

QUESTION: How do you make sure everyone in the organisation operates with a customer focus?

- » *Having a customer focus is about understanding and responding to customer needs. This covers Athletes, Coaches, Officials, Administrators and Supporters.*

Expectations:

1. Policies and procedures are centred on customers.
2. The importance of customers is role modelled by Leader (CEO) and Chairperson.
3. Values include customer focus, value creation and communication.
4. Customer service training provided to key staff/volunteers.
5. Two-way communication between customers/members/participants and the organisation.
6. Systems for receiving and managing customer/member feedback and complaints.

Detailed Expectations for 'Sustainable' Organisations:

1. Policies and procedures are centred on customers. (e.g. non smoking policy protects staff and visitors health, facility access policies ensure maximum customer access while maintaining levels of safety, and communication procedures allow transparency and multiple methods of communication to meet varying customer expectations).
2. Role modelling by Leader (CEO) in terms of customer importance. (e.g. when a complaint or situation occurs, the response by a key leader should clearly show that they value the people involved and the resolution is aimed to meet the customer's needs, as appropriate).
3. Values include customer focus, value creation and communication.
4. Customer service training provided to key staff. (e.g. this may be as simple as advice and policies on ways to answer the phone or respond to member/stakeholder questions, or this may require more formal training such as a KiwiHost course).
5. Two-way communication between customers/members/ participants and the organisation, including opportunities to provide feedback (e.g. annual organisation activities calendar, website , quarterly open forums, supporters day, internet blog or forum sites, contact details for Board and staff/volunteers easily available).
6. Systems for receiving and managing customer/ member feedback and complaints (e.g. open meetings, written complaints process).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[KiwiHost – Customer service training](#)

[KiwiHost/JRA Perceptions of Customer Service in NZ](#)

[NZRA – Recreation Facility Management – Keeping the Customer Satisfied](#)

[Tasman RST SportAssist Training Resource – Communication](#)

ID Number: 407 Ref: C1.1-1

QUESTION: How do you make sure the sporting environment is healthy and safe and complies with all regulatory requirements?

- » *A Sporting Environment refers to the locations or venues where people participate, coach, officiate and support your sport. It does not refer to the 'work environment' where staff/volunteers run sport which is covered in Module E (People Management).*

Expectations:

1. Health and Safety (HSE) Manual covers requirements affecting customers (i.e. Health and Safety, SmokeFree, First Aid, ACC Sport Smart Injury Prevention, Codes of Conduct, SunSmart, Nutrition, as relevant).
2. HSE Manual and policies available to all participants, members and stakeholders.
3. Regular reviews of compliance.
4. Make use of sport-specific resources and support.

Detailed Expectations for 'Sustainable' Organisations:

1. Health and Safety (HSE) Manual covers requirements affecting customers.
 - a. Health and Safety/Emergency Plan – Hazards in sporting environment have been identified and minimised/removed, appropriate health and safety/emergency action plan in place, safe facility/equipment usage rules comply with good practice and with the needs of the organisation, and are reviewed annually.
 - b. SmokeFree (and DrugFree) – all legal requirements met, signs displayed, no smoking around junior sport.
 - c. First Aid – First Aid kits and ice available, injury records and accident register maintained, coaches/managers receive basic first aid training.
 - d. ACC Sport Smart Injury Prevention – strategy to minimise injuries to participants, culture of safety first and correct techniques in all coaching, appropriate warm up and cool down activities.
 - e. Code of conduct – codes of conduct and disciplinary procedures are in place and promoted for participants, coaches, officials, spectators/parents. Includes anti-bullying policy and sportsmanship philosophy.
 - f. SunSmart (outdoor sports October to March) – promote use of sunscreen, protective uniforms and hats, provide sun protection.
 - g. Nutrition – water available during games/training, variety of healthy food options.
2. HSE Manual and policies available to all participants, members and stakeholders.
3. Regular reviews of compliance.
4. Make use of sport-specific resources and support (e.g. ACC sport health and safety checks, sport-specific safety rules/regulations).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. HSE Manual is customer-specific and health and safety activity is proactive:
 - d. Injury Prevention – sport-specific or position-specific injury prevention programme is developed and promoted for club participant use.
 - g. Nutrition – promote nutrition education.

Further Reference

ACC – Injury prevention playing sport

[SPARC – People management resource](#)

[SPARC – Health and Safety \(ClubKit\)](#)

[Safety in Sport – Guidance for UK national governing bodies](#)

[SPARC – Coaches' code of ethics](#)

[SPARC – Sample codes of conduct](#)

[Community Net – Risk management](#)

[Western Australian Government – Member protection](#)

[Western Australian Government – Child protection guidelines](#)

[Book - Sport in the Dock: Cross examining safety in NZ sport.](#)

ID Number: 700 Ref: C1.1-2

QUESTION: How do you understand the needs and expectations of your various groups of Participants?

- » *The Participant section refers to pathways for people participating in your sport, but excludes high performance athletes and their talent development pathway (which is dealt with by RSOs in the Performance Athletes section).*
- » *Customers in this question are likely to include any participant in the sport or physical activity including members, non-members and casual players.*

Expectations:

1. Recent and documented understanding of the needs of various groups of participants.
2. Needs and expectations of young people specifically understood.
3. Established processes for consulting with and obtaining participant input.
4. Understanding of why people do not participate or stop participating.
5. Understanding of why casual participants choose not to become members.
6. Documented evidence of relevant research conducted in the last 2–4 years (NSO).

Detailed Expectations for 'Sustainable' Organisations:

1. Good understanding of the needs and expectations of various customer groups (participants – members and non-members, different segments such as mens/womens, social/competitive, junior/senior/masters). Documented and based on current/recent information.
2. Needs and expectations of young people specifically understood. Junior and Youth sport needs, expectations of Generation Y, Z, school/club interplay and impacts on youth etc
3. Processes for obtaining participant input established, including regular consultation (e.g. membership information, surveys, focus groups, complaints and general feedback, forums, programme and service feedback).
4. Understanding of why people do not participate, stop participating in your sport and specifically in your organisation. Information on barriers to participation may be available from international organisations, SPARC or Universities based on their research.
5. Understand why casual participants choose not to become members. These are a key group to understand as they may often be a key future revenue source for your organisation, yet not through paying traditional membership fees. This concept equally may apply to why clubs/centres choose not to become members of your RSO or likewise RSOs choose not to become members of your NSO.
6. Documented evidence of relevant research conducted within the sport in last 2–4 years. This may be research sourced directly or relevant sector, sport or regional research that is directly relevant to your organisation.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Use of sport (NSO or international body) or sector (SPARC) research around sports participation norms is used.

Further Reference

SPARC – Coach Development and Education (Appendix 1: Athlete Characteristics and Needs)

SPARC – Obstacles to Action research

Tasman RST SportAssist Resource – Inclusion

Tasman RST SportAssist Resource – Membership Recruitment

Tasman RST SportAssist Resource – School Community Partnerships

Sport England – Market segmentation example

ISportz.com – Create organisation-specific web-based Participant services and information

Characteristics of development and excellence in paralympic athletes

SPARC – The sport and recreation pathway

ARPASS and Massey University - Sport and Cultural Diversity research

McCrindle Research - The ABC of XYZ: Generational Diversity at Work

ID Number: 558 Ref: C2.1.1-2

QUESTION: How do you make sure pathways for Participants are effectively managed?

Expectations:

1. Participation pathway is nationally developed and driven, and regionally delivered (as relevant).
2. Pathway programmes delivered either directly or in partnership.
3. Systems and processes to ensure quality standards of delivery.
4. Clear responsibility for both management and delivery of the pathway programmes.
5. Sufficient resources available to deliver pathway programmes effectively.
6. Suitable staff/volunteer training, regular communication and support provided.
7. Regular review of capability and capacity across the sporting structure to promote and deliver the pathway.

Detailed Expectations for 'Sustainable' Organisations:

1. Pathway is nationally developed and driven, and regionally delivered. This is a model to maximise efficiency of resources, however in some cases may not be the preferred model.
2. Pathway programmes delivered either directly or in partnership with regions/clubs/other partners under a suitable agreement that ensures quality controls.
3. Systems and processes in place to ensure quality standards of delivery are maintained.
4. Clear responsibility for both management and delivery of the pathway programmes. Often the governing organisation will manage the pathway while the regional or club organisation will be accountable for delivery of certain aspects.
5. Sufficient resources are available to deliver pathway programmes effectively.
6. Suitable training, regular communication and support are provided to programme delivery staff and volunteers.
7. Regular review of programme promotion and delivery, capability and capacity of the relevant organisations within the sporting structure (e.g. NSO/RSO/clubs) to deliver, capability of staff/volunteers to deliver.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[Alberta NFP – Maximise your time and effort, collaborate!](#)

[SPARC – Pathways \(Young People\)](#)

[SPARC – Obstacles to Action research](#)

[Tasman RST SportAssist Resource – Membership Recruitment](#)

[Tasman RST SportAssist Resource – Inclusion](#)

[Tasman RST SportAssist Resource – School Community Partnerships](#)

[SPARC – Talent development framework](#)

[Western Australian Government – Juniors](#)

[SPARC – The sport and recreation pathway](#)

ID Number: 515 Ref: C2.1.2-2

QUESTION: How do you make sure there are a range of programmes to meet the needs of Participants?

Expectations:

1. Programmes developed based on solid understanding of participation customers.
2. Comprehensive range of programme opportunities for participant groups and/or playing levels (including juniors).
3. Mix of programmes to attract traditional membership and casual players.
4. Programmes and participation policies align throughout the sporting structure (as relevant).
5. Resources and services provided based on customer needs (e.g. coaching).
6. Clear processes for participant input into programme development or offerings.
7. Examples of changes made to programmes as a result of member input.

Detailed Expectations for 'Sustainable' Organisations:

1. Customer understanding central to the development of your programmes (e.g. levels and/or formats of competition meet individual needs).
2. There is a comprehensive range of programme opportunities for participant groupings (clear separation of target groups e.g. social, competitive, talent development, youth or junior, casual, gender/ethnicity-specific, corporate). For example, programme opportunities for competitive athletes may include talent identification, and support for developing players (i.e. internal academy, gym memberships, support funding, and specialist coaching).
3. Mix of programmes to attract traditional membership and casual players (e.g. 'pay to play', interclub, social competitions, business-house events/competitions etc).
4. Programmes and participation policies align throughout the sporting structure (i.e. NSO/RSO/Club) as relevant (e.g. regional and national pathways are promoted, youth, Maori and No Exceptions policies are implemented within stated guidelines, codes of conduct are promoted, age-group cut-offs are mirrored, competition rules are aligned etc, as applicable).
5. Resources and services are provided based on customer needs i.e. for planning sports delivery, programmes, offerings and services; marketing; making improvements; and developing new services or opportunities. Likely to include adequate quantity and quality of coaches/officials to support participants, relevant player/coach ratios (e.g. high percentage of coaches with relevant qualifications and/or experience appropriate to their level of coaching).
6. There are clear ways for participants to have input into programmes developed and offered (e.g. participant surveys, online feedback, informal conversations, annual participant feedback meeting etc).
7. Examples are available for changes made to programmes as a result of member input (e.g. new programme mix, change to format of club-run business house league).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – Is there a need? \(ClubKit\)](#)

[Western Australian Government – Juniors](#)

[SPARC – The sport and recreation pathway](#)

[ARPASS and Massey University - Sport and Cultural Diversity research](#)

ID Number: 655 Ref: C2.1.2-3

QUESTION: How well do you attract new Participants?

Expectations:

1. Strategy to use a variety of membership options to recruit participants into different programmes.
2. Identified target market, attraction campaign, marketing methods and channels.
3. Accurate and accessible information for both existing and potential participants.
4. Innovative programmes and recruitment strategies attractive to new participants.
5. Active linkages with schools and other community groups.

Detailed Expectations for 'Sustainable' Organisations:

1. Recruitment strategy for targeted programmes with a variety of membership options in place (e.g. competitive, social, casual, youth/senior/masters, supporters, corporate).
2. Have identified for each programme who you are targeting and how, campaign/ programme to attract, and how you market and promote that through the appropriate channels (e.g. flyers, advertisements, newsletters, regular membership drives, targeting identified known player sources).
3. Accurate and accessible information for potential and existing participants (e.g. own website, brochures, SPARC/RST websites, other relevant publications promotional material at local schools, Citizens Advice Bureaux (CABs), community centres, library, RSTs etc).
4. The sport has innovative programmes and recruitment strategies that are attractive to new participants. (e.g. open days, have-a-go events, novelty events, attendance at Field Days or other community-wide events/expos).
5. Linkages with schools and other community groups (e.g. active marketing to schools through work with regional/national secondary school sports organisations, Principals associations, and the wider community where feasible through influential national/regional bodies (e.g. NZ Citizens Advice Bureaus, Local Authorities)).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

4. National programme implemented to drive participation at club. Example – Bowls NZ Mates in Bowls (MIB) programme
5. School leaver programmes, school contracts or agreements. Partnerships with local businesses for staff teams to participate in annual business-house competitions.

Further Reference

Tasman RST SportAssist Resource – Membership Recruitment

ISportz.com – Create organisation-specific web-based Participant services and information

Example – Bowls NZ 'Mates in Bowls' (MIB) innovative new revenue stream

Alberta NFP – Where oh where did our membership go?

Western Australian Government – Marketing and promotion

Western Australian Government – Juniors

SPARC – Growing your membership (ClubKit)

ARPASS and Massey University - Sport and Cultural Diversity research

ID Number: 73 Ref: C2.1.3-1

QUESTION: How well do you retain your Participants?

Expectations:

1. Strategies and programmes to retain participants are based on their identified needs.
2. Programmes, services and development opportunities designed and updated to provide value and enjoyment.
3. Reward and recognition programmes for participants.
4. Regular communication with participants through suitable channels.
5. Responsibilities for participant relationships shared amongst staff (as appropriate).
6. Process to welcome participant feedback, and manage and resolve issues.
7. Feedback used to meet expectations, make improvements and gain loyalty/referrals.

Detailed Expectations for 'Sustainable' Organisations:

1. Retention strategies and programmes in place. Based on understanding of participants current needs and expectations (e.g. coaching support, player succession planning, rotational policies, practice requirements etc).
2. Programmes, services and development opportunities designed/updated to provide value and enjoyment to participants and keep a 'fresh' offer.
3. Reward and recognition programmes for participants. (e.g. budget to support player development, awards for participation/success at different levels/grades, end-of-season recognition event etc)
4. Regular communication with participants through suitable channels (e.g. face to face, website, email, newsletters, forums or consultation to allow two-way communication).
5. Responsibilities for member/participant relationships are shared amongst staff as appropriate.
6. Process in place for allowing participant feedback both positive and negative and for managing and resolving any issues that arise (e.g. player disputes tribunal, participants committee/forum, website feedback form, player representatives, suggestion box, end-of-season/round debrief, AGM, captains meeting).
7. This information and interaction is used to meet or exceed member/participant expectations, secure their future interactions, address factors for non-participation, encourage positive referrals and make improvements.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[Western Australian Government – Marketing and promotion](#)

[Western Australian Government – Juniors](#)

[SPARC – Growing your membership \(ClubKit\)](#)

[Alberta NFP – Where oh where did our membership go?](#)

[ISportz.com – Create organisation-specific web-based Participant services and information](#)

ID Number: 75 Ref: C2.1.3-3

QUESTION: How do you measure the effectiveness of your Participation approach?

Expectations:

1. Relevant performance measures for overall satisfaction and participation levels.
2. Suitable measures in place for aspects of customer responsiveness.
3. Participant surveys/evaluations may include comparative feedback on key factors.
4. Improvements in member/participant satisfaction evident after follow-up action.

Detailed Expectations for 'Sustainable' Organisations:

1. Performance measures in place including member/participant satisfaction (measured via surveys and/or evaluation forms), programme and service uptake and growth (retention rates and new participants).
2. Suitable measures in place for customer responsiveness (communication, dealing with enquiries, feedback, suggestions, complaints).
3. Participant surveys/evaluations may include comparative feedback (e.g. satisfaction vs. other sporting organisations regarding levies, communication, profile, quality of sporting experience, facilities, development opportunities, representative sporting pathways and opportunities, quality and frequency of coaching, quality of officiating, social aspects etc).
4. Improvements in member/participant satisfaction after follow-up action are evident (e.g. acceptance of fee increases, retention and/or increase in participation, referrals to other members/participants).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – NSO/RST Stakeholder Survey Tool](#)

[SPARC – Online survey tools](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[NZRA – Recreation Facility Management – Monitoring and Evaluation](#)

[SPARC - Active NZ Survey](#)

[Community Driven Institute – Creating and measuring real outcomes](#)

ID Number: 408 Ref: C2.1.4-1

QUESTION: How do you understand the needs and expectations of your Performance Athletes?

- » *The Performance Athletes section refers to talent development (i.e. development of Participants into successful regional and national representatives).*

Expectations:

1. Recent and documented understanding of what performance athletes at different levels need.
2. Individual needs of these athletes understood using an athlete-centred approach.
3. Needs and expectations of young performance athletes specifically understood.
4. The key requirements for expert performance in the sport are well understood.
5. Established processes for consulting with and obtaining performance athlete input.
6. Understanding of why people do not become or stop being performance athletes.
7. Documented evidence of relevant research conducted in the last 2–4 years (NSO).

Detailed Expectations for 'Sustainable' Organisations:

1. Good understanding of the needs and expectations of various groups of performance athletes (i.e. athletes that have moved along the talent development pathway from Foundation to Participation and have reached High Performance). The needs of high performance athletes themselves are quite specific, but which athlete community they sit in (e.g. late childhood, early teenage, late teenage, competitive adult) will equally determine differing needs, as will the specific requirements of your sport. Documented and based on current/recent information. (NB customer segmentation is about dealing "practically" with different groups of customers that have common needs, traits, characteristics).
2. An athlete centred approach ensures greater understanding of the multiple needs of performance athletes (e.g. physical, technical, tactical, psychological, performance lifestyle etc).
3. Needs and expectations of young performance athletes specifically understood. I.e. Generation Y and Generation Z (or IGeneration) have inherently different needs and expectations.
4. The key requirements for expert performance in the sport are well understood as is the sequence in which those attributes are best developed. The generic progressions are understood as well as sport-specific progressions.
5. Processes for obtaining performance athlete input established, including regular consultation (e.g. registration form information, surveys, web-based data gathering, newsletter responses, focus groups, complaints, debrief sessions, email feedback, use of text messaging, twitter and other social networking methods).
6. Understanding of why people do not participate at a performance athlete level or stop participating at this level. Supported by research or other relevant information.
7. Documented evidence of relevant research conducted within the sport in last 2–4 years. This may be research sourced directly or relevant sector, sport or regional research that is directly relevant to performance athletes in your organisation.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – High performance strategy](#)

[SPARC – Talent Development](#)

[Characteristics of development and excellence in paralympic athletes](#)

[Queensland University of Technology research – Young elite team players prone to burnout](#)

[SPARC – Coach Development and Education \(Appendix 1: Athlete Characteristics and Needs\)](#)

[SPARC - Active NZ Survey](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[NZRA – Recreation Facility Management – Monitoring and Evaluation](#)

[SPARC – Obstacles to Action research](#)

[McCrindle Research - The ABC of XYZ: Generational Diversity at Work](#)

[NSO Sport Specific – Coach Development Frameworks \(athlete-centred\)](#)

[Communicating with Teenagers](#)

[Example - Wellington City Council Talent Development Programme](#)

[SPARC – The sport and recreation pathway](#)

[ARPASS and Massey University - Sport and Cultural Diversity research](#)

ID Number: 573 Ref: C2.2.1-1

QUESTION: How do you make sure pathways for Performance Athletes are effectively managed?

- » *The Performance Athletes section refers to the talent development (development of participants into successful regional and national representatives)*

Expectations:

1. Performance Athlete pathway is nationally developed and driven, and regionally delivered (as relevant).
2. Pathway programmes are delivered either directly or in partnership.
3. Systems and processes to ensure quality standards of delivery.
4. Clear responsibility for both management and delivery of the pathway programmes.
5. Sufficient resources available to deliver pathway programmes effectively.
6. Suitable training, regular communication and support provided to key staff/volunteers.
7. Regular review of capability and capacity across the sporting structure to promote and deliver the talent development pathway.
8. Athlete responsibility for their own performance is encouraged.
9. Skills of support personnel are aligned to athletes' needs along the pathway.

Detailed Expectations for 'Sustainable' Organisations:

1. NSO provides leadership role of this pathway. Talent development pathway is nationally developed and driven, and regionally delivered.
2. Talent development programmes delivered either directly or in partnership with regions/clubs/other partners under a suitable agreement that ensures quality controls.
3. Systems and processes in place to ensure quality standards of delivery are maintained. Use of carded officials/coaches, accredited sport science/medicine providers etc.
4. Clear responsibility for both management and delivery of the talent development pathway programmes. Often the governing organisation will manage the pathway while the regional (or club) organisation will be accountable for delivery of certain aspects.
5. Sufficient resources are available to deliver programmes effectively. Resources may be from your organisation or those obtained collaboratively (e.g. Academy of Sport, SPARC, Universities with relevant programmes, other affiliated sports, commercial service providers)
6. Suitable training, regular communication and support are provided to talent development programme delivery staff and volunteers. Links to Academy of Sport and other support bodies are established
7. Regular review of talent development programme promotion and delivery, capability and capacity of NSO/RSO/clubs to deliver, capability of staff/volunteers to deliver. Ensure there is both capability and capacity across the sporting structure to promote and deliver the pathway and its programmes.
8. Athlete responsibility for their own performance is encouraged. (e.g. Athlete Life Programme to support this)
9. At every level of the athlete development pathway, the skills of significant support personnel are aligned to the athletes' needs. Working with the Academy of Sport and their accredited providers, ACE advisors and/or Athlete Life programme team etc.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – High performance strategy](#)

[SPARC – High Performance Contestable Investment](#)

[SPARC – The sport and recreation pathway](#)

[NZ Academy of Sport – North, South](#)

[NZAS – Athlete Life Programme](#)

[Example - Wellington City Council Talent Development Programme](#)

ID Number: 520 Ref: C2.2.2-2

QUESTION: How do you measure the effectiveness of your Performance Athlete approach?

Expectations:

1. Relevant performance measures in place for all athletes.
2. Key competition performance outcome measures developed with coaches.
3. Suitable measures in place for athlete performance, improvement and satisfaction.
4. Performance athlete surveys/ evaluations may include comparative feedback on key factors.
5. Similar surveys may provide feedback on the approach from key support personnel.
6. International performance comparisons and analysis benchmark progress.

Detailed Expectations for 'Sustainable' Organisations:

1. Performance measures are in place for all athletes.
2. Key competition performance measures/outcomes have been developed with the key coaches.
3. Performance measures in place including athlete performance, improvement and satisfaction (measured via surveys and/or evaluation forms).
4. Athlete surveys/evaluations may include comparative feedback (e.g. satisfaction vs other sports/regions or vs previous years) regarding communication, profile, quality of performance sport experience, facilities, talent development opportunities, representative sporting pathways and opportunities, quality and frequency of coaching, quality of officiating, quality of sport science support, tolerance of representation fees, likelihood of loyalty, referral, player transfer.
5. Similar surveys may provide feedback on the talent development approach from key support personnel (e.g. performance coaches, rep. officials, sport scientists, sport medicine personnel etc).
6. Performance analysis is the focus of regular evaluation of progress and to challenge current thinking. The sport has a schedule and methodology of when performance trends/tracking is reviewed during the year. A performance review process exists to evaluate athlete progress (case conferences, performance assessment, benchmarking). Statistical comparisons are made to track the performance of NZ relative to the rest of the world over a minimum 12 year period (NSO).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – High performance strategy](#)

[International Sports Organisation links for benchmarking](#)

[SPARC – NSO/RST Stakeholder Survey Tool](#)

[SPARC – Online survey tools](#)

[SPARC - Active NZ Survey](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[NZRA – Recreation Facility Management – Monitoring and Evaluation](#)

[Example - Wellington City Council Talent Development Programme](#)

ID Number: 561 Ref: C2.2.3-1

QUESTION: How do you understand the needs and expectations of Coaches?

Expectations:

1. Recent and documented understanding of the needs of coaches dealing with various groups of customers.
2. Recent and documented understanding of the needs of coaches at different stages in their coaching journey.
3. Needs and expectations of young coaches specifically understood.
4. Established processes for consulting with and obtaining coach input.
5. Understanding of why people do not become or stop being coaches.
6. Documented evidence of relevant research conducted in the last 2–4 years (NSO).

Detailed Expectations for 'Sustainable' Organisations:

1. Good understanding of the needs and expectations of coaches dealing with different customer groups. For example, coaches working with athletes at different stages of the athlete development lifecycle (e.g. early childhood, middle childhood, late childhood, early teenage, late teenage, social adult, competitive adult, high performance). Equally team coaches vs technical coaches, coaches of males vs females, coaches of people with disabilities, coaches of various ethnicities etc. Documented and based on current/recent information. (NB customer segmentation is about dealing "practically" with different groups of customers that have common needs, traits, characteristics). For example, coaches of high performance athletes have different needs and expectations than coaches of females in their early teenage years, and likewise different again from coaches of males in their middle childhood years.
2. Good understanding of the needs and expectations of coaches at different stages in their coaching journey. (i.e. beginner coaches through to experienced coaches). Consideration of what their development needs are (e.g. sport-specific skills, leadership, coaching process, self development, programme management etc).
3. Needs and expectations of young coaches specifically understood. i.e. behavioural characteristics, values and expectations differ between young coaches i.e. Generation Y (1980 to 2000) and older coaches (i.e. Generation X: 1962-1979 and Baby Boomers: 1941-1961). Equally the new Generation (i.e. the IGeneration or Generation Z) will have different needs as they become young coaches.
4. Processes for obtaining coach input established, including regular consultation (e.g. registration form information, surveys, web-based data gathering, newsletter responses, focus groups, complaints, debrief sessions and email feedback)
5. Understanding of why people do not contribute as coaches or stop coaching. Supported by research or other relevant information.
6. Documented evidence of relevant research conducted within the sport in last 2–4 years. This may be research sourced directly or relevant sector, sport or regional research that is directly relevant to coaches in your organisation.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[ISportz.com - online video of SPARC NZ Coach Approach](#)

[SPARC – Coach Development and Education](#)

[SPARC – NZ Coaching Strategy](#)

[SPARC - Coach Development Framework](#)

[SPARC – Club coaching \(ClubKit\)](#)

[SPARC – CoachCorp overview](#)

[Greater Auckland Coaching Unit \(GACU\) – Coach support and resources at isportz.com](#)

[SPARC Volunteer Coach of the Year Awards](#)

[McCrinkle Research - The ABC of XYZ: Generational Diversity at Work](#)

[SPARC – Online survey tools](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[ARPASS and Massey University - Sport and Cultural Diversity research](#)

ID Number: 574 Ref: C3.1-1

QUESTION: How do you make sure your Coaching pathways are effectively managed?

Expectations:

1. Pathway is nationally developed and driven, and regionally delivered (as relevant).
2. Pathway programmes delivered either directly or in partnership.
3. Systems and processes to ensure quality standards of delivery.
4. Clear responsibility for both management and delivery of the pathway programmes.
5. Sufficient resources available to deliver pathway programmes effectively.
6. Suitable training, regular communication and support provided to key staff/volunteers.
7. Regular review of capability and capacity across the sporting structure to promote and deliver the pathway.
8. Strong and specific communication with coaches using an up-to-date database.
9. Skill/knowledge sharing within and between sports is encouraged and facilitated.
10. Sport provides information on technical, sport and coaching changes internationally.

Detailed Expectations for 'Sustainable' Organisations:

1. NSO provides leadership role of this pathway. Coaching pathway is nationally developed and driven, and regionally delivered. The SPARC Coach Development Framework provides more details on this but individual sports will ultimately plan how to best manage their coaching pathways.
2. Coaching programmes delivered either directly or in partnership with regions/clubs/ other partners under a suitable agreement that ensures quality controls.
3. Systems and processes in place to ensure quality standards of delivery are maintained. This may involve use of accredited coach trainers/mentors to delivery coaching courses, a final vetting/authorisation process, analysis of coach feedback following training etc.
4. Clear responsibility for both management and delivery of the coaching pathway programmes. Often management is at national level with some delegation to regional level, and delivery is at regional and possibly club level. Whatever the structure, all parties must be clear on their accountabilities. E.g. MOUs or contracts may be used to achieve this.
5. Sufficient resources are available to deliver programmes effectively. Effective and appropriate administrative and programme resources are in place to support regional staff.
6. Suitable training, regular communication and support are provided to coaching programme delivery staff and volunteers. This may be sport-specific but equally tapping into SPARC, Academy of Sport, and other coaching support organisations may be of value (e.g. Greater Auckland Coaching Unit)
7. Regular review of capability and capacity across the sporting structure to promote and deliver the pathway. Regular review of capability and capacity of NSO/RSO/clubs to deliver, capability of staff/volunteers to deliver etc.
8. The sport provides a communication system linked to an up to date coach-specific database. The sport communicates regularly with, and provides information to, coaches at all levels through dedicated newsletters and other publications.
9. Sport encourages and facilitates the sharing of skills and knowledge between coaches within its code and with other sports.
10. The sport is able to provide coaches with information on the affairs of the sport, technical changes and advanced coaching methods occurring internationally.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – Coach Development and Education](#)

[SPARC – NZ Coaching Strategy](#)

[SPARC - Coach Development Framework](#)[ISportz.com - online video of SPARC NZ Coach Approach](#)

[ISportz.com – Create web-based Coaching services and information for your sport](#)

[ISportz – Create an online networking group for your coaches e.g. GACU](#)

[SPARC – Club coaching \(ClubKit\)](#)

[SPARC – CoachCorp overview](#)

[SPARC Volunteer Coach of the Year Awards](#)

[NSO Sport Specific – Coach Development Frameworks](#)

[Greater Auckland Coaching Unit \(GACU\) – Coach support and resources at isportz.com](#)

[NZ Coach Magazine](#)

ID Number: 246 Ref: C3.2-2

QUESTION: How well do you attract Coaches?

- » *In this section, **Coaches** are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes and experiences) to current and future coaches' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer coaches in your organisation are considered in Module E: People Management.*

Expectations:

1. Strategy for what programmes, support or experiences your organisation can provide to attract coaches
2. Identified target market, attraction campaign, marketing methods and channels.
3. Coaching programmes, support or experiences promoted through suitable channels.
4. Innovative programmes and marketing strategies attractive to new coaches.
5. Based on strategic goals and aligned to understanding gained of future coaching needs.
6. The sport promotes awareness of coaching and coach education.

Detailed Expectations for 'Sustainable' Organisations:

1. Recruitment strategy and programmes in place. Strategy for what programmes/support/experiences your organisation can provide to attract coaches. place (e.g. clear understanding of the age, skills and background needed for coaching at different levels and the training/development that would be needed to be made available, preferred rewards, safety considerations etc)
2. . Strategies for who you are targeting for coaching products/services and/or experiences and how you will market your organisation to them. Strategies for who you are targeting and how, campaign/programme to attract and how you market and promote that through the appropriate channels (e.g. flyers, advertisements, newsletters). Target market for coaching products/services may be existing coaches operating as staff/volunteers in your organisation who have not taken up the opportunity, or new coaches you are hoping to attract via your programmes and support (and ultimately use as staff/volunteers to help your organisation deliver coaching services to participants)
3. Coaches programmes, support and/or experiences are promoted through suitable channels. Use of current internal communication mechanisms, use of various media (e.g. newspapers, radio, social networking sites, relevant websites), aware of and promote via good sources for potential coaches (i.e. university sport course students, seniors/retirees organisations like Lions/Probus/Rotary, teacher training organisations).
4. The sport has an innovative programme that recruits additional individuals to become involved in coaching, including targeted coach recruitment/marketing strategies. Such programmes may be provided for use by RSO's/clubs or operated directly.
5. Processes for attracting coaches are based on identified strategic goals and aligned to the information gathered as part of understanding future customers and their coaching needs. (e.g. if strategic goals are around growing participation rates within specific ethnicities, coach training and/or translation services need to enable coaches to work comfortably with these ethnicities; if a strategic goal is to provide every rep team with a coach before the start of the season, then coach education services need to upskill the necessary volume of coaches while volunteer/staff recruitment strategies need to effectively sign up the required volunteers/staff).
6. The sport promotes awareness of coaching, benefits of the coaching experience, and opportunities for coach education and development to participants, mentors and the public.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – Coach Development and Education](#)

[SPARC – NZ Coaching Strategy](#)

[SPARC - Coach Development Framework](#)

[SPARC – Club coaching \(ClubKit\)](#)

[SPARC – CoachCorp overview](#)

[SPARC Volunteer Coach of the Year Awards](#)

ID Number: 582 Ref: C3.3-1

QUESTION: How well do you retain your Coaches?

- » *In this section, **Coaches** are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes and experiences) to current and future coaches' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer coaches in your organisation are considered in Module E: People Management.*

Expectations:

1. Coach retention strategies and programmes in place.
2. Coach development opportunities are provided.
3. Responsibilities for effective coach relationships shared amongst staff (as relevant).
4. Regular communication, forums or consultation to allow two-way communication with coaches.
5. Process allows positive and negative feedback from coaches and for any issues to be analysed and resolved.
6. Coach recognition programme specifically acknowledges coaching contribution, commitment, results, and athlete development effectiveness.
7. Future coaches' needs and expectations are considered and addressed in planning.

Detailed Expectations for 'Sustainable' Organisations:

1. Retention strategies and programmes in place (e.g. strategies and/or programmes in place to keep coaches at clubs and with regional representative programmes). Strategies may focus on the social benefits sport club can provide to coaches, the frequency or quality of training and support services, timing or volume of the coaching experience available, the ability to gain transferable skills/experience working with young people etc.
2. Coach development opportunities are provided (e.g. coaching courses, mentoring systems, proactive identification of talented coaches, other coach-centred support and development)
3. Responsibilities for effective coach relationships are shared amongst staff as appropriate. (e.g. a Coaching Development Manager, a CoachForce Officer etc)
4. Regular communication, forums (in person or online) or consultation to allow two-way communication. Coaches are identified within the member database to allow targeted communication (including their qualifications, experience and whether they are active volunteers/staff providing coaching services on behalf of your organisation or your member organisations). (e.g. a coaches e-news might be used to communicate key information relevant only to coaches)
5. Process in place for allowing feedback both positive and negative. Forum for receiving, analysing and resolving these complaints. Feedback used to meet expectations, make improvements, gain loyalty/referrals and potentially encourage coaches to become active volunteer/staff coaches for your organisation or your member organisations.
6. The sport has a recognition programme and for coaches that specifically acknowledges coaches for their contribution and commitment. The sport recognises coaches based not only on results but also the effectiveness of coaches developing the person/athlete. Clubs or regional organisations can access this Coach Recognition programme as part of their staff/volunteer retention strategies (as relevant)
7. Future coaches' needs and expectations are considered and addressed in planning, may include review of programmes and services, monitoring of external reports and information, external expertise and reviews.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – Volunteer Coach of the Year](#)

[SPARC – CoachCorp overview](#)

[Western Australian Government – How your club can support coaches](#)

[SPARC – Coach Development & Education](#)

[SPARC – NZ Coaching Strategy](#)

[ISportz.com – Create organisation-specific web-based Coaching services and information](#)

[ISportz – Create your online networking group for your coaches e.g. GACU](#)

[GACU – Providing a coaching support centre with physical and online resources for coaches](#)

[ISportz – Create your online video for coaches e.g. NZ Coach Approach](#)

ID Number: 584 Ref: C3.3-2

QUESTION: How do you measure the effectiveness of your Coaching focus?

Expectations:

1. Relevant performance measures in place for all coaches.
2. Measures evaluate coach performance, improvement and satisfaction, programme/service uptake, retention and loyalty etc.
3. Suitable measures in place for aspects of customer responsiveness.
4. Coach and athlete surveys/ evaluations include comparative feedback on key factors.
5. Support personnel surveys may provide further feedback on coaching approach.
6. Coaching leadership systematically monitors world class coaching trends (NSO).

Detailed Expectations for 'Sustainable' Organisations:

1. Performance measures in place for all coaches.
2. Performance measured via surveys and/or evaluation forms to evaluate coach performance, improvement and satisfaction, programme and service uptake and growth (retention rates and new coaches). Measures also evaluate athlete satisfaction with coach performance.
3. Suitable measures in place for customer responsiveness (communication, dealing with enquiries, feedback, suggestions, complaints).
4. Coach and athlete surveys/evaluations may include comparative feedback (e.g. satisfaction vs other sporting organisations regarding communication, quality of coaching experience, facilities, equipment, resources, development opportunities, representative coaching pathways and opportunities, quality and frequency of coaching, social aspects etc).
5. Similar surveys may provide feedback on the coaching approach from key support personnel (e.g. rep. officials, sport scientists, sport medicine personnel etc).
6. Coaching leadership has systematic process in place to monitor world class coaching trends.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – Online survey tools](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[SPARC – Coach Development & Education](#)

[SPARC – NZ Coaching Strategy](#)

[SPARC – NSO/RST Stakeholder Survey Tool](#)

ID Number: 562 Ref: C3.4-1

QUESTION: How do you understand the needs and expectations of Officials?

Expectations:

1. Recent and documented understanding of the needs of officials dealing with various groups of customers.
2. Recent and documented understanding of the needs of officials at different stages in their officiating journey.
3. Needs and expectations of young officials specifically understood.
4. Established processes for consulting with officials and evidence of obtaining input.
5. Understanding of why people do not become or stop being officials.
6. Documented evidence of relevant research conducted in the last 2–4 years (NSO).

Detailed Expectations for 'Sustainable' Organisations:

1. Good understanding of the needs and expectations of officials dealing with different customer groups. For example, officials dealing with athletes at different stages of the athlete development lifecycle (e.g. early/middle/late childhood, early/late teenage, social/competitive adult, high performance). Equally overall game officials' vs technical/discipline officials, vs event officials etc). And those officiating males, females, people with disabilities, various ethnicities etc. Documented and based on current/recent information. (NB customer segmentation is about dealing "practically" with different groups of customers that have common needs, traits, characteristics. For example, those officiating high performance sport have different needs and expectations than those officiating female teenagers or young Maori children).
2. Recent and documented understanding of the needs of officials at different stages in their officiating journey. (i.e. beginner officials through to experienced officials). Consideration for what their development needs are (e.g. sport-specific skills, technical skills and knowledge, self-development, decision-making etc).
3. Needs and expectations of young officials specifically understood. i.e. behavioural characteristics, values and expectations differ between young officials i.e. Generation Y (1980 to 2000) compared to older officials (i.e. Generation X: 1962-1979 and Baby Boomers:1941-1961). Equally the new Generation (i.e. the iGeneration or Generation Z) will have different needs as they become young officials.
4. Processes for obtaining officials input established, including regular consultation (e.g. registration form information, surveys, web-based data gathering, newsletter responses, focus groups, complaints, debrief sessions and email feedback). Members have submitted opinions on strategic or other key issues.
5. Understanding of why people do not contribute as officials or stop officiating. Supported by research or other relevant information.
6. Documented evidence of relevant research conducted within the sport in last 2–4 years. This may be research sourced directly or relevant sector, sport or regional research that is directly relevant to officials in your organisation.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – National Officiating Strategy](#)

[SPARC – High performance sports officials' research](#)

[SPARC – Online survey tools](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[SPARC – Club Officiating \(ClubKit\)](#)

SPARC – Officials tips

SPARC – Officials development toolkit

SPARC – Articles of interest to officials

ARPASS and Massey University - Sport and Cultural Diversity research

ID Number: 576 Ref: C4.1-1

QUESTION: How do you make sure your pathways for Officials are effectively managed?

Expectations:

1. Officials pathway is nationally developed and driven, and regionally delivered (as relevant).
2. Officials' pathway programmes delivered either directly or in partnership.
3. Systems and processes to ensure quality standards of delivery.
4. Clear responsibility for both management and delivery of the pathway programmes.
5. Sufficient resources available to deliver pathway programmes effectively.
6. Suitable training, regular communication and support provided to key staff/volunteers.
7. Regular review of capability and capacity of sporting structure to promote and deliver officials' pathway.
8. Strong and specific communication with officials using an up-to-date database.
9. Skill/knowledge sharing within and between sports is encouraged and facilitated.
10. Sport provides information on technical, sport and officiating changes internationally.

Detailed Expectations for 'Sustainable' Organisations:

1. NSO provides leadership role of this pathway. Officials' pathway is nationally developed and driven, and regionally delivered. The SPARC National Officiating Strategy may provide more details on this but individual sports will ultimately plan how to best manage their officiating pathways.
2. Officials' development programmes delivered either directly or in partnership with regions/clubs/other partners under a suitable agreement that ensures quality controls.
3. Systems and processes in place to ensure quality standards of delivery are maintained. This may involve use of accredited/qualified trainers/mentors to deliver officiating courses, analysis of officials' development progression etc.
4. Clear responsibility for both management and delivery of the officials' pathway programmes. Often management is at national level with some delegation to regional level, and delivery is at regional and possibly club level. Whatever the structure, all parties must be clear on their accountabilities. E.g. MOUs or contracts may be used to achieve this.
5. Sufficient resources are available to deliver programmes effectively. Effective and appropriate administrative and programme resources are in place to support regional staff/volunteers.
6. Suitable training, regular communication and support are provided to officials' programme delivery staff and volunteers. This may be sport-specific but equally tapping into SPARC, Academy of Sport, and other officials support organisations may be of value (e.g. Greater Auckland Coaching Unit)
7. Regular review of officials' programme promotion and delivery, capability and capacity of NSO/RSO/clubs to deliver, capability of staff/volunteers to deliver. Review of capability and capacity of sporting structure to promote/deliver.
8. The sport provides a communication system linked to an up to date officials' database. The sport communicates regularly with, and provides information to, officials at all levels through dedicated newsletters and other publications.
9. Sport encourages and facilitates the sharing of skills and knowledge between officials within its code and with other sports.
10. Sport provides information on technical, sport and officiating changes internationally.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – National Officiating Strategy](#)

[SPARC – Officials development pathways](#)

[SPARC – Sports Officials](#)

[SPARC – Club Officiating \(ClubKit\)](#)

[SPARC – Officials tips](#)

[SPARC – Officials skills and knowledge self-assessment sheet](#)

[SPARC – Officials development toolkit](#)

[New Zealand Sports Officials website](#)

[National Association of Sports Officials \(US\)](#)

[SPARC – Articles of interest to officials](#)

ID Number: 157 Ref: C4.2 -2

QUESTION: How well do you attract Officials?

- » *Officials refers to referees, umpires and other positions that have an officiating role.*
- » *In this section Officials are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes or experiences) to current and future officials' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer officials in your organisation are considered in Module E: People Management.*

Expectations:

1. Strategy for what programmes, support or experiences your organisation can provide to attract officials.
2. Strategies for who you are targeting and how you will market your organisation to them.
3. Officiating programmes, support or experiences promoted through suitable channels.
4. Innovative programmes and marketing strategies attractive to new officials.
5. Based on strategic goals and knowledge of future officials' needs.
6. The sport promotes awareness of officiating and officials education.

Detailed Expectations for 'Sustainable' Organisations:

1. Recruitment strategy for targeted officials' programmes in place. (e.g. clear understanding of the skills and background needed for officiating in different roles and the training that would need to be made available, preferred rewards, safety considerations etc) Strategy for what programmes, support or experiences your organisation can provide to attract officials.
2. Strategies for who you are targeting for officiating products, services and/or experiences and how you will market your organisation to them. Strategies for who you are targeting and how, campaign/programme to attract and how you market and promote that through the appropriate channels (e.g. flyers, advertisements, newsletters). Target market for officiating products/services may be existing officials operating as staff/volunteers in your organisation who have not taken up the opportunity, or new officials you are hoping to attract via your programmes and support (and ultimately use as staff/volunteers to help your organisation deliver officiating services to participants)
3. Officials' programmes promoted through suitable channels. (e.g. use current staff/volunteer/participant internal communication mechanisms, use local media and relevant websites, aware of and use good sources for potential officials (i.e. university sport course students, seniors/retirees organisations like Lions/Probus/Rotary, teacher training organisations)
4. The sport has an innovative programme that recruits additional individuals to become involved in officiating, including targeted officials recruitment/marketing strategies. (e.g. partnering with a sponsor's workforce to provide leadership development and decision-making skills for staff through officiating etc).
5. Processes for attracting officials are based on identified strategic goals and aligned to the information gathered as part of understanding future customers and their officiating needs. (e.g. if strategic goals are around growing participation rates within specific ethnicities, the recruitment and/or training needs to enable officials' to work with these ethnicities, if strategic goals are about the organisation maximising national support then officials attraction may be limited to promotion of national officiating experiences, training products and other nationally available support).
6. The sport may promote awareness of the benefits of the officiating experience and officials' education to participants, members and the public.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – National Officiating Strategy](#)

[SPARC – Officials development pathways](#)

[SPARC – Sports Officials](#)

[SPARC – Club Officiating \(ClubKit\)](#)

[SPARC – Officials tips](#)

[SPARC – Officials skills and knowledge self-assessment sheet](#)

[SPARC – Officials development toolkit](#)

[New Zealand Sports Officials website](#)

[National Association of Sports Officials \(US\)](#)

[SPARC – Articles of interest to officials](#)

[ARPASS and Massey University - Sport and Cultural Diversity research](#)

ID Number: 588 Ref: C4.3-1

QUESTION: How well do you retain your Officials?

- » *Officials refers to referees, umpires and other positions that have an officiating role.*
- » *In this section Officials are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes or experiences) to current and future officials' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer officials in your organisation are considered in Module E: People Management.*

Expectations:

1. Strategies and/or programmes in place to keep officials at your organisation.
2. Officials' development opportunities are provided.
3. Responsibilities for effective officials' relationships shared amongst staff/volunteers (as relevant).
4. Regular communication, forums or consultation to allow two-way communication with officials.
5. Process allows positive and negative feedback from officials and for any issues to be analysed and resolved.
6. Officials' recognition programme specifically acknowledges contribution, commitment, effectiveness and results.
7. Future officials' needs are considered and addressed in planning.

Detailed Expectations for 'Sustainable' Organisations:

1. Officials' retention strategies and programmes in place (e.g. with regional and national representative programmes and at clubs). Strategies may focus on the social benefits your organisation can provide to officials, the timing or volume of officiating opportunities available, the ability to gain transferable skills/experience working in a decision-making capacity etc.
2. Official development opportunities are provided (e.g. officials' education courses). Although your organisation may not be able to offer officials experiences/products/services, they may retain officiating customers by on-promoting generic or sport-specific services available at a national level, Equally they may advocate nationally or internationally on behalf of their officials (as applicable).
3. Responsibilities for effective officials' relationships are shared amongst staff as appropriate. Sometimes the person responsible for coaches will also be accountable for officials.
4. Regular communication, forums (in person or online) or consultation to allow two-way communication with officials'. Officials are identified within the member database to allow targeted communication (including their qualifications, experience and whether they are active as volunteers/staff providing officiating services on behalf of the organisation).
5. Process in place for allowing feedback both positive and negative. Forum for receiving, analysing and resolving these complaints. Feedback used to meet expectations, make improvements, gain loyalty/referrals and potentially encourage officials to become active volunteer/staff officials on behalf of the organisation
6. The sport has a recognition programme that acknowledges officials' for their contribution, commitment effectiveness and results. Clubs or regional organisations can access this Officials Recognition programme as part of their staff/volunteer retention strategies (as relevant)
7. Future officials' needs and expectations are considered and addressed in planning, may include review of programmes and services, monitoring of external reports and information, external expertise and reviews.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – National Officiating Strategy](#)

[SPARC – Officials development pathways](#)

[SPARC – Officials development toolkit](#)

[SPARC – Sports Officials](#)

[SPARC – Club Officiating \(ClubKit\)](#)

[SPARC – Officials tips](#)

[SPARC – Officials skills and knowledge self-assessment sheet](#)

[New Zealand Sports Officials website](#)

[National Association of Sports Officials \(US\)](#)

[SPARC – Articles of interest to officials](#)

[SPARC – Legal issues and risk management for sports officials](#)

ID Number: 590 Ref: C4.3-2

QUESTION: How do you measure the effectiveness of your focus on Officials?

Expectations:

1. Relevant performance measures in place for all officials.
2. Measures evaluate officials' performance, improvement and satisfaction, programme/service uptake, retention and loyalty etc.
3. Suitable measures in place for aspects of customer responsiveness.
4. Officials and athlete surveys/evaluations include comparative feedback on key factors.
5. Support personnel surveys may provide further feedback on officiating approach.

Detailed Expectations for 'Sustainable' Organisations:

- 1 Performance measures in place for all officials.
2. Performance measured via surveys and/or evaluation forms to evaluate officials' performance, improvement and satisfaction, programme and service uptake and growth (retention rates and new officials). Measures also evaluate athlete satisfaction with officials' performance.
3. Suitable measures in place for customer responsiveness (e.g. communication, dealing with enquiries, feedback, suggestions, complaints).
4. Officials' and athlete surveys/evaluations may include comparative feedback (e.g. satisfaction vs other officials' or other sporting organisations regarding communication, quality of officiating experience, facilities, equipment, resources, development opportunities, representative officials' pathways and opportunities, quality of officiating, social aspects etc).
5. Similar surveys may provide feedback on the officiating approach from key support personnel (e.g. rep. coaches, sport scientists, sport medicine personnel etc).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[SPARC – National Officiating Strategy](#)

[SPARC – Club Officiating \(ClubKit\)](#)

[SPARC – Officials tips](#)

[SPARC – Officials skills and knowledge self-assessment sheet](#)

[SPARC – Officials development toolkit](#)

[SPARC – Articles of interest to officials](#)

[SPARC – NSO/RST Stakeholder Survey Tool](#)

[Community Net – Free online survey tool](#)

[SPARC – Online survey tools](#)

ID Number: 564 Ref: C4.4-1

QUESTION: How do you understand the needs and expectations of Administrators in your sport?

- » *Administrators are the people who organise and run your sport.*
- » *In this section, Administrators are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes or experiences) to current and future administrators' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer administrators in your organisation are considered in Module E: People Management.*

Expectations:

1. Recent and documented understanding of what administrators at different levels in your organisation need
2. Needs and expectations of young administrators specifically understood.
3. Established processes for consulting with and obtaining administrator input.
4. Understanding of why people do not become or stop being administrators.

Detailed Expectations for 'Sustainable' Organisations:

1. Recent and documented understanding of the needs of administrators at different stages in their administering journey. (i.e. beginner administrators through to experienced administrators, paid vs voluntary, organisation vs event etc). Consideration for what their development needs are (e.g. technical administration skills and knowledge, sport-specific requirements and processes, technological skills, communication and management capabilities, self-development etc). Documented and based on current/recent information. (NB customer segmentation is about dealing "practically" with different groups of customers that have common needs, traits, characteristics).
2. Needs and expectations of young administrators specifically understood. i.e. behavioural characteristics, values and expectations differ between young administrators (i.e. Generation Y (1980 to 2000) compared to older administrators (i.e. Generation X: 1962-1979 and Baby Boomers:1941-1961). Equally the new Generation (i.e. the IGeneration or Generation Z) will have different needs as they become young administrators.
3. Processes for obtaining administrator input established, including regular consultation (e.g. registration form information, surveys, web-based data gathering, newsletter responses, focus groups, complaints, debrief sessions and email feedback).
4. Understanding of why people do not contribute as administrators or stop being administrators. Supported by research or other relevant information.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[Sports Management and Administration by David Watt - Motivations of a sports administrator](#)

[SPARC – Online survey tools](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[NZ Career Services – Sport and Recreation training and progression](#)

McCrinkle Research - The ABC of XYZ: Generational Diversity at Work

Tasman RST SportAssist Resource – Leadership Development

Tasman RST SportAssist Resource – Board Governance

ARPASS and Massey University - Sport and Cultural Diversity research

ID Number: 578 Ref: C5.1-1

QUESTION: How do you make sure your sport has suitable development opportunities for Administrators?

Expectations:

1. Customer understanding central to administrators' pathway programmes.
2. Defined and progressive pathway in place which outlines competencies at each level.
3. Accessible, formal and informal development opportunities offered to administrators.
4. Range of programmes for administrator groupings (e.g. NSO/RSO/club governance, RSO/club operations, RSO/club administration).
5. Process for tracking and supporting talented administrators.
6. Clear ways for administrators to have input into services and programmes.
7. Administrator programmes and services are appropriately resourced.

Detailed Expectations for 'Sustainable' Organisations:

1. Customer understanding central to the development of your administrator pathway programmes. Use of surveys, SPARC research and relevant university research to understand administrators and their typical development progression.
2. Clearly defined stages in administrator development and the competencies, experience and qualifications required at each stage. Clear pathways from local to regional and national administration roles.
3. The sport offers readily accessible formal and informal development opportunities to administrators. Formal opportunities may include seminars and workshops run by RSTs, SPARC or relevant university/polytechs. Informal opportunities may be on-the-job-training, mentoring, networking and learning events with other sports organisation administrators etc.
4. There is a formalised programme pathway in place providing a comprehensive range of opportunities for administrator groupings (clear separation of target groups e.g. NSO/RSO/club governance, RSO/club operations, RSO/club administration). Administrator programmes are underpinned by an inclusive rather than an exclusive philosophy.
5. There is a process in place for tracking and supporting individual talented administrators as they progress along the pathway. This may involve them moving outside the sporting organisation to progress their skills before potentially coming back into a higher level position or larger organisation within your sport in future.
6. There are clear ways for administrators to have input into services and programmes developed and offered. Examples available for changes made to these as a result of member input.
7. Administrator programmes and services are appropriately resourced by the organisation (e.g. staff/volunteers, budget and other resources).

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

3. The sport has a recognised programme specific to the sport for the education, training and qualification of administrators to national standards.
4. The sport has a comprehensive programme offering training to get individuals started as administrators.

Further Reference

NZ Career Services – Sport and Recreation training and progression

SPARC – Seminar Programme

Administrator training e.g. Unitec Bachelor of Sport (Management), Massey University Bachelor of Business

Studies (Sport Management), Waikato Institute Diploma in Sports (Administration), Otago Polytech Graduate Diploma in Sport Management, Australian Open University Bachelor of Commerce (Sports Admin).

Tasman RST SportAssist Resource – Leadership Development

Tasman RST SportAssist Resource – Board Governance

ID Number: 542 Ref: C5.2-1

QUESTION: How well do you attract Administrators?

- » *Administrators are the people who organise and run your sport.*
- » *In this section, Administrators are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes and experiences) to current and future administrators' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer administrators in your organisation are considered in Module E: People Management.*

Expectations:

1. Strategy for what programmes, support or experiences your organisation can provide to attract administrators.
2. Strategies for who you are targeting as administrators and how you will market your organisation to them.
3. Administrator programmes, support or experiences promoted through suitable channels.
4. Innovative programmes and marketing strategies attractive to new administrators.
5. Based on strategic goals and aligned to knowledge of future administrators' needs.
6. The sport promotes awareness of administration opportunities.

Detailed Expectations for 'Sustainable' Organisations:

1. Strategy for what programmes, support or experiences your organisation can provide to attract officials. Recruitment strategy and programmes in place. (e.g. clear understanding of the skills and background needed for administering in different roles and the training that would need to be made available, preferred rewards, safety considerations etc) Strategy for what programmes, support or experiences your organisation can provide to attract quality administrators.
2. There are strategies to attract new administrators. Strategies for who you are targeting as administrators and how you will market your organisation to them. Identified target market campaign/ programme to attract them and how you market and promote that through the appropriate channels (e.g. partnering with a workforce training organisation to promote sports administration as a source of transferrable office skills and leadership experience). The target market for administrator products/services may be existing administrators operating as staff/volunteers in your organisation who have not taken up the opportunity, or new administrators you are hoping to attract via your programmes and support (and ultimately use as staff/volunteers to help your organisation run and manage your sport)
3. Administrators' programmes promoted through suitable channels. (e.g. use current staff/volunteer/participant internal communication mechanisms, use local media and relevant websites, aware of and use good sources for potential administrators (i.e. university secretarial/sports management course students, seniors/retirees organisations like Lions/Probus/Rotary)
4. The sport has an innovative programme that recruits additional individuals to become involved in administration, including targeted administrator recruitment strategies. (e.g. partnering with WINZ or a University sports management course to provide hands-on administration experience with your sports organisation, or partnering with regional secondary schools to provide leadership development and/or career training for senior students through administration support roles etc).
5. Processes for attracting administrators are based on identified strategic goals and aligned to the information gathered as part of understanding future customers and their administration needs.. (e.g. if strategic goals are around growing participation rates within specific ethnicities, the recruitment and/or training needs to enable administrators to work effectively with these ethnicities).

6. The sport promotes awareness of administration and administrator education to participants, members and the public. The career potential for administration and the transferable skills that it provides or makes use of from standard business roles can make it an attractive career path.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

[Tasman RST SportAssist Resource – Leadership Development](#)

[Tasman RST SportAssist Resource – Board Governance](#)

[Institute of Directors – Strategies for getting winning sports administrators](#)

[ARPASS and Massey University - Sport and Cultural Diversity research](#)

ID Number: 594 Ref: C5.3-1

QUESTION: How well do you retain your Administrators?

- » *Administrators are the people who organise and run your sport.*
- » *In this section, Administrators are considered in their role as customers of your organisation. This looks at what and how your organisation understands and responds (by way of products, services, programmes and experiences) to current and future administrators' needs.*
- » *The specific Human Resource Management processes and policies for staff or volunteer administrators in your organisation are considered in Module E: People Management.*

Expectations:

1. Strategies and/or programmes in place to keep administrators in your organisation.
2. Administrator development opportunities within the organisation and/or linking to national pathways.
3. Responsibilities for effective administrator relationships shared amongst staff and/or volunteers (as relevant).
4. Regular communication, forums or consultation to allow two-way communication with administrators.
5. Process allows positive and negative feedback from administrators and for any issues to be analysed and resolved.
6. Administrators' recognition programme specifically acknowledges the contribution, commitment, effectiveness and efficiency of administrators.
7. Future administrator needs/expectations are considered and addressed in planning.

Detailed Expectations for 'Sustainable' Organisations:

1. Administrators retention strategies and programmes in place (e.g. within the sport at club, regional or national level, or involved in key events/committees etc). Strategies may focus on the social benefits your organisation can provide to administrators, the timing of administration opportunities available, the work-training skills that can be gained through the administration experience and the cost-effective transferrable skills gained through administrator training courses etc.
2. Administrator development opportunities within your organisation and/or linking to regional/national pathways (e.g. promotion of RSO/NSO administrators' education courses and administrator development pathways, active identification of talented administrators, administrator-centred support and development, cross-training opportunities for administrators to assist in national/regional event management). Although your organisation may be able to offer administration experiences but not have resources to directly offer administrator products/services (e.g. training) they may retain administrator customers by on-promoting services available at a national level (within the sport or even regionally within RSTs)
3. Effective relationships in place. Responsibilities for effective administrator relationships are shared amongst staff as appropriate.
4. Regular communication, forums (in person or online) or consultation to allow two-way communication with administrators. Administrators are identified within the member database to allow targeted communication (including their qualifications, experience and whether they are active as volunteers/staff providing administration services on behalf of your organisation or its member organisation).
5. Process in place for allowing feedback both positive and negative. Forum for receiving, analysing and resolving these complaints. Feedback used to meet expectations, make improvements, gain loyalty/referrals and encourage potential administrators to become active volunteer/staff administrators for the organisation.

6. The sport has a recognition programme and for administrators that specifically acknowledges administrators for their contribution and commitment, effectiveness and efficiency and any other results. There may be an Administrators Recognition programme which is made accessible to RSOs and Clubs (as relevant). Often such a programme is referred to as the Volunteer Recognition programme, although such programmes should equally consider how paid administrators are recognised.
7. Future administrator needs and expectations are considered and addressed in planning, may include review of programmes and services, monitoring of external reports and information, external expertise and reviews.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

1. Example

Further Reference

Tasman RST SportAssist Resource – Leadership Development

Tasman RST SportAssist Resource – Board Governance Tools to help sports administration e.g. AllTeams sports club online; SportsRunner – data management for sports administration; VirtuallySorted – sports administration services;

Sports Administrator of the Year recognition events – e.g. Sport Marlborough, Tainui, Turangi-Tongariro.

SPARC – Recruiting volunteers (ClubKit)

Community Net – Volunteering

ID Number: 596 Ref: C5.3-2

QUESTION: How do you understand the needs and expectations of Supporters in your sport?

Expectations:

1. Recent and documented understanding of what current and potential supporters need.
2. Needs and expectations of young supporters specifically understood.
3. Established processes for consulting with supporters and evidence of obtaining input.
4. Understanding of why people choose not to actively support or stop supporting.

Detailed Expectations for 'Sustainable' Organisations:

1. Good understanding of the needs and expectations of supporters (current and potential). Documented and based on current/recent information. (NB customer segmentation is about dealing "practically" with different groups of customers that have common needs, traits, characteristics. Supporters may be grouped by the age/competition of sport supported (e.g. juniors, seniors, womens, mens) or by the mode of spectatorship (e.g. live, television, internet feeds etc) or other factors relevant to your sport. For example, supporters that have young families may have quite specific needs around facilities for children, catering, toilet areas, safety and accessibility needs, and a family-friendly environment etc.
2. Needs and expectations of young supporters specifically understood. i.e. behavioural characteristics, values and expectations differ between young people (i.e. Generation Y: 1980 to 2000) compared to older people (i.e. Generation X: 1962-1979 and Baby Boomers: 1941-1961). Equally the new Generation (i.e. the IGeneration or Generation Z) will have different needs as they become future supporters (or are currently indirect supporters with their parents). The technological expectations of young supporters require consideration of social networking tools and other online and instantaneous mediums for engendering support.
3. Processes for obtaining supporter input established, including regular consultation (e.g. surveys, web-based data gathering, newsletter responses, focus groups, facebook supporter sites, blogs with online feedback etc).
4. Clear understanding of why people choose not to actively support or stop supporting backed by research or other relevant information. (e.g. considerations might include volume/frequency/mode of communication, availability of merchandise, cost of supporting, ease of access to information, success of competition, profile of athletes, perception of sport etc)

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

4. Documented evidence of relevant research conducted within the sport in last 2-4 years. This may be research sourced directly or relevant sector, sport or regional research that is directly relevant to supporters of your sport.

Further Reference

[SPARC – Online survey tools](#)

[Online Survey Tools – e.g. Survey Monkey, TechSoup NZ, GoFetch](#)

[SPARC – Parents \(ClubKit\)](#)

[SPARC – Sport Rage \(ClubKit\)](#)

[The Football Supporters Federation](#)

[Various Supporters Club Examples – e.g. Arsenal NZ Supporters Club, NZ Celtic Supporters Club, Wanganui Collegiate Tennis Supporters Club, Hawkes Bay Regional Park Supporters Club, NZRU All Blacks Fanzone](#)

[ARPASS and Massey University - Sport and Cultural Diversity research](#)

[Sports Business – Social media impacts for supporters](#)

ID Number: 598 Ref: C6.1-1

QUESTION: How do you make sure your sport provides positive experiences and interaction with Supporters?

Expectations:

1. Supporter understanding central to supporter programmes and services.
2. Formalised programme/offerings for different groups of supporters.
3. Readily accessible and attractive information offered to supporters.
4. Supporter programmes and services are appropriately resourced by the organisation.
5. Clear ways for supporters to have input into services and programmes.
6. Strategies to retain and strengthen relationships with current supporters.
7. Strategies to attract new supporters.
8. Future supporter needs and expectations are considered and addressed in planning.

Detailed Expectations for 'Sustainable' Organisations:

1. Supporter programmes and services are based on an understanding of supporter needs and expectations (e.g. surveys and feedback used to identify what is of particular interest e.g. competitions, inside information, supporter tours, ticket discounts, meet profile athletes purchase merchandise, sport education etc)
2. There is a formalised programme in place providing a comprehensive range of opportunities for supporter groupings in the sport (clear separation of target groups, e.g. NSO/RSO/club, team focused or wider sport, kids vs adults).
3. The sport offers readily accessible and attractive information to supporters (e.g. website, facebook group, twitter following, newsletter etc)
4. Supporter programmes and services are appropriately resourced by the organisation (staff/volunteers, budget and other resources).
5. There are clear ways for supporters to have input into services and programmes developed and offered. (e.g. online forums, talk back radio etc)
6. There are strategies to retain and strengthen relationship with current supporters. (e.g. supporter membership schemes, loyalty programmes, competitions, supporter spot prizes at major events/competitions etc)
7. There are strategies to attract new supporters. (e.g. partnering with organisations that already attract your potential market such as sports retail chains or major sports facilities, developing a range of supporter merchandise available for online purchase and capturing purchaser details for future supporter marketing etc)
8. Future supporter needs and expectations are considered and addressed in planning. This may include a review of programmes and services, monitoring of external reports and information, external expertise and reviews. Changes to social, economic, sporting, political and technological environment may have big implications on future supporters needs.

Examples of Good Practice

Examples provided by facilitators when they score an organisation 'High Performing' or 'World Class'. Examples are noted against the relevant Expectation number.

3. [Example - NZRU All Blacks Fanzone website](#)

Further Reference

[SPARC – Parents \(ClubKit\)](#)

[SPARC – Sport Rage \(ClubKit\)](#)

[Supporters Club Examples – e.g. ARU Supporters, Arsenal NZ Supporters, NZ Celtic Supporters, Wanganui Collegiate Tennis Supporters Club, Hawkes Bay Regional Park Supporters Club, NZRU All Blacks Fanzone](#)

[Sports Business – Social media impacts for supporters](#)

ID Number: 599 Ref: C6.2-1