic plan, consideration of the current situation and the context is paramount. Describe six to eight questions that need to be answered before an organisation is ready to develop its strategic direction and mission statement.

Explain what the acronym SMART objectives means; and write 2 SMART objectives for your facility or for a facility you know.

Business plans

Action plans and business plans are different in content and have different purposes. Describe briefly what each should include and then describe the purpose of each plan.

Describe the main reason or reasons why a business would conduct an evaluation of its business plan and what the outcome of that process might be.

10 References and Further Information

10.1 Further information

Good Governance, No. 34, 2003, Boardworks International

New Zealand legislation at <http://legislation.govt.nz>

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

Sport New Zealand at www.sportnz.org.nz.

Strategic and business planning, Sport NZ, 2006 accessed from <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/strong-organisations/Strategic-and-Business-Planning.pdf>

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10.2 References

Getting on Board, A governance resource guide for arts organisations, Creative NZ, (2014)

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Wellington City Council, The Recreation Wellington Strategic Plan

Wellington City Council, The Parks, Sport and Recreation Business

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FACILITY MANAGEMENT MANUAL

5 Marketing



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

Authors: Robyn Cockburn, Trish Amos, Lucy Atkinson, Esther Bukholt and Marilyn Northcote, Lumin

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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

Understanding and effectively using marketing and communication tools is important to the success of any facility. This chapter focuses on the six 'P's of marketing and outlines the basic tools needed for promoting a facility and its programmes and events through media and other channels.

This section links with the following Facility Management Manual chapters:

Chapter 1 - Community Engagement

Chapter 2 - Customer Care

Chapter 6 - Programming

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 the area of marketing:

- Privacy Act 1993
- Copyright Act 1994
- Consumer Code of Rights

Further information

<http://legislation.govt.nz>

1.2 Policies

Facility policies that cover the subject of marketing and communication could include but are not limited to:

- Advertising policy
- Advocacy policy
- Brand guidelines
- Communications policy
- Organisational style/brand guide
- Risk management policy
- Media policy.

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is performing in marketing and communication.

Marketing and communication self-review

Description	Self assessment
<i>Communication and media policies</i> <ul style="list-style-type: none">The facility has communication and media policies which are implemented by all employees and regularly reviewed.	
<i>Marketing and communication plan</i> <ul style="list-style-type: none">The facility has a marketing and communication plan which is implemented and regularly reviewed.	
<i>Customer segmentation</i> <ul style="list-style-type: none">The facility marketing plan includes information about customers and customer segmentation.	
<i>Programme and event marketing plans</i> <ul style="list-style-type: none">A marketing plan is developed for each programme or event run by the facility.	
<i>Internal communications plan</i> <ul style="list-style-type: none">The facility has an internal communications plan and processes for communicating with staff.	

2.2 Key performance indicators

Area	Indicators	✓
Planning	There is a current facility marketing plan, which clearly identifies customer groups and needs. There are current internal and external communication plans which are known and understood by staff.	
Impact	There are high levels of awareness and participation by the community. The marketing plan attracts new customers to use the facility's programmes and services. The community values the facility and its services. The impact of bad news on perceived facility value and use is minimised.	

3 The Marketing Mix

Marketing involves delivering the right product or service to the right people (target market), at the right time, the right place, at the right price with the right communications and promotions while hopefully making a profit.

The marketing mix or the six 'P's'¹ can provide a framework for developing an effective marketing plan. They include:

1. Product
2. Price
3. Place
4. Promotion
5. Process
6. People

Understanding the six 'P's' in relation to the facility will help identify what the facility is offering the customer, the key benefits and features of the products and services and how to go about attracting and retaining the right type of customers. Using the six 'P's' in the planning process should lead to more successful outcomes for programmes and services offered at the facility.

3.1 Product, programme or service

A product is an item or service that is offered to customers. Characteristics of a product or service include:

- Quality level and consistency: how the product is perceived by customers and whether the quality of the product or service is consistent over time e.g. when customers visit the council swimming pool each week, do they receive the same level of service with the same consistency each week?
- Features: the physical characteristics of the product and service e.g. How does it look? Does it have warm water, is it clean and clear, is it safe (lifeguards in attendance).
- Design: how the product or service looks and performs e.g. Is there easy access into and out of the water?

Branding²

A brand is a name, term, sign, symbol or a combination of these that differentiates the product or service from others. It is one of the most valuable assets in marketing. How the facility is perceived by the general public and especially by potential customers will have enormous impact on the services. In marketing terms, this is what lies behind a 'brand'.

When marketed well, the brand becomes recognised by more people and is identified by certain attributes even when there are other facilities or organisations offering a similar product or service.

¹ Londre, L. S. *Marketing, IMC, Advertising, Promotion, Media and More*. 2008 edition

² <http://www.brickmarketing.com/define-branding.htm>

3.2 Price

When setting the price, consideration needs to be given to what the consumer is prepared to pay for a product, what competitors are charging and what the market place can withstand? Is it a high volume low margin service or is it low volume, high margin. Setting the right price is crucial as this is the only 'P' that generates revenue. All other 'P's create costs.

3.3 Place

This is the location where the product or service is available. The most important thing to think about in this geographical area is the target market and how to reach them given the location of the product or service. Remember that the location can be altered, by providing outreach programmes and services.

3.4 Promotion

Promotion includes all forms of communication used in the marketplace to spread the word about a product or service e.g. advertising, public relations, sales promotion and selling. Once the target market is identified, the best forms of communication to reach them will become evident.

Advertising

Advertising is designed to persuade potential customers to choose a product or service over that of a competitor. It should be a planned, consistent activity that keeps the name of the facility and the products or services offered uppermost in the mind of the consumer.

Advertising aims to:

- Make a facility, product or service familiar to the public
- Create goodwill and build a favourable image
- Educate and inform the public
- Offer specific products or services
- Create awareness of other products or services on offer
- Attract customers to find out more about a product or service.

Consider these factors when planning any advertising activity.

<i>Aim</i>	What is the primary purpose of advertising? Is it to inform, sell, or improve the facility's image?
<i>Target</i>	Who is the target for the advertising e.g. Males 35-65yrs, wheelchair users, over 70's.
<i>Channel</i>	Which media channel is most appropriate to reach the target market e.g. community newspapers, social media, billboards.
<i>Competitors</i>	What are the competitors doing? Which channels are they using? Are they successful? Is it possible to build on what they're doing and beat them?

Public Relations

Public relations is about building good relationships with stakeholders through favourable publicity, building a good corporate image and handling unfavourable rumours, stories and events. Building good relationships, particularly with customers, generates positive word of mouth which can result in referrals from satisfied customers.

Typical PR tools are:

- Media releases
- Special events such as product launches, news conferences, openings of facilities
- Sponsorship
- Speeches and presentations
- Educational programmes
- Annual reports, brochures, newsletters.

Sales Promotion

This relates to short-term incentives or activities that encourage the purchase of a product or service. Typical examples of sales promotions are:

- Point of purchase display material
- In-store demonstrations
- Competitions, coupons, sweepstakes and games
- Offers
- Loyalty reward programmes.

Selling

Selling is the exchange of products or services for an agreed amount of money. Selling is an important element when marketing a service because the purchaser is strongly influenced by the capabilities of the seller. Prior to purchasing the service, the buyer could be closely evaluating the behaviour and characteristics of the salesperson and the facility including its facilities and appearance, the location and its reputation.

3.5 Process

Process is concerned with how a product or service is produced. It involves the planning, development, implementation, documentation and review of systems and procedures to ensure that the best possible product or service is being delivered to customers.

All the processes used in the daily business operation will have a direct flow-on effect to how the product is perceived and the customers' experience.

3.6 People

People, i.e. staff, are the greatest asset a facility has and are the ambassadors for the facility and the products and services offered.

A facility can have the best products and services, the best systems and procedures but without knowledgeable, well-trained and motivated staff the business will eventually fail.

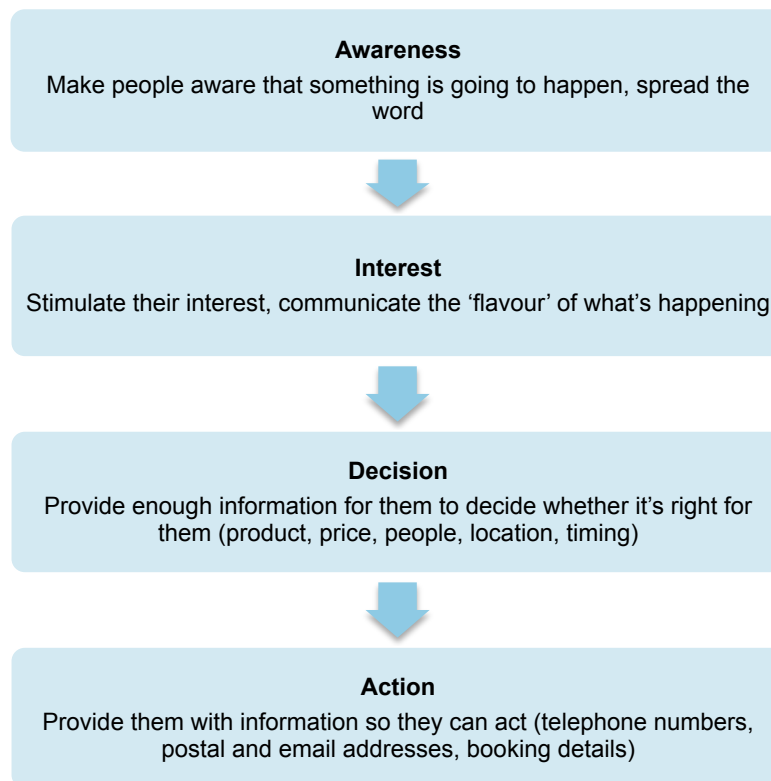
4 Creating Marketing Plans

A range of marketing plans for the facility need to be created. These include:

- A facility marketing plan
- Marketing plans for each project, event or programme offered
- Internal communication plans and policies.

The objective of marketing is to get people to take action whether it be to register for a programme, buy a product come, come and try the facility or to participate in an event. Consideration of the process by which people make a decision to 'purchase' needs to be made.

Purchase decision process



Undertaking research and consultation as part of the marketing planning process will provide better insight of what customers want and communications used should reflect that information. Having a good understanding of what the 'leisure experience' is all about, who the customers are and what they want, is a great starting point for promoting programmes and events.

4.1 Facility marketing plan

The facility marketing plan should include:³

Topic	Description
Executive Summary	A high level summary of the plan.
Market and situation analysis	The economic, social, technical, industry, competitive and political environment in which the facility is operating.
Market segmentation and customer analysis	<ul style="list-style-type: none">• Facility market segmentation (breaking down customers into different groups)• Facility target market and their characteristics• Market research findings about these targets groups.
Goals and objectives	<ul style="list-style-type: none">• Facility missions statements• Marketing goals, objectives and outcomes sought. These should be linked to the facility mission statement.
Strategies and tactics	'How to get there' including strategies for price, product, place, promotion, people and process.
Budget and controls	Budget and contingency plans for risk management.

Further information:

Bizguides: www.smallbusiness.wa.gov.au

³ Bizguides: www.smallbusiness.wa.gov.au

4.2 Programme or project marketing plan

A marketing plan for each programme, service or event should include:⁴

Topics	Description
Background	A summary of the programme, project or service including any research or consultation.
Description	A description of the service or product being promoted.
Objectives and outcomes	An outline of the programme and marketing objectives.
Audience	Specifies the target audience and provides information about them.
Key messages	Key marketing messages including product, place, time, cost. Keep them simple.
Channels and timetable	The best methods to reach the target group including channels to be used, actions to be taken, when, by whom.
Budget	The budget and resources available.
Evaluation	The tools and measures that will be used to evaluate the effectiveness of the marketing plan.

4.3 Marketing channels

The marketing channel is the method of communication used to deliver a message to the target market. It can range from social media to print, television or radio. It is important to identify who the target market is so the most effective marketing channel is used.

Traditional marketing channels include print (newspaper and magazine), radio, billboards and banners. Non-traditional channels are:

- The facility website. Always ensure it is up to date and new information is uploaded as frequently as required. Make the information easy to find and read
- Staffed and unstaffed promotional displays in malls or other frequented areas
- Social functions for media, sponsors and stakeholders
- Business cards and ID badges for all staff
- Sponsors marketing to increase awareness of their association
- Profile through community leadership roles staff may have
- Community events outside the facility to enhance awareness and develop a sense of belonging and community contribution.

Remember to use the channels that will reach identified target customers.

⁴ Adapted from Spread the Word – your guide to promoting community recreation programmes and events <http://wellington.govt.nz/~media/events/event-planning-and-support/files/spread-word-guide.pdf>

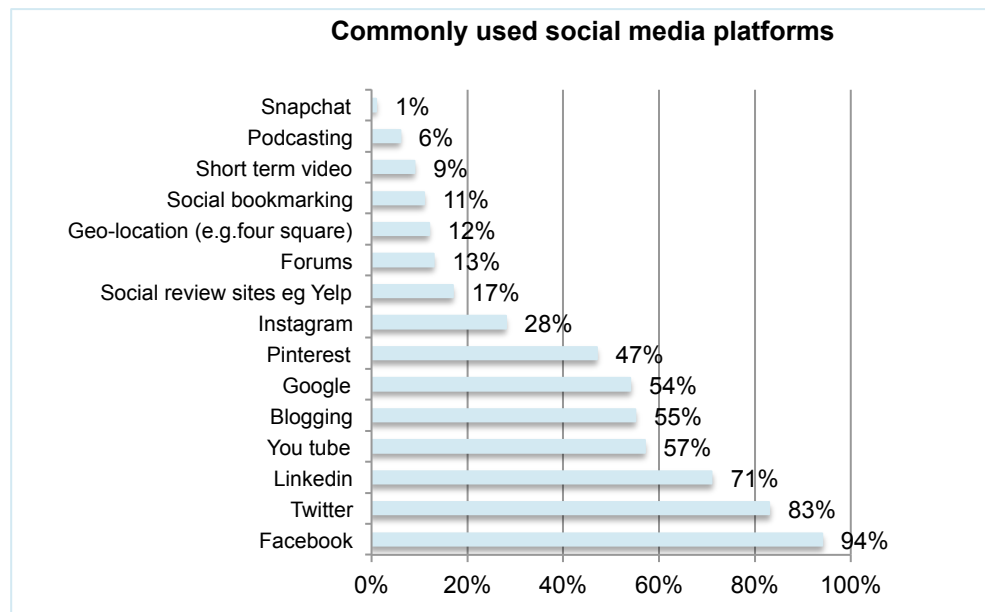
Social Media

Social Media is the way people and organisations communicate online. Whatever the size of the facility, customers are online, talking, interacting and looking for information. This can provide an opportunity to build a connection with the target market and create loyal customers.

As with any marketing channel, the more thought and planning the greater the chance of success. Online channels continue to grow and change however the current ones are Facebook, Twitter, You tube and Linked In.

Further information

<http://moz.com/bigginners-guide-to-social-media>



Marketing guidelines

The form of communication used will depend on the purpose of the communication and the target market. Is it to advertise, promote or for public relations. A mix of communication tools is usually more effective than using a single form of communication.

The following table can be used as a guide on the type of communication to use for programmes or events.

	Advertising	Promotion	Public Relations
<i>Purpose</i>	To advise times for a programme starting soon (for a repeat programme).	To promote a new programme or service in the facility.	To share the successes of the facility or a new development.
<i>Format/medium</i>	Print advertising Billboards Flyers Website Facebook	Press releases Flyers In-house noticeboard Stunt/opening event May include paid advertising Website Facebook You tube	An event where key stakeholders are invited. Newspaper article Website Facebook
<i>Issues to consider</i>	Who needs to know (target market)? What do they read? Cost and budget? Key dates? Editorial deadlines.	Who needs to know (target market)? What range of media to use? What's the best use of the budget? Timeline? Who is responsible for what?	Who to invite? Who do we want to tell? How best to share the good news? Budget? What's an angle to interest the media?

4.4 Sponsorship

The key to successful sponsorship is understanding that it is a relationship based on exchange. Sponsors are not donors. Sponsors are looking to sell or promote their product and the facility is offering them a promotional opportunity. With planning and a relational approach, sponsorship can play a role in the marketing and financial strategy of the facility.

Key steps to a successful sponsor partnership⁵

- **Matching:** Identify companies whose image and customers have a 'synergy' with the facility and its customers
- **Benefits:** Consider the benefits the facility can offer sponsors primarily in the area of promoting their company and products
- **Be professional and personal:** Identify their key people and make an appointment to meet with them. Ensure everything is in writing
- **Look after sponsors:** Keep them informed and involved by communicating personally and regularly
- **Follow up:** Send reports, photos, print clippings and thank them.

Further information:

<http://www.fis.org.nz/databases/FundView.php?staticPage=sponsorship#definition>

⁵ Adapted from Get Set Go: <http://wellington.govt.nz/~media/events/event-planning-and-support/files/getsetgo-guide.pdf>

5 Public Relations: Working with the Media

Developing good relationships with local media contacts will be beneficial to the facility. Understanding how media works, and the best way to work with media will also help maximise any benefit from using media as a form of public relations.

Key points for effective communication with media

- Clarity and brevity in media messages is good but when the information covers a new programme or service consider providing more information
- Avoid clichés and long, wordy documents. Find a point of interest and develop it
- Build relationships by identifying key people who cover recreation and leisure news and develop a positive working relationship with them
- Develop a media policy. This is especially important for 'damage control' if something unexpected occurs in the facility
- Select skilled people to write media releases and speak to the press, or train a staff member in media relations. Limit the number of staff allowed to contact media
- Build checks and balances into a media policy to avoid simple errors. Hire a good proofreader or train someone in this area.

5.1 Communicating positive and negative news

There are three types of information that can be communicated – neutral, positive and negative. However well-managed a facility is, bad news will occasionally need to be communicated to customers, such as facility closures, cancellation of programmes or price increases.

- Neutral information has a positive impact as people learn more about the facility
- Positive information works in favour of the facility
- Negative information has a much stronger impact and is remembered for longer.⁶

Facility risk management plans need to include clear protocol for communicating negative information and specify the lines of responsibility. As a general rule, one person should be responsible for handling media when 'bad news' is at stake. The potential for mixed or distorted messages is increased when more than one person is involved.

Templates: Media incident reporting process
 Media incident report template

⁶ Running Sport Module – Public Relations

5.2 Preparing media releases

Media releases are useful as a regular means of informing the media, but should only be used if the news is genuine. News involves people, events and change, especially things that are new or different. People like to read about people.

When preparing a media release consider:

- What is the 'news' to be released?
- How is the facility to be perceived?
- What is the desired outcome?

There are no rules governing the writing of a media release, but there are some standard conventions. It is always important to include a title, provide a focussed and engaging first paragraph and provide contact details.

Templates: Media release template
 Media release example

5.3 Communicating with the media

The manner in which media are communicated with and handled will affect the way media presents the facility to the public. Knowing how to respond to unexpected or negative media attention will help mitigate negative media coverage.

How to respond when a reporter calls 'out of the blue'⁷

- Be willing to speak with the reporter, however let them know if time is required to obtain relevant facts
- Find out who is calling and who they work for
- Be polite. Use the term 'if' in response to an accusation e.g. "if that's so, we would be very concerned"
- Ask friendly and interested 'wh...' questions to understand the line of questioning
- Delay by saying "I'll need to get the facts in front of me...but first I'll need to ask you some more questions"
- Get into the reporter's head. Ask: what's the question line going to be? Who else have you interviewed? What is their feeling about it?
- Request the reporter's deadline and phone number. Discuss whether the deadline is realistic and achievable and make a commitment to call them back, or have them call again.

Remember all communication needs to be in line with the facility's media policy. Don't give an answer unless it is 100% correct; delay and discuss internally first; and always make a record of what was said. Before communicating with the media ensure that you have the delegated authority to do so, if not then refer the reporter to the person that does or inform them that person will call them back.

⁷ Adapted from Excellent Media Skills (1999) Media Associates, Wellington City Council

How to prepare for a pro-active interview

Prepare a single key message that is at the core of the interview and ensure that the message is conveyed through:

- “Push-button” words or expressions that grab people’s attention
- Word-pictures
- Analogies
- Incorporating different ways of talking about the key message in the interview.

Interview tips and techniques

- Before the interview: dispense with notes, relax
- Focus on the audience
- Talk to real people – think of the audience as individuals and speak to them with that in mind
- Show appropriate enthusiasm
- Play the part of a confident, authoritative interviewee until the ‘act’ becomes reality.
- Always say why you can’t comment on a question or topic. Saying ‘no comment’ will not make an issue vanish and may make the facility look guilty when it isn’t
- If questions are repeated answer as if for the first time
- Correct reporter errors immediately even if in mid-sentence.

How to handle an ‘aggressive’ interview

An ignorant, probing, aggressive or ‘loaded’ question could stem from a valid point of view and may provide an opportunity for clarification and explanation. The interviewer may represent or voice a body of opinion or feeling. The best methods of handling difficult situations like this are:

- Match the interviewer’s level of emotion or energy. This can be done by speaking faster, or with more energy
- Be comfortable with the language of feelings. Oppose facts, arguments and lines of reasoning if they are wrong but don’t oppose the emotions and concerns. Accept these without judgment.

6 Communication Policies and Procedures

Communication policies and procedures for the facility should be developed and communicated to staff. Areas they cover include:

- Telephone use including private calls and documenting calls
- Email and internet use. Staff need to be aware of the legal implications relating to privacy, libel and slander and understand that these also relate to material in emails and on social media
- The use of social media such as facebook and twitter
- Written communication i.e. faxes, reports, memos etc.
- Agreed business writing style including format, font, use of logos, layout etc. This can be developed as part of the design process when developing logos, letterhead etc.
- Photos and images of staff and customers
- Communication with Company Directors, Board members or Councilors
- Communication with the media including media releases, interviews, incident response etc.

7 FAQs

Q: We have a lot of older people in our community, but the marketing doesn't seem to be reaching or attracting them. Where should we start?

A: The key to any marketing campaign is to know your audience. It is very easy in our marketing to focus on what we want to tell people through channels that we know and understand, rather than the other way around.

Find out everything you can about the target audience including numbers, interests, services already provided for them, where they live, how they live, where they go, how they spend their money etc. This will help with communicating with them and provide information on the programmes and the promotion that will attract and keep them.

Q: I know our facility needs a social media presence, but I just don't know where to start.

A: Social media is like any marketing channel, it's a tool. Your priority is to ensure you have the most effective marketing and communication plan and this should include social media. If you don't already have them, your first priorities are a website and a facebook page. Obtain the best advice and expertise possible and remember to include younger staff in the process. This is often their area of expertise.

Q: We're a small facility in a small town. The local media are our friends, neighbours and even family. How should we manage communications with them?

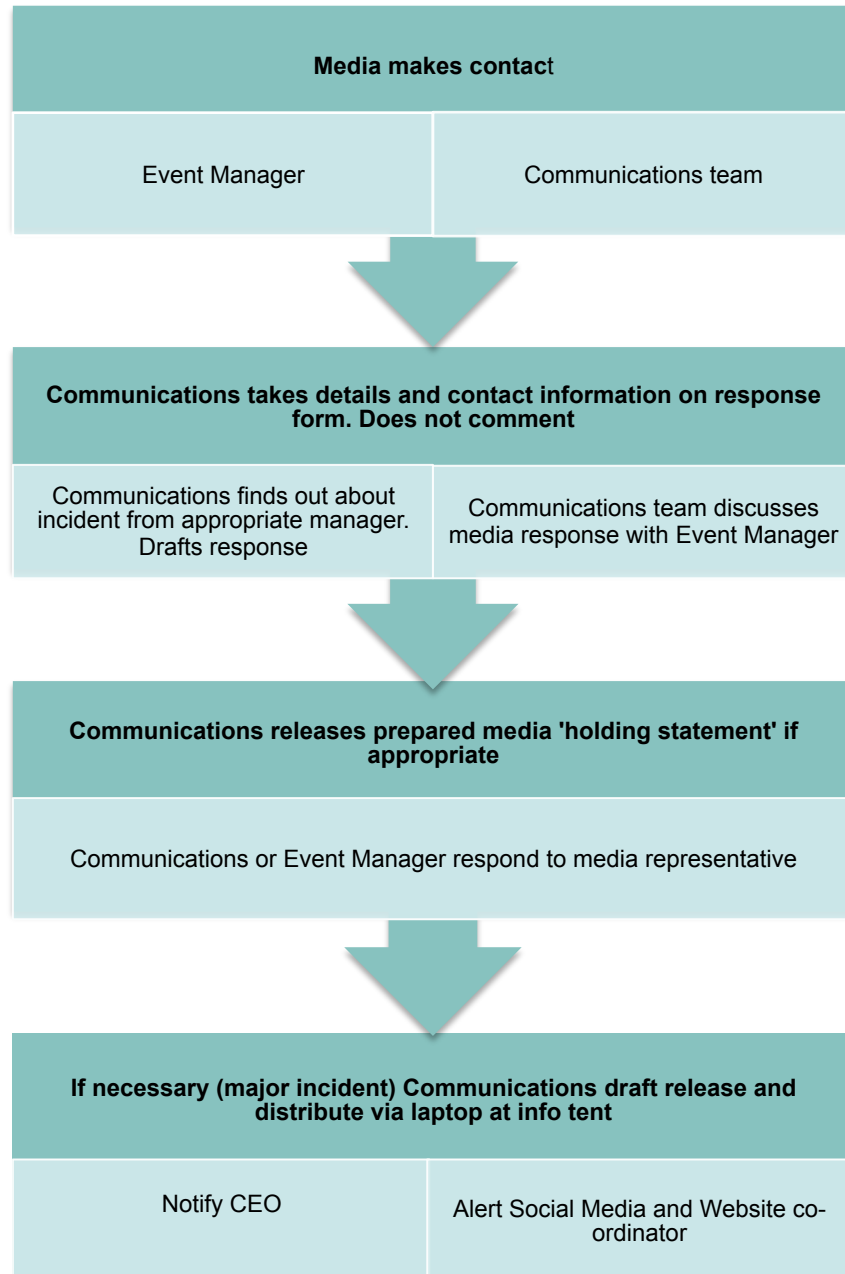
A: Regardless of the social circumstances and environment, every facility needs a media policy that describes how staff, at all levels, are to communicate to the media and public. This needs to be reviewed regularly, and staff kept informed and given training if required to make it work. If there are any conflicts of interest, they need to be identified early and clear protocols established and monitored for managing them.

8 Templates

- 8.1 Media incident reporting process
- 8.2 Media incident report template
- 8.3 Media release template
- 8.4 Media release example

8.1 Media incident reporting process

An example of a media incident process developed by Sport Wellington



8.2 Media incident report template

An example of a media incident report template developed by Sport Wellington.

Register	Incident or question	Report	Response	Resolve
<i>Media and contact</i>	<i>Incident or question</i>	<i>Description of activity causing incident</i>	<i>Steps taken to control incident</i>	<i>Persons responsible for contact? Media responded to, time</i>
<i>Dominion Post Name, number</i>	<i>Walker hit by vehicle, Kio Bay</i>	<i>Vehicle allegedly speeding and ploughed into walkers</i>	<i>Minor injuries treated by St John. Incident blown out of proportion, driver spoken to by police</i>	

8.3 Media release template

Use this template when preparing media releases.

Headline	Attracts attention, should be interesting and relevant
Date/time of release	Includes date, month and year
Opening paragraph	An extension of the headline Focuses on the angle of the release Tells the main point of the story
Text	Brief and interesting Quotes by relevant people
Contact person and details	Provide details of people who can be contacted Name Position Organisation's name Day and after hours contact number / mobile phone

8.4 Media release example



August opening for Coastland's Aquatic Centre

23 MAY, 2013

Coastlands Aquatic Centre will open to the public on Saturday, 10 August.

The date is later than Council had hoped for but Chief Executive Pat Dougherty says the stalling of the project because of the collapse of building contractor Mainzeal in February has contributed to the delays and uncertainty.

“The Mainzeal receivership put all our forward planning out and there is no doubt some momentum was lost. Since we got the project restarted it has been a real challenge to reassess time frames with any certainty.

“In view of all of this I hope people won't mind waiting an extra few weeks for their aquatic centre. I can tell you it is well worth waiting for. Now that the pools are all full, the complex looks amazing and is a facility the community can really be proud of.”

Mr Dougherty says it is important that the aquatic centre is fully commissioned and tested before the doors open.

“Not only do we need to know everything is working as it should, we need time for staff to familiarise themselves with the facility and their various roles.”

Mr Dougherty says the pool is very sophisticated compared to some older facilities staff have worked in. It has computer-controlled air and water temperature and filtration systems, as well as the moveable floor.

“There is a lot of staff training to be done and for health and safety reasons, we can't short-cut that process. I know some people will be disappointed but our forecast of a July opening was provisional and, as it happens, a little too optimistic.”

Aquatic Centre Trust Chair Neil MacKay says while he's as eager as everyone else to see the aquatic centre open, he's not entirely surprised the date has been revised.

“The Mainzeal collapse was devastating in every way and all credit to the Council for managing to salvage the project. I'm not sure people realise how difficult that was. There has however been a ripple effect that's still being felt.”

Richard Mansell of naming sponsors Coastlands says he's 'fairly relaxed' at the news. “We've waited a long time for this facility. If it takes another few weeks to make sure it is fully tested and safe, then we have to be patient.”

Glen Taylor, of major sponsor Pak'nSave says they are disappointed the opening has been delayed but understand the circumstances the Council has found itself in.

Council has confirmed that the Raumatī Pool will remain open over the July school holidays and admission will be free for all.

For more information contact (name and phone number)

9 Questions for Educational Context

Marketing

What are the 6 'P's of marketing? List and describe what each means in one or two sentences.

Sponsorship

What is meant by the term 'sponsor partnership'?

Describe what makes an effective partnership.

Describe some ways that your organisation might find out how well the sponsorship partnership worked for the sponsors.

Public relations

Public relations is about your facility's relationship with the media. List five things you need to know or do in order to have a constructive relationship with the media.

10 References and Further Information

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FACILITY MANAGEMENT MANUAL

6 Programming



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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.

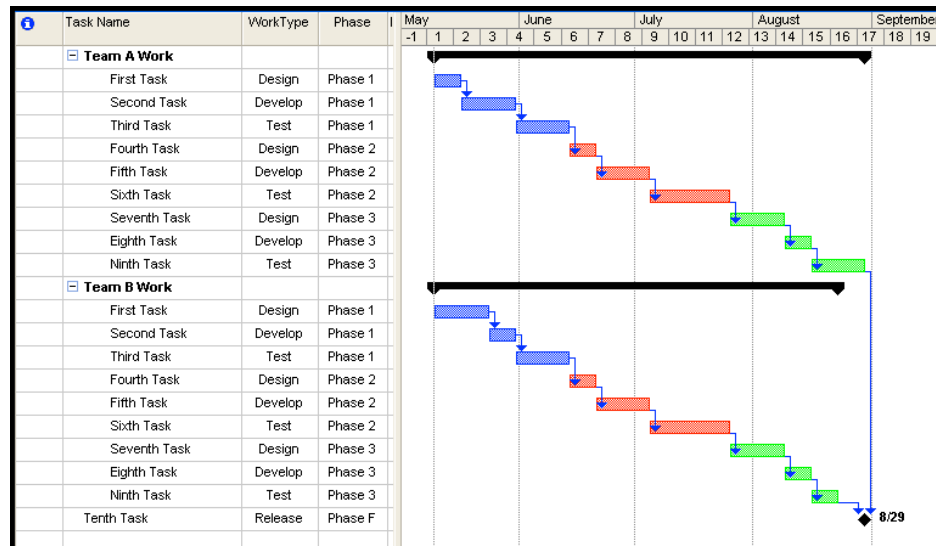
In brief the risk management plan needs to consider:

- 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

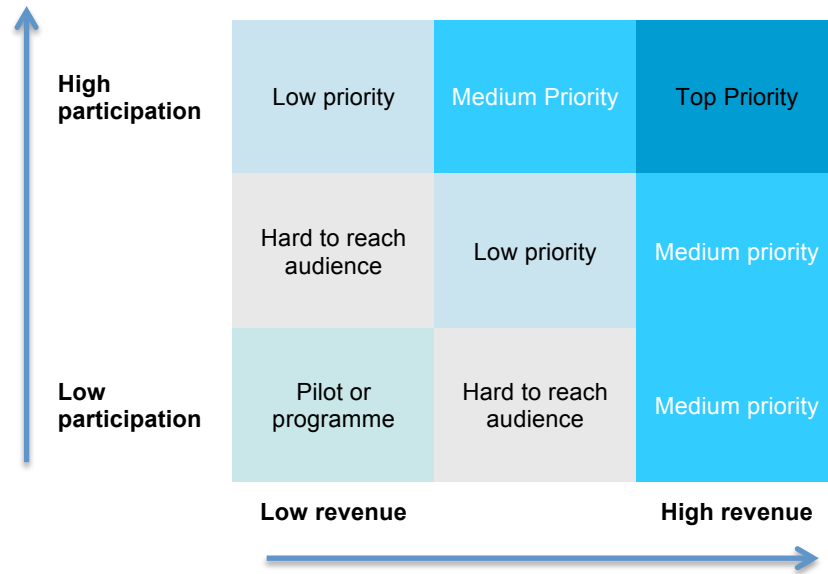
The feasibility of the programme or event can be clearly established by analysing the following aspects of the programme or event:⁴

- 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

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FACILITY MANAGEMENT MANUAL

7 Financial Management



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

Communities, councils, businesses, community trusts and funding agencies all contribute significant resources to the development and operation of sport and recreation facilities. In return there are expectations of a sound social return on the investment and increasing focus on sustainable financial performance.

Investment in all parts of a facility and its operations (staffing, programming, asset management) needs to be assessed from the perspective of financial impact and benefit. The challenge is to optimise investment and ensure that the level of service achieves the desired financial, community and asset management objectives for the facility. The role of a contemporary facility manager is to structure budgets, manage costs, establish pricing, target investment for the best return and monitor performance.

Most facility managers rely on the professional accounting services of others. This does not absolve them of the responsibility of knowing the facility's financial position and performance. Financial managers (not facility managers) generally have low levels of understanding of how a facility works. Good communication and an understanding of sport and recreation facility management are important. Develop a close relationship with a financial advisor or accountant so that any technical questions can be quickly resolved.

Financial management can be area of weakness for many facility managers, yet is crucial to effective facility management, planning and decision-making. Invest in further development if this is an area of under performance. Most leisure facilities require long-term sustainable financial practices to ensure their success.

This chapter has been prepared to provide a general guide only and should be supplemented by consulting professional advisers such as chartered accountants, organisational finance departments or staff of business development centres.

This section links with the following Facility Management Manual chapters:

Chapter 3 - Human Resources

Chapter 6 - Programming

Chapter 8 - Risk Management

Chapter 9 - Monitoring

Chapter 11 - Asset Management

1.1 Legal and statutory obligations

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers.

- Charities Act 2005
- Companies Act 1993
- Finance Act 1995
- Financial Reporting Act 2013
- Holidays Act 2003
- Income Tax Act 2007
- Local Government Act 2002

Further information:

<http://legislation.govt.nz>

1.2 Policies

All facilities should have policies relating to the financial process. These could include but are not limited to:

- Asset management
- Cash handling, payments and invoice management
- Conflict of interest
- Financial authority and delegation levels
- Financial condition and activities
- Financial planning and budgeting
- Fundraising
- Grants and contracts
- Investments
- Payroll processing
- Remuneration and benefits.

2 Reviewing Performance

2.1 Self-review

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

Financial management self-review

Description	Self assessment
<p><i>Financial planning and budget systems</i></p> <p>The strategic and business plans include:</p> <ul style="list-style-type: none"> • Three year financial forecasts • Annual budgets • Sources and uses of funds (grants, sponsorship and contracts). <p>The current year budget includes:</p> <ul style="list-style-type: none"> • A cash flow forecast • Clear assumptions • Quarterly reviews and revisions. 	
<p><i>Financial reporting</i></p> <p>Monthly financial accounts:</p> <ul style="list-style-type: none"> • Are prepared within five working days of the end of the month • Include year to date activity • Provide a comparison of the year to date or annual budget by line item against budget and previous year • Include an analysis of variance on a \$ and % basis. <p>The facility manager monitors:</p> <ul style="list-style-type: none"> • Daily and weekly revenue reconciliations • Current and forecast financial position and performance • Monthly, quarterly and annual reports • Areas for remedial action • Monthly financial performance for each programme or funding source. 	

<p><i>Risk management</i></p> <p>Organisational risks are assessed and contingencies included in budgets and reserves.</p> <p>Sound internal control and risk management</p> <p>There is clear 'separation of duties' between:</p> <ul style="list-style-type: none"> • Authorisation functions • Recording functions • Cash handling • Review and verification functions <p>Clear financial delegation of accountabilities and responsibilities</p> <p>Written policies and guidelines for processing payroll, purchases, accounts payable, accounts receivable.</p> <p>Conflicts of interest, competitive tendering and financial compliance are managed.</p>	
<p><i>Audit</i></p> <p>Accounting and audit policies and procedures are in place.</p> <p>Review of the annual audit and report.</p>	

2.2 Key performance indicators

Recreation, sport and leisure facilities have a range of published performance indicators to track and report against. Those with a financial focus (cost and revenue, energy utilisation) are outlined below. A comprehensive set of indicators is included in FMM Chapter 9: Monitoring and Evaluation.

The New Zealand Recreation Association (NZRA) and Sport New Zealand have partnered to develop a high level benchmarking tool with a set of key performance indicators utilising the Yardstick platform, established by NZRA. The benchmarking tool is made available at no cost provided facilities register through NZRA and enter their relevant facility information.

The following five performance indicators provide the basis for facilities to measure themselves against similar facilities and the national medium on an annual basis:

- Utilisation
- Membership
- Net costs
- Operational costs
- Revenue.

Indicator	Possible expression
Utilisation	
Total facility number of visits per floor area	# per m ²
Aquatic visits per area of pool water	# per m ²
Fitness centre visits per floor area	# per m ²
Stadium/gymnasium/arena visits per floor area	# per m ²
Catchment usage ratio	Visits / catchment population
Membership	
Membership retention rate	% retained
Financial – Net cost	
Net direct cost per admission total facility	\$ per admission
Net cost per area – total facility	\$ per m ²
Aquatic net cost per admission	\$ per admission
Fitness centre net cost per admission	\$ per admission
Stadium/gymnasium/arena visits net cost per admission	\$ per admission

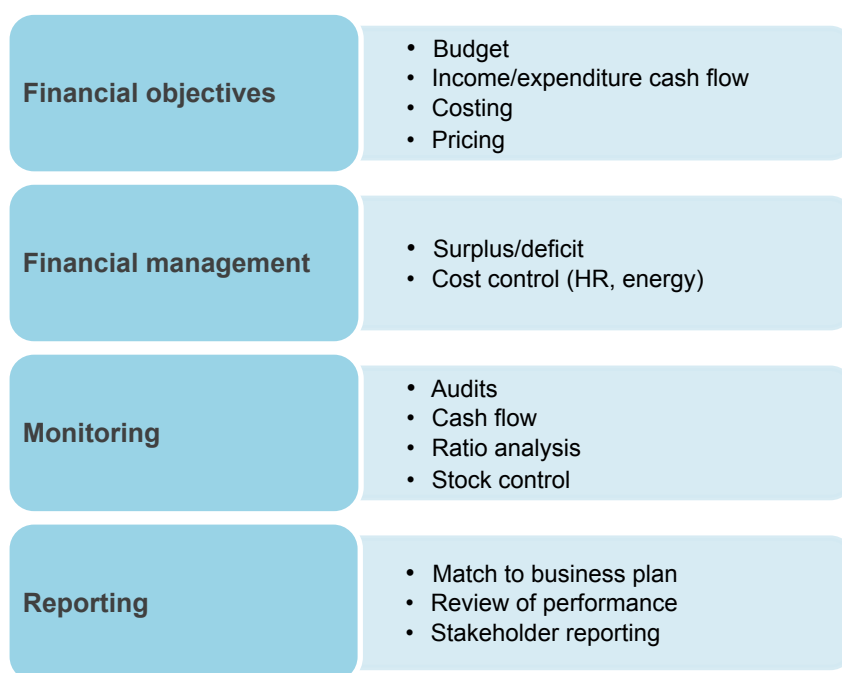
Indicator	Possible expression
<i>Financial - Operational Cost</i>	
Total operation cost per total area	\$ per m ²
Energy cost per total area	\$ per m ²
Staff cost per total area	\$ per m ²
Repairs and maintenance cost per total area	\$ per m ²
<i>Financial - Revenue</i>	
Total revenue per FTE	\$ per FTE
Revenue as a percentage of staff cost	%

3 Financial Planning and Budgeting

3.1 Financial objectives

Establishing financial objectives should be part of the strategic planning process. Financial objectives for the business plan will flow out of the strategic planning process discussed in FMM Chapter 4: Strategy and Planning. Most recreation, sport and leisure facilities will include social objectives in their plans which are supported by the financial objectives.

3.2 Financial management overview



3.3 Budgeting

Strategic and business plan

A facility's purpose provides direction on how to move from its present position to where it wants to be in the future. This strategic direction is dependent on the resources available and the environment in which it operates.

The annual plan breaks down the strategic plan into manageable timeframes and sets targets within those timeframes. Therefore the annual plan and budget should show a clear link with strategic plan or goals.

Budgets

Preparing budgets is an essential task for all facility managers.

A budget allocates resources to implement the annual plan, defines objectives in financial terms and is used to monitor the facility's financial performance. Budgets need to be structured to provide useful information based on sound costings, accurate user and membership data, and have forecast anticipated income

balanced with forecast anticipated expenditure. Budgets should reflect current market conditions and use realistic estimates of facility attendance.

Effective budgets identify each separate profit centre and have different accounts for each income and expenditure category.

Budget advantages

- Objectives are clearly defined in financial terms
- Performance measures are defined
- Priorities for action can be allocated
- Early warning of problems is given so that correct action may be initiated.

Budget evaluation

- Actual figures compared with budget to track performance
- Managers are expected to explain any variance between budget and actual
- Budgets prepared in consultation with employees who will work with it are likely to be more realistic.

Budgets are forecasts and cannot take into account special or unforeseen events, such as abnormal weather conditions, plant failure or closure due to public health concerns. Therefore, if the centre or its programmes and services can be significantly affected by events such as bad weather, financial strategies for coping with significant decreases in income need to be developed.

It is not possible to predict accurately which programmes and services will be successful, therefore do not project unrealistic profit levels. For new programmes, allow sufficient time for the programme to develop its own customers.

The budget process

Budget preparation will involve several drafts until the final budget is completed. For ease, it is strongly recommended financial management software or a computer spreadsheet is used. There are several commonly used financial packages that calculate budgets quickly, significantly reducing preparation time and that can also provide real-time and scenario (what if) views of budgets.

Preparing budgets must begin several months prior to the end of the current financial year and should involve all staff with responsibility for income generation or expenditure. The preparation of key budget guidelines ensures managers are working to the same guidelines and timetable.

Any assumptions made should be detailed in the budget. These could include when customers pay for services and programmes, discounts provided to regular customers or groups, terms of payment to suppliers, salary and wage increases, anticipated increases in operating expenses or capital equipment or plant purchases or leases.

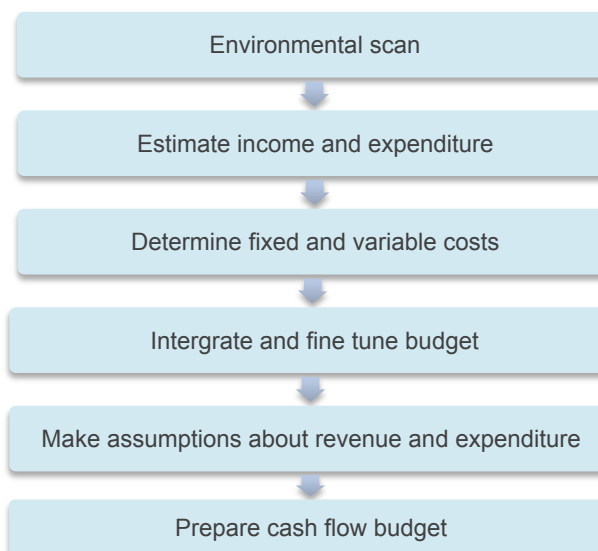
It is important that the budget, along with the strategic direction, be revised regularly to adapt to a changing environment. For this reason, managers must establish a process that enables early review and if necessary revisions of a budget. If a budget is revised it is recommended that the original budget be retained as a reference point. Revisions need to be approved and documented.

Budgeted income and expenditure should be allocated in the same format as the organisation's chart of accounts so that when the actual expenditure occurs, it can be charged to the same code as the corresponding budget.

For organisations that require **reallocation of corporate costs or overheads**, the amounts or process may need to be negotiated prior to inclusion in individual budgets.

Draft budgets should be prepared by individual budget holders and presented to their managers for approval and where necessary negotiate changes. The draft budgets will be consolidated into an overall budgeted income and expenditure statement for the facility, which will be presented, with the individual budgets, to the Executive for approval.

Six steps to budgeting



Environmental Scan	<p>Assess the impact of internal and external factors e.g. internal funding, political support, employment levels and economic trends.</p> <p>Determine constraints e.g. wage costs, budget caps, subsidy target, capital expenditure limits.</p> <p>Review against current financial performance; budget holders to review expenditure, with a view to necessity and efficiency.</p> <p>Review income sources and allocate income to accountability centres. Disregard income linked to contingencies.</p> <p>Identify separate profit centres and the programmes and services offered in each area.</p>
Estimate income and expenditure for each profit centre	<p>Forecast income based on estimated attendance and the fee structure, using GST exclusive data if GST registered. Include gross profit or 'mark-up' from resale of goods.</p> <p>Estimate direct costs e.g. wages and materials.</p>
Determine fixed and variable costs	<p>Determine fixed costs and overheads based on historical data.</p> <p>Determine variable costs such as changes in the number of participants, opening hours or changes in activities.</p>

Integrate and fine-tune the budget

Combine the budgets from all the profit centres into one budget including all overheads and depreciation.

Adjust the full budget to meet financial objectives, or to identify unrealistic financial goals. This process can identify what happens if prices are increased or attendances are below projections.

Make assumptions about revenue and expenditure

Divide budget projections into monthly periods e.g. energy account due quarterly, management salaries monthly, 50 % of swimming pool income received between December and February.

Estimate the time difference between when a programme or service is sold and income is received e.g. casual revenue gathered at time of participation, regular hall hirers invoiced monthly in arrears, memberships paid in advance or in monthly instalments, MoE payments made quarterly with a mix of payments in advance or arrears.

Estimate time lag between when an account is received and payments made e.g. wages paid in weekly arrears, accounts paid within 20 days of the end of the month.

Prepare cash flow budget

Cash flow will be based on when income is received and expenditure made. A cash flow budget will identify when there will be cash shortages (and an overdraft may be needed) or alternatively when there will be a cash surplus (and funds can be invested).

Split the budget into monthly or seasonal budgets, with income and expenditure slotted into the months when they are expected to occur.

Cash flow forecast

A cash flow forecast is an estimate of receipts and payments, and the resultant position for a certain period of time, including purchase and sale of assets, loan drawdowns or repayments.

A cash flow forecast is prepared for the following reasons:

- Budgets are an important form of control, and a cash flow forecast can provide information about performance
- Adjustments for seasonal fluctuations can be made
- Weaknesses in debt collection policies can be revealed.

Preparation of a cash flow worksheet

Figures for a cash flow forecast are based on past experiences and future expectations. For example, most facilities know their:

- High and low months for subscriptions
- Memberships and programmes
- Relationship between scheduled maintenance closures and membership
- Account payments
- Normal wages bill
- Other normal operating expenses.

4 Costing and Pricing

Some facilities do not set fees and charges but still need to understand the relationship between accessibility and community engagement.

Council policies on funding sport, recreation and leisure services will, in many instances, result in some fees being charged to users of the services.

User pricing systems make the real costs of service provision apparent to those who benefit from the service or programme. A variable pricing structure is an effective way of rationing use at peak times, encouraging use to be spread more evenly and allowing facilities and services to be used to full capacity for a greater percentage of time. FMM Chapter 5: Marketing, addresses the topic of pricing.

4.1 What is a pricing/funding policy?

Pricing policies provide options for recovering costs and can result in the rationing of services and encourage efficient resource allocation.

If operating in a Council, a funding policy may be set (for example, 35% user pays/cost recovery/65% rates funded). Once the budget is set, it is worthwhile calculating income and expenditure to check that the facility is forecast to meet the funding policy.

Subsidy of programmes and services can align with a business and customer growth strategy. Some services lend themselves to cross selling, and drive up utilisation and revenue. In some cases, one part of the business e.g. fitness classes subsidises other loss making services e.g. new programmes.

Case study: Wellington City Council funding policy

Sports fields

Who benefits

Sports fields provide significant benefits for individuals and sports clubs. Fields are sometimes booked by sports clubs and other users, but are also available for informal, individual use.

Who should pay

The council recognises the importance of the grounds and therefore believes it is important for the community as a whole to cover most of the costs. It is also recognised that it is not desirable to levy clubs to the extent that organised sport is discouraged or that fees are charged creating barriers to participation for low-income earners.

Whole community via general rates 90%; User groups 10%.

Artificial grounds

Who benefits

Artificial grounds are more heavily used by individual sports and therefore attract a higher user payment but there is still some benefit to the wider community in health, economic and social benefits.

Who should pay

Combination of individuals, sports clubs and the wider community.

Whole community via general rates 60%; User groups 40%.

4.2 Establishing a cost

Costing programmes and services leads to pricing decisions, including how to create formulas for the subsidy of certain programmes and services. Any pricing should align with business and customer growth strategy, and can include strategies such as cross selling, cross subsidy, and incentivising.

A rational pricing policy cannot be established until the full cost of providing a service is known. Direct and indirect costs of providing a service need to be identified, as well as the value of assets involved. When the full cost is determined, a price can be established in relation to the full cost and with consideration of the pricing objectives.

Marginal cost

This is the cost of adding another unit to the service e.g. the marginal cost of adding another student to the class. It is important to know both the average cost and the marginal cost as this helps with effective decision making about future activities and allows good use of resources and generation of income.

Pricing methods

Once pricing objectives have been determined and prioritised, decide which method of pricing will best meet the criteria for a specific service or facility.

Pricing methods	Description
Full cost recovery	<p>Full costs plus a profit margin are included in price.</p> <ul style="list-style-type: none"> Services only benefit the users and there is no benefit to the community In recreation, sport and leisure facilities full cost recovery is typically used for services such as personal trainers and retail sales.
Partial cost recovery	<p>Part subsidy of costs allowing for efficiency and equity. The subsidy will come from other revenue or rates.</p> <ul style="list-style-type: none"> Based on knowledge of full costs so extent of subsidy can be quantified.
Variable cost recovery	<p>Based on direct operating and maintenance expenses.</p> <ul style="list-style-type: none"> Price does not contribute towards fixed costs.
Marginal cost recovery	<p>Based on additional cost caused by individual use of the service.</p> <ul style="list-style-type: none"> Difficult to implement as calculating marginal costs requires detailed data which is difficult to collect Considers no other objective than efficiency Does not allow the full recovery of costs.

4.3 Setting price

Going rate/market pricing

Going rate, or market pricing may be relevant where facilities provide services in competition with each other, or with other private or public agencies. This is a simple approach which usually requires the collection of information about prices being charged for similar services by other organisations. In setting prices using the going rate it is necessary to consider the extent to which it deviates from full costs, and the level and quality of the service being provided in relation to competitors. Setting a higher price would require an appropriate marketing strategy to be developed. Typically fitness centres within recreation, sport and leisure facilities are priced to match the market.

Differential pricing

Differential pricing involves charging different prices to different groups for essentially the same service. It is important that differential pricing be based upon an explicit rationale which can include the following criteria.

Differential pricing	Rationale
Participant	<p>Recognises that some groups may have difficulty paying the established price. Price reductions should be offered to participant groups in a manner that does not cause them embarrassment.</p> <p><i>For example: children, senior citizens and low income earners can access Leisure Card, Community Services Card, Gold Card, Student ID.</i></p>
Product	<p>Allows provision of a basic level of service, while allowing those who are able or willing to purchase a higher level or service. This allows the public to 'purchase' their preferred level of service.</p> <p><i>For example: pool entry with access to spas and hydro slide a separate rate; fitness club membership with extra payment for a personal trainer.</i></p>
Place	<p>This applies to seats in an auditorium, sports ground or theatre but is also commonly applied by charging lower prices to residents. Where ratepayers are funding services the rationale for this differential may be clear.</p> <p><i>For example: resident rates for swimming in pools in tourist destinations such as Taupo and Hanmer Springs, member and visitor rates for golf clubs.</i></p>
Time	<p>This strategy can be used to encourage efficiency through a more even spread of use over peak and non-peak times.</p> <p><i>For example: off-peak memberships for fitness clubs, peak season rates for outdoor activities.</i></p>

Differential pricing	Rationale
Quantity of use	Discounts on bulk purchases of services can be used to encourage increased use at the same time as reducing the costs of meeting increased levels of demand. <i>For example: one-off venue hire compared to seasonal hire by a sports code, family membership.</i>
Incentives	The offer of reduced fees for first time users can be an effective way to encourage people to try a service and persuade them to become regular users. Such incentives, however, must be carefully controlled to prevent abuse and dissatisfaction among established users. <i>For example: one-week free, bring a friend deals.</i>

Where services are used predominantly by high income groups, introducing user charges would ensure that lower income groups are not paying for services that they do not use. The result of this may free up resources to provide services which are more appropriate to their needs.

Where services are used by both high and low income groups it is preferable to reduce or waive fees for those to whom they are a barrier, rather than offer the service at a universally reduced rate. This may be achieved by:

- Reducing prices for selected customers
- Securing external funding and using this to subsidise
- Allowing extended payment schedules
- Membership or card subsidies (e.g. Community Services Card or the Wellington City Council Leisure Card)
- Discounts for volume purchasing
- Reduced fees for donated time.

Wherever possible, the application for assistance in paying fees should be managed in such a way as to avoid embarrassment for individuals involved.

Revenue production

User pays can alleviate financial pressure by increasing revenue and reducing costs in the case that charging for services reduces usage. If the pricing objective is revenue production consider the extent to which user participation is likely to be affected by price changes and avoid a situation whereby increasing prices results in decreased participation and revenue is reduced!

Three factors influence the effect of price on participation:

- The **relative price** of substitute services or alternatives
- The **proportion of direct costs** that the direct use price of a service represents (i.e. if user price is small in comparison to travel and time costs, its increase is unlikely to substantially effect participation)
- The **affluence of the target market**.

Decide whether increased revenue is worth reduced participation rates by balancing the objective of revenue production against the competition, direct costs and target market.

4.4 Attracting alternative resources

Most transactions involve money. However with creative thinking it is possible to attract additional resources without using valuable cash resources. Three main ways of attracting additional resources are through sponsorship, trade exchange and tapping into community resources.

Sponsorship

Sponsors invest money, goods and services for one of two main reasons:

- As a form of advertising, public relationship and marketing
- To contribute something to the community.

In times of economic constraint the latter form of sponsorship is significantly reduced. Most sponsors are seeking a return on their contribution.

It is possible to acquire some resources through contra deals. By doing this the requirement to spend money while providing goods and services of the same value to suppliers is reduced.

Trade exchange

Local exchange of services can be agreed to where supply of goods or services to the facility can be exchanged in place of a financial transaction. This would apply more to Community Trust and non-profit run leisure centres.

Community resources

Within the community there are a number of resources which can be used by facility managers. Although they may not be free they can provide a high quality service at a substantially lower cost. Tapping into intern programmes offered by local universities, subsidised training and business development services can all add to the resource pool of the facility.

Multi-use of recreation, sport and leisure facilities

One of the major problems facing recreation, sport and leisure facilities is low utilisation at off peak times. Solutions to this include:

- Establishing a partnership model for facility development e.g. Sportvilles or co-location with schools
- Niche and complementary programming
- Tenancies that attract off peak use (cafes, physiotherapy, dance companies).

This problem can be significantly alleviated through the development of facilities which are jointly financed and maintained by a range of stakeholders, for example the Ministry of Education and local authorities. Such an arrangement avoids costly duplication of resources and ensures facilities are used to their maximum. For example the Graham Condon facility is co-located on a school site, using carparking and access through a shopping mall, and funded, in part through the Christchurch City Council. The trend towards 'Sportvilles' is another partnership

where clubs and groups work collectively to share facilities to reduce costs and improve service levels. More information on sportvilles is available from Sport NZ.¹

Another avenue is to develop niche programmes for off-peak or low use times eg: older adults generally prefer day time activities, mental health consumers generally prefer visiting facilities during quiet times.

Consider complementary programming designed to increase use of multiple yet complementary customers e.g. short adult fitness programmes during childrens classes or programming that does not compete with other local offerings for the same market.

Further information

Sport NZ at www.sportnz.org.nz

FMM Chapter 13: Facility Development

FMM Chapter 6: Programming

¹ <http://www.sportnz.org.nz/our-partners/Territorial-Authorities/Community-Sport-and-Recreation-Hubs-and-Sportvilles/>

5 Financial Management

This section provides simple explanations of technical language and key principles for financial management including an overview of accounting systems, managing income, procedures for cash and credit sales, purchasing procedures, payroll procedures and managing expenditure.

5.1 Financial management in facilities

Each recreation, sport and leisure facility handles its finances differently but regardless of the type of organisation, a facility manager must understand the basic concepts of financial management. Some examples of the different financial focuses are:

Local government facilities

- Will have a finance department handling all financial matters and policy
- Greater emphasis on monitoring performance against the budget through tight cost control and focus on achieving customer targets. Lower emphasis on cash flow
- Equipment is typically purchased outright, rather than using leases or loans, although some high maintenance equipment (e.g. copiers, exercise machines) are leased.

Trust or community based organisations

- More likely to have a volunteer treasurer, with the facility manager handling most financial transactions
- Management will primarily be focused on cash flow and bank balances
- Most equipment is purchased from accumulated funds or grants, rather than using leases or loans. Loans are used to fund major capital expenditure (e.g. hockey turf).

Commercial sport, recreation and leisure facilities

- Owner or managers are responsible for all aspects of the facility's finances
- The major concerns are cash flow and structuring finances. Achieving revenue targets is crucial, and costs are closely monitored.

5.2 The chart of accounts

The Chart of Accounts sorts financial transactions into categories which reflect the organisation's operations. This enables information to be extracted to answer future questions and meet reporting needs. Sufficient time and thought should be devoted to the design of the Chart of Accounts and selecting the financial management and accounting system that suits the facility's needs. Future growth, development and diversification of the organisation should also be considered and allowance made for the possibility of additional codes.

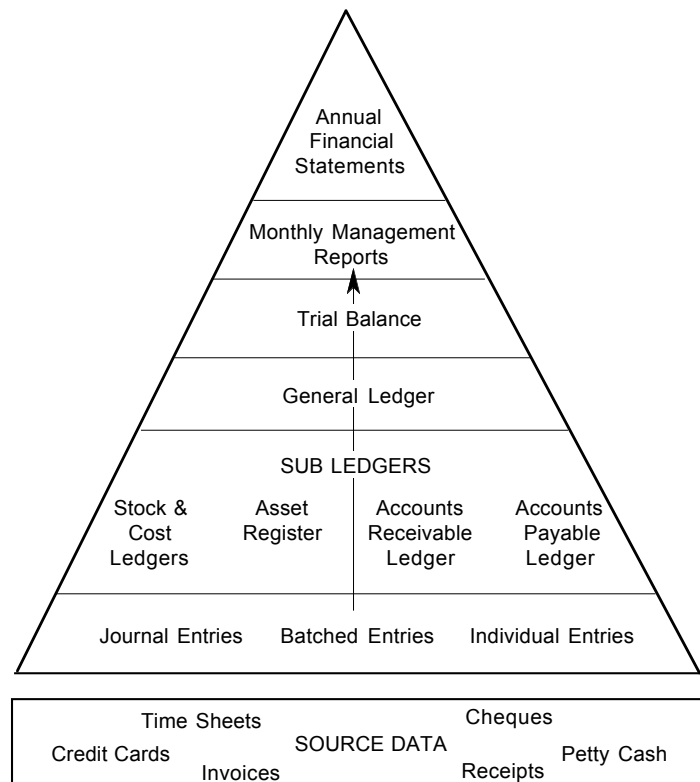
To ensure that funds received are correctly and efficiently used, it is necessary to process data relating to financial transactions.

Accounting systems overview

Most systems are based around the financial management pyramid.

Data is converted into financial reports such as: financial performance (profit and loss) statements; cash flow statements; and financial position statements (balance sheets).

Managers must monitor these financial reports to make sure the centre is operating according to the budget. If deviations from the projected budget are identified, corrective action must be taken.



5.3 Managing income

Cash management involves receiving money from a variety of sources and spending it to keep the facility operating.

Sources of cash

Generating sufficient funds at the time they are needed is a major task of a manager. There are four major sources of finance; sales, loans and leases, grants and subsidies and owner's funds.

Sales to customers

- Cash sales, where customers pay immediately for a product or service e.g. a casual entry to a swimming pool or purchase of a drink at the centre kiosk
- Credit sales, where customers are invoiced for a product or service and payment is made at a later date e.g. when a sports club or association hires a sports hall, they may be sent an account at the end of each month.

The facility's income can be improved by:

- Eliminating bad debts (i.e. those that are not paid)
- Receiving payment as soon as possible
- Generating as much money as possible in the form of cash sales or electronic (EFTPOS) sales.

Speed up payment by:

- Requiring a deposit on all facility hire
- Offer an incentive for early payment or add an 'accounting fee' if payments are more than 30 days late
- Receive membership payments on a four-weekly rather than monthly basis
- Using automatic payment (AP) or direct debits
- Offer credit card facility. Although a charge is levied against the facility, funds are received quickly.

Loans and leases

The main types of finance available to facilities are:

- Overdrafts on a cheque account
- Leases used to buy plant and equipment
- Medium term loans can be used to purchase some items of plant and equipment, and are often repaid over periods of between three and 10 years
- Long term loans are not as readily available as short or medium term finance and are mainly used for the purchase of land and buildings.

Grants and subsidies

Grants and subsidies are usually once only allocations for specific projects, including:

- Wage subsidies
- Training subsidies
- Programme grants (e.g. holiday programmes)
- Operating subsidies (e.g. from Council to a trust or committee of management, from the Ministry of Education towards Early Childhood Education services)
- Equipment.

Grants and subsidies are a valuable source of finance for new projects. Make sure that the grant is worth more than the time spent in applying for the funding.

Income

Control over income and other areas of the finance function is achieved by separation of duties. That is, separate people are responsible for collecting, receipting and banking of cash and reconciling the bank account. For smaller organisations, this is not always possible and controls will need to be adapted to suit circumstances.

Ideally, mail that is likely to contain payments should be opened in the presence of two people. Money and cheques received should be listed in a permanent book and signed prior to being passed on for banking.

All income should be receipted either through the till or in a receipt book which includes a copy for retention by the facility. Where staff collect money out in the field, they should be issued with a receipt book and all correspondence regarding such activities should encourage people to request receipts. The finance function should account for all receipts and reconcile to the bankings.

An important control, particularly for smaller organisations unable to have separation of duties, is to have a good knowledge of expected income. Actual income can then be monitored against budget and variances investigated.

Cash sales procedures

Most sales in recreation, sport or leisure facilities are cash sales and large amounts of cash can accumulate. Strict procedures must be developed to ensure that all money can be accounted for.

BEWARE: Petty pilfering and theft regularly occurs when a large amount of cash is handled by many people.

Each recreation, sport or leisure facility must develop its own cash handling procedures, to suit its particular circumstances including using fully programmable cash registers to record all cash received. These cash registers record the number of sales per income category, thereby providing information on:

- The number of people using the centre
- Cash received for each income category.

Cash registers and eftpos can be directly linked to a computer based accounting programme, which provide fast and accurate information.

At the end of each shift:

- Reconcile the cash amount in the cash register with the cash register tape or electronic record. Records should be kept via the cashier system and on a daily cash register summary sheet. Count cash in a separate room away from public area
- Record the cash amounts against the individual income accounts on a daily summary sheet including any discrepancies between the cash and the cash register tape
- Give cash and daily summary sheet to supervisor for recounting
- Store the money in a safe on the premises, for banking the next day.

On a weekly basis compile the daily summary sheets into a weekly summary sheet. This provides a summary of all income received per income category on a daily basis, petty cash expenditures, and amounts banked. Depending upon the accounting system used and the resources available to the facility, it is usual to input data from the weekly summary sheet into the accounting system.

Ensure a staff member separate to the person who cashed up does a regular reconciliation.

Processes should protect the facility from staff theft and protect staff from speculation and accusation.

Credit sales procedures

Credit sales are made to regular customers, with an invoice raised and sent at the end of each month.

The key points to include in credit sales procedures are:

- Negotiate terms of payment with each customer prior to sending the invoice. Terms of payment and use details should be confirmed in writing prior to use. Require payment within, seven days and impose late payment penalties or accounting fees if another invoice has to be sent
- Send an invoice as soon as possible after the hiring, for example send all monthly accounts on the last day of each month.

- Keep a close check on creditors to make sure that accounts are paid promptly. Follow up slow payers to find out why they have not paid, and be wary of extending credit to these groups.

5.4 Managing expenditure

Timing is also an important factor in the disbursement of funds. A good cash management programme regulates payments by scheduling payments when it is best for the budget. Do this by placing all bills in a priority list, and take advantage of any credit terms or discounts for early payments.

The four main areas of expenditure are trade creditors, payroll, finance repayments and profit share.

Trade creditors	Credit is available from suppliers. Before purchase, negotiate with suppliers the best credit terms. Discounts offered for early payment e.g. a discount of 5% for seven days payment means if payment is received within seven days the account will be reduced by 5%.
Payroll	Salaries and wages are a major cost.
Finance repayments	All loans and leases must be repaid on or before the due date as penalty interest is incurred on late payments.
Profit share	The objective of commercial facilities is to return a profit on the money invested by the owner. The dividends are paid according to the number of shares owned by each shareholder.

Payroll procedures

Payroll should be computerised to help with financial management and record keeping.

It assists cash flow to pay staff on a fortnightly or monthly basis. It may therefore be easier to pay all staff, regardless of their terms of employment, at the same time.

Keep a record of each staff member's holiday and sickness leave entitlements by recording applications for all types of leave on a standard 'Application For Leave' form and entering into the computerised database. Information about managing staff including requirements of the Holidays Act and Employment Act are included in FMM Chapter 3: Human Resource.

5.5 Purchasing procedures

The vast majority of purchases will be done through preferred suppliers, with small purchases using petty cash.

Preferred suppliers Some larger organisations have selected preferred suppliers and have their details loaded into their financial management systems.

Larger projects will be allocated an order or purchaser number.

When placing orders, clearly specify what is to be ordered, the quantity and cost and the order number.

A record of the order should be retained and crosschecked with the invoice once the goods are received, before payment is approved.

A record of payment, including date and method of payment used should be kept.

Petty cash Petty cash can be used for minor expenses and can be up to \$200.

Ensure all receipts are retained, kept with the petty cash form and documented including the cost centre to which it is to be debited.

To ensure good security, it is recommended that there is limited staff access to the float and petty cash.

Payment and cheque management

Wherever possible payments should be made by direct credit or cheque.

All payments must have prior approval of the appropriate budget holder and be linked to an order number. If this is not always possible, a full listing of payments made should be reported to management at regular intervals.

Cheques should require two signatories, one of which should not be connected with the financial administration function and could be a board member.

Blank cheques should be kept in a secure place and always left unsigned. In the rare circumstance where it proves necessary to pre-sign a blank cheque, risk can be minimised by crossing the cheque and writing along the top of the cheque, wording as follows: "Amount not to exceed \$xx".

It is important to ensure that the business name on invoices, statements and other demands for payment, matches the name of the organisation's bank account otherwise the bank may not allow cheques to be deposited into the organisation's account.

An important control is to ensure that the bank account is reconciled regularly (weekly or monthly) between the bank statements and the cashbook per the financial system. The reconciliation should then be reviewed and signed off by a different person, who should ensure that it is correct and complete and question outstanding items such as old unrepresented cheques.

Documentation supporting payments should be cancelled with a 'paid' stamp, and the cheque number or transaction number written in. This is a precaution against the document being used more than once to support a request for payment.

6 Internal controls

The risk of fraud, error and waste exists in all organisations. It cannot be prevented 100% of the time but there are a number of steps that can be taken to reduce the risk. The most important of these steps is to create an operating environment which is conscious of management controls, and which conveys clearly to everyone that policies and procedures exist for the good of the organisation, and that adherence is expected.

Support for internal controls must come from the top. The following are some management control mechanisms to consider when designing operating and financial systems.

Area	Management control mechanisms
<i>Delegation levels</i>	<p>The maximum levels up to which individuals or groups can commit expenditure.</p> <p>Expenditure where an individual could be seen as the sole beneficiary e.g. entertainment, should be subject to review and authorisation by a higher level of delegated authority.</p>
<i>Budgets and goals</i>	<p>Setting budgets and performance targets holds individuals accountable for their actions.</p>
<i>Financial feedback</i>	<p>Regular feedback of actual financial performance against budget.</p> <p>Using detailed transaction listings so individuals check that only legitimate expenditure has been charged against their budget.</p>
<i>Personal transactions</i>	<p>Personal transactions in the workplace should be strongly discouraged.</p> <p>If necessary they should be conducted in an open manner and in accordance with set policy.</p>
<i>Motor vehicle use</i>	<p>Policy covering motor vehicle use, whether owned by the organisation, private cars or hired cars.</p> <p>Consider insurance, running costs and availability.</p>
<i>Credit cards</i>	<p>Credit cards should only be issued to senior staff that need them.</p> <p>Place limits on each card to minimise potential liability.</p> <p>Use of the card should be for work only.</p> <p>Cash advances should be forbidden, and where possible this card function disabled.</p>
<i>Travel expenses</i>	<p>Travel should be preapproved where appropriate.</p> <p>Limits on the type, size and cost of airfares, accommodation and car hire.</p>
<i>Conflicts of interest</i>	<p>Policies and procedures should be created for dealing with actual and potential conflicts of interest at all levels of the organisation.</p>

Area	Management control mechanisms
<i>Fixed asset control</i>	Keep a register of non-current (fixed) assets. Periodically crosscheck against the physical assets to ensure all assets can be accounted for. Further information is included in FMM Chapter 11: Asset Management.
<i>Unusual transactions</i>	Transactions that are out of the ordinary and/or likely to be controversial should be referred to a higher level of authority before proceeding with the approval process and decision documented.
<i>Human resources</i>	The rights and obligations of both employer and employee should be clearly stated in contracts of employment and/or the policy manual. Further information is included in FMM Chapter 3: Human Resources.

7 Monitoring Performance

7.1 Accounting principles

Accounting practice provides a means of explanation to others, and consistent information on which to base choices. The information from financial accounting is contained in four main financial reports:

- Statement of financial position
- Statement of financial performance
- Statement of cash flows
- Statement of movements in equity.

Since the information is for internal use, it can take any form that is useful to the organisation, and may involve collecting additional information that is useful in making business decisions.

To manage business effectively, managers need:

- An understanding of the basic accounting processes
- Knowledge of the accounting records in their own business
- Training in using accounting information as an effective management tool.

The production of regular information throughout the year is of prime importance to managers. This information should include details of income, expenses, assets, liabilities and key indicators of the business performance. It should cover the most recent accounting period (normally the previous month) and include figures for year to date, comparison to budget and may also include a comparison with previous-year figures.

To set up the accounting records to provide the required information, managers should ensure that:

- **Requirements are clear** and staff are informed about suitable accounting systems
- **Standard monthly procedures** are established, such as preparing a series of standard monthly entries so that proper accrual, depreciation and other accounting adjustments are dealt with regularly
- Staff are set an **adequate framework of accounting processes**, including setting deadlines for monthly routines and having controlled procedures so that all transactions are up to date and entered into the system correctly
- **Effective checking procedures** are installed, including information reviews to give assurance that the figures are reliable (completing bank reconciliation, reconciling or agreeing debtors or subscription ledgers).

Budgets and financial information should be structured in a way that enables information and reports to be extracted to assess true total costs, revenue patterns and general facility performance. As with any data, the quality and accuracy of information is paramount, and recording the correct level of detail to meet facility financial information needs to match the usage information collected.

Defining and more importantly implementing best practice becomes more challenging when it is tempered with commercial reality. The amount of resource put in to the HR systems, risk management, asset management, customer care

programmes, community consultation activity, facility programming all needs to link to the financial impact/benefit.

Consider those parts of the facility operation that are critical regardless of cost. These might relate to customer services, supervision standards or risk management.

Carefully consider the level of service in relation to the level of investment required to achieve the facility's financial, community and asset management objectives.

There is no standard model of best practice because recreation, sport and leisure facilities exist in a social, political and commercial context that is unique.

Performance indicators

Financial statements are prepared on a monthly basis, but income and expenditure should be reviewed on a weekly basis otherwise problems can develop and be undetected for a significant time.

Identify a series of key indicators which provide insight into the viability of the centre on a day to day basis, review them each week and compare them against the corresponding week in previous years (refer to Section 2.2, Key financial indicators). Examples of key indicators are cash banked each day and week, total weekly wage bill or weekly energy usage.

Stocktaking

Sport, leisure and recreation facilities have a range of stock types covering food and drinks, clothing, equipment for sale and cleaning supplies.

Undertake an inventory of stock on a regular basis to:

- Check the value of goods in the facility e.g. consumables, like stationery, shop merchandise
- Calculate the profit and loss on goods for resale
- Identify goods that are or aren't selling well.

A stocktake is a time consuming task and therefore can be done on a quarterly basis for resalable items and annually for all items.

With all forms of inventory it is important to: make sure that levels are not too high as this represents valuable capital, adjust cost prices in line with increases, and separate inventory into categories according to profit centres e.g. food lines, drinks, confectionery, clothing, equipment for sale, equipment for hire, cleaning chemicals and material. The use of a computer programme to calculate the inventory levels will automatically calculate total values and save valuable time.

8 Interpretation of Financial Information

Techniques available to assist in the interpretation of financial information include:

- Variance analysis: identifies and explains the difference between actual and budgeted performance
- Comparative analysis: compares performance with previous years and against similar facilities
- Ratio analysis: ensures the analysis is relative to the size of the facility.

8.1 Variance analysis

For 'good' financial management it is important that reporting and the required feedback on performance occurs on a regular and timely basis. Reports should be set up to highlight actual results, budgeted results and the difference between them. Management should then analyse the reports and explain the items that have significant variances or deviations from the budget.

Having defined the difference between actual and budgeted performance, the reasons for significant variations should be identified and isolated.

By concentrating attention on the areas of significant variation, management can isolate where the organisation's goals are not being met. This is called **exception reporting**. To be most effective, management needs to regularly receive and review comprehensive reports for their area of control.

Variances can be calculated in two different forms: as a percentage of the budget or as a dollar amount. Meaningful reports show both dollar and percentage variances.

Analysing variances

It is useful to look at both the percentage variance and dollar value of the variance as a small percentage variance in a large expenditure item can mean a significant impact on the overall performance of the facility.

Example: Variance analysis

	Actual (\$)	Budget (\$)	Variances (\$)	Variances (%)
Stationery	400	300	(100)	33%
Salaries	62,500	60,000	(2,500)	4%

Stationery has a variance of 33% against budget; this however has a dollar value of only \$100. Salaries however have only a 4% variance against budget, but represent a budget blow out of \$2500 – significant for many organisations.

It is useful for organisations to set guidelines like “we will investigate and report on all variances that are plus or minus 10% or over (say) \$1000”. This ensures that all variances which have a significant impact on the net expenses are investigated.

Permanent or timing variances

In analysing variances it is useful to ascertain whether the variances are:

- Permanent – the rent was budgeted to be \$250 per month and the lease has been renegotiated and the new rent is \$300 per month
- Timing – \$10,000 income was budgeted from a training camp in August and the dates were changed to November.

With regard to permanent variances, there is usually very little that can be done about the figure as facilities are often locked into this expenditure. Therefore, there will be a permanent variance until there is a formal re-budget or the start of a new financial year.

With regard to timing variances, these occur because the actual income and expenditure has happened at a different time to that established in the budget. This will hopefully correct itself over time. The budget was phased incorrectly.

‘Good’ and ‘bad’ variances

Variances provide information to management on how expected performance differs from actual performance. Variances are valuable for management decision making as they highlight:

- Changing conditions
- Inappropriate policies
- Areas of potential inefficiencies or areas of great efficiency
- Other problems for which there may be no immediate explanation.

It is important to investigate all variances. Favourable or good variances may indicate areas of increased efficiency or effectiveness that could be adapted to other areas of the organisation. Investigation of unfavourable or bad variances explores problem areas and may reveal errors. Managers should ensure that all significant variances are investigated as they contain information which is useful for the future operation of the facility and organisation.

8.2 Comparative analysis

Financial statements should be compared with the figures for previous years and with financial statements of other facilities. Integration of financial statements involves quantitative and qualitative techniques. The quantitative approaches will include financial ratios and they can help evaluate a facility’s profitability and financial strength and determine its ability to meet financial obligations.

They can analyse performance allowing trends to be identified which will assist management in planning future operations and may be of use in assessing the reasonableness of projected financial statements.

A comparison of ratios with those of competitors may indicate differences which, if addressed, will increase efficiency. Yardstick uses comparative analysis by comparing year on year across similar facilities.

Various methods of analysis or interpretation of accounts are used.

- Horizontal analysis allows trends to be calculated over time

- Vertical analysis provides comparisons with other items in the same or different timeframes, using ratios and percentages.

Surplus/deficit

A surplus means the facility has operated within its income. A deficit in any one particular year may not be bad provided it was planned and there are sufficient reserves to cover it. A series of deficits would be something to worry about because the facility will be running down its reserves, borrowing or both.

Dependency

Breaking down the facility's income into the major sources and comparing over several years is a good gauge of the facility's dependency on the various sources of income. The ratio of external funds (grants and sponsorship) to internal funds (membership fees) can be used as a measure of the facility's ability to leverage membership into a larger income base.

Expenses

Expenses can be analysed over the years, with undesirable trends picked up, and corrective action taken.

8.3 Ratio analysis

Ratio analysis allows comparisons to be made in a relative sense so that the effects of different sized facilities, or profit centres within a facility, can be eliminated. Ratios are useful in measuring performance as they are useful for setting goals and objectives. Within the recreation, sport and leisure industry no large scale analysis of operating costs has been undertaken therefore ratios must be developed and used cautiously. Some ratios have been used as KPIs in section 2.2.

Before looking at the ratios there are some cautionary points concerning their use:

- Actual financial statements being analysed should be current and up to date
- Consider the dates of the financial statements
- The accounts being compared should have been prepared on the same basis
- A group of ratios should be used and the ratios used preferably compare at least three years of information.

When using financial ratios the following should be remembered:

- Financial ratios seldom provide answers but they do help to ask the right questions
- There is no national standard for financial ratios
- Be selective in the choice of ratios. Different ratios often tell similar things
- Find a benchmark for assessing the facility's financial position. It is usual to compare financial ratios with ratios from earlier years and with the ratios of other organisations in the same or similar business.

Efficiency ratios

Another set of ratios looks at the use of facility money and resources in relation to the facility goals.

Ratio	Formula	Description
Gross profit margin	Gross profit / sales = X%	Calculate the mark-up on the cost of goods or services sold.
Costs as a percentage of sales	Costs / sales = X% General and administrative costs = X% of sales Finance costs = X% of sales	The proportion of sales that is spend on various categories.
Net surplus (loss)	Total income – total expenditure = net surplus	Money available to carry over. Deficit that will need to come from reserves. The profit or loss made.
Funding streams	Largest funder / total income = X%	Dependence on a primary income stream can cause issues if this falls or stops. A balanced income/fundraising plan brings in income from users, services, donations, sponsorship, business partnerships, government and philanthropic grants, and special events. Work out the proportion of income from each source, that which is more controllable and the income that is at risk of change.
Overheads to cost of service	Overheads / direct services cost = X : 1	Costs associated with running the facility and its services. Work out the ideal ratio of overheads to actual 'service'. Establish a benchmark for the facility over time. Track change and improvements in the ratio.
Wages as a percentage of expenses	Wages / total expenses = X%	Track relative cost of wages against total expenses to obtain insight into the proportion of wage costs.

Productivity ratios

The focus of these ratios is on productivity, and these can be useful for managers.

Ratio	Formula	Description
Income per unit of output	Income / user = \$ income per user	The cost of providing a particular service per user.
Overhead per unit of output	Overhead / user = \$overhead per user	The cost of overheads per user of a particular service or facility.
Employee costs	Staff costs / income = X% Staff costs / number of FTEs = \$ cost of staff member.	Total budget spent on staff (employee costs to income). Average (full-time-equivalent, or FTE) staff member cost.
Profit centre contributions to revenue	Kiosk gross profit is X% of revenue Swimming pool generates X% of revenue Sports hall generates X% of revenue Health and fitness studio generates X% of revenue.	Income categories as a percentage of revenue indicate the relative importance of various profit centres within the facility.

Variance ratios

Ratio	Formula	Description
Percentage variance	$(\text{actual} - \text{budget}) / \text{budget} \times 100$ $(1000 - 800) / 800 \times 100 = 25\%$	X % Variance % = 25% over budget
Dollar variance	\$ actual – \$ budget = \$ \$1000 - \$800 = \$200	\$200 over budget
Quantity variance		There are five staff employed, not four as per budget.

Financial performance and position ratios

Ratio	Formula	Description
Liquidity	Current assets - current liabilities = net working capital	\$X
Activity	Number of sales (patrons) against the value of the asset	N/\$
Profitability	Return on investment = net surplus/value of the asset	X%

8.4 Audit

Role of the auditors

The appointment of internal auditors is discretionary. They are employed by the Council, Board or executive management and report on a day to day basis to management. Their function is to:

- Review and appraise the facility's internal controls
- Focus on risk, loss or inefficiencies
- Assist external auditors where required, normally at peak audit activity to reduce the overall cost of the annual audit
- Provide independent and objective reports to the board and management on the facility's activities.

External auditors are appointed by the members to review the statutory accounts. This review is to enable the auditors to comment on the truth and fairness of the results and financial position reported in the accounts. Their role is to:

- Ensure the Statement of Financial Position, Statement of Financial Performance, Statement of Cash Flows and Statement of Movements in Equity represents a true and fair view, that they do not mislead the reader or give a false picture of the facility
- Make sure procedures are in place that will ensure transactions are recorded correctly, including the review of accounts and reconciliations.

The audit report

Councils (as public sector agencies) and the constitution of most non-profit organisations and/or the Charities Act will require the annual accounts to be independently audited and minuted as having been presented and accepted at a general meeting. Audited accounts are usually one of the pre-requisites for public funding.

It is not the job of the auditor to uncover fraud, but the auditing process by its very nature is likely to uncover fraud if it exists. It is a good idea to have an engagement letter setting out the scope of the audit, the responsibilities of the auditor and the responsibilities of the organisations governing body and management.

All audits should be carried out in accordance with auditing standards and guidelines set down by the External Reporting Board and Chartered Accountants Australia and New Zealand. These guidelines require the auditor to issue either an **'unqualified opinion'** or a **'qualified opinion'**, the latter of which must detail the exceptions leading to the qualification. The fact that a set of accounts have been audited and an audit report is attached, is not a guarantee that all is well. It is important that members of the governing body and its members, actually read the audit opinion and question the implications of any qualifications.

For smaller organisations, a common but acceptable qualification is in respect to control over income, and generally goes as follows:

"In common with other organisations of a similar nature, control over income prior to its being recorded is limited and there are no practical audit procedures to determine the effect of this limited control."

Monitoring of cash flows

The monitoring of cash flows enables problems or opportunities to be forecast as they occur. Monitoring cash flows is one of the most important management tasks undertaken in organisations today and the updated cash flow forecast should be tabled at every board meeting.

It is vital that prior to any expenditure being incurred, that they know that there are sufficient funds available to meet these accounts when they are due for payment.

Check financial statements

While the management accounts are 'hot off the press', compare the actual against the budget item by item. If a variation occurs, immediately find out the reason why. If an explanation is not obvious it may be necessary to undertake further research and analysis.

9 Financial Reporting

Stakeholders want to be kept informed of how their investment or that of the community is being looked after. The formal reporting is usually by way of the annual report that would contain the following audited financial statements:

- Statement of financial performance
- Statement of financial position
- Statement of cash flow
- Statement of movements in equity.

As well as annual reporting the Board or senior management need to receive monthly management reports using the same information and other non-financial or statistical information so they can take appropriate action.

Sport NZ has resources available on its website which can assist with monthly financial reporting.

Further information

<http://www.sportnz.org.nz/managing-sport/tools-and-resources/board-reporting-tool>

9.1 Reporting

To ensure the facility is making satisfactory progress as intended in the annual plan and the budget, performance monitoring and reporting is essential. To be useful, progress reports (management reports) must be timely, reliable and meaningful. Increasingly they're presented as a 'dashboard' of indicators that managers can read and respond to easily and quickly.

Timeliness

Management reports should be produced at regular intervals and as soon as possible after the event. For most facility's the reporting interval will be monthly and appropriate reports should be prepared within 5 days if possible.

Reliable

The information contained within management reports should be accurate and factual, and presented in a simple understandable format that may include graphs and diagrams. The dollars should have been coded to the correct account code category and charged against the correct budget line. Reasonable estimates can be used (accrual accounting), particularly when time is important. Estimates or subjective comments should be clearly stated as such whenever used.

Meaningful

Management reports must serve a purpose and assist management decision making. The concept of 'management by exception' should be practiced – highlight important variances.

Monitoring monetary targets

Quarterly reporting of actual expenditure against budget

Indicate the adequacy of the budget estimates

Assess variances between actual and budget will be assessed

Consolidated statement of financial performance showing actual versus budget, including both current month and

year to date figures.

Monitoring performance targets

Performance against agreed output targets, (qualitative and quantitative), monitored monthly.

Monitoring the statement of financial position

Monitor and manage the statement of financial position to ensure that it can continue to operate as a going concern.

There may be personal liability implications for senior management and board members who let an insolvent organisation continue operating and incurring debt. The statement of financial position should be reported to the Board monthly.

Someone should be responsible for debtors and creditors. A member of the management team should regularly review a listing of these to ensure they are at a manageable level, and outstanding amounts followed up.

Where relevant, stock needs to be monitored to ensure they are at appropriate levels.

9.2 Statement of financial performance

The statement of financial performance summarises the facility's financial operation over the specified period of time: month, year to date and annual. It consists of three major sections detailing sources of income, how it has expended its financial resources, and whether there is a surplus or a deficit for the period.

9.3 Statement of financial position

Commonly known as the balance sheet, this statement is a snapshot of the facility's assets (what the facility owns) and liabilities (what the facility owes) at a particular point in time.

Where assets exceed liabilities the facility is said to have reserves (accumulated funds). Where liabilities exceed assets the facility is said to be technically insolvent.

Assets = Liabilities + Equity

Assets consist of current and non-current assets, investments and intangibles. Non-current assets are tangible items owned by the facility that are not for sale, such as: land, buildings, furniture, fixtures, equipment, motor vehicles and plant.

Working capital

This is the lifeblood of a facility. To calculate working capital:

Working capital = current assets – current liabilities

Positive working capital enables smooth running of a facility because there are enough current assets to meet outgoings. Negative working capital indicates additional financing may be required and can have serious ramifications for Board members, trustees and management. Details about this are outlined in the section on ratio analysis.

9.4 Statement of cash flow

The statement of cash flow is prepared using information from three areas. The main objective is to highlight the operating, investing and financing activities during a period in cash terms (what came in and what went out).

Better management decisions should result because the links and fund flows can be more easily seen by management. Funds are all resources (cash or cash equivalents) which pass between the facility and some outside accounting entity. The statement of cash flow is split into the following areas:

Statement of cash flow	
Operating activities	Sources of funds are: grants, charges for products and services. These funds are disbursed mainly to pay for the supply of services for the same outputs, and to pay the day-to-day costs of running the facility.
Investing activities	Cash provided from: sale of fixed assets, term deposits maturing, investment or asset sales. The cash outflow in this area is applied to the purchase of new fixed assets or term deposits and investments.
Financing activities	In the not for profit sector this area has few entries; relating primarily to capital contributions from or repayments to the Crown or short-term debt settlements. Borrowing or repayment of a loan to develop facilities would be included in this area.
Statement summary	Each of the above activities has a net contribution to the total cash flow of the facility. When the total of these three are added to the cash at the beginning of the period then the closing balance is calculated. This figure can be found on the statement of financial position as a current asset.

Note: Some smaller not-for-profit organisations will take advantage of the exemption under the framework for differential reporting, and not produce this report for publication.

9.5 Statement of movements in equity

This statement is the link between the statement of financial performance and the statement of financial position. It shows how the surplus or deficit for the period has affected stakeholder's equity (accumulated funds). The statement details the changes in reserves not disclosed elsewhere.

9.6 Accounting policies and notes to the accounts

As part of a published set of annual accounts a statement like the following will appear:

“The attached statement of accounting policies and notes to these financial statements should be read in conjunction with and form an integral part of the accounts.”

These are split into two sections:

- Statement of accounting policies
- Specific numbered notes to the accounts.

Reading of the notes in conjunction with any annual report is critical as it is often within these notes that you pick up vital information about performance not apparent in the very summarised financial statements.

9.7 Analysis and interpretation of accounts

A set of financial statements has true value when it is appropriately analysed and interpreted. Ratio analysis is covered in detail elsewhere however the following table provides some option for action.

Ratio analysis	Ratio rising	Ratio falling
Income / expenditure	Did the facility make or lose money over the year? Did it make more than last year? You should be becoming more efficient at what you do.	If the facility is making less money than last year then either times are getting tougher or your getting slacker, or both. Enquiring minds want to know.
Largest funder / total income	If a single funder makes up a large part of the total income, you're vulnerable and if they are becoming ever more important, you need to look around for new sources of funds.	If funding is made up of a number of different streams, you're partially insured against a reduction in any one area.
Income / unit of output	Are you managing to get more out of your money or are you working harder to stay in the same place? What's the marginal cost of your next client?	Greater efficiency is the equivalent of free money. That's one donation you don't have to hustle for, or one grant you don't have to get.
Overhead / unit of output	It's often been pointed out that administration costs have a tendency to creep up. It's your job to keep this under control.	If you're actually managing to keep administrative costs down, good. Remember that there are limits; new developments may require large up-front costs.
Annual income / total assets	If income is rising and assets are staying the same, financial productivity is going up and you're able to do more with what you have.	Even if financial productivity is falling this may be because it's necessary to assemble the resources that are needed to lift productivity in other areas.

10 FAQs

Q: Financial management is not my strength and initially I will need to rely heavily on advisors. Who might I use and what should I focus on?

A: If you are a Council owned facility, you will have access to internal financial expertise and systems. If you are a private company or community owned, you will probably have a combination of financial expertise that you can draw on from your Board, your staff and external contractors. Focus your attention and questions on the following areas:

- Cost control – where is money being spent and what are the options for further efficiencies? Energy and staff are likely to be your biggest expenses, so this is a good place to focus.
- Return on Investment – where are key resources being invested (people, time, money, equipment). Are they giving the best return on investment? See the chapter headings on Efficiency, Productivity and Variance Ratios for more on this.
- Financial performance measures – what are the financial goals of each part of the operation? Are they appropriate and are they being met? If not, why not?
- Risk – what processes are in place to protect the organisation from such things as loss, fraud, error, market place competition, changes in the economy or over-investment in one area.

Q: My facility budget is unrealistic in the current environment, and our price-setting policies are not helping us. What should I do?

A: There are a range of different policies and price setting models to choose from. Find out what models and assumptions underlie your organisation's policies. If you feel your current policies are not helping your facility, you can prepare yourself for re-negotiating these by:

- Checking whether the underlying assumptions in the policies are relevant to your facility. The six steps to budgeting may help with this.
- Checking what your organisation's policy is on cost recovery for different parts of the operation i.e. profit, break-even or loss leader. Are they appropriate? If not, why not?

Q: I've always just operated by bottom-line accounting – so long as it all squares up in the end, she'll be right won't she?

A: Sure – you want your bottom line to come out well. The best way to do that is to understand your financial performance across the business and within each cost centre. If you want/need one area to subsidise another, then you will need to know exactly what the consequences are for both areas before you commit.

11 Glossary

Key terms	Explanation
Accounting period	The span of time covered by a statement of financial performance.
Accountability	<p>A relationship between two parties in which one party grants to the other some level of authority to act in order to deliver the agreed set of goods and services. Preconditions for accountability include:</p> <ul style="list-style-type: none"> • Clear specification of the performance which is expected • Command over the resources necessary to achieve the desired performance • Access to rewards and sanctions which provide the incentives to achieve the desired results • Information to monitor the performance.
Accounts payable (creditors)	A current liability, which usually results from the purchase of goods or services on credit rather than by paying cash. Amounts owed to outside parties.
Accounts receivable (debtors)	A current asset, which is money owed, normally as a result of the sale of goods or services on credit rather than for cash.
Assets	What an organisation owns, for example: buildings, office equipment and the right to collect money owed by debtors.
Audit	A systematic examination of financial statements usually by an independent chartered accountant, with the objective of expressing an opinion on the truth and fairness with which the statements present the financial position and results of operations.
Bad debts	Uncollectable accounts receivable. These are losses, which should be written off, showing a reduction of current assets and as an expense.
Balance sheet	See statement of financial position.
Break even	Where revenues for a period equal expenses.
Budget	A budget expresses the goals and objectives of an organisation or part of an organisation in terms of the financial resources required to achieve the required results. It is part of the annual plan.
Capital costs	The investment in non-current or fixed assets.
Capital expenditure	Expenditure which is expected to benefit a future period, and which is carried forward as an asset at the end of the period.

Key terms	Explanation
Cash book	A combination of a cash payments journal and cash receipts journal in which a running balance of the amount of cash at the bank is recorded.
Cash flow forecast	An estimate of all the money that is expected to come in and go out during a period. No distinction is made between capital and operating costs.
Cost centre	A unit of activity or an area of responsibility within an organisation for which costs are accumulated.
Creditor	A person or firm who is owed money.
Current assets	Assets that can be quickly turned into cash (cash, debtors, stock).
Current liabilities	Obligations for which cash is expected to be paid within one year.
Debtor	A person or firm who owes money.
Depreciation	<p>The allocation of the cost of a non-current asset to the periods in which services are received from the asset. The likely salvage or residual value of the asset is deducted from the purchase price and the remaining cost is allocated over the lifetime of the asset. Depreciation is entered as an expense in the statement of financial performance, and deducted from the value of an asset as recorded in the statement of financial position. The two most common methods of depreciation are:</p> <p>Straight line – the same charge each year</p> <p>Diminishing balance – a percentage is taken off the opening cost of the asset to give the first year's charge. The same percentage is then taken off the reduced balance, the book value. In the third year, the percentage is taken off the remaining book value.</p>
Equity	<p>Shareholders' funds</p> <p>Share capital and reserves</p> <p>Owners' equity</p> <p>Total shareholders' funds and liabilities</p>
Financial accounting	A subset of accounting which specialises in preparing and presenting published financial results which conform to standards set by Chartered Accountants New Zealand and Australia.
Fixed costs	Expenses, which cannot be easily varied in line with reductions in income (e.g. a long-term lease for office space).
Income and	See statement of financial performance.

Key terms	Explanation
<i>expense statement</i>	
<i>Ledger</i>	A systematic collection of individual accounts into which entries are posted. When brought together, they form the general ledger.
<i>Liabilities</i>	What an organisation or individual owes. Current liabilities are those owed within one year (e.g. payments for goods purchased). Non-current liabilities are those due for repayment in more than one year (e.g. bank loans, mortgages).
<i>Management accounting</i>	A subset of accounting, which has as its primary aim the reporting to management of information needed for decision-making, planning and control.
<i>Management reports</i>	Monthly financial statements reporting against the annual plan and budget.
<i>Net deficit</i>	Net loss
<i>Net surplus</i>	Net profit
<i>Non-current assets</i>	Fixed assets Term assets Fixed and long-term assets
<i>Non-current liabilities</i>	Term liabilities Long-term liabilities Term borrowings
<i>Operating costs</i>	Inputs that are needed to run the organisation on a day-by-day basis and which are consumed within one year.
<i>Overhead</i>	Those costs related to the operation of the organisation but which cannot be directly related to the service provided or product sold (e.g. rent, building insurance).
<i>Prepayment</i>	These are expenses related to future periods and have been paid in advance (e.g. rent in advance, annual subscription, annual insurance).
<i>Profits and loss</i>	The income produced after paying all direct and overhead expenses. It can be divided into surplus before tax and surplus after tax. Retained profits are held back instead of being paid out as dividends. Retained profits are a major source of funds for future investment.
<i>Provisions</i>	Money aside for expected payments (e.g. tax due, depreciation, doubtful debts).

Key terms	Explanation
Qualified audit report	An auditor's report, which expresses reservations or disagreement on matters of concern to the auditor.
Ratio analysis	A technique used to calculate key performance indicators based on figures from the statement of financial performance and statement of financial position.
Reconciliation	The matching of individual transactions recorded in different source documents to determine completeness, accuracy and/or the balance carried forward.
Reserve	A portion of accumulated funds not available for distribution.
Solvency	The ability to pay one's debt organisations as they fall due.
Statement of financial performance	Shows the activity carried out by the organisation during a particular period. Profit or loss statement Earnings statement Income and expenditure statement Revenue statement Statement of income
Statement of financial position (balance sheet)	Also known as the balance sheet, this is a financial 'snapshot' of an organisation at a point in time. It shows what the organisation owns (assets) and what it owes to other parties (liabilities) and the equity or accumulated funds.
Statement of movements in equity	Profit and loss appropriation account Appropriation account Statement of related earnings
Variable costs	These are costs, which respond proportionately to changes in the volume of activity. Not all variable costs are direct costs – they may also be overheads, which are affected by the volume of activity.
Variance	The difference between the actual and standard or planned inputs/income and outputs/expenditure.
Working capital	The dollar difference between total current assets and total current liabilities. Positive working capital enables smooth running of a facility because there are enough current assets to meet outgoings. Negative working capital indicates additional financing may be required.

12 Questions for Educational Context

Financial management overview

In the overview of financial management these four stages are noted: setting financial objectives including creating a budget, financial management, monitoring and reporting. Identify several reasons why creating and managing a budget is a crucial element of good financial planning.

Budget process

Six steps are identified in the budgeting process. What are they, and what action do they involve?

What are the main benefits to a business in conducting a cash flow forecast?

Internal controls

What are internal control mechanisms in relation to finances? Why should a business have effective internal control mechanisms and what can happen if they are not there, or are not working properly?

13 References and Further Information

13.1 Further information

Board Policy samples <http://www.community.net.nz/resources/community-resource-kit/contents-of-the-community-resource-kit/#FinancialManagement>

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Financial Literacy for Community Groups: Guide for Community Board Members. http://www.westpac.com.au/docs/pdf/bb/guide_communityboard.pdf

Fitzsimons, Bevin. *Easy Accounting*. Dunmore Press.

How-to Guides – Finance Resources for setting up and running community organisations and projects. <http://www.community.net.nz/how-toguides/finance/>

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Crompton and Lamb, 1986

<http://www.sportnz.org.nz/our-partners/Territorial-Authorities/Community-Sport-and-Recreation-Hubs-and-Sportsvilles/>

FACILITY MANAGEMENT MANUAL

8 Risk Management



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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 risk management policies and processes promote good decision-making, support prudent practice and creates a safe environment. Continuing good practice ensures maintenance of that environment and will help to ensure business continuity and the success of the whole facility.

This chapter only covers the context of health and safety and risk management. The current sector guidelines, ISO31000:2009 *Risk Management – Principles and Guidelines*, which are produced jointly between Australia and New Zealand can provide additional information.

This section links with the following Facility Management Manual chapters:

Chapter 2 - Customer Care

Chapter 3 - Human Resources

Chapter 6 - Programming

Chapter 11 - Asset Management

Further information

The Australia/New Zealand Handbook Guidelines for Managing Risk in Sport and Recreation Organisations SAA/SNZ HB 246:2010

ISO31000:2009 Risk Management – Principles and Guidelines, accessed from http://www.iso.org/iso/catalogue_detail?csnumber=43170

1.1 Legal and statutory requirements

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

- Accident Compensation Act 2001
- Building Act 2004
- Business Continuity Management Standard ISO 22301
- Civil Defense Emergency Management Act 2002
- Companies Act 1993
- Consumer Guarantees Act 1993
- Crimes Act, Children and Young Persons and their Families Act 1961, 1989
- Employment Relations Act 2000
- Fair Trading Act 1986
- Food Act 1981
- Goods and Services Tax Act 1975
- Hazardous Substances and New Organisms Act 1996

- Health and Safety in Employment Act 1992¹
- Health and Disability Services (Safety) Act 2001
- Holidays Act 2003
- Human Rights Act 1993
- Injury Prevention Rehabilitation and Compensation Act 2001
- Income Tax Act 2007
- Incorporated Societies Act 1908
- Industry Training Act 1992
- Local Government Act 2002
- Privacy Act 1993
- Resource Management Act 1991
- Sale and Supply of Alcohol Act 2012
- Smoke-Free Environments Act 1990
- Standards Act 1988
- Fire Safety and Evacuation of Buildings Regulations (2006)
- The Fire Service Act – section 21A – Evacuation Schemes for Public Safety 1975
- Trespass Act 1980
- Volunteer Employment Protection Act 1973

Further information

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

1.2 Policies and procedures

All facilities should have policies relating to risk management processes. These could include but are not limited to:

- Accident investigation procedures
- Emergency management plan
- Emergency evacuation procedures
- First aid procedures
- Food handling policy
- Hazard identification policy
- Hazardous substances policy
- Risk management policy
- Risk register
- Wellness policy.

¹ Health and Safety Reform bill before Parliament at time of writing <http://mbie.govt.nz/what-we-do/workplace-health-and-safety-reform>

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter do a quick check on how the facility is performing in risk management using the following table.

Risk management self-review

Description	Self assessment
<p><i>Staff and board</i></p> <ul style="list-style-type: none"> • Staff, management and board are trained and equipped in risk management • Personnel at all levels of the facility are actively engaged in risk management. 	
<p><i>Stakeholders</i></p> <ul style="list-style-type: none"> • Customers and stakeholders are regularly consulted, engaged and communicated with regards to facility risk management policies. 	
<p><i>Plans</i></p> <ul style="list-style-type: none"> • All risk management plans, policies and procedures are current and regularly reviewed • All plans follow relevant legal and moral practice. 	
<p><i>Operations</i></p> <ul style="list-style-type: none"> • Risk management is a core part of all facility operations • There are operating procedures for all activities and procedures exist to guide staff when circumstances change • There are emergency procedures for all activities and activity areas, and these are practiced and reviewed on a regular basis • Incidents are promptly and appropriately responded to • Incidents are recorded, reviewed, lessons responded to and communicated to personnel. 	

2.2 Key performance indicators

Area	Indicators	✓
Plan	There are current plans, policies and procedures for: <ul style="list-style-type: none"> • Health and safety • Risk management • Emergency preparedness • Civil defence emergencies. 	
Compliance	There is 100% compliance on all plans.	
Incident management	Incidents are promptly and appropriately recorded and responded to. The number/percentage of reportable incidents <ul style="list-style-type: none"> • Near misses • Incidents • Serious harm incidents Incidents are regularly reviewed.	
Evaluation	Plans are updated based on incident reviews.	

3 Risk Management

3.1 The Health and Safety in Employment Act

The HSE Act requires the creation of safe and healthy workplaces in New Zealand.

Under the Act, employers are required to take all practicable steps to provide and maintain a safe working environment, provide and maintain facilities for the safety and health of employees at work, and to ensure actions at work do not result in harm to other people, including members of the public. An essential element of the Act's approach is that employees are to be involved in identifying and managing hazards.

The 2000 amendment to the Act, specifically addressed volunteers and outlines requirements, which are similar to those for employees, namely employers are to take all practicable steps to ensure the health and safety of volunteers while they are undertaking voluntary work within a facility.

This Act is being replaced by the **Health and Safety at Work Act 2015** and represents a major change to the New Zealand's health and safety system. It will be managed by WorkSafe NZ and includes detailed classification of risks to both customers and staff.

Under the new Act, board members, chief executives and senior managers (the 'officers') will have direct responsibility for ensuring the organisation's facilities and activities are safe. The main duty of care will be with the organisation, but the 'officers' will be responsible for ensuring obligations to keep staff and visitors safe are met. If duties are breached, these individuals can be held personally liable. There are very clear differences between the responsibilities of officers and organisations.

Further information:

<http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/strong-organisations/Health-and-Safety-Reforms.pdf>

<http://www.mbie.govt.nz/what-we-do/workplace-health-and-safety-reform>

3.2 Implications of not attending to risk management

Due to the nature of activities undertaken in sport and leisure facilities, there are always unsafe activities or dangerous areas on premises, or potential for these to exist, and these must be managed.

The consequences of not providing a safe environment are that someone may get hurt which could potentially be crippling for the facility as it may suffer loss of income, receive bad publicity, end up in court, lose jobs, and ultimately may be shut down. Management may also be held personally liable.

Facility managers are bound by the HSE Act to meet specific requirements and the consequences for not complying with the law can be significant.

- If you breach one of the duties under the HSE Act, the facility (and staff) may be prosecuted and fined by WorkSafe NZ. Fines can be imposed of up to \$500,000 (if knowingly breached duty), or to a maximum of \$250,000 (if

serious harm occurs). These will change with the introduction of the new Act with the maximum fine (for individuals) for serious injury or harm increasing to \$300,000 and the maximum fine for reckless conduct increasing to \$600,000 or five years imprisonment, or both. Penalties for minor risk offences have been reduced from \$250,000 to \$100,000.²

- If any other Acts or regulations are breached management may also be prosecuted, fined or face lawsuits for damages or both.
- If there is a case of negligence, management may be sued by the injured victim and found liable for damages.

Having a risk management plan will minimise the likelihood of any of these outcomes.

3.3 Emergency management plan

Best practice of facilities includes the development of an emergency management plan. This document is a living document that should be reviewed regularly. For every emergency scenario, the emergency management plan should assign responsibility for various key tasks, establish a chain of command during an emergency and cover topics such as reporting lines, who needs to be contacted, and communication policies.

² Danz Magazine Autumn 2015, pg 14. Responsibility and risks under the new health and safety regime

4 Good Practice

Risk management has evolved into a systematic process that consists of a number of steps. As a minimum, these steps should form the basis of a risk management policy and facility processes to deal with potential risk.

The steps include:³

- Establishing the context
- Risk assessment including identification, analysis, and evaluation of risk
- Risk treatment.

Regular monitoring and reviewing, and communication and consultation are required to make the policy a living document.

4.1 Communication and consultation

Communicating and consulting with internal and external stakeholders is a vital part of the risk management process.

Communication is the process of communicating risk management information to stakeholders including all staff, customers and the community. Communication is a dialogue, and can only be effective if the message has been heard and understood in the way it was intended. This will involve taking into account who the audience is (characteristics, attributes, values, perceptions) and how engaged they are.

Consultation involves seeking the views of stakeholders to assist with decision-making. Consultation will only be effective if an appropriate consultation process is developed which includes ensuring all involved:

- Are given sufficient background information
- Have reasonable time and opportunity to respond
- Are treated with respect
- Have their views considered properly
- Have privacy where appropriate.

³ SAA/SNZ HB 246:2010 Guidelines for managing risk in sport and recreation organisations,

Case study: ACE Community Facility

The facility manager of the ACE Community Facility noticed that her staff's weekend timesheets were trending towards later finish times. On further investigation, she realised that over time, the number of stressful closing incidents had been rising, although many of these incidents were unreported. This suggested a potential security risk to staff, customers and the facility. The team realised that current safety protocols and systems were out of date and due for a review.

The manager established a security project team, managed by the Operations Manager. The purpose of this team was to identify and report risks and recommend and implement changes to reduce the risks as required.

The first task of the project team was to **consult** with:

- The facility's health and safety team on current protocols and best practice
- Staff on their views and experiences of personal security during weekend evenings
- The facility security company on possible options
- Leaders of frequent user groups on their experience of safety.

4.2 Establishing the context

Establishing the background within which risk management is considered is an important part of setting the framework for the facility risk management process. It includes:

- Understanding the facility objectives, legal character and constitution, as well as planning and reporting documents (e.g. strategic and business plans, normal operating plans and annual reports)
- Identifying the internal and external environment
- Identifying internal and external stakeholders
- Establishing 'risk criteria' (e.g. safety, activity delivery, financial viability, image and reputation).

Case study: ACE Community Facility

The ACE security team established the context of the risk including:

- Identifying the number of reported and unreported incidents at closing time
- Analysis of users and user groups on weekend nights
- Current security protocols – physical (e.g. lock up procedures), customer relations (e.g. protocols for managing difficult situations), access (e.g. staff routes for getting home)
- Physical setting such as lighting, security camera's, barriers
- Weekend staffing levels
- Opening hours and how they impacted on services.

4.3 Risk assessment and treatment

Risk assessment includes the identification, analysis and evaluation of risk in the facility.

Risk identification

Risk identification is the process of looking at how the facility is operated and used by customers and staff and identifying potential risks to them. It involves:

- Developing a comprehensive list of risks
- Identifying key organisational elements such as governance, management activities, HR, financial activities, reporting and accountability requirements, operational activities including the use of chemicals and equipment, technology, security, education and training, processes and procedures, communication, relationships, politics, natural events
- Examining each element with key questions such as:
 - What are sources of risk?
 - What might happen?
 - What would the effect on the facility be?
 - Who could be affected?

Risk analysis

Each risk needs to be evaluated for its likelihood and consequence to help management decide the level of risk e.g. negligible, minor, moderate, major or catastrophic.

Likelihood (How Often)	Consequences (What could be the harm or damage)				
	Insignificant (First aid)	Minor (Medical treatment)	Moderate (Serious harm injury, single lost-time, injury/illness)	Major (Multiple serious harm/lost time, injuries)	Extreme (Fatality)
Almost certain (daily)	Moderate	High	Critical	Critical	Critical
Likely (weekly)	Moderate	High	High	Critical	Critical
Possible (monthly)	Low	Moderate	High	High	Critical
Unlikely (yearly)	Low	Moderate	Moderate	High	High
Rare (1-5 years)	Low	Low	Low	Moderate	Moderate

Risk evaluation

The purpose of risk evaluation is to help make decisions about which risks need attention and how to prioritise them. One method for determining this is the ALARP⁴ (as low as reasonably practicable) principle. This principle organises risks into three categories:

Risk	Action
Substantial risk (Intolerable region)	Cannot be justified except in extraordinary circumstances
ALARP region (Tolerable)	Is tolerable only if further risk mitigation is impracticable
Negligible risk (Broadly acceptable)	Treatment is not likely to be required as resources likely to be grossly disproportionate to results achieved

⁴ SAA/SNZ HB 246:2010, Handbook Guidelines for managing risk in sport and recreation organizations. 2010, page 42

Case study: ACE Community Facility

Risks identified by the ACE security team included:

- Inappropriate behaviour from certain user groups e.g. those with a culture of drinking and other activities linked to social events
- Low staff to customer ratio in weekends
- Low level of documentation of incidents
- Physical risks such as video cameras not placed in areas where behaviour was taking place
- High casual use in the weekends, and limited relationship with leaders of regular groups resulting in a low level of customer – staff relationship.

In analysing the risks, the project team considered the number of unreported incidents to suggest a moderate level of risk and that action was necessary. The team also felt that under the circumstances the facility was fortunate that no more serious incidences had occurred so far.

Risk treatment

Risk treatment is the process of modifying a risk by identifying actions to change it and implementing them. Options could include:

- Avoiding the risk
- Accepting the risk
- Removing the risk source
- Changing the consequences
- Changing the likelihood
- Sharing the risk with another party
- Retaining the risk by informed decision making.

Selecting the most appropriate course of action involves balancing the cost of the treatment against the benefits gained from the treatment.

Case study: ACE Community Facility

Many options were researched and considered by the ACE project team. Final plans involved changing the risk likelihood by:

- Improving the security systems in place including relocating cameras, upgrading closing procedures, lone worker devices, panic buttons
- Changes to facility layout to improve lines of sight and lighting both inside and outside
- Improved staff training on incident reporting, prevention and management
- Increasing staffing levels at higher risk times and changing their tasks to include more customer interaction and briefing, facility patrols and risk management procedures
- Training in responding to conflict and crises situations
- Sharing the risk with other parties by implementing stricter risk management clauses in contracts with regular users.

Eliminating the risk by not opening in the weekends was not considered a realistic option. However, clear protocols for managing difficult customer behaviour was developed and communicated.

Templates:

- Risk register and management plan
- Risk treatment and mitigation plan
- Hazard identification template
- Risk reporting plan

4.4 Documentation of risk

For auditing and review purposes, and good business practice, all areas of the risk management process, including registers and activities should be traceable and well documented. All material should be dated and reviewed regularly. Risk management documents are live, working documents, which should be available to interested parties, be appropriate to the nature and scale of the facility and easy to use.

Steps in risk assessment	Documentation required
<i>Risk context</i>	<ul style="list-style-type: none"> Minutes and information used that were important to developing them.
<i>Risk identification</i>	<ul style="list-style-type: none"> The approach used Scope covered by the identification process Participants and information sources consulted The register of identified risks.
<i>Risk analysis</i>	<ul style="list-style-type: none"> Key assumptions Sources of information used Explanation of the analysis method Existing controls and their effectiveness Description and severity of consequences Likelihood of risks Result of level of risk Effect of uncertainty.
<i>Risk evaluation</i>	<ul style="list-style-type: none"> Results of the evaluation on the register or risks.

4.5 Monitoring and review

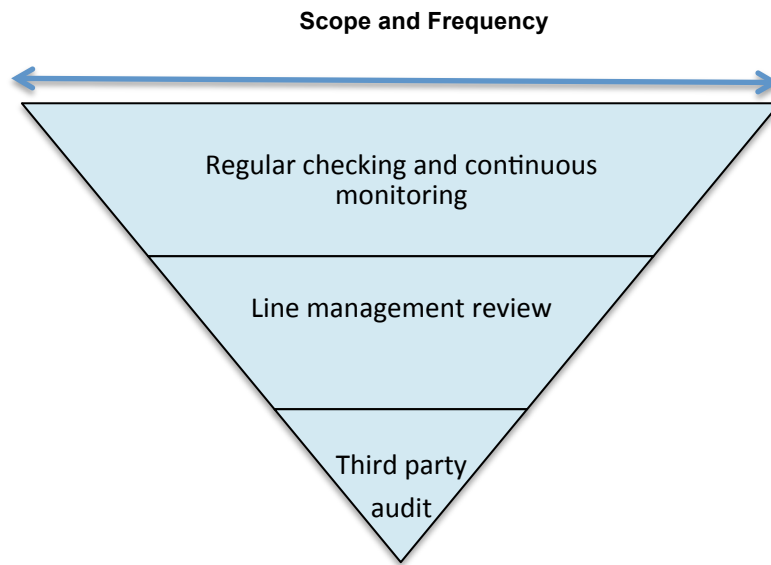
Monitoring and review is the process of checking whether things are going as they have planned. The focus of the reviews should be carefully selected with priority being given to:

- High risks
- Critical controls (i.e. where failure of the treatment could result in high or frequent consequences)
- Prior evidence of failure
- Features of the internal or external environment that have high variability
- Areas of risk management likely to experience high levels of change
- Technological advancement, which could affect risk.

The three types of review practices are:⁵

- Continuous monitoring through routine measurement and checking (e.g. incident data, cash flows). This occurs day to day and is embedded into place through methods of work
- Line management reviews of controls (e.g. post-incident investigations). These are control self-assessments and driven by the risk profile and manager's span of work.
- Auditing (either internal or external). This is sampling and verification aimed at policy and standards compliance.

⁵ SAA/SNZ HB 246:2010, Guidelines for managing risk in sport and recreation organisations. 2010, page 60



Case study: ACE Community Facility

The initial outcome of the ACE security changes was relief amongst the staff who worked weekend shifts and increased confidence to handle risk situations. The number of reported incidents rose dramatically in the short term as staff began responding to their training. This gave the security project team more material to work with and enabled them to review and refine the changes they had already instigated.

Initial communications with certain user groups did not always go smoothly, so the messages were revised. In communicating with higher risk groups, the manager led the conversations in conjunction with staff. Some user groups chose to go elsewhere and this resulted in short-term decreased attendance and income. Over time, other customers modified their behaviour, new groups filled the slots, staff turnover decreased while attendance and income rose.

5 High Risk Issues

5.1 Serious harm

The definition of serious harm as detailed in the Health and Safety in Employment Act 1992 means death or the following types of harm:⁶

- **Permanent loss of bodily function or temporary severe loss of bodily function**, respiratory disease, noise-induced hearing loss, neurological disease, cancer, dermatological disease, communicable disease, musculoskeletal disease, illness caused by exposure to infected material, decompression sickness, poisoning, vision impairment, chemical or hot-metal burn of eye, penetrating wound of eye, bone fracture, laceration, crushing. This includes:
 - **Amputation** of body part
 - **Burns** requiring referral to a specialist registered medical practitioner or specialist outpatient clinic
 - **Loss of consciousness** from lack of oxygen
 - **Loss of consciousness, or acute illness** requiring treatment by a registered medical practitioner, from absorption, inhalation or ingestion of any substance
 - **Any harm that causes the person harmed to be hospitalised for a period of 48 hours** or more commencing within seven days of the harm's occurrence.

The definition of serious harm is relevant to employers' duties to manage hazards, notification requirements, employees' rights to refuse to do dangerous work, and inspectors' powers to issue prohibition notices.

If a death occurs at the facility, the Emergency Management Plan must clearly state the correct lines of reporting and communication plans for notifying the appropriate authorities, handling media and managing facility users.

In the event of an accident

Once the necessary emergency response (first aid) and site made safe (risk minimised, or eliminated) with no risk of further harm possible then the following steps must be taken.

- **Employers must notify WorkSafe NZ as soon as possible of workplace accidents and occurrences of serious harm.**
- **In case of emergency, call WorkSafe NZ on free phone 0800 030 040 (24 hours) and choose option 1**
- **If necessary, contact emergency services by phoning 111**
- **If reporting a hazardous substances emergency, call the New Zealand Fire Service on 111 and then the WorkSafe NZ Response Team on 0800 030 040.**

⁶ <http://www.business.govt.nz/worksafe/notifications-forms/accident-serious-harm>

It is a legal requirement not to disturb an accident scene until clearance is authorised by a health and safety inspector except in certain situations, including when persons or property are at risk, as provided for by section 26 of the Health and Safety in Employment Act 1992. If you require scene clearance or other immediate assistance from a health and safety inspector, call 0800 030 040.

WorkSafe NZ must be provided with written notice of the circumstances of the accident or serious harm within seven days by using a notification form obtainable from their website. Notification can be either online or written.

Template: Health and safety report form

5.2 Crowd management

Crowd management in any situation requires excellent teamwork, clear communication and coordination between facility managers, event organisers and staff interacting with the crowds. Good preparation for managing crowds includes:⁷

- Researching the types of visitor that are expected and anticipating likely crowd behaviour
- Collating and assessing information, including health and safety records, of previous events at the same venue
- Liaising with outside organisations such as the Police and emergency services, which have extensive knowledge and experience
- Conducting a risk assessment to determine the adequacy of arrangements for controlling crowds, and changing them if necessary
- Inspecting the venue and reviewing crowd safety arrangements at regular intervals
- Setting targets for crowd management e.g. if queues extend past a particular point, specify that another service point should be opened.

The risk of overcrowding can be reduced by:

- Ensuring there are sufficient numbers of trained staff to move crowds and/or direct queues
- Use of turnstiles
- Barriers for directing movement
- Adequate, evenly spaced facilities, e.g. toilets, refreshment areas
- Clear signage
- A simple, clearly audible public address system
- Sufficient space for crowd access and egress.

⁷ Accessed from New Zealand Major Events at:
<http://www.med.govt.nz/majorevents/resource-bank/health-and-safety/crowd-management-planning>

5.3 Dealing with difficult situations⁸

A difficult situation is any incident in which abusive, threatening or violent behaviour by a member of the public causes staff or customers to feel unsafe. This can include anything from intense verbal abuse to physical injury or armed robbery. It is not expected that staff manage or resolve difficult situations, but rather know how they can to keep themselves and others safe.

Staff who are in contact with the public, are potentially exposed to difficult situations. These situations are significant hazards and should be identified and managed as such according to the facility risk management system. Facility managers' responsibilities include:

- Ensuring good practice risk management for dealing with difficult situations
- Identifying potentially difficult situations together with staff
- Encouraging staff to report incidents
- Responding to and reviewing incidents and incident reports
- Ensuring staff are prepared through training, information and being involved in decision making
- Ensuring standard security operating procedures (SSOP) to ensure control are in place.

Template: Handling difficult situations guidelines

5.4 Emergencies

Every facility should have an Emergency Action Plan (EAP). An EAP specifies in detail actions to be taken in the event of every foreseeable emergency.

Emergencies can be caused by:

- People: security incidents, medical issues, accidents
- Equipment/facilities: fire (electrical or other), gas leak, chemical leak or spill
- Natural events: earthquakes, landslide, major storm.

For every emergency scenario, the EAP should assign responsibility for various key tasks, establish a chain of command during an emergency and specify who does what, where and when. Evacuation procedures of the facility and building also need to be included.

Emergency planning starts with identifying potential incidents and accidents.

Review accident records to determine trends in injury type or location.

Staff must have a thorough and detailed knowledge of the EAP, and an understanding of their role in it. In-house training programmes should take account of the need for formal instruction in, and practical implementation of, the plan. Staff must be consulted in the development and revision of the EAP.

⁸ Adapted from Wellington City Council *Dealing with Difficult Situations Guidelines*

When an emergency occurs, rapid response is vital. While speed is essential, an efficient and competent response will decide the outcome. Response by staff should be automatic and this will develop through regular training and practice. A Business Continuity Plan will also be required in the event of an emergency.

Template: Emergency evacuation plan best practice

5.5 Business continuity planning⁹

Business continuity planning is a system for managing the critical functions of the facility following a disruptive incident or event, or when business is under pressure. It is the capability of the facility to continue delivering services at acceptable predefined levels.¹⁰ This is a vital part of management responsibility, and includes the following steps:

- Business impact analysis i.e. identifying critical business functions and processes and the resources that support them
- Recovery strategies
- Plan development
- Testing and exercises.

Business continuity plans and a business impact analysis should be reviewed annually. It is important to ensure all staff are familiar with the plan and their role in it. Planning should include keeping copies of important documents, including asset schedules and condition assessments, off-site, virtual and accessible.

Template: Business continuity plan worksheet
Business continuity resource requirements

Further information

Business Continuity Standard, available from <http://www.iso.org/iso>.

⁹ Adapted from <http://www.ready.gov/business/implementation/continuity>

¹⁰ Adapted from <http://www.thebci.org/index.php/resources/what-is-business-continuity>

6 Responsibility

Everyone involved in the facility should in some way also be involved in identifying and assessing risks, putting plans in place to manage them, and developing a health and safety plan to address risk at all levels. This includes everyone from the governing bodies such as boards and councils, to the staff who interface with customers.

6.1 Staff and managers

Risk management must be included in all job descriptions and performance measures. Risk management in facilities requires managers and staff to:

Be strategic

Strategically, risk management must be part of the planning process with specific mention in the facility's vision, strategies, goals, and policy. This includes the scope of the facility and what it offers, staffing arrangements involved in operating and managing the facility and the requirements needed to work in the environment e.g. first aid training, police check. Plans should refer to the documents that comprise the risk management planning, as well as procedures for document control.

Manage policies and procedures

From a management perspective, policies and procedures are developed to reduce risk from management down to operational staff. Input from management includes:

- Identifying relevant legislation and regulatory requirements (e.g. codes of practice and standards)
- A commitment to continued improvement of risk management standards for the facility and staff
- Developing and outlining risk management objectives and targets, and monitoring progress towards achieving targets
- Providing staff with clear responsibilities with regards to risk management
- Ensuring procedures are in place to ensure the safety of any contractor or subcontractors.

Template: Contract management compliance checklist
Health and safety policy statement
Health and safety audit review template

Training and up-skilling

This includes ensuring:

- Staff are involved in establishing and implementing risk management policies and procedures
- Activities are assessed to determine the required level of staff competence and staff, contractors and volunteers are trained to the required competency
- Staff induction to the facility and training is organised on a regular basis.

Build risk management into facility operations

This includes ensuring:

- Hazards are identified, assessed for significance and managed for all activities and activity areas
- There are operating procedures for all activities and procedures exist to guide staff when circumstances change
- There are emergency procedures for all activities and activity areas, and these are practiced and reviewed on a regular basis including:
 - Hazard identification and risk management procedures and commitment to immediate action
 - Daily building checks, monthly health and safety reviews, annual review of health and safety plan
 - Business contingency plans (e.g. to manage power outage)
 - Regular staff training
 - The appointment and use of health and safety representatives
 - Keeping facility's governing body informed of current and future situations.

6.2 Governing bodies

Boards, councillors and governing bodies that are associated with the facility are responsible for setting the tone of the risk management culture.¹¹ Ultimately, boards are accountable for the facility's performance and that includes risk management.

To help build a positive risk management culture in an facility, board members should:

- Understand the 'risk profile' of their facility, i.e. what are the key risks, what is the likelihood they will happen, and if they do happen, what is the potential consequence
- Participate in major decisions that affect the facility's risk profile and exposure to risk
- Monitor how significant risks are managed
- Report annually to key stakeholders.

¹¹ Adapted from *Guide to using SPARC's Risk Management Toolkit*, 2010 available from <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/strong-organisations/Risk-Management-Toolkit-Guide.pdf>

6.3 Getting assistance

To ensure that the facility is compliant with the appropriate statutes and standards, develop positive working relationships with agents of WorkSafe NZ, Standards NZ, the Companies Office, IRD and other relevant organisations. They can assist with information about legal and statutory obligations, and undertaking risk and hazard assessments. There are also a number of consulting organisations which provide similar services in this area.

7 FAQs

Q: What risk management records should I be maintaining, and for how long?

A: Your facility will need a way of recording how it goes about complying with obligations under the Health and Safety in Employment Act (hazard management information and training, incident recording and investigation, emergency preparedness). While there is no legal period to keep these written records, they are a useful tool for monitoring health and safety practices, and training and development. Incident records are usefully kept for a minimum of seven years.

Q: Can a staff member refuse to work if they're worried about their health and safety?

A: Yes – the Health and Safety in Employment Act explicitly allows for this. If the employee has refused to carry out work, they must discuss this as soon as practicable with their employer and both must act in good faith to resolve the matter.

Q: What are the requirements with regards to health and safety representatives?

A: Your facility needs to have an agreed system of employee involvement in health and safety. This does not necessarily have to include a health and safety representative, as long as there is agreement in good faith of the method chosen and it represents the views of employees. However, the new legislation requires that if just one employer asks for a representative, then you must comply. In facility management, health and safety representatives are a practical and common way of managing employee views on health and safety.

Q: Who can be personally liable for health and safety and associated costs?

A: Under the Health and Safety at Work Act, the obligation on organisations and facilities is to do everything they reasonably can to keep people safe. Under the new Act, the expectations and liabilities of business owners, managers and officers (e.g. Board members) will change, increase and include more personal liability under some circumstances. Take time to inform yourself of the changes.

8 Templates

- 8.1 Risk register and management plan
- 8.2 Risk treatment and mitigation plan
- 8.3 Hazard identification template
- 8.4 Risk reporting plan
- 8.5 Health and safety report form
- 8.6 Handling difficult situations guidelines
- 8.7 Emergency evacuation plan best practice
- 8.8 Business continuity plan worksheet
- 8.9 Business continuity resource requirements
- 8.10 Contract management compliance checklist
- 8.11 Health and safety policy statement
- 8.12 Health and safety audit review template

8.1 Risk register and management plan¹²

Risk ref	Date risk raised	Risk description	Risk area	Likelihood	Current mitigation controls	Consequences	Likelihood	Current controlled risk rating	Additional treatment/actions	Consequences	Residual risk rating	Level of risk acceptable (yes/no)	Risk owners(s)	Next review date

¹² Adapted from Wellington City Council Risk Management Handbook, page 12

8.2 Risk treatment and mitigation plan

From *Risk Management Toolkit. A resource for arts organisation. Creative New Zealand, July 2014.*

Date done						
When will it be done?						
Who is responsible?						
How will we manage the risk?						
Risk level h/m/l						
Impact h/m/l						
Probability h/m/l						
Potential consequences						
Category						
Identified risk						

8.3 Hazard identification template

Area / task	Actual / potential hazard	Significant Yes/No	Control / Safe work practice	Risk score		

Conducting an area or task analysis

Step	Area analysis	Task analysis
1	Divide the work place (physical layout) into areas that can be easily defined.	Divide each job into its main tasks. Refer to procedure manuals, work-flow diagrams and conduct a careful analysis of each task.
2	Examine each area carefully to identify all the hazards and potential risks within it.	Examine the task to identify any possible hazards: <ul style="list-style-type: none"> • associated with carrying out each step • created if the task steps are incorrect or not completed.
3	Record each hazard you identify.	
4	Assess the significance of each hazard (see the key below)	
5	Suggest ways to control the hazard by eliminating, isolating, and/or minimising it.	
6	Repeat steps 2 to 5 until all areas have been examined.	
7	Ensure the business unit hazard register is updated with the hazards and controls	
Hazard	What could potentially or actually cause something to go wrong?	
Significant	Describes a hazard that is an actual or potential source of serious harm. Serious harm is defined as: <ul style="list-style-type: none"> • any harm that causes the person harmed to be hospitalised for a period of 48 hours or more commencing within seven days • loss of consciousness from lack of oxygen • any condition that results in loss of bodily function • amputation of body part • loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance. 	
Control/safe work practice	What has been done to prevent the harm or damage? What stops it going wrong?	
Risk score	Once controls are in place, what is the current risk – based on the combined score from the consequence + likelihood from the risk matrix.	

8.4 Risk reporting plan

Accident Investigation

Name of organisation:

Branch/department:

Particulars of accident				
Date of accident M T W T F S S	Time	Location		Date reported
The injured person				
Name		Address		
Age	Phone number			
Date of accident		Length of employment —		
Type of injury:	<input type="checkbox"/> Bruising	<input type="checkbox"/> Burn scald	<input type="checkbox"/> Chemical reaction	<input type="checkbox"/> Dislocation
<input type="checkbox"/> Foreign body	<input type="checkbox"/> Fracture	<input type="checkbox"/> Internal	<input type="checkbox"/> Laceration/cut	<input type="checkbox"/> Scratch/abrasion
<input type="checkbox"/> Strain/ sprain	<input type="checkbox"/> Amputation	<input type="checkbox"/> Other (specify)		
Injured part of body		Remarks		
Damaged property				
Property/material damaged		Nature of damage		
		Object/substance inflicting damage		
The accident				
Description				
<i>Describe what happened (space overleaf for diagram — essential for all vehicle accidents).</i>				

Analysis	
<i>What were the causes of the accident?</i>	
How bad could it have been? <i>Circle one</i> Very serious Serious Minor	What is the chance of it happening again? Minor Occasional Often

Prevention			
What action has or will be taken to prevent a recurrence. Tick items actioned.	√	Who	When
Treatment and investigation of accident			
Type of treatment given	Name of person giving first aid	Doctor/Hospital	
Accident investigated by	Date	DOL advised YES / NO	Date

8.5 Health and safety report form



PERSONAL AND EMPLOYMENT DETAILS <i>Please fill in the spaces which apply</i>	
The person named below is a ... <input type="checkbox"/> AC Employee <input type="checkbox"/> Contractor or sub-contractor <input type="checkbox"/> Volunteer <input type="checkbox"/> General Public / Visitor <input type="checkbox"/> Other (describe)	Auckland Council Personal Health and Safety Report Form
This form is reporting a ... <input type="checkbox"/> Injury Accident <input type="checkbox"/> Near Miss <input type="checkbox"/> New Discomfort <input type="checkbox"/> <input type="checkbox"/> Ongoing Discomfort <input type="checkbox"/> Difficulty coping (change in mental or physical health) <input type="checkbox"/> Harassment <input type="checkbox"/> Other personal health concern or event	
First Name Last Name Date of Birth	
Home Phone Work Phone Cell Phone E Mail	
Usual Workplace (AC staff only) Employers Name (Contractors only)	Occupation (AC staff and Contractors only) Home Address (Volunteers, General Public, Visitors and Others only)
DETAILS OF THE EVENT OR PROBLEM <i>Please fill in the spaces which apply</i>	
Date Time Location / Address (please give exact details i.e. Takapuna Library - Children's Section or the address if this happened in a community area)	Time started work on day of event (AC staff and contractors only)
Description (describe what happened and continue on the back of the page if necessary)	
What were you doing at, or around, the time this event happened or problem became apparent?	
What do you think caused this? (Also describe any contributing causes i.e. something unusual that may have lead to this event, or occurred at the time)	
Describe any property damage (if applicable)	
DESCRIPTION OF THE INJURY OR HEALTH ISSUE <i>Please tick the boxes and mark the areas which apply</i>	
Type of Complaint <i>(Tick more than one box if required)</i>	Location of Injury or Complaint <i>(Mark the location of injury on the outline below)</i>
<input type="checkbox"/> No injury <input type="checkbox"/> Abrasions <input type="checkbox"/> Amputation <input type="checkbox"/> Animal bite <input type="checkbox"/> Bleeding <input type="checkbox"/> Breathing difficulty <input type="checkbox"/> Broken bone <input type="checkbox"/> Bruise <input type="checkbox"/> Burn <input type="checkbox"/> Concussion <input type="checkbox"/> Cut <input type="checkbox"/> Discomfort <input type="checkbox"/> Dislocation <input type="checkbox"/> Electric Shock <input type="checkbox"/> Faint <input type="checkbox"/> Headache <input type="checkbox"/> Infection <input type="checkbox"/> Nose bleed	<input type="checkbox"/> Pain <input type="checkbox"/> Sprain <input type="checkbox"/> Sting (insect) <input type="checkbox"/> Strain/Sprain <input type="checkbox"/> Swelling <input type="checkbox"/> Tingling <input type="checkbox"/> Numbness <input type="checkbox"/> Feelings of anxiety <input type="checkbox"/> Tiredness <input type="checkbox"/> Fatigue <input type="checkbox"/> Other (describe)
Action Taken <i>(Tick more than one box if required)</i>	
<input type="checkbox"/> None as yet <input type="checkbox"/> First Aid <input type="checkbox"/> Acupuncture <input type="checkbox"/> Ambulance <input type="checkbox"/> Chiropractor <input type="checkbox"/> Counsellor <input type="checkbox"/> De-brief (informal) <input type="checkbox"/> Family Doctor <input type="checkbox"/> Hospital <input type="checkbox"/> Massage <input type="checkbox"/> Osteopath <input type="checkbox"/> Physiotherapy <input type="checkbox"/> Private A&E Clinic <input type="checkbox"/> Psychologist/Psychiatrist <input type="checkbox"/> Workplace support referral <input type="checkbox"/> Other (describe)	
FORM COMPLETED BY	
Name Signature Date ___/___/___	
Please give this form to your designated leader on the day that this event or problem occurred or became apparent	
Manager/Designated Leader – Refer to the Investigation Form Overleaf	

AC - Investigation of Personal Health and Safety Reports

Is an investigation required for the event described overleaf? An investigation is required if the event described involves... <ul style="list-style-type: none"> • An employee, volunteer, contractor, sub-contractor or "on-loan" worker • A serious harm injury to a member of the general public • Any near miss or injury accident that may have been contributed to by Council facilities or staff. If the above circumstances don't apply – no investigation is required.	Who should undertake the investigation? <ul style="list-style-type: none"> • The designated leader for the workplace. • And an elected and trained health and safety representative. The seriousness of the event will dictate the need for other personnel or external specialists to be involved in the investigation. If in doubt – contact your H & S Advisor
---	---

Complete Part A and B if an investigation is required
Complete Part B if an investigation is not required

Part A Investigation Form

Further Background Details	
List below names of witnesses and/or any others involved in the event	Name of supervisor(s) at the time of the event

Causes Identified – Checklists (tick all causes identified)

Immediate Causes - What actions and/or conditions caused or could have contributed to this event?			
Contributing Actions Identified		Contributing Conditions Identified	
<input type="checkbox"/> Using equipment improperly <input type="checkbox"/> Using equipment without authority <input type="checkbox"/> Improper lifting <input type="checkbox"/> Improper position for task <input type="checkbox"/> Improper loading <input type="checkbox"/> Improper placement <input type="checkbox"/> Using defective equipment <input type="checkbox"/> Operating at improper speed <input type="checkbox"/> Failure to follow procedures for the task <input type="checkbox"/> Failure to use ppe at all or used improperly <input type="checkbox"/> Failure to warn <input type="checkbox"/> Failure to secure <input type="checkbox"/> Making safety devices inoperable <input type="checkbox"/> Removing safety devices <input type="checkbox"/> Horseplay <input type="checkbox"/> Under influence of alcohol or other drugs	<input type="checkbox"/> Other	<input type="checkbox"/> No written procedures in place <input type="checkbox"/> Inadequate induction/training for task <input type="checkbox"/> Poor housekeeping – disorder <input type="checkbox"/> Congestion or restricted action <input type="checkbox"/> Inadequate or excess illumination <input type="checkbox"/> Inadequate ventilation <input type="checkbox"/> Inadequate guards or barriers <input type="checkbox"/> Inadequate or improper ppe <input type="checkbox"/> Defective tools, equipment or materials <input type="checkbox"/> Inadequate warning system <input type="checkbox"/> Fire and explosion hazards <input type="checkbox"/> Hazardous environmental conditions, gases, dust, smoke, fumes, vapours. <input type="checkbox"/> Noise exposure <input type="checkbox"/> Radiation exposure <input type="checkbox"/> High or low temperature exposure <input type="checkbox"/> Wear and tear	<input type="checkbox"/> Other

Basic Causes – What specific personal or job factors caused or could have contributed to this event?

Personal Factors Identified		Job Factors Identified	
<input type="checkbox"/> Lack of knowledge <input type="checkbox"/> Lack of skill <input type="checkbox"/> Improper motivation <input type="checkbox"/> Inadequate capability <input type="checkbox"/> Stress	<input type="checkbox"/> Other (list all other factors)	<input type="checkbox"/> Lack of leadership/supervision <input type="checkbox"/> Inadequate work standards <input type="checkbox"/> Inadequate purchasing <input type="checkbox"/> Inadequate engineering <input type="checkbox"/> Inadequate maintenance <input type="checkbox"/> Inadequate tools/equipment <input type="checkbox"/> Unclear role <input type="checkbox"/> Incorrect design	<input type="checkbox"/> PPE not supplied <input type="checkbox"/> Abuse <input type="checkbox"/> Other (list all other factors)

Description of Causes Identified (if required)

Preventative Action Plan What action has or will be taken to prevent a recurrence?

Action	By Whom	By When

Names of Investigators	Date of Investigation

Part B Manager or Designated Leader to Complete

Name	Signature	Date

Send this completed form to the your H&S Advisor on the day of occurrence or notification

- Copy sent to
- | | | |
|--|---|---|
| <input type="checkbox"/> Natasha King, | <input type="checkbox"/> Centre Manager | <input type="checkbox"/> If serious accident, also send a copy to Group Manager |
| <input type="checkbox"/> Michael Groom | | |

8.6 Handling difficult situations guidelines

This guideline describes:

- what to do when your personal safety is threatened by members of the public
- how to deal with armed robbery
- the roles and responsibilities for employees, managers and health and safety representatives
- employee training requirements.

For information on how to deal with difficult situations at work involving fellow staff members refer to [Workplace Harassment policy](#), [Code of Conduct](#).

What is a Difficult Situation?

A difficult situation is any incident in which abusive, threatening or violent behaviour by a member of the public causes a Council employee to feel unsafe. Difficult situations can involve a range of intensity from verbal abuse to physical injury or armed robbery. Council employees are not expected to manage or resolve difficult situations, but rather do what they can to keep themselves safe.

Council employees, who are in contact with the public, are potentially exposed to difficult situations (such as violence or threatening behaviour). These situations are significant hazards and will be identified and managed as such according to the Health and Safety Management System.

Training

All frontline staff must complete non-violent conflict intervention training on dealing with difficult situations (including armed robbery) within one month of beginning employment. Refresher classes are held every two years.

The [non-violent conflict intervention course](#) (NCI) teaches you to:

- Reduce the risk of injury by decreasing the number of physical interventions.
- Improve communication among staff by establishing a common language.
- Boost staff confidence to intervene both verbally and physically.
- Alleviate the stress and anxiety associated with confusion or uncertainty in crisis moments.
- Feel safe at work again.

You will learn

- How to identify behaviours that could lead to a crisis.
- How to most effectively respond to each behaviour to prevent the situation from escalating.
- How to use verbal and nonverbal techniques to defuse hostile behaviour and resolve a crisis before it becomes violent.
- How to cope with your own fear and anxiety.
- How to use CPI's Principles of Personal Safety to avoid injury if behaviour becomes physical.
- That there are two forms of aggressive behaviour: Verbal acting out and Physical acting out

The course teaches the Crisis Development Model (CPI) below.

Crisis Development/Behaviour Levels	Staff Attitudes/Approaches
Anxiety – a noticeable increase or change in behaviour	Supportive – be empathetic, active listening. Avoid being judgemental.
Defensive – beginning stage of loss of rationality. May be hostile and challenge authority.	Directive – setting limits
Acting-out person – a total loss of control. A danger to self and others	Non violent physical crisis intervention
Tension reduction – a decrease in emotional or physical energy after any crisis level	Therapeutic rapport – communication is key, talk with the person. Debriefing

To arrange training contact the health, safety and wellness team.

What to do in a Difficult Situation

Use the following procedure when faced with a difficult situation:

Step	Action						
1	Keep yourself and your co-workers safe. Don't try to be a hero.						
2	Leave the area, if it is safe to do so.						
3	If you cannot leave the area safely, cooperate with the person, i.e. follow the demands made of you.						
4	Call for help. <table border="1" data-bbox="488 1323 1267 1559"> <thead> <tr> <th>If security is...</th> <th>Then...</th> </tr> </thead> <tbody> <tr> <td>available</td> <td> <ul style="list-style-type: none"> call Security on x3373, or use the duress alarm button. </td> </tr> <tr> <td>unavailable</td> <td> <ul style="list-style-type: none"> call the police on 111, or if that is not possible call your supervisor or seek help from anyone in the area. </td> </tr> </tbody> </table>	If security is...	Then...	available	<ul style="list-style-type: none"> call Security on x3373, or use the duress alarm button. 	unavailable	<ul style="list-style-type: none"> call the police on 111, or if that is not possible call your supervisor or seek help from anyone in the area.
If security is...	Then...						
available	<ul style="list-style-type: none"> call Security on x3373, or use the duress alarm button. 						
unavailable	<ul style="list-style-type: none"> call the police on 111, or if that is not possible call your supervisor or seek help from anyone in the area. 						
5	Make notes as soon as possible after the incident to help the incident investigation (e.g. a description of the person, vehicle registration).						
6	Inform your manager of the incident.						
7	Report the incident. (Refer to the <u>health and safety toolkit</u>)						
8	If necessary, discuss the incident with your manager, Employee Assistance Programme (EAP) counsellor or a co-worker.						

Dealing with Armed Robbery

An armed hold-up is where a person uses violence, or threats of violence, to enable them to steal something, or prevent or overcome any resistance to it being stolen. For example, threatening someone with a weapon, to obtain money or goods.

If you are involved in an armed robbery, you should:

- C**alm yourself: focus on controlling fear.
- O**bey the offender's instructions without question.
- O**bserve the offenders differentiating features, if safe to do so.
- P**reserve the scene for evidential purposes after the offender leaves.

Note: COOP is a standard procedure developed by the New Zealand Police.

Do only those things that keep you safe. Help the person to get what they want, and to leave your workplace as soon as possible.

Duress alarm buttons

Duress alarm buttons are installed in some locations where staff deal with the public. Calls are monitored 24 hours a day by Council Security.

If an alarm is installed at your location, and you feel at risk, use it only if it is safe to do so. Managers should ensure employees practise ways of using the alarm unobtrusively.

Responding to Incidents

Supervisors and managers must respond to all reports of difficult situations, which their staff have faced, by:

- using the normal incident reporting and incident investigation procedures (see [health and safety toolkit - incident investigation and reporting](#))
- developing measures to prevent or control similar situations in the future (see [health and safety toolkit – hazard management](#))

Hazard identification

When identifying hazards and developing controls related to difficult situations it can be useful to:

- identify the specific areas of work where staff are likely to be exposed to violence from members of the public
- asking staff if they ever feel threatened or unsafe (this could include surveying staff in confidence if required)
- review previous incident reports

Responsibilities

Employees

Responsibility	Description
Keeping safe	<ul style="list-style-type: none"> knowing what to do to keep themselves safe in the workplace reporting all incidents of a violent or threatening nature, or those in which they feel unsafe or uncomfortable.
Being prepared	<p>Working with their manager to prepare for potentially difficult situations while they are working, including:</p> <ul style="list-style-type: none"> identifying potentially difficult situations suggesting hazard control methods being aware of the hazard control methods outlined in the Hazard register and Standard security operating procedures (SSOPs) helping their manager/supervisor to identify training needs.

Managers and supervisors

Responsibility	Description
Responding to incidents	Responding to any incidents where their staff have been faced with a difficult situation.
Ensuring staff are prepared	<ul style="list-style-type: none"> ensure staff are adequately trained and prepared for what to do in difficult situations ensure frontline service staff complete training on dealing with difficult situations (including armed robbery) within one month of beginning employment involve staff in identifying and managing potentially difficult situations as significant hazards keep staff informed of the results of any enquiries Encourage staff to report any incidents of a violent or threatening nature, or those in which they feel unsafe or uncomfortable.
Identifying potentially difficult situations	<ul style="list-style-type: none"> asking staff whether they ever feel threatened or unsafe talking to staff, and allowing them to express their concerns surveying staff in confidence Reviewing incident reports, for examples of previous situations.

Responsibility	Description
Hazard control measures	<ul style="list-style-type: none"> • responding immediately to any concerns raised by staff • identifying potentially difficult situations (significant hazards), with staff and health and safety representatives • designing and implementing hazard control methods • including the identified hazards and controls in the BU hazard register and relevant Standard security operating procedures (SSOPs) • establishing back up procedures to be employed during and after an incident.
Informing staff	<p>Staff will feel more secure if they are aware:</p> <ul style="list-style-type: none"> • of existing problems that have been recognised, and will be addressed, by management, or • that no problems have been identified.
Encouraging staff to report incidents	<p>Ensure staff are adequately trained and encouraged to identify incidents that should be reported. Some staff may not want to report incidents, for different reasons, e.g. they may accept aggressive behaviour as part of their job.</p> <p>Ensure staff understand that the only way to help prevent the incident reoccurring is to report it. These incidents will then be investigated to see how the problem can be addressed.</p>
Standard security operating procedures (SSOP)	<p>Establishing back up procedures to be employed during and after an incident. These procedures must be documented in the BU's SSOP, and include:</p> <ul style="list-style-type: none"> • access to emergency numbers • means of indicating alarm to co-workers • set roles for staff • procedures for immediate first aid and medical help • victim support. <p>Refer to Security Standard.</p>

H&S representatives

Health and safety representatives can assist managers to carry out their “Ensuring staff are prepared” and “Hazard control measures” responsibilities.

8.7 Emergency evacuation plan best practice

An example of an emergency evacuation plan is available as a separate download.

8.8 Business continuity plan worksheet

What What needs to be done to resume business functionality (high level)	How List the tasks which need to be undertaken to achieve what needs to be done (details)	Who Who will be conducting each task? (name/ role)	Deadline How long after the interruption should each task be complete? (hours/days)	Resource needs What resources will you need for each task?	Contingencies What are the contingencies if these resources are unavailable?	References What reference documents will be needed (e.g. Guidelines, SOPs, Manuals)	Data requirements What electronic or physical documentation is needed to meet this objective?	Messages Stakeholders that need to be communicated with? Messages/mode?	Assumptions List assumptions made about these action plans.
These statements will help define the phase objectives	These will become 'actions' within a phase	This is who will complete the actions	This is the time statement for each action	Resources will need to be listed per phase	Should be noted at the end phase or action plan	Should be noted at the end phase or action plan	Should be noted at the end phase or action plan	Should be noted at the end phase or action plan	NOTE – These assumptions will need to be turned into arrangements as part of writing the BCP.

8.9 Business continuity resource requirements

Adapted from Ready Business website

Resource category	Resource details	Normal qty	Quantity needed following disaster			
			25 hours	72 hours	1 week	Later (specify)
<i>Managers</i>	Who Where					
<i>Staff</i>	Primary site, relocation site and recovery site					
<i>Office space</i>						
<i>Office equipment</i>	Furniture, phone, copiers, fax					
<i>Office technology</i>	Desktops, laptops, printers with connectivity, wireless devices (with email access)					
<i>Vital records, data, information</i>	Staff contacts Asset schedule Condition assessment Policies and procedures					
<i>Accessible virtual data storage off site</i>						
<i>Facilities</i>	Owned leased or reciprocal agreement					
<i>Equipment</i>						
<i>Third party services</i>						

8.10 Contract management compliance checklist

The following are examples of questions and information that should be considered during the pre-qualification phase of contractor management. Use the prompts below to think about what type of information should be received from the Contractor.

Subject	Information required / expectations
<i>Business information</i>	<p>This category may include questions or invite respondents to provide information on:</p> <ul style="list-style-type: none"> • the numbers of employees • corporate structure • a summary of experience relevant to the work being tendered for, and references. <p>A principal should ask its contractors: "What do you expect from us as the client?"</p>
<i>Key personnel</i>	<p>Supply the name, qualifications and experience of the person proposed to be in control of the place of work for the project.</p> <p>Supply details of key employees on the project, and health and safety qualifications held.</p> <p>Name: Qualification:</p>
<i>Insurance and accident compensation</i>	<p>Provide details of:</p> <ul style="list-style-type: none"> • public liability insurance held; and • accreditation in ACC injury prevention programmes.
<i>Compliance with standards</i>	<p>Where relevant, contractors may be required to provide evidence of their conforming with ISO 9000, AS/NZS, or other standards for health and safety compliance.</p>

Health and safety management	
<i>Policy</i>	<ul style="list-style-type: none"> • Is there a written health and safety policy? (if yes, provide a copy) • Is the policy signed by the managing director? <p>How is the policy communicated to employees?</p>
<i>Subcontractors</i>	<p>List subcontractors that will be used, and for which tasks.</p> <ul style="list-style-type: none"> • Has their competence been formally assessed? • Was health and safety considered in their selection? • Is there an induction/orientation programme for new subcontractors and their employees? <p>Are there procedures for controlling the safety performance of subcontractors?</p>
<i>Organisation</i>	<ul style="list-style-type: none"> • Name the senior manager in charge of health and safety. • Provide details of how the work is supervised, and who will be responsible for supervision.
<i>Arrangements</i>	<p>An outline of the procedures in place to ensure a safe system of work.</p> <ul style="list-style-type: none"> • Are there documented working practices and safety instructions? • How often are these audited? • Are there procedures for maintaining plant, equipment and vehicles in a safe condition? • Are there procedures in place for employees to actively participate in the improvement of health and safety systems and procedures? <p>How is personal protective equipment supplied to all employees?</p>
<i>Information, training and supervision</i>	<p>Summarise the health and safety training and information managers and supervisors receive to help ensure health and safety in the work they manage or supervise.</p> <p>Summarise the health and safety information, instruction, and training employees have received in relation to their work and the equipment they use.</p> <ul style="list-style-type: none"> • Is formal safety training given to employees? • Have the personnel who will undertake specific work received formal <i>training in</i> all relevant areas? • If so, what form does it take? • Is there an induction/orientation programme for new employees? <p>Are there health and safety representatives?</p>
<i>Emergency procedures</i>	<p>Provide details of emergency procedures and planning.</p> <ul style="list-style-type: none"> • Does the emergency plan identify responsibilities and procedures to be followed? • Have all staff received training in emergency procedures? <p>Have emergency drills been carried out within the last 12 months?</p>
<i>Planning and setting performance standards</i>	<p>More detail will be required for more complex or higher-hazard projects.</p>

Health and safety management	
<i>Hazard assessment</i>	<ul style="list-style-type: none"> • Are formal hazard assessments carried out and recorded? (The contractor may be asked to provide examples with related information e.g. method statements, explaining health and safety controls and other precautions.) • Where hazards are identified, is there a system to identify and assess significant hazards? • Are accidents and incidents reviewed for the existence or otherwise of significant hazards? • Is there a system for identifying new hazards? <p>Are there procedures for eliminating, isolating or minimising significant hazards?</p>
<i>Accident investigation</i>	<ul style="list-style-type: none"> • Is the accident register maintained and reviewed for hazard assessment • Is there an investigation into any accident that results in harm, or could have resulted in harm? • Do investigations include remedial action plans to initiate future prevention? • Are the following advised of accidents: <ul style="list-style-type: none"> • The employees and health and safety representatives? • Where there is serious harm, the Department of Labour? • The principal • Describe the responsibilities for notifying specified work, and reporting illness or injury
<i>Hazardous substances</i>	<p>List the hazardous substances used.</p> <ul style="list-style-type: none"> • Are the key hazardous substances recorded? • Are there safety data sheets accessible for hazardous substances? • Are test certificates current for required sites? • Are there approved handlers for hazardous substances where required? • Are MOSHH assessments carried out and regularly reviewed?
Plant and equipment	<i>Are plant and equipment, lifting gear, etc. inspected, tested, examined and maintained, and proper records available?</i>
Health monitoring/surveillance	<i>Describe the monitoring/surveillance of employees and the workplace, particularly with regard to any specific hazards outlined by the principal.</i>
Measuring and improving health and safety	<p><i>Describe how performance is systematically assessed by inspection, audits etc.</i></p> <p>Are there:</p> <ul style="list-style-type: none"> • In-house safety meetings and/or safety committees? • Safety inspections or audits? <p>Other forms of employee participation?</p>
Review	<p><i>Describe what happens to the results of checks, investigations and audits.</i></p> <p>How will the principal be involved in the review process?</p>
Completed by	<p>Name:</p> <p>Contact details:</p> <p>Date: Signed:</p>

8.11 Health and safety policy statement

[Facility/organisation name]

Health & Safety Policy Statement

[Facility/Organisation name] is committed to the provision of a healthy and safe working environment for employees, and others who may be affected by its activities. Appropriate financial and staffing resources will be allocated to ensure that all Occupational Safety & Health (OSH) legislative requirements are complied with and the best available OSH management systems are maintained.

Rehabilitation is regarded as an integral part of the process for dealing with injury or illness and it is recognised that rehabilitation should commence as soon as possible following injury or illness. Therefore in consultation with treating practitioners, every effort will be made to assist employees in an early, safe return to meaningful and productive work.

In fulfilling this commitment, facility or organisation name will strive to eliminate any foreseeable hazards.

In particular, *[facility/organisation name]* will:

- Ensure an effective health and safety programme is established, maintained and regularly reviewed.
- Require management at all levels to be responsible and accountable for the implementation of safety programmes as it relates to their employees.
- Ensure employees are trained on the equipment they operate, and perform their duties in accordance with established operating procedures.
- Integrate health and safety into day-to-day management practices.
- Involve employees in health and safety matters and encourage their active participation in hazard identification and control.

Signed.....

Name:

Position:

Facility/Organisation:

8.12 Health and safety audit review

This form is to be completed by the facility manager in June each year.

Facility name:	Date:
Manager:	Signed:

Notes:

1. Where No is indicated, please comment on corrective actions taken
2. Send a copy of this report to the Health and Safety Manager by end of June.

Hazard management	Yes	No	Comments/action to take
Do you have a systematic procedure to identify and record actual and potential hazards in the workplace?			
Has the hazard register been reviewed in the last 12 months?			
Have any new hazards been reported over the last six months?			

9 Questions for Educational Context

Risk assessment

Consider and discuss some of the worst potential outcomes of poor risk management. Name one recent example of poor risk management in sport and recreation and the outcome (actual, or imagined) for the organising body.

Name the four steps in the risk assessment process. Briefly describe what is involved in each step of this process.

Risk identification and treatment

Choose four areas of facility planning and under each one, identify at least two potential areas of risk and describe a treatment method for that risk. Note the resources that may be required in order to treat the risk appropriately (e.g. financial and time resources needed to train staff).

Outline the four major ways that managers and staff can ensure risk is identified and managed appropriately.

10 References and Further Information

10.1 Further information

ISO31000:2009 Risk Management – Principles and Guidelines,
http://www.iso.org/iso/catalogue_detail?csnumber=43170

Accident Compensation Corporation health and safety resources accessed from
www.acc.co.nz

A guide for employers and employees on dealing with violence from
<http://www.business.govt.nz/worksafe/information-guidance/all-guidance-items/violence-at-work-a-guide-for-employers-and-employees-on-dealing-with-violence.pdf>

Employers and Manufacturers Association employer guides, training and support accessed from <http://www.ema.co.nz/>

Government of Western Australia, Safety and Integrity in Sport accessed from
<http://www.dsr.wa.gov.au/support-and-advice/safety-and-integrity-in-sport>

Institute of Directors health and safety resources accessed from www.iod.org.nz

Ministry of Civil Defence and Emergency safety planning guidelines accessed from www.mcdem.govt.nz

Ministry of Business, Innovation and Employment accessed from
www.mbie.govt.nz

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

Sport NZ's Risk Management Toolkit for Sports Clubs accessed from
www.sportnz.org.nz

Standards NZ accessed from <http://www.standards.co.nz>

WorkSafe NZ accessed from <http://www.business.govt.nz/worksafe/>

Consultancies that undertake audits and develop health and safety plans and procedures for facilities:

- Securo at www.secro.co.nz
- All About People at allaboutpeople.co.nz
- Ministry of Employment Business, Innovation and Employment at www.dol.govt.nz/er

10.2 References

- Accident or serious harm, 2015 accessed from <http://www.business.govt.nz/worksafe/notifications-forms/accident-serious-harm>
- Australia/New Zealand Handbook SAA/SNZ HB 246:2010 Guidelines for Managing Risk in Sport and Recreation Organisations
- Business continuity plan 2012, accessed from <http://www.ready.gov/business/implementation/continuity>
- Business Continuity Standard, accessed from <http://www.iso.org/iso>.
- Creative New Zealand, July 2014. Risk Management Toolkit. A resource for arts organisations
- Crowd management planning 2013 accessed from www.med.govt.nz/majorevents/resource-bank/health-and-safety/crowd-management-planning
- Employee right to refuse possible unsafe work, 2015, accessed from <http://www.dol.govt.nz/workplace/knowledgebase/item/1424>
- Guide to using Sport NZ's Risk Management Toolkit, 2010, accessed from <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/strong-organisations/Risk-Management-Toolkit-Guide.pdf>
- New Zealand Handbook, Guidelines for Risk Management in Sport and Recreation, Standards NZ, SNZ HB 8669:2004
- Sport NZ, Guide to Health and safety reforms, accessed from <http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/strong-organisations/Health-and-Safety-Reforms.pdf>
- Wellington City Council, Contract management compliance checklist
- Wellington City Council, Dealing with difficult situations guidelines
- Wellington City Council, Hazard identification form area/task analysis
- Wellington City Council, Risk management handbook
- What is business continuity, 2015, accessed from <http://www.thebci.org/index.php/resources/what-is-business-continuity>
- Workplace health and safety reform, 2015, accessed from <http://www.mbie.govt.nz/what-we-do/workplace-health-and-safety-reform>



FACILITY MANAGEMENT MANUAL

9 Monitoring



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

This chapter introduces monitoring and evaluation processes, discusses the use of key performance indicators in monitoring and how insight gained from these processes can be incorporated into the planning process. Also discussed in this chapter are the purposes of evaluation and the evaluation process.

Monitoring and evaluation involves the systematic collection, analysis and feedback of data about a facility, programme or event. It is a key component of any activity and should feed into the planning cycle.

This section links with the following Facility Management Manual chapters:

Chapter 1 – Community Engagement

Chapter 4 – Strategy and Planning

Chapter 5 – Marketing

Chapter 6 – Programming

Chapter 7 – Financial Management

1.1 Legal and statutory requirements

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in monitoring and evaluation:

- Local Government Act 2002
- Incorporated Societies Act 1902
- Companies Act 1993
- Relevant legislation for taxation

Further information

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

1.2 Policies

All facilities should have policies relating to the monitoring and evaluation processes. These could include but are not limited to:

- Complaints policy
- Financial policy
- Food hygiene policy
- Human resource policy
- Risk management policy
- Standards of all kinds e.g. water quality, cleaning, food quality
- Business case policy.

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is performing in monitoring and evaluation using the following table.

Monitoring and evaluation self-review

Description	Self assessment
<i>Programmes and services</i> <ul style="list-style-type: none">• <i>Service quality and effectiveness are maintained.</i>	
<i>Monitoring approaches</i> <ul style="list-style-type: none">• <i>Facility performance is measured against efficiency indicators.</i>	
<i>Planning</i> <ul style="list-style-type: none">• <i>The facility has a monitoring and evaluation framework that captures key matrix and data inputs.</i>	
<i>Systems</i> <ul style="list-style-type: none">• All critical business systems are monitored and evaluated, and the results are the basis of system improvements.	
<i>Staff</i> <ul style="list-style-type: none">• Staff are trained in use of all monitoring and evaluation systems that relate to their work.• Staff are highly engaged in the facility monitoring and evaluation processes.	
<i>Follow-up</i> <ul style="list-style-type: none">• The monitoring and evaluation framework is reviewed and used for planning purposes.	

2.2 Key performance indicators

Frequency	KPIs and measures	✓
Annual	<p>Financial indicators are reviewed against the annual plan.</p> <p>Marketing plans are implemented, reviewed and updated.</p> <p>Staff performances reviewed.</p> <p>Demonstrate strategic partnerships have been formed.</p>	
Quarterly	<p>Customer satisfaction surveys are undertaken, reviewed and issues acted on.</p> <p>Programmes are reviewed in terms of attendance and appropriateness.</p> <p>Customers are aware of the services offered by the facility.</p>	
Monthly	<p>Comparison of water usage on a monthly basis to previous years usage.</p> <p>Energy audit is undertaken and compared to previous year.</p> <p>Financial targets are monitored and reported on.</p> <p>Staff training is undertaken and qualifications are current.</p>	
Weekly	<p>Water testing is undertaken as per NZ Standards.</p> <p>Customer attendance rates are reviewed against targets.</p>	
Daily	<p>Till reconciliations undertaken daily.</p> <p>Appropriate water tests are undertaken.</p>	

3 Monitoring and Evaluation

Monitoring is the regular collection and analysis of information to provide insights about service effectiveness or efficiency. Performance monitoring uses standards, such as targets or benchmarks to assess service impact.

The primary purpose of monitoring is to assist managers assess current functioning and to support decision-making. Monitoring data is also useful for accountability, organisational learning and conducting an evaluation.

Evaluation is an assessment that aims to answer specific questions, reviewing the merit, effectiveness and impact of a service. The purpose is to reflect on the business planning and the objectives and key performance indicators of the facility.

In facility management, monitoring focuses on procedures and performance standards that run alongside all aspects of the facility and its operation. In developing monitoring systems, measures that are 'indicators' of success or failure need to be identified.

Indicators help monitor and measure change and can be quantitative or qualitative. Quantitative indicators are factors that can be expressed as quantities and measures things e.g. numbers through the doors. Efficiency and effectiveness indicators are good examples of quantitative indicators. Qualitative indicators are descriptive. They are used to capture changes that cannot be counted e.g. opinions and perceptions of behaviour and how people relate to each other and the facility.

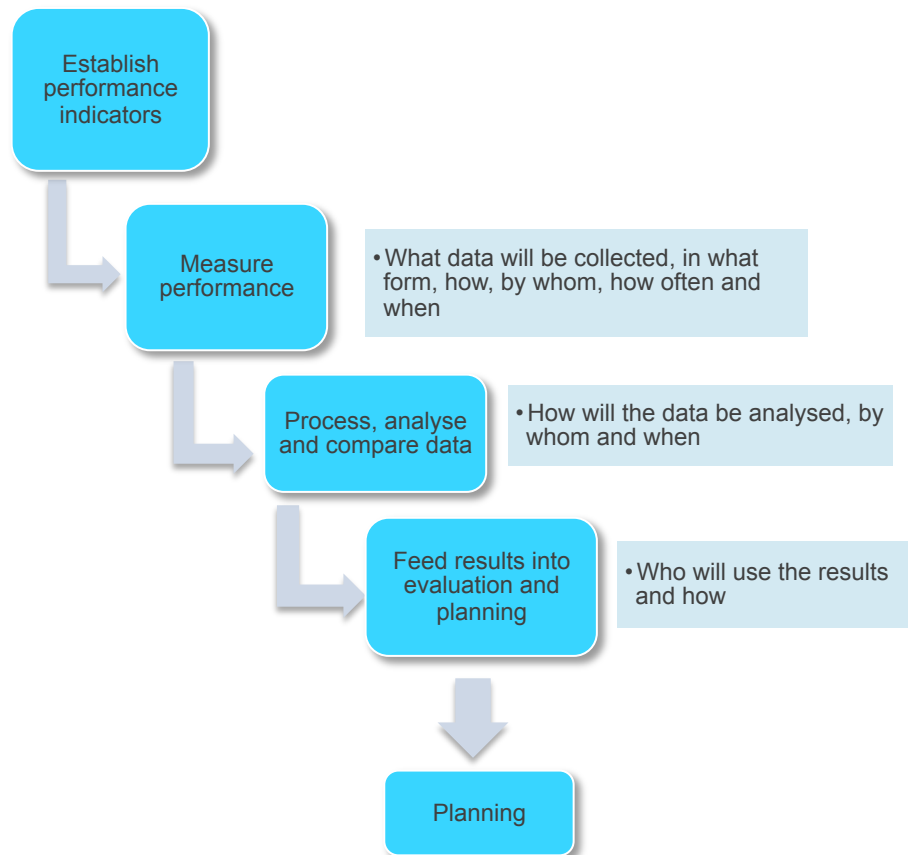
3.1 Why monitor?

Reasons for monitoring include:

- Early detection of potential 'problem' areas and variations from agreed targets
- To compare what is happening with what is desired or what was intended to happen
- To support staff motivation by measuring, rewarding and acting on monitoring and evaluations
- To support a culture of continuous improvement
- To provide useful information for planning and evaluations processes.¹

¹Adapted from *Performance Indicators: A guide for local authorities*. Hillary Commission (1995).

3.2 The monitoring process



3.3 What should be monitored?

Critical success areas identified in each area of the facility should be monitored. Facilities also have some areas of financial risk (theft, equipment damage, slow payers, etc) which will need careful monitoring to ensure that the costs to the business are minimised. While the steps in the monitoring process will be similar for each activity, the monitoring tools used and the frequency at which data is collected will vary according to what is being monitored e.g. staff performance may be formally monitored twice per year, while critical pool plant may be monitored daily.

When developing monitoring systems, it is important that:

- Systems are in place across all of the facility's programmes, services, plant and equipment
- Staff understand the monitoring process and are trained in data collection
- The information gathered through the process is useful and is used.

3.4 Establish performance indicators

For many facility managers, the requirement to use performance indicators will be a clear expectation of the planning and reporting process. The use of performance indicators meets both internal and external (key stakeholders, customers and the general public) expectations of accountability and complies with accepted business practice.

The performance indicators used should relate directly to the purpose and values of the facility (see FMM Chapter 4: Strategy and Planning). Establishing clear objectives prior to setting performance indicators is vital as objectives should dictate what is to be measured. Using indicators without considering how the results will be utilised is a waste of resources.

Some factors to consider:

- Train all staff in using performance indicators and ensure that they understand why they are using them and the possible benefits
- Include quality as well as efficiency indicators that are relevant and understandable indicators
- Use indicators for identified critical areas. If too much information is collected, it will only create confusion
- Be aware of the costs involved, and that they are not excessive in relation to the desired outcomes of the monitoring process
- Make use of primary and secondary data where possible.

3.5 Measuring performance (data gathering)

The following steps need to be taken to effectively monitor and measure performance:

- Establish criteria (what is to be monitored)
- Determine time period (depending on data collected, may be daily, weekly, monthly, or annually)
- Establish clear lines of responsibility (who is collecting data and who is overseeing the process?)
- Determine data collection methods.

Template: End of day checklist
Customer satisfaction survey

4 Indicators

Indicators are necessary to help determine what data needs to be collected. Three useful indicators in facility management are:

- Efficiency indicators
- Effectiveness indicators
- Qualitative indicators.

4.1 Efficiency indicators

Efficiency indicators measure productivity in relation to the output per unit of input and can be particularly useful in making decisions about facility use e.g. the amount of energy it takes to heat or cool a facility.

Examples of efficiency indicators²

Indicator	Explanation	Notes and limitations	Possible expression
<i>Subsidy per visit</i>	Operational expenditure – income/number of visits Useful to compare over a period of time	Ensure consistency in defining operational expenditure	\$X per visit
<i>Cost per opening hours</i>	Hourly cost of running a facility		\$X per hour
<i>Staff per visit</i>	Total visits/number of full-time equivalent (FTE) staff	Variations can occur due to nature of use e.g. the proportion of use by groups vs. individuals	No. of visits per staff member
<i>Cost per visit</i>	Identifies the cost to the facility relative to the number of visits	Be aware of visits not recorded, e.g. use of season ticket or leisure card holders	\$X per visit
<i>Staff costs as percent of operating costs</i>	Identifies what proportion of operating expenditure is spent on employees Assists with management of staff costs	Beware of non-uniform accounting systems in respect of staffing on costs	X%
<i>Income per staff dollar</i>	Compares income with each dollar of expenditure on employee costs	Only relevant for assessing direct income	\$X income per \$1.00 of employee expenditure

² From Performance Indicators: A guide for local authorities, Hillary Commission (1995)

<i>Income per visit</i>	Compares income against number of visits	Be aware of visits not recorded, e.g. use of season tickets	\$X per visit
<i>Percent occupancy (facility capacity)</i>	Number of hours that a facility is used as a percentage of capacity	Be aware of variations in opening and closing times and the effect of programming on the capacity of different periods	X% occupancy
<i>Income/ marketing expenditure</i>	Marketing expenditure expressed as a percentage of income		X%
<i>Admissions per area</i>	No of visits per metre of space	Be aware of visits not recorded, e.g. use of season ticket or leisure card holders	Number

4.2 Effectiveness indicators

Effectiveness indicators measure the extent to which the objectives of the service have been met, for example usage per head of population, or numbers of complaints. Effectiveness indicators can be split into three categories:

- 'Pure' effectiveness indicators (number of new people attending)
- Excellence indicators (the best service, outstanding cleanliness, unblemished safety record)
- Equity indicators (proportions of target groups using the facility).

Examples of effectiveness indicators³

Indicator	Explanation	Notes and limitations	Possible expression
Total visits	Total numbers using a facility or service Needed to calculate several efficiency measures	Exclude non-payers, e.g. infants, spectators, if relating to financial measure	No. of visits in year
Visits over time	Total visits and specific time period (hour, day, week, month, etc.)	Beware of seasonal and other major fluctuations and accuracy of usage figures	No. of visits in month/week/day
Visits per head of population	Total number of visits and population	Clearly define population, i.e. district, city	No. of visits per head
Percentage of visits by target groups	Proportion of visits made up by specific groups, i.e. over 50s, Maori, disabled people	Relating to overall proportion in the community can be difficult	X% over 50 X% Maori X% disabled persons

³From *Performance Indicators: A guide for local authorities*, Hillary Commission (1995).

Indicator	Explanation	Notes and limitations	Possible expression
Standards	Performance measure against a recognised or published standard	Standards only exist for some specific aspects of facility design and management	Can be expressed as met or exceeded
Catchment	The number of people from the catchment using the facility	Can be hard to track who is using facility	% of catchment using facility

4.3 Qualitative indicators

These measure performance through the customers' eyes, for example user perceptions of the quality of service, or value for money.

Examples of qualitative indicators⁴

Indicator	Explanation	Notes/limitations	Possible expression
Overall level of satisfaction	Users' satisfaction with the overall level of service	Be aware of different levels of expectation	85% satisfied with service
User perceptions of value for money	Users' perceptions of quality experience versus amount actually paid	Extent of subsidy and social policies of authority (facility) will influence perception	80% of customers indicate value for money is good or very good
User perception of staff attitude and ability	Users' perception of quality of staff they come into contact with	Different interpretations of ability can apply	80% indicate staff are helpful or very helpful
User perception of the facility and equipment	Users' perception of aspects of facility provision	Need to define different aspects, e.g. cleanliness, safety, availability	80% indicate cleanliness is good or very good
User perception of programmes offered	Users' views of the activities available	Need to distinguish between programmes offered versus programmes experienced Useful indicator of awareness and effectiveness of marketing	80% indicate that the range of programmes is good or very good

⁴From *Auckland City Recreation Programme Evaluation Framework May 2010*

5 Evaluation

Evaluation is a one-off event which focuses on results. Were the intended outcomes achieved and to what degree were they achieved?

Designing and conducting an evaluation that is going to serve a purpose and yield useful information may be time consuming and expensive. If this is a new activity for the facility, consider accessing a local university or research company to provide assistance with the process, especially research design. Another option to consider is making use of an evaluation process used by another similar facility, but this only makes sense if the purpose of the planned evaluation is similar to theirs, or if the evaluation process can be adapted to suit another purpose.

5.1 Why evaluate?

There are several good reasons to evaluate:

- Programme development: how can the programme be improved or modified to better meet the needs of participants
- Organisational management: how can the administrative, health and safety or other systems be improved
- Establish accountability: to what degree are we achieving what we set out to achieve (in the planning process)
- Monitor trends and needs: what are customers (and others) looking for that we may be able to provide?

5.2 How to evaluate a programme

Evaluation guide

Purpose	Identify a single purpose or focus for the evaluation (if there is more than one focus, it is likely to 'dilute' the impact of the research and make the results less useful). Focus on the critical information needed rather than trying to gather a wide range of information.
Audience data	Who will use the information resulting from this evaluation and how will it be used? This helps to determine what information to focus on and how to present the results.
Process	There are many techniques available. The technique chosen should fit the focus of the evaluation. Data gathering techniques include questionnaires, surveys, interviews, focus groups and conversations, observation, anecdotal data, standardised tests, checklists and rating scales.
Issues	What questions should the evaluation address? Focus on the aspects of the programme that are most critical in terms of the purpose.
Resources (budget and timeline)	The resources available in terms of time and money will dictate the nature of the evaluation process. Rather than conducting a large-scale evaluation poorly, an effectively managed small-scale evaluation will yield better results. Consider if the information is worth the cost of obtaining it?
Evidence	What evidence is needed and what are the best sources for this evidence. Ensure it is 'good quality' evidence, and that it is valid

and reliable in terms of how it is collected and what is collected. Data collection methods can be improved through staff training.

Analysis Analysis can be statistical or qualitative. Choose a method of analysis that is appropriate for the type of evidence gathered and the audience of the evaluation report.

Reporting Produce an evaluation report based on good data, insightful analysis and includes recommendations for action.

Template: Evaluation planner

5.3 The five Ps of facility and programme evaluation

Five areas that can be evaluated either individually or collectively are.⁵

- 1 Participants
- 2 Programmes and services
- 3 Place
- 4 Policies/administration
- 5 Personnel

The following list outlines possible elements to evaluate for each of the possible evaluation areas:

Area to be evaluated	Elements to evaluate
Participants/users	<ul style="list-style-type: none"> Motivations and satisfaction Changes in attitude Changes in knowledge Changes in skills and abilities How individuals interact
Programmes and facilities	<ul style="list-style-type: none"> Effective leadership Promotion of programme and services What did participants gain Risk management Equipment Scheduling Competing user groups
Place	<ul style="list-style-type: none"> Safety concerns (physical and cultural safety) Adequate facilities (could include availability/quality of childcare) Security of belongings and people Cleanliness and facility presentation Car-parking Accessibility

⁵Adapted from Henderson KA and Bialeschki MD (1995) *Evaluating Leisure Services*. PA: State College. In Rossman JR and Schlatter BE (2000) *Recreation Programming: Designing leisure experiences*. USA: Sagamore.

Area to be evaluated	Elements to evaluate
<i>Policies</i>	<ul style="list-style-type: none"> • Accountability of budget • Cost-effectiveness analysis • Equitable provision of services • Pricing (discounts, loyalty systems)
<i>Personnel</i>	<ul style="list-style-type: none"> • Performance appraisal • Training needs • Feedback for improvement

Case study: The Mount Action Centre, Tauranga

The Mount Action Centre in Tauranga is closely linked to feedback received from its customers and the immediate community. The management keeps in touch with its customers in several ways.

Reports and statistics

- Collation of daily user numbers and cash register receipts
- Analysis of monthly reports
- Estimation of user group numbers as they come through the door.

Networking

- There is a User Group Forum of about 20 organisations who meet with MAC management on a regular basis. This group receives circulars as required.

Suggestions and evaluations

- Resources have been specifically targeted to effective evaluation forms for customer feedback e.g. programme evaluation forms and sport league evaluation forms
- Letters of thanks or complaint are collated and responded to.

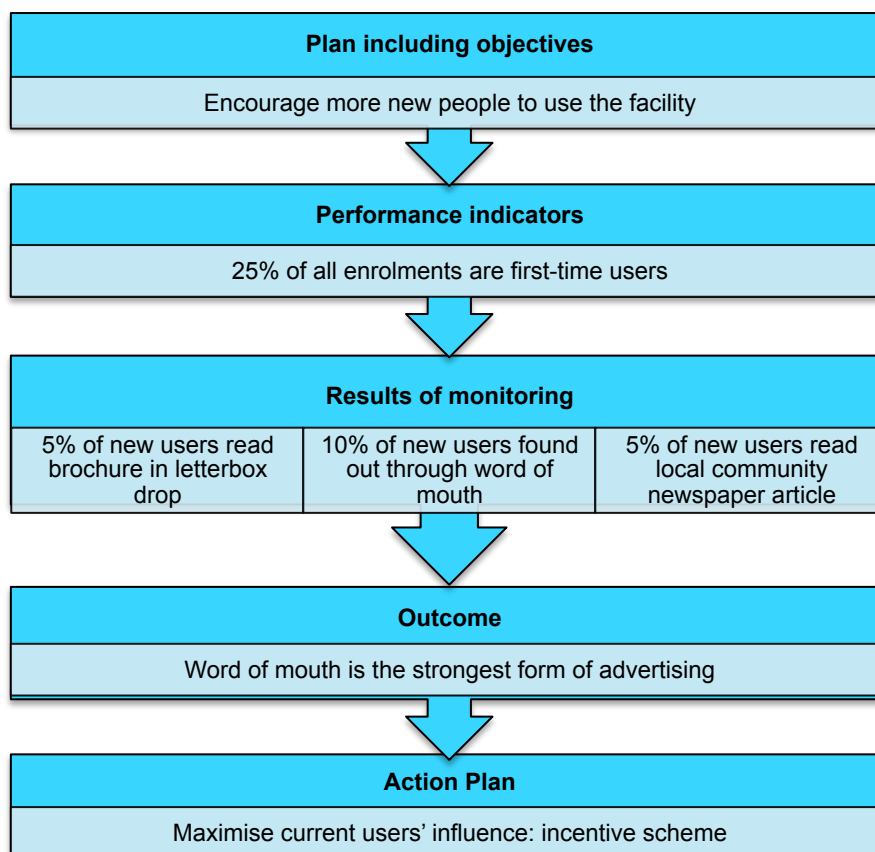
Surveys

- User group surveys are held six-monthly to ensure a cross-section of representation amongst users of the centre. An external interviewer conducts these surveys randomly.
- User group surveys exist for groups who use the centre.

5.4 Analysing data

Collating and analysing data is a critical part of the process, particularly where it leads into new action plans for the future.

Example of analysis⁶



5.5 Using evaluation results

Understanding the use of evaluation information determines the process and content of reporting. This is dependent on a number of factors such as the reporting requirements and how stakeholders want to receive the end results.

Information gathered during the monitoring and review process will be used in different ways depending on its level and type, for example, financial information is generally reported on monthly at management or board level whereas information about front-of-house services is part of a facility's ongoing management review process and may be used to make immediate changes such as increased staff training.

Evaluation provides opportunities to make improvements by identifying gaps, issues and opportunities. Deciding to address these gaps and opportunities is a strong catalyst for beginning any planning process.

⁶From *Performance Indicators: A guide for local authorities*, Hillary Commission (1995).

6 Writing reports

Facility managers are required to write regular reports and plans. When writing formal documents it is important to take time and think about the report in terms of its purpose, audience, key messages, sources of information and format.

Some facilities and organisations will have standard formats for regular reports such as monthly or incident reports. If there is not a standard report format, the following information can be used to develop a report structure.

Report format

Heading	What it should contain
<i>Executive summary</i>	The report in a nutshell
<i>Introduction</i>	The who, why and what of the report
<i>Background and context</i>	The history and reasons for this report
<i>Methodology, process or approach</i>	Description of the process used
<i>Results, findings and discussion</i>	What was discovered
<i>Conclusion</i>	Decision reached
<i>Recommendations</i>	Actions to be taken
<i>Appendices</i>	Further information or useful data
<i>Reference</i>	Information sources used

Remember to always get reports reviewed for:

- Grammar and spelling
- Evidence - is it based on fact?
- Analysis - does it make sense?
- Recommendations – are they consistent with the analysis?
- Flow - does the whole document 'hang together'?
- Format – is it easy to read?

7 FAQs

Q: How do I know that what we are measuring is what's really important?

A: The first step is to determine what your top business priorities are e.g. it could be delivering services to budget or safety with excellent customer care. Your business priorities will guide you to what and how you should monitor and evaluate.

Q: We have so many checklists, monitoring systems and evaluations that staff aren't taking them seriously. How can I increase commitment to these?

A: Once you have chosen to evaluate the key facility priorities, remember the old maxim, which should tell you most of what you need to know: "What gets measured gets done. What gets measured and fed back gets done well. What gets rewarded gets repeated." John E. Jones

Q: We have so many complex evaluation systems that I have to regularly monitor, analyse and report on. None of the information goes anywhere or gets used. What's the point?

A: This issue can be especially true for larger facilities or if you have a funder with a completely different set of values or systems. Before you embark on reporting, ask yourself (better still discuss this with the person/group you are reporting to):

- *What is this purpose of this evaluation/report?*
- *Who will see it?*
- *How will it be used?*
- *How does this information help our business priorities and the running of the facility?*
- *How could we do this more efficiently and effectively?*

8 Templates

8.1 End of day checklist

8.2 Customer satisfaction survey

8.3 Evaluation planner

8.1 End of day checklist

End of day checklist⁷

Week beginning: Monday - __/__/__

Week ending: Sunday - __/__/__

Please tick the appropriate box once you have completed the following and initial and date at the bottom.

Tasks	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Tidied up reception and kiosk area for the next day							
Reception float put in the safe and reception float book signed and dated							
Kiosk float put in the safe, and the kiosk float book signed and dated							
Printed off an X and Z reading from kiosk terminal							
Printed off an X and Z reading from reception cash register							
Counted up all money and put in a bag in the safe							
Locked safe by spinning dial							
Completed the cash up sheet and put in yellow folder for the appropriate person to check the next day							
Appropriate courts are set up for the next day							
Enough stationery for the front desk							
Kiosk is fully stocked up (stock up if necessary)							
All rubbish bins are empty and relined							

⁷ From Stadium Southland

Tasks	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Answer phone checked							
Cleaned the pie warmer if it has been used during the day							
Floors are clean (vacuum and mop if necessary)							
Cleaned all dishes in the staff room							
Kitchen in the corporate area is tidy and dishes are done							
Tidied foyer area and wiped all tables							
Turned off all appropriate lights							
Turned off the radio							
Turned off the hot water system							

8.2 Customer satisfaction survey

Customer satisfaction survey⁸

Hello, my name is.... Today we are conducting a brief survey of facility users.

General Questions	
Q1. How often do you visit _____?	
Q2. How long did/are you stay(ing) in this facility today?	
Q3. What part of the facility did (are) you use(ing)?	
Q4. What have you done in the POOLS today?	
Q5. What have you done in this FACILITY today? <i>(if only a pool facility don't ask)</i>	
Q6. How do you usually get to this facility?	

When answering the next set of questions please think about *your* use of this facility.

Facility (All)	Importance <i>(Circle one)</i>	Satisfaction <i>(Circle one)</i>
Q7. Adequate car parking	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q8. Programmes (to meet your needs)	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q9. Security - personal safety in facility/car park	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q10. Good Customer service <i>(all staff) just satisfaction</i>	1 2 3 4 5 N/A	
Food and Beverage Service / Cafe (if present) <i>(don't ask if just vending machines)</i>		
Q11. Customer service	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q12. Quality and selection of food	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q13. Cleanliness	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q14. Value for money	1 2 3 4 5 N/A	1 2 3 4 5 N/A

⁸ Xyst customer survey

Swimming Pool Facility	Importance <i>(Circle one)</i>	Satisfaction <i>(Circle one)</i>
Q15. Is environment safe - lifeguard numbers and visibility	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q16. Water temperature	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q17. Water quality - clear, clean and no smell	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q18. Shade adequate for your needs <i>(only ask if outdoor areas exist)</i>	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q19. Environment - air quality / temperature <i>(not asked for outdoor pools)</i>	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q20. Pool activities - slides, water play features etc.	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Dry Facility (non-aquatic)		
Q21. Age and quality of equipment	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q22. Staff supervision and competence	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q23. Environment - air quality / temperature	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Other Questions		
Q24.	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q25.	1 2 3 4 5 N/A	1 2 3 4 5 N/A
Q26. OVERALL , how satisfied are you with the cleanliness of this facility? <i>(Circle one)</i>		1 2 3 4 5 N/A
Q27. OVERALL , how satisfied are you with the provision of toilets and showers at this facility? <i>(Circle one)</i>		1 2 3 4 5 N/A
Q28. OVERALL , how satisfied are you with the whole facility? <i>(Circle one)</i>		1 2 3 4 5 N/A
Q29. IN GENERAL , if there was one change you could make to this facility what would it be?		

Q30. OVERALL , have you ever reported a problem to staff at this facility? (<i>Circle one</i>)	Yes No	Q31. If "yes to Q30" was it resolved to your satisfaction? (<i>Circle one</i>)	Yes	No
Q32. OVERALL , what do you enjoy most about this facility?				
Q33. If we want to inform you of events and activities at this facility which media would be best for you?				
Q34. Where are you from?				
Q35. Why did you select this facility over others you could have chosen?				
Q36. Are there any services/facilities you would like available in this facility?				

We're almost at the end of the survey; I need some information about you...			
Q37. Name:	Q38. Gender (<i>circle one</i>) Male Female		
Q39. Contact information:			
Q40. What age group are you?			
Q41. Which ethnic group best describes you?			
Q42. For quality control purposes, my supervisor may phone to check some of my work, could you please provide us with your name and contact phone number? (<i>Circle one</i>)	Yes	No	

That completes the survey, thank you for your time

Researcher to complete		
Q43. Date / /	Q44. Time of completion	Q45. Weather (<i>describe briefly</i>)

8.3 Evaluation planner

Evaluation planner⁹

Area	Comments
Purpose <ul style="list-style-type: none">Identify a single purpose or focus for the evaluation	
Audience <ul style="list-style-type: none">Who will use the information resulting from this evaluation and how will it be used?	
Process <ul style="list-style-type: none">Identify techniques	
Issues <ul style="list-style-type: none">What questions should the evaluation address?	
Validity and values <ul style="list-style-type: none">Are the questions true indicators for the programme?	
Five Ps <ul style="list-style-type: none">Which of these are to be evaluated (participants, programme, place, policies, personnel)?	
Resources <ul style="list-style-type: none">Identify budget and timeline	
Evidence <ul style="list-style-type: none">What is requiredWhere will it come fromIs it valid?	
Analysis <ul style="list-style-type: none">Statistical or quantitative	
Reporting <ul style="list-style-type: none">Is the report clearDoes it contain conclusions and recommendations for action?	

⁹From Rossman JR and Schlatter B. 2003. *Designing Leisure Experiences*.

9 Questions for Educational Context

Monitoring and evaluation

Briefly describe:

- The main reason for monitoring programmes and events
- Three tasks in the monitoring process
- The main purpose for evaluating events
- Three tasks in the evaluation process.

Performance indicators

Describe three different kinds of performance indicators that might be used in evaluating processes and programmes within a facility.

- For each indicator, provide an example e.g. user satisfaction is an example of a 'qualitative indicator'
- For each example, suggest a survey question that might be used to measure that indicator e.g. "on a scale of 1-5 how satisfied were you with the CONTENT of the programme (or event)?"

Evaluation

You have outlined three key tasks in the evaluation process. Now thinking about programme evaluation, describe the five P's of good service evaluation and give an example for each one.

Once a comprehensive evaluation has taken place, describe how the results might be used to give direction to future service development.

10 References and Further Information

10.1 Further information

Community Tool Box, Developing an evaluation plan accessed from <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main>

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

Sport NZ accessed from www.sportnz.org.nz

10.2 References

Henderson, K. A. and Bialeschki, M. D. (1995). *Evaluating Leisure Services*. PA: State College.

Hillary Commission, (1995) *Performance Indicators: A guide for local authorities*

Rossmann, J. R. and Schlatter, B. E. (2003). *Recreation Programming: Designing Leisure Experiences*. USA: Sagamore



FACILITY MANAGEMENT MANUAL

10 Governance



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

This chapter provides an overview of the processes of governance and management and explains the difference between them. Covered in the chapter are the major roles of the governing board, including strategic planning, board and management relationships, developing policies, and monitoring processes.

This section links with the following Facility Management Manual chapters:

Chapter 1 – Community Engagement

Chapter 3 – Human Resources

Chapter 4 – Strategy and Planning

Chapter 7 – Financial Management

Chapter 8 – Risk Management

Chapter 9 – Monitoring

This chapter will be of most relevance to those facilities owned or governed by a board rather than those directly managed by a local authority. There are extensive governance resources available on the Sport NZ website that provide detailed advice to those responsible for governance.

This chapter draws heavily on material developed by Creative New Zealand and Sport NZ by Boardworks International.

Further information

www.sportnz.org.nz

1.1 Legal and statutory requirements

The following laws and standards are relevant to the responsibilities and accountabilities of governance in facility management.

- Companies Act 1993
- Goods and Services Act 1985
- Health and Safety in Employment Act 2002
- Incorporated Societies Act 1902
- Income Tax Act 1994

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 governance using the following table.

Governance self-review

Description	Assessment
<i>Role of the board</i> <ul style="list-style-type: none">The facility board understands their governance (rather than management) role.	
<i>Governance policies</i> <ul style="list-style-type: none">Governance policies have been developed.	
<i>Board composition</i> <ul style="list-style-type: none">The board is comprised of a range of people who have the governance and technical skills the facility needs.	
<i>Board training</i> <ul style="list-style-type: none">Board members are appropriately inducted and trained.	
<i>Strategic planning</i> <ul style="list-style-type: none">The board provides clear and strategic direction in collaboration with the manager and stakeholders.	
<i>Board evaluation</i> <ul style="list-style-type: none">The board and their work is reviewed annually and findings acted on.	
<i>CEO recruitment</i> <ul style="list-style-type: none">The board undertakes the recruitment and management of the facility CEO.	

2.2 Key performance indicators

Area	KPIs and measures	✓
Roles and responsibilities	The facility board understands their role. The facility manager is accountable to the board for managing the facility.	
Policies	There is a comprehensive policy framework for accountabilities (ends policies) and delegation.	
Board strategy and policy	The board focuses on strategic governance of the facility. There are job descriptions for all board members.	
Relationships	There are clear boundaries and expectations of the manager by the Board. The board is a good employer. Board meetings are productive and effective.	
Risk management	Facility risks are identified and mitigated. Conflicts are well managed.	
Monitoring and evaluation	The quality of CEO reporting supports sound decision making. Facility achievements (financial and operational) are monitored and evaluated. Board performance is evaluated.	

3 The Governing Board and their Role

The responsibility of the facility manager is to successfully manage the operations of the facility, assisted by the board, who have the responsibility for organisational governance.

Governance is about the ends rather than the means of facility operation.¹ It is concerned with the overall purpose of the facility and looks after the 'big picture', rather than the details. The board measures outcomes or results against facility policy and priorities, with the facility's purpose as the ultimate yardstick for effectiveness.

Management on the other hand, is responsible for the ways or the means by which objectives are achieved. Management is concerned with the day to day operation of the facility, co-ordinating events and resources, motivating and supervising staff, and managing information systems to ensure effective operation. Management is 'hands-on' operation, and governance is 'hands-off'.

The board has a key role in making the facility successful. An effective working board should:

- Provide a legal and constitutional framework for the facility which includes establishing purpose, direction and priorities
- Scan the environment to be aware of the 'big picture' and ensure that the facility's goals are relevant and achievable in that context
- Communicate with stakeholders and owners
- Develop a governance policy umbrella which governs or restrains all operational activities
- Appoint and support the manager and evaluate the manager's performance against outcomes
- Specify key outcomes and results (through the strategic planning process), approve resourcing to achieve those results and monitor and evaluate the results
- Control and mitigate risk (at strategic not management level)
- Ensure that the board itself complies with statutory and contractual requirements and its own policies
- Establish standards for evaluating its own performance
- Undertake succession planning to ensure a balance between replenishment and continuity.

3.1 Board-manager relationships

Only one staff member should report to the board, and that is the manager or CEO of the facility. The manager is responsible for employing all the staff and their responsibility extends to the work of volunteers. Where volunteers are also board members, as is sometimes the case, this delegation of authority must be extremely clear.

For the relationship between governance and management to work, the board has to avoid interfering in decisions that are rightfully the domain of the manager and allow the manager to do their job.

¹ Adapted from Kilmister T. 1989. *Brilliant Boards: The Art of Governance*. Wellington: NFP Press.

A productive, positive relationship is built around:

- The board's expectations of the manager's performance made explicit in writing
- Mutual respect and understanding of each other's roles
- Clear definitions of the results to be achieved
- Clearly defined delegation of authority
- Mutual agreement about the boundaries of freedom granted to the manager (as per limitations policies)
- A fair and transparent performance evaluation process
- A willingness to engage in robust debate.

3.2 Composition of the board

The board should have an explicit sense of the experience and skills it needs to understand the business and provide effective strategic guidance. These include:

- Strategic thinking skills
- An understanding of facility structures and systems
- Financial management
- Knowledge of the business or facility
- Commitment to the facility's mission and values
- Interpersonal skills
- Teamwork skills.

3.3 Training and development for board members

Policies and procedures relating to board members should include an induction process, a skills analysis process and the development of training to meet identified needs. This not only improves the overall performance of the board but is also likely to increase the interest and motivation levels of the members, and is especially important where board members are volunteers.

Template: Board of Directors' handbook

3.4 Role of the board in strategic planning

Strategic planning is an intrinsic part of the overall planning process, and provides the focus and direction of the entire facility.

Board members, the facility manager, and key stakeholders should all be involved in the process and ideally facility staff will also be involved in some stages of the planning process. This ensures everyone has a sense of involvement and 'ownership' of the outcomes.

3.5 Management of facility stakeholder relationships

“Good governance demands that key stakeholder interests are clearly identified and positive relationships established. It is important for the board to take these relationships into account in determining organisational direction and priorities” .²

Facility stakeholders include:

- Customers including members of local community, current users, potential users
- Funding providers both private or public e.g. a local authority or other organisation
- Owners, if the facility is private
- Strategic partners e.g. the local DHB through the delivering of local programmes to their clients.

² Getting on Board, Creative NZ (2003)

4 Developing Governance Policies

Policies are the formal statements that reflect the board's values and perspectives, underpinning and providing an agreed basis for organisational action.³

The concept of policy governance was developed by John Carver⁴ and has been widely adopted by not-for-profit organisations as a working model.

4.1 Key governance policies

Developing governance policies

Policy	Function
Ends policies	<ul style="list-style-type: none">• Addresses the facility's purpose• Sets the outcomes or strategic results to be achieved• Identifies the 'beneficiaries' of the outcomes (the customer and key stakeholders)• Addresses the cost, value or relative worth of the outcomes.
Board – manager linkage policies	<ul style="list-style-type: none">• Defines the nature of the board-manager inter-relationship• Specifies the details and extent of the delegation to the manager• Specifies the performance review methods to be used for the manager.
Executive limitations policies	<ul style="list-style-type: none">• Defines the constraints or limits that the board wants to put on the manager's freedom to use whatever means he or she wishes to achieve the board's strategic ends.
Governance process policies	<ul style="list-style-type: none">• Defines the board's own job• Describes its processes and practice.

The board will need to develop a policy relating to conflicts of interest in order to protect itself. This topic should be broached with board members as part of their induction process.

³ *Getting on Board*, Creative NZ (2003)

⁴ *Boards That Last*, (1990)

5 Monitoring and Evaluating Performance

Monitoring and evaluating the performance of the board is a necessary part of good governance, and the board should establish procedures to ensure this takes place at regular intervals.

The board as a whole, and individual members, should have a job description outlining their performance objectives and they will need clear and effective reporting and assessment systems to regularly report against. An annual review of the whole board should also be undertaken. Sport NZ has developed on-line reporting systems⁵ and on-line evaluation⁶ systems for boards.

5.1 Risk management

Executive limitation policies clearly outline what is outside the jurisdiction of the board or the manager. As it is almost impossible to predict every single event, process or decision that will need to be made by a manager or a board, limitation policies clearly define the boundaries. Limitation policies should include:

- Budgeting and financial planning
- Financial condition
- Investments
- Remuneration and benefits
- Protection of assets
- Management of plant and equipment
- Ends focus of contracts or grants
- Business continuation
- Treatment of staff
- Equal employment opportunities
- Communication and support to the board
- Treatment of customers
- Programmes and services
- Public awareness
- Health and safety issues
- Other potential risk areas as identified by the board.

⁵ Accessed from: <http://www.sportnz.org.nz/managing-sport/news/board-reporting-tool-2>

⁶ Accessed from: <http://www.sportnz.org.nz/managing-sport/tools-and-resources/board-assessment-online-governance-evaluation-system->

6 FAQs

Q: The board and I (CEO) seem to be in constant conflict, which is affecting our ability to work together. How could I improve things?

A: There are many potential sources of conflict in relationships and board - manager relationships are not immune to this. Some common reasons for conflict in boards include:

- *Role confusion*
- *Diversity amongst members (and their communication styles)*
- *Inadequate training or preparation*
- *Different agendas and expectations*
- *Inadequate structures and resources.*

Together, you urgently need to find a way to identify the source of the conflict and take appropriate action.

Q: Working with and reporting to the board takes up so much of my time that it is affecting my ability to do my own job. What can I do about this?

A: Managing and reporting to the board is part of your job. Review the following areas to help control the amount of time reporting to the board is taking.

- *Are you and the board clear about the difference between governance and management?*
- *Is this reflected in the systems and processes you have in place e.g.*
 - *Reporting systems*
 - *Lines of communication*
 - *Meeting processes.*

7 Templates

7.1 Board of Directors handbook

A board of directors' handbook should include the following:⁷

Area	Contents
<i>History</i>	A brief history of the facility; how it started, how it has changed, and who have been key players over that time.
<i>Statement of corporate intent</i>	From strategic plan
<i>Mission statement</i>	From strategic plan
<i>Role of the board</i>	Outline of the goals and objectives of the board
<i>Liability</i>	Outline of the facility's position regarding public liability and an explanation of what that means
<i>Laws that may place requirements on the board</i>	Outline the statutory and legal obligations of the board. This could include a summary of the more important statutes or website references that board members can access.
<i>Organisational structure</i>	A flowchart to show the organisation's structure and key relationships.
<i>Marketing and communication</i>	An outline of how and what marketing and communications are in operation, software that the facility uses and contact details. A copy of communications policies and procedures could also be included.
<i>Facility funders</i>	A list of funders and some information about the relationship e.g. if it has been long-term, what it involves, etc.
<i>Sponsors of (facility's name)</i>	A list of sponsors and some information about relationship e.g. if it has been long-term, what it involves, etc. Outline of what the facility provides to sponsors and how the sponsoring relationship operates.
<i>Facilities, programmes and services</i>	Overview of what the facility offers, including the programmes and services including an up-to-date programme schedule and copies of any recent newsletters, etc. Summaries of recent customer surveys could also be provided.

⁷Based on Stadium Southland's Board members' handbook.

8 Questions for Educational Context

Difference between management and governance

The tasks of governance and the tasks of management are often confused, leading to difficulties within organisations. Describe in one or two sentences:

- The role of those in charge of governance
- The role of those in charge of management.

Role of the governing board

The role of the governing board is discussed in this chapter. List some of the areas the governing board needs to consider in order to ensure good functioning, and describe in one sentence what would be required.

Developing governance policies

Describe some of the issues that should be identified in the development of policies relating to governance.

Monitoring and evaluating performance

The facility manager has a key role in relation to the board. Identify the general mechanism the manager has as part of accountability reporting and risk management.

9 References and Further Information

9.1 Further information

BoardSource at <http://www.boardsource.org/>

BoardWorks International at <http://www.boardworksinternational.com>

Compass Point at <http://www.compasspoint.org/>

Free Toolkit for Boards <http://managementhelp.org/boards/>

NZ Institute of Directors <https://www.iod.org.nz/>

New Zealand Legislation <http://legislation.govt.nz/>

Policy Governance www.carvergovernance.com

Springboard <http://www.springboardnz.org/>

Sport New Zealand, *Nine Steps to Effective Governance*,
<http://www.sportnz.org.nz/managing-sport/guides/nine-steps-to-effective-governance-building-high-performing-organisations>

9.2 References

Kilmister, T. (1989). *Brilliant Boards: The Art of Governance*. Wellington: NFP Press.

Getting on Board, Creative NZ (2003)

Boards That Last, (1990)

<http://www.sportnz.org.nz/managing-sport/news/board-reporting-tool-2>

<http://www.sportnz.org.nz/managing-sport/tools-and-resources/board-assessment-online-governance-evaluation-system->

Stadium Southland's Board members' handbook.



Tōi te kōwhiri i te haka haka haka haka haka



FACILITY MANAGEMENT MANUAL

11 Asset Management



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ)

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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

This chapter describes the key elements in an asset management plan, gives an overview of compliance, monitoring and review processes and highlights some of the more important operational aspects of asset management.

The requirements placed on facility managers in terms of asset management and planning will depend on whether the facility is a privately owned and operated business, or part of a local authority business unit. Local authority owned facilities will be covered in the overall council asset management plans and insurance policies, and the manager will not be expected to write these documents, although they may be required to provide information for them. Asset management and planning will play a more significant role for managers of privately owned and operated businesses.

This section links with the following Facility Management Manual chapters:

Chapter 4 – Strategy and Planning

Chapter 7 – Financial Management

Chapter 8 – Risk Management

Chapter 9 – Monitoring

Chapter 12 – Facility Contracts

Chapter 13 – Facility Development

1.1 Legal and statutory requirements

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

- Accident Compensation Act 2001
- Building Act 2004
- Building Compliance and Building WOF (Building Act 2004)
- Health and Safety in Employment Amendment Act 2013
- Local Government Act 2002
- Resource Management Amendment Act 1991,2013
- Standards Act 1988

Further information

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

1.2 Policies

Policies that will apply to asset management could include but are not limited to:

- Financial policy
- Procurement policy
- Asset replacement and disposal policy
- Depreciation policy.

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is performing in the area of asset management.

Asset management self-review

Description	Assessment
<p><i>Planning</i></p> <ul style="list-style-type: none">• Asset management plans are current.• All assets are included on a register that is reviewed and updated annually.• There is a programme of asset condition assessment.• Plant and building maintenance is planned.• There is a capital renewal programme.	
<p><i>Compliance</i></p> <ul style="list-style-type: none">• All buildings have a current warrant of fitness.• Facility management practices comply with laws and standards.	
<p><i>Monitoring and evaluation</i></p> <ul style="list-style-type: none">• There is a process for monitoring and renewal of assets.	

2.2 Key Performance Indicators

Area	Indicators	✓
Planning	There are current plans and documentation for: <ul style="list-style-type: none"> • Asset management • Asset registers • Asset condition assessments • Long term building and plant maintenance • Capital renewal • Asset procurement and disposal. 	
Compliance	Buildings have a current Warrant of Fitness. All assets comply with national laws, standards and guidelines.	
Sustainability	Opportunities to improve efficiency and reduce consumption are identified and implemented. Resource audits track usage in: <ul style="list-style-type: none"> • Water • Energy • Asset life • Waste. 	
Evaluation and monitoring	The performance of assets is reviewed against the plan.	

3 Asset Management Plans

3.1 What is an asset management plan?

An asset management plan (AMP) provides a framework to manage a facility or asset in the most efficient way possible. The goal of asset management is to meet the right level of service in the most effective way through the creation, acquisition, maintenance, operation, rehabilitation and disposal of assets to provide for present and future customers. In simple terms, an AMP should assist managers in working out why, when and how much money should be spent on maintenance and improvement work.

Asset Management Planning Principles:

- Asset management planning is integrated with strategic planning
- Asset planning decisions consider alternatives and 'whole of life' costs, benefits and risks of ownership
- Determines accountability for asset condition, use and performance
- Disposal decisions achieve the best available net return in an environment of social equity
- Establish an effective internal control structure for asset management.

Most AMPs generally identify maintenance and improvement work that's needed in the next ten years, although some organisations require plans that look ahead over the entire life of the asset (20 to 50 years).

Asset Management involves balancing desired levels of service and asset standards against costs and risk. The AMP outlines how owners will:

- Ensure that assets are managed to deliver the organisation's strategic outcomes
- Ensure that assets provide a specified level of service in the most cost-effective manner
- Provide assurance to stakeholders that the asset is being managed appropriately
- Provide assurance that the asset meets compliance and legislative requirements
- Anticipate, plan and prioritise spending on the asset
- Optimise the life of the asset at the most economic cost over time
- Ensure the smooth operation and continued sustainability of the asset
- Provide a basis for monitoring the performance of the asset
- Identify and minimise environmental risk and liability resulting from the operation of the asset.

AMPs are important, and are a key component of any organisation's planning framework. In a local government context they link to other key planning documents and processes that guide activities including relevant statutory plans.

3.2 Relevant statutory plans

Local authority planning cycle

The Local Government Act 2002¹ sets out a robust planning process in which Territorial Authorities (TAs) must consult with their communities and prepare long-term plans every three years and annual plans in the other two years.

Long term plan

The Long Term Plan (LTP) required by the Local Government Act 2002 is the core planning document of TAs. It includes the council's vision, strategic priorities, outcome statements and the activities that will be undertaken to achieve these. The plan includes a long-term financial strategy and outlines how councils will manage activities over a three-year period. A draft plan is consulted on and community feedback is considered prior to the final plan being adopted. Any exceptions to this will be detailed each year in an annual plan.

Annual Plan

In the years between long term plan reviews, annual budgets and plans are laid out in the annual plan. Every financial year councils publish a draft annual plan, followed by an annual plan. The council's success in meeting the specified service levels and in controlling the costs of its assets is evaluated in the draft annual plan consultation process. The results of the consultation process are reflected in the type of projects and funding priorities listed in the annual plan. These projects work towards achieving the objectives outlined in the strategic plan. Annual plans are submitted and adopted before the start of a financial year in July.

3.3 Ensuring statutory compliance

Facilities need to comply with the following:

Building warrant of fitness

A building warrant of fitness (BWof) is a statement supplied by a building owner (or manager) stating that the requirements of the compliance schedule (issued when the building was completed) have been fully met in the previous 12 months. It is a serious offence to make such a statutory statement if it is not true.

The owner must provide the local authority with copies of Form 12A, certificates from Independent Qualified Persons (IQPs) or Licensed Building Practitioners (LBP), including any recommendations made by the IQP or LBP.

The council retains the original copy of the form, and a duplicate copy must be publicly displayed on the premises. The owner must update the warrant of fitness every 12 months.

Independent qualified person (IQP)

The owner, or anyone else on the owner's behalf, may inspect certain building systems, but some systems need specialist inspection. An IQP is a person (or firm) approved by the council as qualified to inspect certain compliance schedule items and ensure that the necessary maintenance occurs. 'Independent' means that the person has no financial interest in the building.

¹ <http://www.localcouncils.govt.nz/LGIP.nsf/wpgURL/About-Local-Government-Participate-in-Local-Government-Council-Planning-and-Consultation-Processes#LocalAuthorityPlanningCycle>

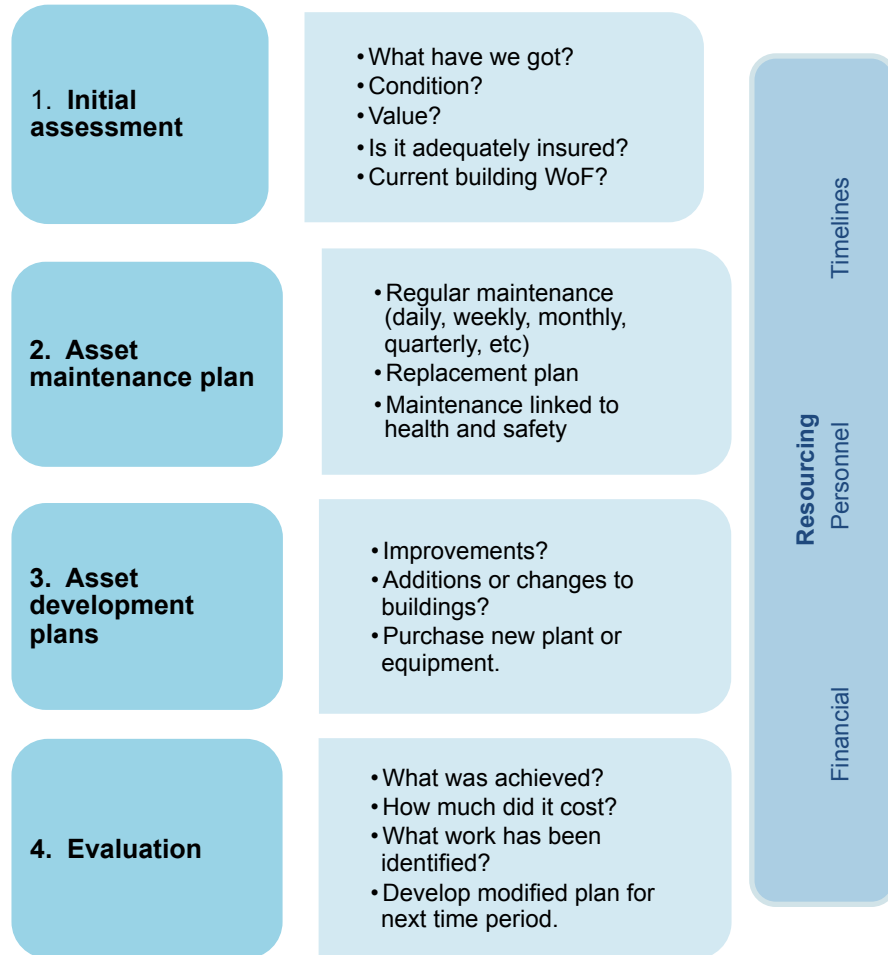
Owner's responsibility

The owner is legally obliged:

- To ensure the effective operation of all the specified systems for the life of the building
- To continuously meet respective performance standards and all inspection, maintenance and reporting requirements
- To sign, issue and publicly display an annual building BWoF
- That the compliance schedule is readily available for inspection by authorised persons.

4 The Asset Management Process

4.1 Initial assessment



Before commencing any asset management plan, it is essential to know what is being maintained. Managers of new facilities need to ask designers and contractors to provide 'as built' drawings of the facility, specifications and operating manuals for all mechanical, plumbing and electrical plant equipment. If the facility is not new, obtaining this information may be more difficult. Obtain as much information as possible from those who have had responsibility for the maintenance of plant and equipment. If this information can't be supplied, it should be prepared by appropriate staff, consultants or suppliers.

Having this information will save considerable time and cost when undertaking maintenance or renovation work. Plans can be supplied to tradespeople undertaking work and will save time and money in the long term.

Develop an asset register

An asset register is a way of recording assets to component level to establish a comprehensive maintenance and renewal plan. A component is typically an element of the facility that has a different asset life requirement e.g. the roof cladding is one component, the roof substructure is a separate component.

The asset register should list the individual components and include their type, materials, quantity, current condition and estimated current value. The register also gives an indication of what capital expenses, for replacement of equipment, may be incurred over the period of the plan.

Asset registers and information should cover both the buildings and plant and equipment and include the following:

Buildings	Plant and equipment
<ul style="list-style-type: none"> • Overview and description of each building including notes regarding any heritage buildings • Asset details such as: <ul style="list-style-type: none"> ○ Site number ○ Building number ○ Site address ○ Valuation reference ○ Legal description ○ Valuation ○ Certificate of title ○ Year built • Current and target levels of service • Future demand 	<ul style="list-style-type: none"> • Description • Location • Serial number/asset number • Date commissioned/inspected • Value • Expected lifetime/replacement date • Item warranty • Maintenance required • Capacity • Level of importance to facility

The asset register will also be useful for accounting purposes, specifically relating to depreciation.

Template: Facility asset register
 Condition assessment template

Condition Assessment

It is important to regularly review and report on the condition of individual assets. This includes reviewing wear and tear and outputs of the assets where applicable. Carrying out condition assessments will assist with planning maintenance schedules and asset replacements and will provide information on whether assets are being over or underused.

When undertaking condition assessments, consideration should be given to the asset's location and surrounding environment and the impact this can have on its overall condition and performance.

Insurance

It is good practice to review and update insurance policies annually, ensuring the policy is current and covers all the assets. Annual updates of the asset register provide the opportunity to update insurance policies for the building and plant.

Two yearly valuations should be undertaken for insurance purposes. Obtain quotes from the market place on a regular basis to ensure the best deals are received. Once the likely risks are identified, approach an insurance company with the policy outline. Most companies will provide assistance with drawing up insurance 'specifications' documents but it is important to let them know that competitive prices will be sought from other insurance companies. When requesting quotes, ensure the quotes are based on the same specifications. Check the policy coverage prior to accepting.

Insurance policies for a recreation facility should cover the following as a minimum:

- Plant and buildings (breakdown/damage etc.)
- Cessation of business
- Business interruption
- Fire and theft, earthquake
- Trustee liability
- Public liability.

4.2 Asset maintenance

Maintenance strategies and objectives need to be developed to guide maintenance planning. Identify the best combination of planned versus unplanned maintenance in order to minimise risk through breakdown of critical assets e.g. pool filters or disinfection plant which can lead to facility closure or unacceptable public health and safety risks.

A planned or pro-active maintenance schedule will identify maintenance regimes for critical or high value assets. These predict wear and tear, and help to prevent problems from lack of maintenance, as well as indicating when the plant may need replacing. Pro-active maintenance is generally more expensive than reactive maintenance because it takes a conservative approach which necessitates maintenance being undertaken well before asset failure or breakdown is likely to occur. It has the advantage of safeguarding against unscheduled facility shutdowns and reduces risk.

In a recreation facility the plan would usually include:

- Plant and equipment checks (e.g. scoreboard, emergency lighting, heating and ventilation)
- Maintenance and repair work
- Cleaning maintenance work
- Health and safety equipment checks
- Water quality monitoring
- Checks against industry standards (for various aspects of the facility).

A reactive or unplanned maintenance schedule focuses on repair or maintenance when an item fails, (e.g. replace light bulb when it blows). It is generally lower cost, as it is not always easy to predict rates of wear and tear and therefore timing of maintenance intervention.

The asset maintenance plan should outline in considerable detail all aspects of maintenance, replacement and capital improvements to be undertaken e.g. for a wooden sport surface (e.g. gym floor), allow for re-varnishing through one week closures every 2 – 3

years, depending on usage levels. For an aquatic facility, allow for draining of pools through scheduled full-facility closure every 1 – 2 years (1 – 3 weeks required).

Repair and maintenance

Best practice repair and maintenance requires a log of all work undertaken on plant, machinery and buildings. Standards need to be set for response times (ensures efficiency) and quality standards whether by internal staff or outside contractors.

To ensure best value for money from outside contractors in terms of cost, availability and skills, carry out research on the contractors and put the contract out to tender every three years to 'test' the market.

Maintenance plans should:

- Ensure that the whole building is covered by the schedule
- Have a daily facility checklist
- Specific plans are posted on the wall in each area. Provide for signature and dating of maintenance records or schedule
- Consider the impact of cleaning on surfaces, the active ingredients in cleaning materials and their relative costs and if made from replenishable resources
- Consider the cost and benefit of replacing surfaces
- Consider full-time staff or contract cleaners e.g. will cleaning be carried out during opening hours?
- Ensure staff are trained in handling cleaning materials and chemicals. Material Safety Data is provided by the suppliers and must be displayed
- Ensure staff have personal protective equipment (PPE) available when using potentially dangerous chemicals.

4.3 Hazard and risk management

Hazard and risk management will already be built into the planning and operations procedures of the facility but also needs to be included in the AMP. In terms of asset management, one of the important factors is the appropriate, timely and cost-effective maintenance of plant and equipment. A good AMP considers the lifecycle of the facility and equipment, and covers all aspects of maintenance, repair and replacement of plant, equipment, and fittings in the facility and includes a timeline for such work.

Case study: Porirua City Council Lifecycle Management²

Asset Risk Assessment Process

The key criteria for assessing the consequences of identified risks are:

- Environmental and legal compliance
- Loss of service: extent and duration
- Business costs total recovery
- 3rd party property damage and losses
- Community health and safety.

Risk Identification

Events leading to failure to achieve asset performance and therefore compromising achievement of strategic goals and community outcomes are identified and the related consequences and adopted risk reduction treatments are presented in the risk register.

Risk Analysis and Evaluation

Risk severity has been assessed as the product of consequence and likelihood.

Risk Severity Treatment Strategy

A matrix of consequence of failure and likelihood ratings assess the level of risk, ranking events from low to extreme risk. Asset risks have then been compared, ranked and mitigation options assessed for all high and extreme risks identified.

Extreme (E)	Immediate action required
High (H)	Treatment options must be reviewed and action taken to manage risk
Moderate (M)	Management responsibility must be specified
Low (L)	Managed by routine procedures

Risk Treatment

Options for mitigating risks to reduce the cause, probability or impact of failure, are:

- Do nothing - accept the risk
- Management strategies - implement strategies for demand management, contingency planning, quality processes, reduce the target service standard, etc
- Operational strategies - to reduce peak demand or stresses on the asset, operator training, documentation of operational procedures, etc
- Maintenance strategies - modifies the asset maintenance regime
- Asset renewal strategies - retention or replace assets to maintain service levels
- Development strategies - create a new asset or develop existing asset
- Asset disposal / rationalisation- dispose of assets.

² <http://www.pcc.govt.nz/DownloadFile/Publications/Asset-Management-Plans/PCC-Asset-Management-Plan---Leisure-Services>

4.4 Asset development plan

This part of the plan addresses replacement of assets (e.g. heat pumps), planned additions or improvements to the building, equipment purchases and other major items of capital expense. It will need to include future customer needs, changes in demographics, what competitors are doing and other factors that influence demand for the facility.

Design issues that arise through the monitoring process (e.g. areas which are hard to clean because they are difficult to access) may also be addressed in this section of the plan.

When assets need to be replaced the following should be considered:

- Capacity
- Types of use
- User and operator safety
- Workflow – ease of operation
- Maintenance and replacement
- Physical environment i.e. hazardous or corrosive materials.

4.5 Evaluation

Evaluation and monitoring systems need to be built into the planning process as a part of the annual monitoring and planning processes. An annual evaluation of the facility asset management plan will need to be conducted answering the following questions:

- What did we achieve? (And what is still left to achieve?)
- How much did it cost?
- How accurate are estimates of wear-and-tear?
- What adjustments have to be made to the AMP for the next period?
- What other things need to happen?

During evaluation, information obtained from monitoring all aspects of the AMP is used to modify and develop the plan for the next identified time period (three or five years).

Template: Asset management plan evaluation

Monitoring procedures

Facility monitoring systems will provide up-to-date feedback on the wear and tear of plant and equipment, and indicate when replacements are likely to be needed. It needs to be an ongoing activity and include, energy utilisation, staff performance and turnover and facility occupancy. There are many tools using current technology that can assist with this and increase efficiencies in this area.

A careful monitoring process needs to be put in place to ensure the plan is followed and questions asked if this is not happening. The plan should be modified according to the results gathered in the monitoring process e.g. a well-maintained plant may last longer than planned for, so the replacement schedule would then be altered.

An annual or six-monthly external assessment should be undertaken to ensure that the plan is being used to maximum advantage.

Further information

FMM Chapter 9 – Monitoring.

5 Managing Energy Usage

Energy consumption is likely to be one of the biggest on-going expenses for any facility. Be aware of how much energy is consumed, and how efficient the facility is in terms of energy use. Consider a number of options in terms of energy providers to ensure best value for money for the facility. There are new technologies that can help manage and reduce energy consumption e.g. ground water heat exchange, variable speed drives on pumps, minimising energy use through light sensors, on-demand hot water or maximising use of available natural resources (e.g. light and heat). Consideration of more energy efficient plant should occur as part of the asset management planning process, and new plant retrofitted where appropriate such as power factor correction equipment.

Energy usage patterns

To manage and monitor energy usage use consider:

- How much energy the facility is using
- When the power is being used
- Is the energy provider providing value for money
- Accuracy – always check the accounts, as mistakes are made and can be costly!

Request information on energy usage from the energy provider and if necessary ask someone to explain the various terms used in the report so that it makes sense. Think about when and how the facility uses the most energy. If this is at the most expensive time of day, is there any way of modifying some of the energy usage to a cheaper time of day? Invest in a professional energy audit which also may suggest efficiencies.

Consider energy efficiency

While the best option for running an energy efficient facility is by making it a priority during the design and build process, there are steps that can be taken to increase energy efficiency for existing buildings. The Energy Efficiency and Conservation (EECA) can provide case studies, tools and calculators to help in this area. Interest-free loans may be available to investigate options, and EECA also provide useful advice. Areas of efficiency can include looking at whether the appropriate source of energy is being used, investigating the alternatives e.g. gas versus electricity, addressing water usage, water wastage and heat exchange systems.

Further information:

Energy Efficiency and Conservation (EECA) www.eeca.govt.nz.

Match the supplier with the business needs

The energy contract should be appropriate for the needs of the business. Shop around for the best price and 'hedge' the contract against future price fluctuations by either establishing a fixed price for the entire contract or establishing a percentage at a fixed price and a percentage at a fluctuating price. The budget and energy usage patterns will be significant factors in choosing an energy provider.

6 FAQs

Q: How do I know if an asset has reached the end of its useful life?

A: Signs that an asset has reached the end of its useful life are:

- *Increased maintenance or repairs*
- *Decreased usage or demand*
- *Increased cost of management*
- *Overall increasing cost to meet expected level of service or decreasing demand.*

Q: I've got people asking the facility to invest in some specialist equipment. How do I know whether to purchase this?

A: Assets are part of meeting the needs of customers. Will your investment have a good 'return' in terms of enhanced patronage, revenue or utilisation?

Q: Asset registers and condition assessments take time. Why do we need to do them?

A: Knowing about your assets (facility, plant and equipment) and their usage and performance enables you to plan for enhancement, replacement or redundancy and budget accordingly.

7 Templates

- 7.1 Facility asset register
- 7.2 Condition assessment template
- 7.3 Asset management plan evaluation

7.1 Facility asset register

Critical Asset Scale: **A** - Critical to operation, **B** - Critical to specific area, **C** - Meets need in specific area **D**- Desirable to specific area, **E** - non critical

Asset	Location	Serial no. Asset no.	Date commissioned / inspection	Value estimated / actual	Expected lifetime (Years)	Item warranty	Maintenance requirement	Demand	Capacity	How critical is Asset	Expected replace date	Replacement value	Notes

7.2 Condition assessment template

*Adapted from Sport Specific Condition Assessment, Asset Management Guide 2004,
Department of Sport and Recreation Government of Western Australia*

Asset	Location	Qty	Asset no.	Condition rating <i>(excellent/good/fair/poor/ inoperative)</i>	Comments
Badminton nets and posts					
Basketball backboards					
Basketball court surface					
Basketball scoreboards					
Crash pads					
Fitness equipment e.g. spin bikes					
Floor coverings - carpet					
Lighting					
Netball court surface					
Netball poles and nets					
Screens					
Sound system					
Spectator seating					
Pool covers					
Pool chlorinator					

7.3 Asset management plan evaluation

Topic	Considerations	Assessment Notes
<i>Achievements</i>	What was achieved? Were expected service levels met?	
<i>Budget</i>	How much did it cost? How accurate were estimates of maintenance and renewal? What needs to be adjusted?	
<i>Maintenance</i>	What maintenance was scheduled? What maintenance was reactive? How was maintenance managed? How can reactive maintenance be avoided?	
<i>Risks</i>	Health and safety? Financial? Customer perception?	
<i>Stakeholders</i>	Who are the stakeholders? What do they expect from the facility?	
<i>Customers</i>	Who are the customers? How do they view the facility? What are their expectations?	
<i>Benchmarking</i>	How does the facility benchmark against similar facilities?	
<i>Forward planning</i>	What adjustments and improvements can be made to the asset management plan? What are the future demands on the facility?	

8 Questions for Educational Context

Asset registers are an important part of good facility management for what compelling reasons?

List the four steps in the Asset Management planning process and describe the major tasks for each step.

Risk management is linked to the Asset Management process. What are the short and long-term implications for the facility if asset registers are not kept up to date, or implemented?

9 References and Further Information

9.1 Further information

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Department of Sport and Recreation, Western Australia www.dsr.wa.gov.au/facilityresources

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www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/facilities/Territorial-Authority-Sport-and-Recreation-Facilities-Decision-Guide.pdf

Sport New Zealand at www.sportnz.org.nz

Standards New Zealand at www.standards.co.nz

The following publications are available to look at, or purchase, from the National Asset Management Steering (NAMS) Group, at www.nams.org.nz

- *International Infrastructure Management Manual (Version 4.0, 2011)*
- *New Zealand Infrastructure Asset Valuation and Depreciation Guidelines (2006)*
- *Developing Levels of Service and Performance Measures Guidelines (2007)*

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www.acc.co.nz



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12 Facility Contracts



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

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1 Introduction

The purpose of this chapter is to provide some useful tips on negotiating, and on-going management of contracts and leases. Contracts can be as simple as 'casual hire' or as complex as a primary service provider e.g. a café, or sports franchise.

This section links with the following Facility Management Manual chapters:

Chapter 2 – Customer Care

Chapter 4 – Strategy and Planning

Chapter 7 – Financial Management

Chapter 9 – Monitoring

1.1 Legal and statutory obligations

Many of the legal and statutory requirements of facility owners also apply to a contractor or lessor. Legal advice should be sought when negotiating major contracts for service to ensure that legal and statutory obligations on both sides are clear and there is no room for error. This is especially important in terms of public liability, food provision, risk management issues and alcohol.

Failing to meet these obligations can result in costly fines or at worst, the closure of the service or facility.

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in managing contracts.

- Accident Compensation Act 2011
- Building Act 2014
- Children and Young Persons and their Families Act 1989
- Companies Act 1993
- Consumer Guarantees Act 1993
- Crimes Act 1961
- Employment Relations Act 2000
- Fair Trading Act 1986
- Food Act 1981
- Goods and Services Tax Act 1975
- Hazardous Substances and New Organisms Act 1996
- Health and Disability Services (Safety) Act 2001
- Health and Safety in Employment Act 1992
- Holidays Act 2003
- Human Rights Act 1993
- Industry Training Act 1992
- Injury Prevention Rehabilitation and Compensation Act 2001
- Local Government Act 2002

- Privacy Act 1993
- Resource Management Act 1991
- Standards Act 1988
- Standards relating to food, hygiene, customer satisfaction, water quality, etc.

Further information:

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

1.2 Policies

Facility policies that cover the contracts process could include but are not limited to:

- Complaints policy
- Financial policy
- Health and safety policy
- Human resources policy
- Risk management policy .

2 Reviewing Performance

2.1 Self-review

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

Contract self-review

Description	Self assessment
<p><i>Contract tendering</i></p> <ul style="list-style-type: none"> All contracts are ethically and transparently tendered, evaluated and negotiated. 	
<p><i>Contract performance measurement</i></p> <ul style="list-style-type: none"> All contracts have clear and realistic performance measures. 	
<p><i>Expert advice</i></p> <ul style="list-style-type: none"> Expert advice from lawyers and insurance agents is sought and acted on where required. 	
<p><i>Contractors as partners</i></p> <ul style="list-style-type: none"> Contractors feel that they are partners in the business of the facility contributing to outcomes. 	
<p><i>Contract evaluation</i></p> <ul style="list-style-type: none"> All contracts are regularly and transparently reviewed, results are shared with contractors and used to make future contract decisions. Any known conflicts of interest have been declared and investigated 	

2.2 Key performance indicators

Area	Indicators	✓
Process	All contracts for service are based on a clear rationale and outcome. The tendering and selection process for contracts is ethical and transparent. Clear expectations are set and documented.	
Relationship management	The contract is mutually beneficial to all parties. All parties are active in building positive working relationships.	
Performance monitoring	The contract is evaluated against agreed performance criteria. Performance issues are promptly resolved. These are clearly documented.	

3 Facility Contracts

Facility managers are required to manage contracts for the delivery of services ranging from managing the entire facility through to the delivery of a swim school programme, a food outlet or café, or a cleaning service. The same principles of contract negotiation apply to all contracts regardless of their size or type.

3.1 Why contract services and programmes

Facility owners or managers may decide to contract out various services or programmes for a number of reasons including:

- Policy and service delivery, separated as part of a deliberate strategy, services contracted to an internal or external contractor
- Cost savings, where contracting in a competitive environment may result in improved efficiencies
- Skills and experience in delivering the service are not available in-house
- The service operates outside the vagaries of a political environment
- Operational flexibility, as contractors may respond more quickly to marketplace changes
- Contracting reduces the risk to the owner by delivering a service at a known cost
- Ensuring maximum usage by having anchor or head tenants
- Diversifying the service and product range and thereby adding value to the customer
- Delivering a service that is not a core part of a facility's business but is desirable to have (e.g. catering).

3.2 The ethics of contracting

The letting of contracts in a competitive tendering environment requires skill and impeccable ethical behaviour, especially where both internal and external tenders are submitted. Some of the issues which must be considered are:

Commercial confidentiality: Detailed information is often supplied and must be treated in strictest confidence.

Interview process: All contractors shortlisted must go through the same interview process and it is very important that where in-house bids are being considered, the personnel involved are not included in the interviewing process or privy to any information about other tenders.

Business performance data: Provide appropriate information for all submitting tenders; ideally a picture of how the facility has been performing over a 3–5 year period.

Existing contracting policies: If any variations are made to existing policies they must be implemented across the board and all tenderers advised accordingly.

Terms and conditions which favour one contractor: The contract must be fair and equally attractive to all potential tenderers.

Information consistency: Require all contractors to submit the same type and amount of information and ensure that all are treated fairly during the selection process.

Use weighted attributes system that transparently shows the basis for the selection, e.g. 15% on track record, 10% cost, 20% proposal content.

4 Types of Contracts

Contracts come in all shapes, sizes and types. Some of the contracts that facility managers are likely to be involved with include:

- Contract for service: facility management
- Contract for service: programme or service delivery
- Lease agreements
- Hire agreements.

4.1 Contract for service: facility management

In this scenario, a contract is negotiated between the 'owner' (local authority or trust board, etc.), and either an individual or organisation to manage the facility for a fixed period. This contract usually requires the operator to underwrite the facility's financial performance, in return for greater freedom in operating policies than is available under the direct management approach.

Three types of contract managers may be appointed: an individual; a community based organisation; or a commercial management group. The major differences between the three types are:

Types of facility management contracts

Types	Positives	Negatives
Commercial	<ul style="list-style-type: none"> Record of management practice More resources and support available than to an individual May be willing to invest capital 	<ul style="list-style-type: none"> Focus is primarily on the commercial imperative May not be linked into the community or special populations May want longer tenure to achieve return on investment
Community	<ul style="list-style-type: none"> Often strong links to special populations and experience in delivering to those groups Likely to have community involvement in the decision-making process 	<ul style="list-style-type: none"> (Sometimes) poor management skills and lack of financial management experience Unlikely to have capital funds to invest in the long term
Individual	<ul style="list-style-type: none"> May be more appropriate for a small community facility More flexible 	<ul style="list-style-type: none"> Lack of support - financial and other resources

Each contract arrangement is different, but the key principles of many agreements include:

Contract Arrangements

Party	Key principles
Owner	<ul style="list-style-type: none"> • Responsibilities of the owner (local authority or other) and the manager are outlined in a contract • The owner retains responsibility for major maintenance of the buildings, plant and major equipment • The owner does not exercise day-to-day control over the centre • Contract management is often used where the local authority or the owner recognises that it does not have the necessary leisure centre management skills to effectively operate the centre • Monitors the the contract and performance of the contractor.
Owner/manager	<ul style="list-style-type: none"> • The manager negotiates a budget with the owner for the ensuing period (normally one year) and underwrites the budget • The facility owner has a guaranteed income for the year • The length of the agreement is usually short (often 3–5 years) • It is important to have clear outcomes stated in the contract with relevant performance measures and indicators in place.
Manager	<ul style="list-style-type: none"> • Short-fall budget projections are met by the manager • The manager has an incentive to increase patronage at the centre • The manager is not constrained by the same legislation and 'red tape' which affects government authorities • Skilled and experienced leisure centre management personnel operate the centre.

4.2 Contract for service: programme or service delivery

A variation to contracting the management of a centre is to contract programmes or services within a centre. This may be considered when the facility doesn't have the staff or the expertise to offer particular programmes. Many aquatic centres contract out swimming school programmes for this reason and other facilities may contract out catering services and cleaning services.

4.3 Lease agreements

The basic element in this arrangement is that a legally binding lease is prepared between the owner of the facility (the lessor) and the operator of the facility (the lessee).

Lease agreements

Role	Key elements
Lessor	<ul style="list-style-type: none"> • The lessor receives a guaranteed income from the centre • The lessor has no control over the day-to-day management of the centre except where the terms of the lease have been breached • Most public authorities are required to advertise the basic terms of the lease.
Lessee and lessor	<ul style="list-style-type: none"> • A lease is between two legal entities, i.e. the parties must be incorporated or individuals • A lease normally includes a list of the rights and responsibilities of both the lessee and lessor, and penalty clauses for non-compliance with the terms • Once the lease has been signed the terms cannot be changed without the consent of both parties, except where expressly stated in the terms e.g. it is usually stated how the annual rent will be adjusted over time • The lease is usually for a long period with an option for renewal • It is difficult for the lessor to withdraw from a lease without the approval of the lessee, although the lease can usually be sold to another party (with the approval of the lessor).
Lessee	<ul style="list-style-type: none"> • A lessee has property rights over the facility for a specified time in return for a rent • Within the terms of the lease, the lessee has the freedom to manage the centre • The lessee may invest funds in a project knowing they have sufficient tenure to generate a suitable return on their investment.

Lease agreements may be for the entire facility, or for part of the facility, such as a lease agreement for operating a café. These are typically developed by lawyers for specific lease arrangements.

4.4 Hire agreements

Agreements for hiring areas of the facility, or equipment, should cover as a minimum:

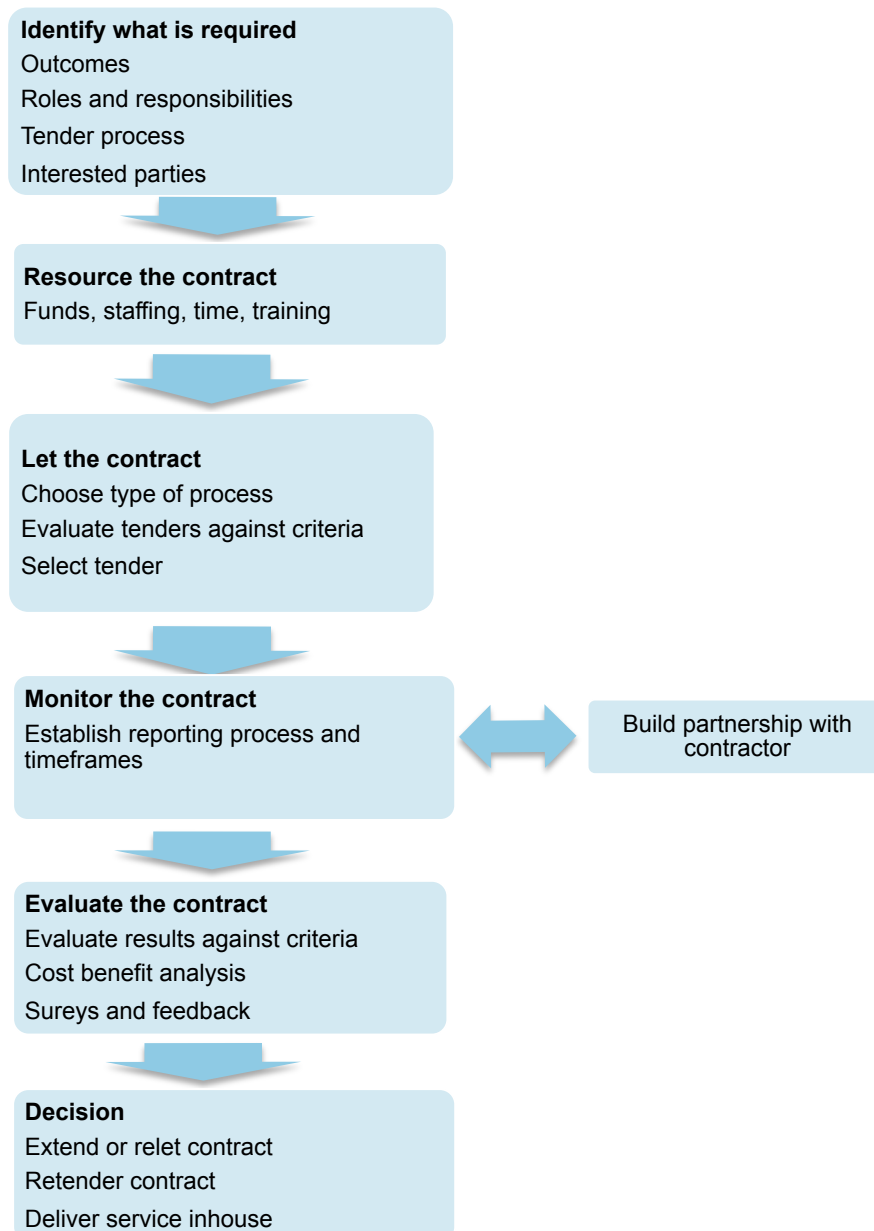
- Specific description of the area to be hired or the equipment to be hired
- Outline of the current condition of the area and equipment, and expected condition on completion of hire
- Expectations regarding cleanliness
- Expectations and obligations regarding health and safety costs
- Any costs incurred if area or equipment is damaged
- Insurance issues (e.g. whether the hirer is covered by the facility's public liability insurance)
- Period for which area or equipment is hired for
- Whether or not staff will be available during hire period
- Legal and statutory obligations the hirer needs to be aware of.

Exemplar: Facility hire agreement contract

5 Project Managing Contracts and Leases

The major steps in managing contracts are identifying what is required from the contract, providing resources to manage the contract, letting the contract, monitoring and evaluating the contract and finally deciding whether or not to renew it.

The basic principles apply to all types of contracts but the larger the contract, the greater the need for detail and clarity of expectations, because the potential for loss and error is greater.



5.1 Identify contract requirements

The process of identifying outcomes, possible legal issues or pitfalls, and clarifying expectations is intrinsic to the successful delivery of the contract. Time spent establishing these boundaries will help to avoid problems later on. Take time to:

- Develop objectives and outcomes for the programme or service (according to established planning practice)
- Develop performance indicators
- Develop a contract specification (if necessary seek the assistance of a consultant to draft tender specifications, and/or monitor the contract)
- Select the type of contract that is suitable for the facility or service:
 - Contract management
 - Lease arrangement (identify here whether it will be full lessee responsibility or joint between lessee/lessor)
- Select the most suitable strategy for selecting a contractor:
 - In-house contract
 - Competitive tender
 - Partnership sourcing
- Establish key criteria for selecting the tender. The weighted attribute method means that evaluation criteria are outlined and weighted according to the needs of the contracting facility
- Decide whether commercial and/or community organisations will be invited to submit a tender
- Analyse the risks versus the returns (overall not only financial) by conducting a cost/benefit analysis
- Check the legal aspects regarding liability in terms of statutory and legal obligations. Seek legal advice as part of the contract process
- Check approvals that need to be sought from the governing body or owner
- Conduct research. Talk with organisations that have contracted out similar services or facilities. What did they learn from the process
- Review and seek advice about insurance.

5.2 Resource the contracting process

Resourcing the contracting process includes:

Financial: Identifying funding sources.

Personnel: One person should be identified as having overall responsibility for the letting and management of the contract process. For larger contracts it may be necessary to establish a project management team.

Training: Provide staff with project management training where required.

Time: Ensure staff time is allocated for contract or lease management.

5.3 Letting the contract

Letting a contract involves two stages, calling for expressions of interest and evaluating tender documents received.

Tender documents should include:

- Background information
- Description of the facility or service to be managed
- Performance indicators
- General terms of the contract
- Conditions of the tender.

Evaluating the tenders involves the following steps:

- Pre-determining the criteria
- Referee checks
- Selecting the winning contractor (organisational approval may be required at this stage)
- Conducting negotiations and signing the contract.

Ensure the expectations of both parties have been discussed and clarified including equipment and services provided and facility condition at the end of the contract period. The more detailed the contract document, the more likely that expectations of service delivery will be met.

5.4 Monitoring the contract

Once a contractor has been selected, it is beneficial to establish a good working relationship with them. The benefits of establishing a working partnership are many, and include:

- Quality service based on a good working relationship, value for money
- Contractors can develop long-term business plans and invest in a facility and staff knowing there is a long-term commitment
- Participants do not suffer through changes if the contract is re-let possibly to another contractor
- Where a partnership has been established with good communication, problems are more likely to be resolved quickly and amicably.

Appoint a person or organisation (where contracts are larger) to monitor the contract, including legal and statutory compliance. A range of techniques may be used including:

- Independent audits
- Regular reporting
- Customer surveys
- Regular inspections
- Benchmarks.

5.5 Evaluate and review

Evaluating the contract will determine the effectiveness of the programme or service delivered against the criteria established at the start of the contract. Results from the evaluation process should highlight areas of success and areas which need improvement. Areas for review include:

- Evaluating performance against performance indicators
- Conducting a cost/benefit analysis (financial return to the facility)
- Reviewing the overall implementation of the contract against pre-determined criteria
- Conducting independent customer surveys or resident satisfaction surveys
- Seeking feedback from stakeholder groups, e.g. key user groups, resident associations, community boards, etc.

Remember to provide a summary of the evaluation process to the contractor regardless of whether the contract is to be renewed, extended or retendered.

5.6 Re-letting and terminating contracts

When a contract expires, there are three options available, depending on the type of contract negotiated at the start:

- The contractor can exercise automatic right of renewal
- The facility can negotiate an extension of the contract
- The facility can retender the contract.

Generally the latter option would only be chosen if the original contractor has not met with compliance and expected performance standards. If a good working relationship has been established, a new contract might be an opportunity to address any difficulties but it would not be necessary to go through the tender process again.

Checklist for terminating a contract

When all goes well, a good working partnership means that disputes and performance failures are avoided, or addressed. Sometimes, however, the contractor may not have met with expectations or may have failed to comply with statutory obligations. If these issues have been raised with the contractor and nothing has changed, the contract may have to be terminated. If this is the case, the following steps should be taken:

- Formally notify the contractor of breaches of the contract agreement
- Check whether the facility is liable for any compensation payments
- Check whether funds can be withheld as surety
- Appoint a new contractor (to minimise disruption of the service)
- Seek legal advice
- Obtain as much operational data as possible.

6 FAQs

Q: A previous manager has tied us up in a long-term contract, which I don't believe is giving us good value for our facility. How should I go about terminating it? Plus, it was a contract to his brother-in-law - is that even legal?

A: Believing is one thing, checking is another. Check the contract performance measures and review them. If you don't think the performance measures are suitable, or measurable, then you have the opportunity to re-negotiate that at contract review time. As a new manager, you also have the opportunity to define and clearly communicate your expectations and how you wish to work together.

There is also a difference between legal and ethical. A lawyer can help you work out if your contract is not legal or not legally binding. If you suspect the contract was not ethically tendered or negotiated, and you want to break or change the contract, then make sure you have everything sorted (paper work, supporting documents, legal advice) before you tackle this with the contractor. Sometimes, if there is just a short time to go before your next contract review, you may wish to take this opportunity to release your contractee. Section 6.6 Re-letting and terminating contracts, provides guidance for this course of action and remember to seek legal advice.

Q: We're a new facility and it's hard to know how we're going to perform let alone put measures in place for contractors. Where should I start?

A: New facility or not, you should still have performance measures. Get your contractors to mirror this pattern as closely as possible. For example, if your customer satisfaction performance measure is 85%, then theirs should be too.

Q: I hear on the grapevine, that one of our best contractors wants to break contract and go somewhere else instead. What can I do to keep them on?

A: Talk with them! Find out how the contract is working for them and how you best work together to achieve best outcomes for both your businesses. If well done, this process should unearth if there are any issues that relate to your business relationship.

7 Templates

- 7.1 Facility hire agreement
- 7.2 Contract / service level agreement document structure

7.1 Facility hire agreement

Rental Contract – [facility name]

Contract #	User::	Hirer:
Date:	Status: Pending/Firm	Purpose:

i. Terms and conditions of hire

Conditions of use

[Operating authority] is entitled to impose conditions on the use of the [facility name]. Facility booking or hire refers to any significant use of the centre, its space or equipment as determined by the management.

To simplify this document we refer to the facility as 'the centre'; the group/organisation or individual hiring space, equipment or facilities as 'the hirer' and [Operating authority] as 'the Council'.

1. Bookings

1.1 All booking requests must be made on the appropriate booking form which is available from the centre or via the Council website.

1.2 The hirer will ensure that all sections of the booking form are completed and returned to the centre before the booked activity takes place.

1.3 Regular bookings will be for a period no longer than a year. All regular bookings are subject to review and further agreement by the centre and will need to be booked for each subsequent year.

1.4 Receipt of the booking form by the centre does not constitute acceptance of the booking.

1.5 No booking is confirmed until Council has received a signed rental contract.

1.6 The hirer is expected to include in their booking time any set-up, break-down and warm-up time requirements.

1.7 The hirer will not sub-lease any part of the booking to another group or organisation without prior written consent from the centre.

2. Payments

2.1 Casual bookings must be paid for at the time of booking. Payment should be made at the centre either by eftpos, credit card or cash. Payment can also be made by credit card by phoning the centre during office hours.

2.2 Event and regular hirers will be invoiced in line with the Council's standard terms and conditions of credit which are available on request.

2.3 The hirer must pay all invoices by the due date indicated.

3. Alterations and cancellations

3.1 Booking alterations or cancellations must be sent to the centre's booking coordinator in writing. A fee may be charged for any amendments to a booking.

3.2 Failure to provide notice for any cancellation, postponement or reduction in the hire period of a booking may result in the following fee; 20% of the venue hire price within the 90 days of the hire period, the full amount if within 30 days of the hire period.

3.4 The centre reserves the right to alter or cancel a booking at any time provided it gives the hirer one month's written notice.

3.5 The centre may cancel the booking if it considers that the management or control of the booking is deficient or inadequate and/or the behaviour of those attending could lead to danger or injury to any person or material damage to any property, including the centre.

4. Liability

4.1 The Council is not liable for any loss or expense the hirer incurs if the centre is not able to make the facilities available as a result of fire, flood, earthquake, Civil Defence measure, failure or any other event beyond the centre's reasonable control. In such cases, the centre will refund any booking fees.

4.2 The Council is not liable for any indirect or consequential loss arising under or in connection with the booking's terms and conditions. The extent of the Council's liability to the hirer for any loss, damage, claim or expense (whether due to Council negligence or otherwise) is limited to the booking fee.

5. Health and safety and standard of behaviour

5.1 The hirer will take all practicable steps to ensure that the provisions of the, Health and Safety in Employment Act 1992 are met at all times.

5.2 The hirer will ensure that all participants, coaches, instructors, team managers, officials and spectators obey the centre's rules at all times. This includes not entering any part of the facility that is not included in the booking.

5.3 The hirer will ensure that no one enters the booked space before the booking's start time unless otherwise arranged.

5.4 The staff member on duty at the time of the booking has the final decision-making authority regarding any health and safety matter concerning the booking.

5.5 For events, the hirer will provide marshals to ensure the orderly behaviour of participants at all times. All marshals are to be made aware of the centre's relevant emergency policies, procedures and practices. The centre will provide the hirer with this information at the time of booking.

5.6 The hirer is responsible for providing their first aid requirements.

5.7 Warming up or use of ball is prohibited on the mezzanine level.

5.8 The walkway on the mezzanine level must be kept clear at all times.

6. State of the premises

6.1 The hirer may be required to participate in the inspection of the hired facilities either before or after the booked activity takes place.

6.2 The hirer is responsible for the cost of repair or replacement of equipment or facilities, if damage is caused by the hirer's misuse.

6.3 The hirer agrees that if the facility is not left in a similar state to that in which it was found in terms of tidiness an additional cleaning fee may be charged.

7. Food and drink

7.1 Catering is to be provided exclusively by the onsite café. Self catering is not permitted within the facility.

7.2 No food or drink except water bottles are to be bought onto the sports courts.

7.3 No alcohol is permitted on the premises unless served by the onsite caterer.

8. General

8.1 Merchandise - The hirer will ensure merchandise, including food, beverages and souvenirs, are not sold by the hirer or any of their agents without prior written consent from the centre.

8.2 Photography and Filming - The hirer will not permit any photography, including the use of television, radio broadcasting or filming, without prior written consent from the centre.

8.3 Photography and Filming - Unless otherwise notified, the Council reserves the right to film and/or photograph any booking for its own historical records and for publicity purposes. Council will seek your permission for publication of images.

8.4 Storage - No storage of equipment is permitted without prior approval. If approval is provided, the hirer acknowledges that they store or use their own property at the centre at their own risk.

8.5 Compliance - The hirer must comply at their own expense with all applicable statutes, regulations, bylaws, payment, consents and the Council's policies and procedures relating to the centre's use, occupation, safety and security.

8.6 Advertising material - The hirer will not permit any advertising to be displayed in the facility without prior written consent from the centre.

8.7 Variation - The Council reserves the right to vary the standard terms & or to impose further conditions in addition to those specified at any time.

Failure to comply with any of the "Terms and Conditions of Hire" may result in the cancellation of all or part of your booking.

ii. Date and Times of Use

# of Bookings:	Expected: 0	Starting:	Ending:

Facility/Equipment	Day	Start date	Start time	End date	End time	Fee	Xfee	Tax	Total

iii. Payment Method

Rental Fees	Extra Fees	Tax	Rental Total	Damage Deposit	Total Applied	Balance	Current

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iv. Other Information

The undersigned has read and on behalf of the hirer agrees to be bound by this Rental Contract and the Terms and Conditions contained herein. The conditions in this contract will apply for all bookings for this calendar year.

Hirer:

Title:

Name:

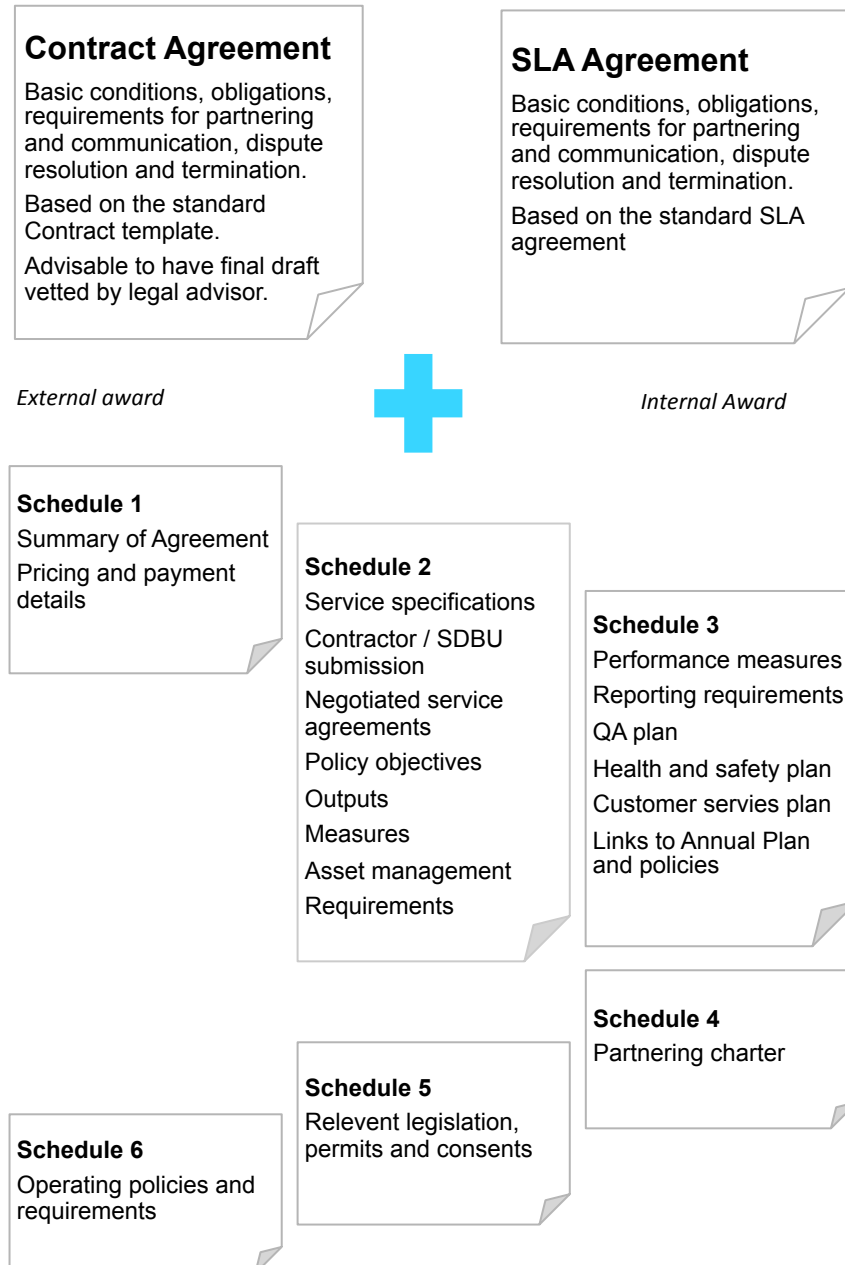
Date:

Phone:

Cellphone:

7.2 Contract / Service Level Agreement Document Structure

Schedules typically included in a contract or SLA. Service level specifications should be similar for both internal and external service providers. The number of schedules and their specific content should be tailored to suit the type and requirement of the service required.



8 Questions for Educational Context

Facility contracts

Facility owners or managers may decide to contract some services or programmes for a number of different reasons. List four of the reasons why a facility manager might contract out services.

Types of contracts

Contracts may be: Commercial, Community, or Individual. Each of these types of contracts has both positives and negatives. For each one of the three, identify one negative and one positive.

Some facilities are leased from the owner (lessor) by the facility manager (lessee). Briefly identify the different roles of 'lessor' and 'lessee'.

Managing contracts

Managing leases and contracts effectively requires good basic project management skills. Identify the major steps in the project management of contracts.

What is meant by 'ethical conduct' in the process of contracting out programmes or services? Provide an example of ethical conduct in this context.

9 References and Further Information

9.1 Further information

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

NZ Government Electronic Tenders Service (GETS) accessed from www.gets.govt.nz

FACILITY MANAGEMENT MANUAL

13 Facility Development



Commissioned by: Sport New Zealand (Sport NZ), with support from New Zealand Recreation Association (NZRA), Exercise Association of New Zealand and Entertainment Venues Association of New Zealand (EVANZ).

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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

This chapter gives an overview of the issues around planning, designing and building new or redeveloped facilities, including establishing a project team, community consultation, contracting and project management and completion. It is not intended to be a guide to the process but rather to give an indication of what is involved and direct the reader to further information.

Assessing the needs of users or potential users, and responding to those needs by upgrading a facility or building a new one is a complex and expensive process.

It is strongly recommended that, prior to commencing the process, advice, knowledge and expertise is sought from other groups or organisations that have successfully been through the process. Sport NZ has a dedicated facility team who can provide good advice.

This section links with the following Facility Management Manual chapters:

Chapter 1 – Community Engagement

Chapter 4 – Strategy and Planning

Chapter 7 – Financial Management

Chapter 8 – Risk Management

Chapter 11 – Asset Management

1.1 Legal and statutory requirements

The following laws and standards are relevant to the responsibilities and accountabilities of facility managers in facility development:

- Local Government Official Information and Meetings Act 1987
- Accident Rehabilitation and Compensation Insurance Act 1992
- Building Act 1991
- Contractual Remedies Act 1979
- Fair Trading Act 1986
- Health and Safety in Employment Act 1992,2003
- Goods and Services Act 1985
- Local Government Act 2002
- Public Finance Act 1989 (Local Authorities)
- Resource Management Act 1991
- Standards Act 1998

Further information:

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

2 Reviewing Performance

2.1 Self-review

Prior to using this chapter, do a quick check on how the facility is currently performing and identify facility development needs.

Facility development self-review

Description	Self assessment
<i>Asset lifecycles</i> <ul style="list-style-type: none">Is this facility at the end of its lifecycle and due for upgrade or replacement?	
<i>Accessibility</i> <ul style="list-style-type: none">Is the facility fully accessible?	
<i>Flexible and multi-use</i> <ul style="list-style-type: none">Is the facility flexible with adaptable space to cater for a range of recreation and community needs and trends?	
<i>Changing community</i> <ul style="list-style-type: none">Have the demographics of the community changed?Is the facility meeting current and future needs?	
<i>Safety and security</i> <ul style="list-style-type: none">Is the facility easy to manage and supervise safely?	
<i>Sustainability</i> <ul style="list-style-type: none">Does the facility reflect and meet or exceed current requirements for sustainable operation.	

2.2 Key performance indicators

Area	Indicators	✓
Facility evaluation	Facility repair or replacement Strategic evaluation of facility performance Forecast life of building Condition assessment	
Changing demand	Evaluation of contemporary expectations Forecast population changes Gaps in facility provision Site analysis – location, accessibility, transport, water	
Facility efficiency	Energy usage Staffing efficiency Health and safety Cleaning and maintenance costs	
User groups and tenants	Evaluation of user needs Potential user groups Community engagement feedback	

3 Development Planning Phases

The facility lifecycle includes six distinct stages,¹ each of which is essential to the overall success of the facility development project.

- Concept
- Plan
- Design
- Construction
- Operation
- Improvement.

3.1 Establishing the project team

A project team needs to be established before embarking on the planning process. The team may include members of an existing board, local authority personnel, members of the local (affected) community, representatives of likely user groups, project funders, technical experts and other stakeholders. The team should be balanced in terms of skills and stakeholder agendas or focus. Ideally a range of opinions will be proffered and a skilled chairperson appointed who is able to manage the process effectively.

Where the managing organisation is a local authority (or a council-controlled organisation), the *modus operandi* of the project team will be dictated by the provisions of the Local Government Act, which include consultation, consideration of community outcomes, Community Board engagement (if applicable) and financial reporting and accountability.

Where the managing organisation is a separate entity, such as an independent community organisation or private business, it will be subject to the relevant laws and statutes, such as those listed under the legal and statutory requirements section.

Facility projects that are intending to apply to Lottery Grants Board and large community trusts for funding require comprehensive feasibility studies to be completed.

On large projects, it is likely that the team leader or chair of the group would seek independent legal advice on matters relating to accountability, financial management, and health and safety obligations.

3.2 Project Manager

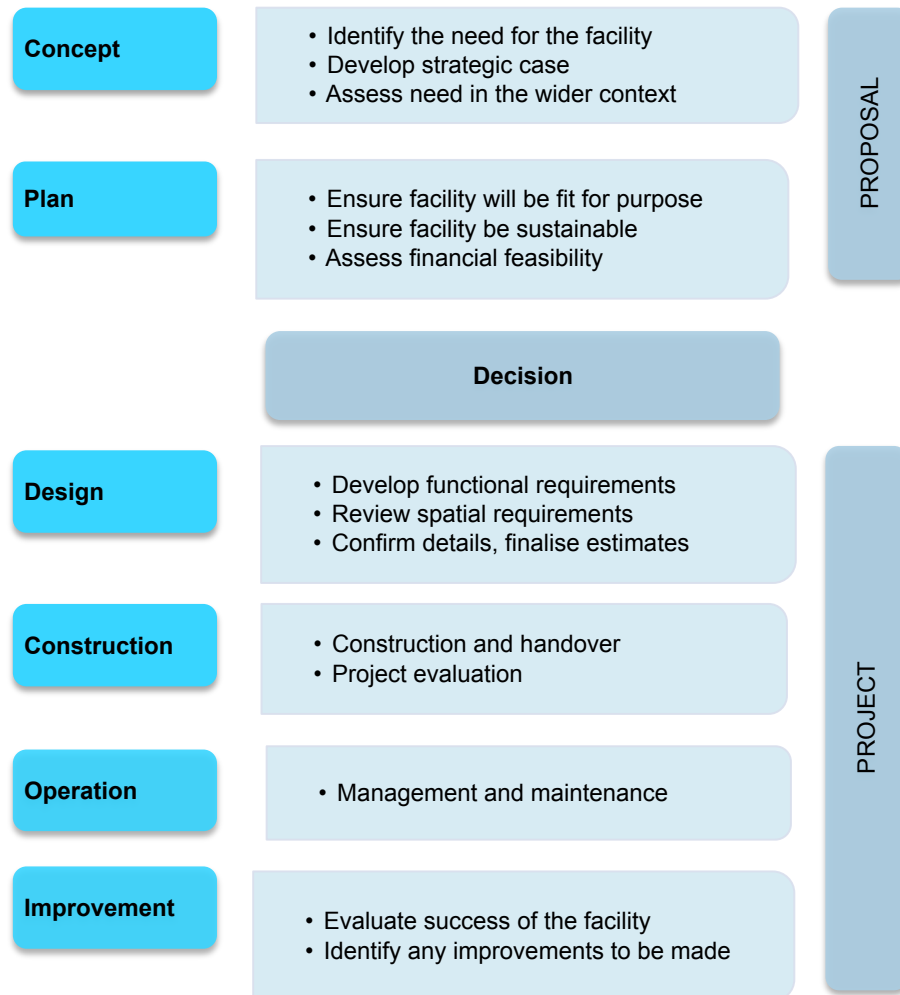
Key tasks of the project manager will be to:

- Outline the steps involved in the planning process
- Establish timelines for completion of each step
- Identify the strengths and roles of project team members
- Assign initial tasks and monitor progress
- Establish guidelines and boundaries for the team
- Outline any pre-established requirements in terms of reporting, attendance etc. (e.g. legal, Local Government Act etc.)
- Establish a budget for the needs assessment process.

¹ The New Zealand Sporting Facilities Framework (2014), Sport NZ

The Facility Lifecycle

The Sport NZ Facility Framework, developed to assist in the decision making process of developing sporting facilities, identifies the full lifecycle of a facility from concept to operation and improvement. When developing a facility it is imperative that the full lifecycle of the facility is considered.



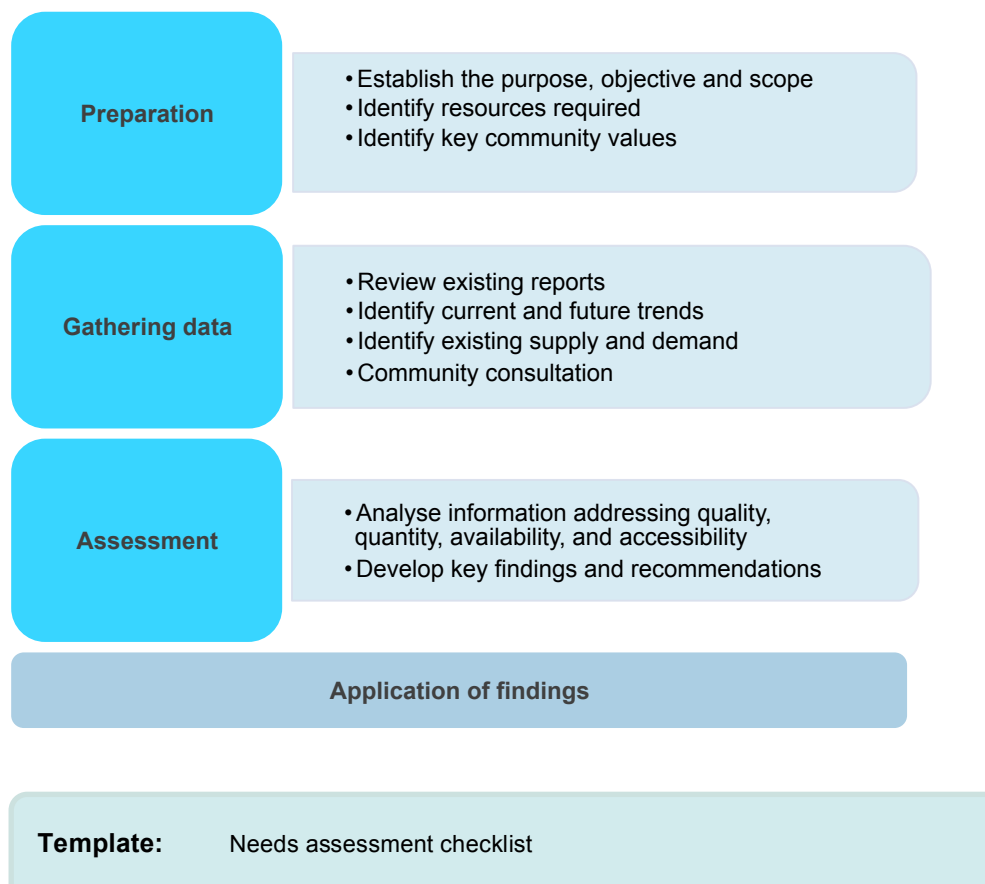
4 Concept

This stage involves identifying the need for the facility by undertaking a Needs Assessment. This is the process of gathering and analysing comprehensive information to establish whether a new facility or redevelopment is required or whether there are other ways of meeting the needs of the community. A thorough assessment of needs is fundamental to the success of the entire planning process of any facility development. Without this important step facilities may be inappropriate, a financial burden or have features that are not required by the community.

For local authorities, there is a statutory obligation (via the Local Government Act 2002) to consult with the affected community. However, any organisation that seeks to serve a need is more likely to have a successful outcome, if the groundwork of a needs assessment is undertaken prior to any development work starting.

4.1 Needs assessment process

A needs assessment has three distinct phases: preparing the project brief; gathering information; and assessing the information. Once this has been undertaken decisions can be made and action taken.²



² Adapted from *Assessing needs and opportunities for indoor and outdoor sports facilities*. (2014) Sport England

4.2 Community and stakeholder consultation

The community and stakeholder consultation process is central to the development of any facility, because it provides the opportunity to find out exactly what customers or potential customers want. If conducted properly, the process should dictate what, if anything, needs to change and how it needs to change. If a new facility or facility redevelopment is part of that identified need, information from the consultation process should provide the basis for a concept plan which relates directly to customers needs and wants.

If an upgrade or change to an existing facility is being considered, make sure existing facility staff are consulted. They have a good understanding and knowledge of the current use, gaps in provision and may have great ideas for improvement.

Changing community expectations

Communities change over time, and facility managers should track this so that they can respond when developing or retro fitting facilities. Examples of how to retrofit to accommodate the needs of the community include:

- Diversity of spaces, for example, can provide privacy for Muslim women
- Diversity of programmes e.g. wellness programmes for older adults, active social programmes for young people, inclusion of a fitness centre
- Accessibility for groups. Remember to consider timing, cost and service focus as well as physical access for customers.

4.3 Needs assessment decision

The needs assessment process should provide enough information for the project team to decide if the project is needed and proceed to the planning stage, or if the project should be stopped. If the decision is made to proceed, it provides direction on the scope and scale of the development. If it emerges that there is not enough demand for a new facility, information from the assessment can be used to meet other identified recreation programming and resourcing needs and wants.

The project team may be tempted to stop a process part way through e.g. if they discover the project cannot go ahead due to financial viability or other mitigating circumstances. However, concluding the process is crucial as it may be appropriate to amend the proposal, break the project into stages or simply postpone it to a future date.

4.4 Concept planning

Concept planning develops the overall idea of the development and involves:

- Reviewing the background to the proposal including examining existing reports, plans and studies
- Establishing the organisational philosophy ensuring the social, financial and environmental goals of the facility will be met
- Undertaking a market analysis of the community
- Examining the justification of the development
- Preparing a draft management plan including the management structure, estimates of usage, identifying target groups, programme and services, marketing and staff requirements
- Developing a concept plan, including the use and requirements of the different spaces within the facility

- Considering the location – can facilities be extended or upgraded, should other facility providers be included in the consultation, can the facility be co-located with other facilities.

4.5 Key questions

Before embarking on this process, consider the following key questions:

- What are the key reasons for developing a facility?
- Who is the facility being built for?
- How do we know it is going to be used by these groups and individuals?
- Where is the proposed location?
- How is it going to be managed?
- How will the design and construction costs be met?
- How will on-going operational and development costs be met?

Case study: Wellington City Council sports field development

Wellington City Council was experiencing significant demand on its sports fields, which were being used in excess of their maximum sustainable capacity. Ground closures occurred regularly, particularly during winter. A needs assessment was undertaken to determine the extent of the problem and identified the need to construct a number of artificial sports fields. The research included:

- Significant consultation with sports codes
- Usage of existing sites
- NZ Sports Turf field assessment
- Rainfall data
- Sports code membership and community demographics
- Emerging artificial sports field technology
- Assessment of potential sites.

The research identified a number of factors:

- Increased demand from sports groups due to more people playing sport and population growth
- High annual rainfall
- Limited land available for new sports field development
- Demand from professional sports
- Increased training demands on fields.

A preliminary assessment showed that installation of a 3G (third generation) artificial sports field would increase use from 6 hours to 60 hours per week during the winter months. The needs assessment was invaluable in providing a better understanding of the sport codes' needs and requirements, and what actions were necessary to meet the current and future needs. It also provided a framework for ongoing planning and policy around the provision of sport and leisure facilities for the Council.

Demand for the artificial sports field has been greater than anticipated by the Council and the popularity along with the information gathered and the experience of implementing the project, resulted in the Council committing to funding a further five fields.

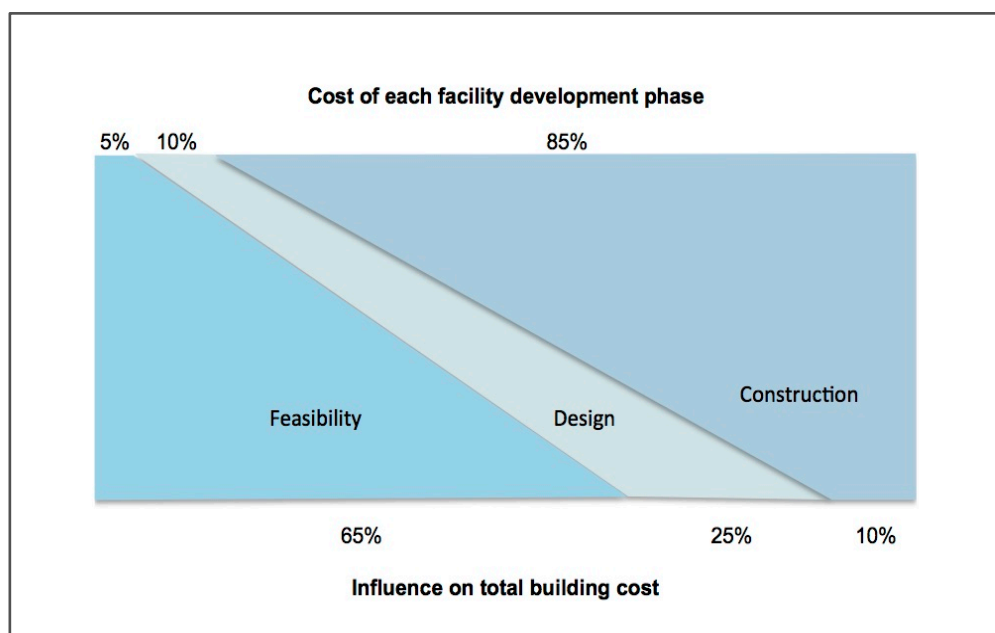
5 Planning

This step involves ensuring the facility will be fit for purpose, sustainable and future proof. An important element is undertaking a feasibility study. While there is often a clear need identified, a true test is the feasibility of both its development costs and more importantly the ongoing operational model and costs. A feasibility study will assess the viability of the proposal, and should determine:

- Facility opportunities and services
- Management model
- Location including road and public transport access
- Facility spaces and features
- The practicality of the design and technical aspects
- Whether the community and funders can afford the cost of both construction and operation of the facility
- The economic and social impact the proposed facility is likely to have on the community including other existing facilities.

This phase should be the most interactive, in which representatives of all user groups can discuss their wants and needs with the architects.

As a guide, the feasibility phase of the planning process may cost up to 5% of the total cost of the development, but can determine up to 65% of the final cost of the building project, as illustrated below.³



³ Adapted from Indoor Recreation Facility Management Manual (1981). Department of Youth, Sport and Recreation (Victoria)

5.1 Feasibility

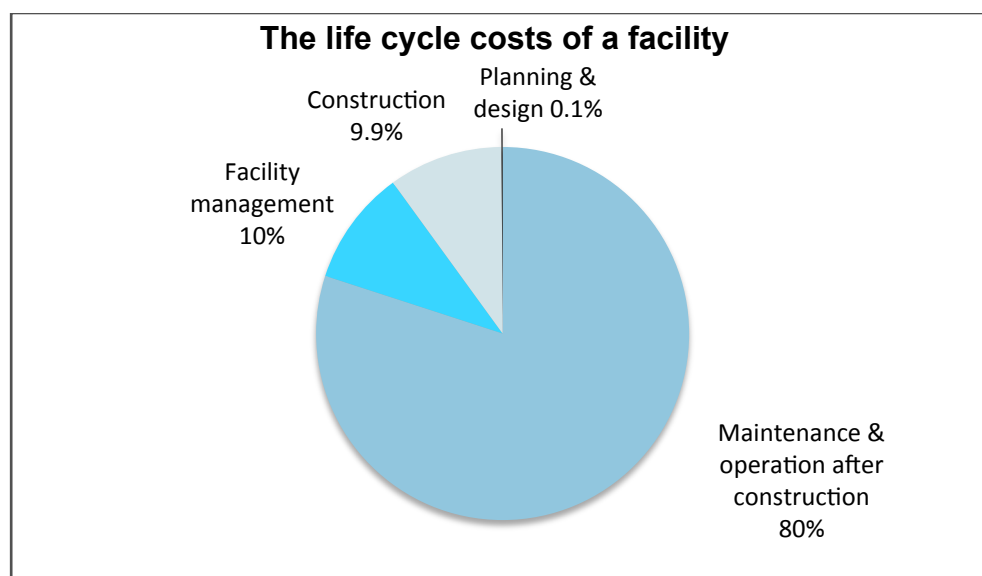
A feasibility analysis⁴ tests the practicality of the concept plan and includes:

- Design and technical evaluation
- Detailed estimates of capital costs including site preparation, construction, fixed equipment costs, consultants and administration costs, and funding sources. Consideration to facility life cycle costs should also be included.
- Financial analysis - identify the long-term operational costs of the facility to help determine the viability of the proposal. This should include operating income and expenditure, and cash flow.
- Staging alternatives – consider if the development is better undertaken in multiple stages rather one stage. This can be determined on a cost basis.
- Sustainability - is the economic, social and environment impact of the facility sustainable over the long term
- Needs assessment - compare the findings of the original needs assessment to the current proposal. Are they still aligned and will the proposal meets the sport, recreation or leisure needs of the community?

In the interests of impartiality, it is recommended that independent parties conduct the peer reviews at the end of the feasibility phase. Sport NZ and NZRA can provide assistance with establishing peer reviews for recreational, sport and leisure facility developments.

Financial viability

A key component of the feasibility study will be an analysis of the **capital costs** and sources of capital funding for the project, as well as an analysis of the likely **operating expenditure** and **potential earnings** of the facility. Bear in mind that the design and construction costs account for only 10% of the overall costs of running a facility over its lifespan, as shown in the following diagram.⁵



⁴ *Feasibility Study Guide, Sport and Recreation, Department of Sport and Recreation, Western Australia* (2007 2nd edition), page 7

⁵ *The Building Management Authority of Western Australia* (1991).

When assessing financial viability, the following should be included as a minimum:

<p>Draft budget checklist (capital costs)</p> <p><i>Planning, design and construction costs</i></p>	<ul style="list-style-type: none"> • Acquisition of land and site surveys • Site preparation • Construction costs • Technical systems and utilities • Fixed equipment and furniture (non-fixed items are budgeted separately) • Access road and support facilities • Consultants' fees and planning costs • Administration and legal costs • Contingency <p>Note: consideration needs to be given to the availability of funds throughout the planning, design and construction phases, and plans made accordingly.</p>
<p>Facility management (fixed and variable costs)</p>	<p>Financial projections should be made for a three to five-year period, depending on the size of the operation.</p> <ul style="list-style-type: none"> • Staff costs e.g. salaries and wages, training • Administration • Programmes • Auditing and insurance • Depreciation and loan servicing costs • Advertising and promotion • Technical systems and utilities • Asset management: cleaning and maintenance and minor alterations over initial 12-month period • Major building or plant maintenance • Plant replacement • Lease or rental costs of equipment.
<p>Operating income</p>	<p>This should be based on usage estimates and anticipated enrolments in programmes. A good needs assessment will provide the basis for estimating utilisation.</p>
<p>Financial forecasts</p>	<p>Statements of (estimated) income and expenditure should be prepared for a pre-determined period. These should be monthly for the first year of operation. A sensitivity analysis is a process used to identify financial risks and should also be undertaken.</p>

There has been a recent trend to taking an overly positive assessment of demand and income when conducting feasibility studies. There is a critical difference between realism and optimism – it's better to err on the side of caution!

5.2 Feasibility study decision

The feasibility study process should provide enough information to enable the project team to decide whether they:

1. Implement or amend the original ideas **or**
2. Postpone or stage development **or**
3. Abandon the proposal.

6 Design

Good design is more than drawing. It involves a project team working through a series of distinct stages to clarify values, develop a brief and address sustainability issues.

6.1 Project management

Note: There is considerable value in appointing an experienced facility manager to undertake a leadership role in the design phase. Practical, workable design solutions are critical to the ongoing cost effective operation of the facility.

A detailed project management plan will be drawn up detailing all aspects of the project. This will include a timeline for completion and time constraints, statutory and legal considerations, personnel requirements and constraints, communication policies, procedures and delegations of authority, financial policies, and the community liaison process.

6.2 Design brief

A design brief should include ideas from both the facility user groups and designers. It gives the building users the opportunity to influence the design process and their needs should be considered throughout the design process. The brief outlines the project and includes the process and communication systems used, planning, management process, performance expectations and programme outlines.

A successful design will need to take into account the following:

- Location
- Topography of the site
- Access (including parking)
- Design features
- Configuration of activity spaces.
- Storage
- Management and programming
- Maintenance
- Financial planning and management

6.3 Design team

The best design team will balance design leadership with a genuine interest in the project. Checking projects that the design team have undertaken in the past is a good starting point. Be clear about where the expertise lies: the expertise of the client user group and the design teams' expertise as architects, designers and engineers. Look for a range of expertise and relevant experience, excellent oral and written communication skills, proven large project management experience and experience as a team together.

Sustainability

Many buildings are now designed around concepts of sustainability, especially with regard to use of renewable materials, energy consumption and easily supervised and cleaned spaces and surfaces. When choosing a design team, consider a team with experience of sustainable design, and experience in building using sustainable materials and processes.

Case Study: ASB Sports Centre, Wellington

Wellington City Council ASB Sports Centre was built in 2011 because existing demand and growing popularity of sports highlighted the need for more indoor sports facilities. The facility is an example of where attention and detail in the design phase pays dividends in the overall operating costs of the facility.

Integral to the design were the concepts of sustainability, sensitivity to the build environment, consideration to the 'whole of life' of the facility and community consultation and engagement.

Community consultation

Community consultation was used from initial concept stages through to design with open dialogue with the local community including residents, sports groups and local businesses. The council was committed from the beginning to provide a facility that would be used by all groups, be welcomed by the immediate community and would challenge the traditional 'warehouse' style design of a sports facility.

Whole of life consideration

The WCC and design team demonstrated how the design and sustainable features would reduce the facility's overall operating costs over its lifetime, delivering increased value to the client. The life of the facility was taken over a 70 year period and consideration of building material used, their maintenance and replacement costs were included.

Sustainability

Sustainable features have resulted in savings of \$200,000 per year in operation costs and include the following features:

- Natural ventilation
- Use of natural lighting through skylights and triple glazed windows
- Solar panels for water heating
- Use of concrete panels for walls and long lasting aluminium roofing resulting in reduced maintenance and renewal costs saving millions over the life of the facility.

Build environment

The design of the facility reduces the visual impact on the environment by the use of curves and the undulating roofline. The building material used was treated to reduce the impact of the marine environment.

6.4 Design consideration

Areas which should be considered at the feasibility and design stage include features that ensure the facility is accessible and safe, the use of sustainable practices for lighting, heating, ventilation and water use, and environmental conditions affecting the build material.

Accessibility

Easy physical accessibility will be a top priority for disabled people or caregivers with young children. Ensure the design provides adequate parking close to the facility, doorways that are wheelchair and buggy-width, and not too heavy. To ensure that the building is truly welcoming and accessible consider an audit – especially if the building is older.

Parking

Providing good, accessible parking should be a major consideration when designing a new facility. It is especially important to provide accessible, well-marked disabled parking.

Exterior lighting

Safety is an issue for everyone, but if women and children are to feel comfortable using the facility at night, it's imperative that entrances, exits and parking areas are well-lit and don't feature dark corners or large trees and bushes. If the facility needs attention in this area, consider hiring an expert in environmental design to look at the safety aspects. Installing extra lighting may be money well spent.

Interior lighting

Where possible use of natural and low energy lighting should be used. The use of light sensors that detect room usage and natural lux levels can also help with the reducing energy costs.

Heating and ventilation

Providing effective and energy efficient heating and ventilation is very important for the long term running of a facility and should be considered during the design phase. During the lifecycle of a facility, expenditure on heating and ventilation contributes to a significant portion of the overall energy costs. Providing as much natural ventilation, allowing the building to 'breathe' also provides an optimal playing environment for the users.

Environmental conditions

The location of the facility and the impact of the local environment can significantly affect the lifecycle of building materials used. Consideration to the maintenance, and lifespan of the building material versus the lifespan of the facility is important.

6.5 Schematic design

At this stage there is a move from the general to the specific in terms of what is to be included in the design. Concept drawings are created and at the conclusion of this process, a schematic design report should include a project schedule, cost and estimate analysis, revised budget, information from architects, engineers (mechanical, electrical, plumbing, structural and civil) describing in detail the building systems they are going to use.

6.6 Design development

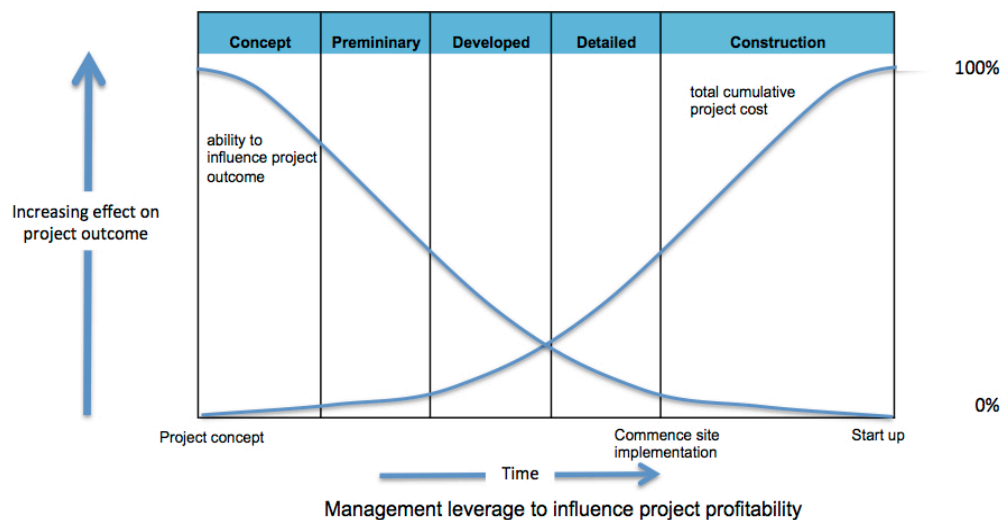
This is a refining of the schematic design where the conceptual ideas are further developed for resources consents. Once consents have been obtained, the detailed design can be made to enable tendering, preliminary selection of materials and selecting mechanical engineering systems and construction.

Value Management Study

The purpose of a Value Management study is to bring together the project stakeholders and design team to ensure the development of the facility will produce a creative and economical result. Participants are brought together in a workshop to create a shared understanding of the core values, requirements and key elements of the design brief. They then work collaboratively to determine what kinds of spaces are required for each facility or activity, finishing detail, furnishings and equipment, confirm a budget, ensure that core values are appropriately captured and to deliver a 'value for money' solution.

The process is best carried out at the end of the developed design but before detailed design and contract documentation starts. Participants are given the opportunity to question whether functional requirements outlined within the project plan have been met by the proposed design and whether value can be improved by simplifying, combining, relocating or changing anything.

Reviews undertaken too late can be ineffective and adversely impact on programme and costs. The sketch below⁶ graphically illustrates the opportunity of early reviews. Generally, Value Management reviews should be carried out at the end of the concept and/or preliminary design stages, when the design has been co-ordinated between the design disciplines and there is a consistent basis for a cost estimate. The necessary revisions that are identified as part of the Value Management review can then be input to the start of the next design phase.



6.7 Contract and specification documentation

All documents describing the project to contractors must be completed during this phase. Everything from door hardware to plumbing fixtures to air-handling units to fire alarm pulls must either be designed, or described in detail. Equipment fit out must be considered so that wall support structures or correct concrete depths are included. Specialist lighting or electrical requirements may require three phase power. Leaving this until later in the design process will restrict options.

A review meeting between the project manager, architects, engineers and the owner should occur half way through and prior to the final stages of this phase.

⁶ Beca Consulting Engineers

Tender bidding and negotiation phase

The following methods may be considered for project delivery:

- Stipulated sum contract
- Design-build system (builder is project manager)
- Construction management contract (project manager appointed for the task).

During this phase, a pre-bid conference may be organised, so that all tenderers have the opportunity to get the information they need. Once tenders are received they are typically evaluated using a weighted attribute system where each bid is ranked against key criteria previously identified. Criteria evaluated usually include experience and track record, qualifications, methodology, presentation and content and price.

7 Construction

To a large extent this part of the process will be handled by the architect, construction company or project manager. An experienced design team will be aware that excellent communication skills are a pre-requisite for this role and they should establish clear communication protocols.

7.1 Commissioning and handover

In new and existing facility development projects the project's contractors, builders and consultants are responsible for the commissioning phase which involves ensuring that the facilities, structure, systems and operational components meet the project's specifications and the client's operational expectations. It is important that this is clearly written into the contractual agreement and should include certifications and tests for:

- Building Code of Compliance
- Fire systems and evacuation
- Mechanical plant commissioning data, 'as built' drawings, and records
- Electrical systems and load tests
- Client inspections and approvals.

In addition to the "plant" being tested, the commissioning phase should also involve the writing of instruction manuals, staff training and operation of all equipment.

It is essential that the facility's operating systems are tested under 'real life' situations before opening to the public. Inviting groups, clubs and individuals that are likely to be regular users of the facility to come and test the facilities and services is an important phase of the commissioning process. It also allows some familiarisation with the new amenities for clubs and groups prior to the facility opening and enables staff to become familiar with facility and plant operation under low demand conditions.

For new recreation facilities, it is recommended that a minimum two to three weeks be included in the project's timetable over and above the contractors' commissioning period, for this 'work up' component to be undertaken.

8 Operation

Ongoing management and operation of the facility should ensure the facility is delivering:

- A quality experience to customers
- An effective and efficient operating model
- An effective and efficient programme.

The earlier chapters of the Facility Management Manual provide more detailed information on the different aspects and requirements of operating a facility.

Community Engagement: Includes engagement with customers, stakeholders and the local community. It provides information on community profiling, how to identify stakeholders, tools to establish community needs and suggestions on how best to engage and work with the community and stakeholders.

Customer Care: Looks at customer experience and care, and provides information on how to build customer relationships, understanding customer behaviour and information on customer feedback systems.

Human Resources: Covers key topics of personnel management from recruitment, induction and training through to employment agreements, team building and managing staff.

Strategy and Planning: Discusses the need for planning and describes the difference between strategic and business planning, detailing responsible for planning and provides an outline of the planning process.

Marketing: Identifies the key principles of marketing, provides information on how to create a marketing plan and outlines the basic tools required for promoting a facility.

Programming: Looks at the programming cycle, provides an overview of the programming process from planning and identifying target groups through to programme design and implementation.

Financial Management: Includes information on general financial management including monitoring and reviewing performance, planning and budgets, setting prices, and reporting.

Risk Management: Covers principles and guidelines of risk management practices, including best practice, assessment and treatment, documentation and responsibilities, health and safety. It also discusses high-risk issues such as serious harm, crowd management and emergencies.

Monitoring: Discusses monitoring and evaluation processes, the use of key performance indicators in monitoring and how collected data can be incorporated into the planning process. Also discussed in this chapter are the purposes of evaluation and the evaluation process.

Governance: Describes the differences between governance and management, details the major roles of the governing board including developing policies and monitoring, and addresses the issue of board and management relationships.

Asset Management: Describes the key elements in an asset management plan, gives an overview of compliance, monitoring and review processes. It highlights some of the more important operational aspects of asset management such as managing energy use, and risk management.

Facility Contracts: Discusses the different types of contracts, reasons for engaging in the contract process and provides useful tips on negotiating and on-going management of contracts and leases.

9 Evaluation and Improvement

Once the facility is commissioned and operational, it is prudent to track actual performance against the needs identified in the needs assessment and feasibility study. The results of this process can be used to inform future programme and management decisions, and drive additional value from the facility. These could include:

- Accessibility by community users
- Community engagement with the new facility
- Customer usage trends
- Efficiencies and energy usage
- Financial performance
- Health and safety records
- Resource savings.

10 FAQs

Q: I have been directed by my Council to undertake a Needs Assessment in my area as there is high political will for a new centre. Personally I don't think the expense is warranted and we would be much better to spend our money on partnership projects and improving existing facilities. What is the best way to handle this?

A: If your Councillors have directed you to undertake a Needs Assessment, then it will be built into your KPIs and it is a requirement of your job. On the positive side, a good Needs Assessment will help establish the best outcome for your community, which in this case should include alternatives such as partnering and improving existing facility features. If you have important information about the community needs and expected costs, then make sure this is included in the needs assessment. Good luck!

Q: Our facility is completely over-subscribed and no matter how often I talk to the powers-that-be, no one is interested in my ideas for re-development. What should I do next?

A: Get approval to start a Needs Assessment process. If you don't have the resources for a full assessment, then at least start a process that gets your issues on the table in a way the organisation responds to e.g. business planning. Once you have more concrete information, use the organisational processes to get the topic discussed at official level.

Q: My facility development project team is at loggerheads and our facility development process has been stalled. How can I get them to move forward positively?

A: In this case, your project team is absolutely crucial to a positive outcome. Get help immediately. Find and recruit the best advice and support you can to help you figure out why the group is not functioning to the best of its ability. This may include outside expertise.

11 Templates

11.1 Needs assessment checklist

Step	Action
<i>Prepare study brief</i>	<ul style="list-style-type: none"> • Reason and background for study • Purpose, aims and objective • Level of community involvement required • Scope of planning including services, programmes and facilities • Timing of study • Method and frequency of reporting • Budget and project costs • Existing support available • Availability of existing information
<i>Resources</i>	<ul style="list-style-type: none"> • Financial • Time • Staff
<i>Key community values and organisational philosophy</i>	<p>Values identified may relate to:</p> <ul style="list-style-type: none"> • Equity • Access and availability • Participation • Cultural relevance • Quality • Efficiency and effectiveness • Flexibility
<i>Review existing reports</i>	<p>Previous reports can provide useful background information on the community and current issues. Sources include:</p> <ul style="list-style-type: none"> • Council reports • Academic studies • Sporting bodies plans • Statutory planning policies • Strategic sporting plans • Local media can provide supplementary information
<i>Identify current and future trends</i>	<ul style="list-style-type: none"> • Sport NZ Active Survey • Participation Survey • New Zealanders and the Arts 2014, Creative NZ
<i>Analysis of social indicators</i>	<ul style="list-style-type: none"> • Create community profiles
<i>Review existing supply</i>	<ul style="list-style-type: none"> • Type of service provided

Step	Action
	<ul style="list-style-type: none"> • Capacity of existing providers • Who do they cater for – age, ethnicity, interest groups • Facility condition • Accessibility • Geographical area covered
Community consultation	<ul style="list-style-type: none"> • Public meetings • Local interviews • Surveys and questionnaires • Provisions for individual submissions • Consultation groups • Meetings with key players of stakeholder groups
Identify gaps and duplications	<ul style="list-style-type: none"> • Gaps in service delivery • Duplication of service delivery • Mapping of service providers
Analysis of information gathered	<ul style="list-style-type: none"> • Trends, patterns and relationships • Comparison of 'wants' to 'needs'
Develop recommendations	<p>Recommendations could include but are not limited to:</p> <ul style="list-style-type: none"> • Provision of new facility • Upgrade existing facility • Provide new programmes • Status quo

12 Questions for Educational Context

Phases of facility development

Demand from a range of sources for new facilities can be a big challenge for local authorities. Ideally before facility development is even considered, some key questions are asked and answered. List at least FOUR of the seven suggested questions, and what information would be generated through them.

There are five phases in the facility development process. Name these and give a brief overview of the key tasks.

Needs assessment study

Local authorities, clubs and other providers don't have unlimited budgets and must be strategic in terms of how money is spent. Name and discuss several compelling reasons for undertaking a needs analysis prior to making plans to build a new facility, or even upgrade an existing one.

13 References and Further Information

13.1 Further information

Barrier Free Trust for information on accessibility audits on facilities

<http://www.barrierfreenz.org.nz/>

Department of Sport and Recreation, Government of Western Australia. (July 2007)
Feasibility Study Guide Sport and Recreation Facilities,)

Energy Efficiency and Conservation Authority NZ at www.eeca.govt.nz

New Zealand Legislation at <http://www.legislation.govt.nz/>

NZ Government Electronic Tenders Service (GETS) at www.gets.govt.nz

Panstadia International Quarterly Report accessed from www.panstadia.com

Sport Discuss (international sport database) at <http://www.sportdiscus.com/>

Sport England at <https://www.sportengland.org/facilities-planning/>

Sport NZ at <http://www.sportnz.org.nz/>

Sport NZ “Community Sport and Recreation Facility Development Guide” (Due late 2015)
at <http://www.sportnz.org.nz/>

Western Australia Department of Sport and Recreation at <http://www.dsr.wa.gov.au/support-and-advice/facility-management>

13.2 References

Campbell, K. Sports Council UK (1995). *Handbook of Sports and Recreational Building Design*; Volume 2, Chapter 10.

Department of Sport and Recreation, Government of Western Australia. (March 2007)
Needs Assessment Guide, Sport and Recreation Facilities 2nd edition

Department of Youth, Sport and Recreation (Victoria) (1981) *Indoor Recreation Facility Management Manual: Savings Potential of the Various Planning Phases*

Sport England (2014) *Assessing needs and opportunities for indoor and outdoor sports facilities*

Sport NZ (2014) *The New Zealand Sporting Facilities Framework*

