Welcome & Introductions

Share with your group: (Month of Birth)

- Your name, position and agency
- Where would you be if you were not here
- What recreation, parks and culture have contributed to your life (so far!)
Session overview

- Session 1 – Benefits to Outcomes
- Session 2 – Outcome Framework
- Session 3 – Outcome Framework (con’t)
- Session 4 – Outcome-based Organizations, Community Issues, Trends & Assignment
Session 1: Benefits to Outcomes

- Participants understand the difference between benefits and outcomes.
- Participants can identify outcomes for a variety of different recreation programs and services.
- Participants have fun.
● Complete the pre-evaluation.

● Write down a sentence/paragraph that briefly describes your job description. Be prepared to share.
It’s not what you know when you start...

It’s what you learn and put to good use!
Definitions

- **Recreation** – includes any activities that individuals or groups pursue in their leisure time, including pursuits in the arts, culture, sports, continuing education and fitness
Why focus on outcomes?

In an era of accountability, it is more important than ever that we promote and measure the value/benefits/end results of programs and services delivered by sports, recreation, culture, & parks and their relationship to our individual, social, economic, and environmental well-being.
Reality in today’s recreation environments

- Increased opportunities for the consumer
- Increase of specific/specialized interests versus traditional programs/services
- Increased accountability
- New and often complex challenges
- Reduced resources
- Pressures to enhance efficiency and effectiveness
This has resulted in demands for...

- Relevant programs and services (not just traditional)
- Creative problem solving
- Effective and/or meaningful partnerships
- Evaluation tools that measure more than #’s and $
- Ability to communicate the ‘value’ of our programs & services to more than just the participant (i.e. social capital)
- Outcome or benefits-based management and staffing
- Relevant performance evaluations and auditing
- Emphasis on capacity building

*Adapted from: Ken Balmer, ReThink*
Definitions

- **Benefit** – any positive effect of an experience that an individual or organization views as valuable.
## Categories of Benefits

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Personal</strong></td>
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<tr>
<td>2.</td>
<td><strong>Social</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Environmental</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Economic</strong></td>
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</tbody>
</table>

### Examples

- self-esteem, leadership, fitness, reduced stress, skills.
- New friends, support, builds families / communities
- Environmental education, air and water quality, preservation.
- Improves work performance, lowers healthcare costs, tourism, economic development factors.
Re-Discovering the Benefits

Take a moment to reflect on a recent recreation/parks/culture experience or situation where you felt very satisfied. Think about how you were feeling, what the surroundings were like, the people; be aware of everything. Record your thoughts.
Discovering the Benefits...con’t

- Now, think again about your personal experience. Did you benefit from your experience by having a personal need met? What were the benefits?
- Who else benefited? (Even if they did not participate!)
- How did they benefit?
Discovering the Benefits...con’t

- Was a facility (incl. Parks!) involved; equipment?
- What about special clothes, supplies?
- Did a supplier, retailer or anyone else benefit from your experience?

- Was anyone/anything impacted in a negative way?

- Overall, what value was added to the community by participating in this experience?
Levels of Benefits

1. **Primary** – Experienced by the participant or instructor of the program /event. Occurs because of direct involvement with the activity/experience.

2. **Secondary** – Experienced by those individuals, organizations that are directly connected to the participant or instructor of the activity/experience. (*i.e. parents/families, other department staff, elected officials/board members.)*

3. **Tertiary** – Those impacted with no direct connection to the participant or activity. (*i.e. suppliers, manufacturers, surrounding businesses, community members at large.*)
Just ask yourself...WHY?

The 5 ‘Whys’ is an effective way to:

- Identify the actual benefits or outcomes
- Identify the actual challenge or issue

Why is that important?  Why would that matter?
Why is that relevant?  Why would they care?
Why would that be?  (What would happen if we didn’t do this?)
Resources

http://benefitshub.ca/
http://LIN.CA/
Activity

• Alphabet Challenge – Benefits

CPRA Relevant Recreation 2007
Definitions

Outcomes –

- Results, impacts or changes that stakeholders want a service, product or program to achieve.
- They can affect the participant, community, organization or other stakeholders.
- They can be both positive and negative.
Definitions...con’t

Outcomes – con’t

● They include:
  ● New knowledge or skills
  ● Changed attitudes or values
  ● Modified behaviours
  ● Altered status or improved conditions

● They are the reason the organization exists.

● You cannot control an outcome, only influence or support it.
Benefits VS Outcomes

- To ‘benefit’ from something is to gain something positive from it.
- Same service may result in different benefits, depending on what the participant values.
Benefits VS Outcomes...con’t

- Outcomes describe what actually ‘comes out’ of an activity; the impact.
- Outcomes are not necessarily positive.
## Benefits VS Outcomes...con’t

**Benefits**

- Always positive
- Statements that reflect a belief in the value
- Must be valued by the individual or organization benefiting
  (e.g. *I join a yoga class to increase my flexibility*)

**Outcomes**

- Not necessarily positive
- Statements that reflect the anticipated change in or impact of some action or strategy
- Not necessarily perceived as valuable by the individual or organization
  (e.g. *I join a yoga class to meet new friends and my flexibility increases*)
## Benefits VS Outcomes...con’t

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically categorized in the following four areas:</td>
<td>Typically categorized by the areas of impact:</td>
</tr>
<tr>
<td>Personal</td>
<td>Knowledge and skills</td>
</tr>
<tr>
<td>Social</td>
<td>Attitudes</td>
</tr>
<tr>
<td>Environmental</td>
<td>Conditions or status</td>
</tr>
<tr>
<td>Economic</td>
<td>Behaviours</td>
</tr>
<tr>
<td>Benefits are value statements often supported by research. They do not reflect the degree of impact.</td>
<td>Outcome statements reflect the amount or level of change/impact that is anticipated from a particular activity.</td>
</tr>
</tbody>
</table>
Adapted from ARPA – Awareness into Action - pg 20
Session 1: Benefits to outcomes

- Participants understand the difference between benefits and outcomes. *(skill/knowledge – understanding)*
- Participants can identify outcomes for a variety of different recreation programs and services. *(skill/knowledge – comprehension)*
- Participants have fun. *(condition)*
Session 2 & 3: Outcomes – The Framework

- Participants can define various elements in an outcome (logic) model.
- Participants can articulate the value of using an outcome-based model.
- Participants can complete an outcome logic model for a variety of different recreation programs and services.
- Participants have fun.
Activity: InQuizitive Minds...

- Complete the worksheet in groups of 2 or 3.
Definitions

- **Outcome Approach** – a way of thinking and planning that leads to the design and delivery or services focused on the end results stakeholders are trying to achieve. (Logic Model)

- **Outcome-based Planning** – any approach to planning that views the anticipated change, result or impact as the foundation for the program or service.
Defining Outcomes

- desired end result or impact
- why does your program/organization exist?
- what difference would it make if you weren’t here tomorrow?
- SO WHAT??
Defining Outcomes

- They are the impacts or changes that the stakeholder acquires from a service or product.
  - New knowledge
  - New skills
  - Changed attitudes or values
  - Improved conditions
  - Modified behaviour
Key Characteristics of Outcomes

- State only a single *end state* or *result*
- Specifies the expected direction and change
- Performance based (what change in whom)
- If you control it or do it, then it is an output or an activity. If you can only influence it, it is an outcome

(Tent Cards)
Other Outcome Model Definitions

**Inputs** – the resources that a program or service uses. These may include:

- Staff
- Equipment
- Staff & volunteer time
- Facility/space required
- Money
- Training requirements
- Transportation
- Sponsors’
- Partners
Definitions

**Outputs** – the quantifiable service-units or products that a program or service creates by completing activities. These may include:

- Number of participants
- Number of participants per hour/program
- Number of partners involved
- Cost recovery ratios
Definitions

- **Success Indicators** – Measures used to gauge success in achieving a desired outcome. Indicators are specific in wording and quantifiable, beginning with “number of”, “percent of”, “ratio of”, and “incidence of”. Usually they are positive, motivational and inspiring.

- **Baselines** – an initial measurement of your chosen success indicators, which is used to provide a starting point and as a reference when evaluating success in achieving desired outcomes.
Outcome Model
(aka Logic Model or Results Chain)
Source: United Way of America

**INPUTS**
Resources dedicated to or consumed by the program or service i.e. money, staff, volunteers, facilities, equipment, supplies.

**ACTIVITIES**
What is done with the inputs to deliver its purpose/mission i.e. marketing, registration, program admin, volunteer recruitment.

**OUTPUTS**
The direct products of the program or service activities i.e. number of classes taught, number of participants, sessions, volume of materials distributed.

**OUTCOMES**
Changes or impacts for stakeholders i.e. new knowledge, increased skills, changed attitudes or values, modified behaviour, improved conditions, altered status.
 Splash & Ripple

A metaphor…
Activity: Test Yourself
Determining Desired Outcomes

- There is a potential to have a large number of potential outcomes for every activity your organization is involved in... consider:
  - Program/Service Level (short-term)
  - Organizational Level (intermediate)
  - Community Level (long-term)
Determining Desired Outcomes

Introductory yoga for women

- **Program/Service Level (short-term)**
  Participants increase their flexibility.

- **Organizational Level (intermediate)**
  Organization is recognized as a leader in the provision of yoga classes.

- **Community Level (long-term)**
  Family health care visits and costs decreased 20%.
## Levels of Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Short-term</th>
<th>Intermediate</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope</td>
<td>Recreation Service</td>
<td>Organizational / Department</td>
<td>Community / Organizational</td>
</tr>
<tr>
<td>Degree of Influence</td>
<td>More</td>
<td></td>
<td>Less</td>
</tr>
</tbody>
</table>

Asking why...

- Asking ‘why’ will help you get to the purpose, reason, outcome that you are anticipating.

**Be careful** – while this technique can help you understand the various desired outcomes of the recreation services you already provide…it may also be used to justify keeping things as they are without truly evaluating the value of the program.
Developing/Identifying outcome statements

Outcome statements:

- are explicit statements that define the level of outcome you are targeting
- do not need to be perfect to be effective
- written as though they have been achieved
- positive, affirmative statements about the anticipated impact
Developing/Identifying outcome statements...con’t

Outcome statements:

- may exist already in your organization’s mission, vision, goal statements
- may encompass long-term, intermediate and short-term impacts... (remember you have more influence on the short-term ones, and they are easier to measure!)
- may need to include outcomes related to other stakeholder/partners
Developing/Identifying outcome statements...con’t

Outcome statements:

- need to be prioritized, what is the most important to your organization
- need to include only one change in one target group per outcome statement
- need to be simple; don’t make it too complicated
- support your work; they do not replace your work
Developing/Identifying outcome statements...con’t

- Handout – more tips
Activity – Name the outcomes
Life-long Learning Begins with Child’s Play

Supporting the healthy development of children in recreation and sport.

Mission Statement
The HIGH FIVE program is a process committed to assisting children along the path of healthy development through: developing and maintaining a high level of knowledge and expertise in child development among recreation and sport practitioners, assisting parents with making informed choices, and providing practitioners with the tools for enhancing and maintaining a high level of quality.

For more information call HIGH FIVE at (416) 426-7142
e-mail: highfive@prontario.org
Web site: www.prontario.org
The YMCA
Strengthen More than Muscles!

You can enjoy all the benefits of an adult membership for as little as $24.00 per month.

- Reduced rates for children, students and older adults
- YMCA services are available to all members of the community
- There's something for everyone at the YMCA!

Family YMCA of Welland Area 285 East Main St. 735-5484
Therapeutic Aquacize
Many participants who find exercising on land challenging may comfortably be active in the water. Water is a forgiving environment, reducing joint compression and the downward pull of gravity. This class is perfect for seniors, people recovering from an injury, people with restricted mobility or those simply looking for light exercise. This fun class will focus on improving strength and flexibility.

Collicutt Centre

Mondays & Wednesdays
Session 1
Jan. 20-Mar. 3 (12 classes)
Fee: $60.00
Code: #12701

Session 2
Mar. 5-Apr. 14 (12 classes)
Fee: $60.00
Code: #12702
CURLING in Calgary

CONTACT A CURLING CLUB NEAR YOU
• Junior & Adult Learn to Curl Clinics
• League Play
• Book now for your company curling funspiels

Calgary Winter Club
4611 – 14 St. NW
289-5511

Family Leisure Centre
11150 Bonaventure Dr SE
278-7542

The Glencoe Club
636 – 29 Avenue SW
287-4123

North Hill Community
Curling Club
1201 – 2 Street NW
277-3158

Inglewood Golf
& Curling Club
34 Ave & Barlow Tr. SE
272-9709

Huntington Hills
Community Centre
520 – 78 Avenue NW
275-6666

Calgary Curling Club
720 – 3 Street NW
283-8381

Chestermere Regional
Recreation Centre
201 West Chestermere Dr
272-7170

Springbank Park for
All Seasons
Box 49, Site 17, RR 2
142-2223
BADMINTON & VOLLEYBALL

YOUTH CITY WIDE LEAGUE

City of Calgary Recreation has development programs for youth to practice and play in a city-wide league in the Olympic sports of Badminton and Volleyball. Get instruction from certified coaches, receive a team shirt, play in tournaments and enjoy playing the game.

Check us out and give us a try. This opportunity is for you!

Badminton is divided into two tiers:
- Tier 1 for 7 to 11 years of age
- Tier 2 for 12 to 17 years of age

Volleyball is divided into three tiers:
- Tier 1 for those born in 1987 & 1988
- Tier 2 for those born in 1989 & 1990
- Tier 3 for those born in 1991 & 1992

Special Thanks to our sponsors:

Timber Town
BUILDING CENTRE LTD.

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Coca-Cola

WHAT'S YOUR RECESS

City of CALGARY
RECREATION
Make Your Community Forever Green!

City of Calgary Parks is now accepting applications for the Forever Green Community Tree Planting program for 2003. Through this program the City of Calgary, through its program partner Golden Acre Garden Centres Ltd., provides trees to qualifying communities that wish to beautify their area and support Calgary’s urban forest initiative. In 2001, 600 volunteers planted over 1000 trees in 24 communities.

For 2003, qualifying communities will:
- demonstrate their commitment to environmental stewardship
- hold their event on a Tuesday evening or Saturday morning
- supply adequate volunteers for their tree planting event
- demonstrate adequate readiness for conducting ongoing maintenance and care of the trees after planting through Adopt-A-Park
- be willing to participate in the program on a first-come, first-serve basis

If you have what it takes to make your community Forever Green, call 974-4840 for information about Calgary’s Community Tree Plantings!
THE CALGARY ACADEMY OF KARATE

- Instruction for all ages
- Fun, fitness, and effective self-defense
- We offer a safe and positive environment

Call 250-1044 for information

#4, 2135-32nd Ave. N.E.
(at Kicks Martial Arts Supplies)
Program Planning – Outcome Logic Model

- See worksheet(s)
Measurement

Start with the end in mind…

Stephen Covey
Measuring outcomes…

- Defines what specific services are trying to achieve and measures their results in relation to the intended outcomes.
- Increases your understanding of both expected and unexpected results…how significant they are, how they’re connected.
- Helps improve planning and implementation of future recreation services.

Measuring outcomes…

- Provides community-specific results.
- Looks at various stakeholders.
- Is manageable and credible.
- Acknowledges other contributors & other variables impacting the experience.
- Need to be revisited, sometimes during the process! (Developmental Evaluation)
Measuring Outcomes

- Must have a baseline to start – consider pre/post evaluations.
- Testimonials are very useful in demonstrating impact.
- Pick your priorities – what are the key areas your organization is trying to measure?
- Be sensitive to your targets (kids, immigrants, parents, seniors, instructors)

(see handout)
Activity - Discussion

- In groups of 2:
  - Identify 1 – 2 outcomes you anticipate for a “gym and swim” class for 3-5 year olds.
  - Identify the method, strategy and/or questions you will ask to measure the change or impact.
Session 2 & 3: Outcomes – The Outcome Framework - Review

- Participants can define various elements in an outcome (logic) model. *(knowledge/skill - comprehension)*
- Participants can articulate the value of using an outcome-based model. *(knowledge/skill - application)*
- Participants can complete an outcome logic model for a variety of different recreation programs and services. *(knowledge/skill – analysis)*
- Participants have fun. *(condition – evaluation)*
Session 4: Outcome-based Organizations & Community Issues
Session 4: Outcome-based Organizations

- Participants can identify (at least) 3 different organizational functions that could incorporate an outcome-based approach.
- Participants recognize the value of using an outcome-approach in their organization.
- Participants have fun.
Starting with you…

● Review the description you wrote about your job at the beginning of the workshop.
● Re-write/Re-frame what you wrote in terms of outcomes.
● Be prepared to share with the class.
Key principles for outcome-based organizations

- The organization exists to create positive outcomes in the lives of people.
- All staff and volunteers understand and value the long-term vision or outcome statement(s) of the organization.
- Both organization and staff are committed to supporting the community’s efforts to contribute to its own positive development.
Key principles for outcome-based organizations – con’t

- Services are relevant to stakeholders. All functions of the organization are grounded in shared outcomes.
- The focus of the organization is on why it does what it does, and not the what and how.
- The organization values facilitation, partnerships and capacity building in others as a way of increasing the resources available to achieve identified outcomes.
An Emphasis on Outcomes Helps Organizations...

- better understand the role they play in the pursuit of broader community goals and priorities
- keep focused delivering outcomes
- support necessary change
- effectively communicate the impact of their programs and services
Communication, Marketing & Promotion

- Key messages – should reflect back to your anticipated outcomes and possible benefits for your target audience
- Social Marketing strategies – “What change in whom”…Outcomes!
- Communication and/or marketing plans are usually done at the beginning of a project…if you have identified your anticipated outcomes – you have also identified the opportunities, stakeholders and key messages that need to be included.
Activity – Write Message

Write a short program description for one of the following...using outcomes in your description!

- Spanish language class for adults
- Youth Festival
- Aqua Aerobics

(Handout)
Clearly defined outcomes will:

- support positive, effective leadership
- clearly define the organization’s direction and priorities
- bring meaning to front-line work
- provide success indicators to use in evaluation, motivation and recognition
- outline what skills, experience and requirements the organization needs to be successful
Outcome-based job description - example

See handout
Partnerships & Collaborations

Clearly defined outcomes will:

- make identifying partnerships & collaborations easier
- eliminate asking for “things”
- engage the other party in supporting a change or impact (outcome!)
- make demonstrating value of your program or service easier
Governance...the day-to-day

Consider outcome-based:

- policies & procedures
- meeting agendas
- committee terms of reference
- requests for proposals
- grants and funding requests
- staff work plans
- budget – (business/service plans)

See Handouts
Moving your organization to outcome-based

- Considering how outcomes can be incorporated into all functions/levels of the organization
- Don’t risk what you are currently doing…apply in a practical, relevant way
- Start where you are
- Make the *mindset shift* and communicate – ask questions
Activity – Organizational Check List
Mindset shift for Planning

- See Handout
Mindset shift for Issues/Challenges

- See Handout
Identifying outcomes will assist by:

- Focus your time and resources on relevant research
- Being able to set clear baselines in the area of concern or question
- Creating clear expectations and priorities for studies and planning exercises
Session 4: Outcome-based Organizations - Review

- Participants can identify (at least) 3 different organizational functions that could incorporate an outcome-based approach. *(skill/knowledge - analysis)*

- Participants recognize the value of using an outcome-approach in their organization. *(value – evaluation)*

- Participants have fun. *(condition)*
Investments are the only thing people don’t want to buy when they are on sale.

Unknown
Assignment

Complete 2 of the following:

1) Evaluate an existing program or service using an outcome-based (logic model) demonstrating how it aligns with organizational outcomes (goals, objectives etc.)
Assignment

Complete 2 of the following:

2) Explore a community issue using an outcome-based approach outlining the process used, possible strategies, resources required and potential ‘relationships’ with other stakeholders.
Assignment

Complete 2 of the following:

3) Create outcome-based tools that could be used regularly in your organization to:
   - a) run a meeting,
   - b) evaluate staff,
   - c) receive feedback from stakeholders (users, parents, partners, sponsors, instructors, etc.).
Assignment

Complete 2 of the following:

4) Develop an outcome-based plan for a new/proposed program, service or event. Be sure to outline how it will be marketed, evaluated and who else may be able to support the initiative.
Wrap up & Questions

• Please complete the post evaluation form
DEB’S ASSIGNMENT

Complete 2 of the following:

1/ Evaluate an existing program or service using an outcome-based (logical model) demonstrating how it aligns with organizational outcomes (goals, objectives, etc.).

2/ Explore a community issue using an outcome-based approach outlining the process used, possible strategies, resources required and potential “relationships” with other stakeholders.

3/ Create outcome-based tools that could be used regularly in your organization to:
   o Run a meeting
   o Evaluate staff
   o Receive feedback from stakeholders (users, parents, partners, sponsors, instructors, etc.)

4/ Develop an outcome-based plan for a new/proposed program, service or event. Be sure to outline how it will be marketed, evaluated and who else may be able to support the initiative.

Evaluation will be based on the following:
- Demonstrating understanding of the concepts
- Relevant application to everyday work and use of examples
- Comprehensive completion of the task

Each part of the assignment is worth 50 points.