

RECREATION CONFERENCE – SESSION OUTLINE

Session Title:

STRATEGIC APPROACH TO CONTRACT INSTRUCTOR CLASSES

SESSION DESCRIPTION (25 words):

Taking a Strategic Approach to Contract Instructor Classes significantly impacts your Agency's fiscal outlook, increases Cost Recoveries, decreases GF Subsidies, while meeting your community's needs.

SESSION DESCRIPTION (Full Text):

Taking a Strategic Approach to Contract Instructor Classes will significantly impact your Agency's fiscal outlook, by increasing Cost Recoveries and decreasing General Fund Subsidies, while accomplishing your Agency's Mission to meet the needs of your community and your participants. Attendees will be energized to create their own robust Contract Instructor Classes program; and they will receive dozens of Ready-To-Use Take-Home Ideas. Plus, they will be able to develop their own customized Contract Instructor Handbook (I will show an example, to get you started). In addition, we will discuss the IRS 20-Point Characteristic Test, used by the IRS (and many states) to determine whether an instructor is to be considered an employee or a contractor. Don't miss this vital information. If done right, your Contract Instructor Program can be paying for itself, and even offset the costs of other recreation programs

SESSION TARGET MARKET: RECREATION PROGRAMMERS / AGENCY DIRECTORS / SUPERVISORS

Education Track: BEST PRACTICES / RECREATION PROGRAMMING

Speaker's Name: MARK HONBERGER

Total Length: 1.25-hour session (75 min)

LEARNING OBJECTIVES: Participants will:

- 1) Demonstrate how to apply a Strategic Approach towards Contract Instructor Classes.
- 2) Compile ready-to-use "take-home" ideas to apply towards their Contract Instructor Classes.
- 3) Be able to develop their own Contract Instructor Handbook pertinent to their own Agency.



SESSION NEEDS IDENTIFICATION: Contract Instructor Classes is such a robust and far reaching program area. It can cover all program areas of recreation. It can cover all ages and cultures of a community. It can reduce General Fund Subsidies, while greatly increasing Revenue Generation. Yet this program area is so often underutilized by many Park and Recreation Agencies, who would love to have the benefits that properly utilized Contract Instruct Classes can provide. Additionally, with the increase of employment costs due to hourly wage increases, Contract Instructors provide an amazing alternative, and only incur costs when the classes are offered.

MARK'S EXPERIENCE PRESENTING EDUCATION SESSIONS: Throughout his 30+ years in the Parks and Recreation Profession, Mark Honberger has annually provided training presentations on a variety of recreation topics. He has provided training sessions for the California Park and Recreation Society (District Training Events & State Conferences), the Arizona Park and Recreation Association (State Conference 2017, 2018, 2020, 2021), the Nevada Park and Recreation Society (State Conference 2018, 2019), & the New Mexico Park and Recreation Association (State Conference 2019). Additionally, Mark has conducted numerous Team Building sessions for parks and recreation agencies.

MARK'S EXPERIENCE WITH THIS SUBJECT MATTER: Throughout his 30+ years in the Parks and Recreation Profession, Mark Honberger has always overseen the Contract Instructor Program Area, with great success. The highlight was across a 3-year period, working for a city with a population of 65,000, where he accomplished the following: Increased "Courses Offered" from 470 to 1,363 (*190% increase*); Increased "Participants" from 1,553 to 5,492 (*254% increase*); & Increased "Program Revenue" from \$96,000 to \$211,700 (*121% Increase*). This session is always highly received by those recreation professionals who oversee the Contract Instructor Programs for their agencies.

SESSION OUTLINE

Introduction of Speaker (2 Minutes)

Introduction of Topic (10 Minutes)

- A) **Attention Grabber:** Bring out the importance of Contact Instructor Classes. Ask Audience to raise hand to share a reason why this program area is so important. Reward those who answer with a sweet reward.
- a. Low Overhead, High Revenue Generator
 - b. No expenditure incurred if class does not go
 - c. Instructor is not employee
 - d. Adds revenue to budget (increase cost recover, lower subsidies)
 - e. Can help offset costs of other expensive programs like aquatics

- f. Can meet the needs of community, all ages, all interests
- B) **NEEDS IDENTIFICATION**: Discuss the need for this topic and this session. (from above)
- C) Highlight Past Successes. Show Graphs. Across a three-year period:
- a. ANNUAL CLASSES OFFERED: Increased by 190%
 - b. ANNUAL PARTICIPANTS: Increased by 254%
 - c. ANNUAL REVENUE: Increased by 121%

Cover Learning Objectives (3 Minutes)

PRESENTATION OF TOPIC SPECIFICS
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Discuss the idea of a Strategic Approach (5 Minutes)

(LEARNING OBJECTIVE #1)

- A) In a nutshell, a Strategic Approach means
 - a. Know where you want to go (SECTION 1)
 - b. Assess where you are currently at (SECTION 2)
 - c. Take strategic steps to get to where you want to go (SECTION 3)
- B) Utilize “map analogy” exercise with audience

SECTION 1 = Knowing where you want to go (5 Minutes)

(LEARNING OBJECTIVE #1)

- A) Briefly discuss how this is found in: their Profession, their Agency’s Mission/Vision, their Agency’s identified target market. If their agency has undergone a strategic plan, then that document is the place to find it. If not, they can borrow from the Values and Visions of the Parks and Recreation Profession.

SECTION 2 = Assess where you are at (15 Minutes)

(LEARNING OBJECTIVE #1)

- A) Discuss how to utilize proper “Evaluative Criteria” when looking at each class. Staff must ask these questions of each program: **(LEARNING OBJECTIVE #2)**
 - a. Does it support the position/mission of the Agency?
 - b. If so, does it serve a Target Market?
 - c. If so, does it fill a gap in existing services in our community?
 - d. If so, is their agency the best service provider for this program?
 - e. If so, does their agency have the organizational capacity and/or resources to provide the program?

- B) Discuss how to utilize proper “Performance Indicators”, to turn data into information: **(LEARNING OBJECTIVE #2)**
- a. New Class Ratio: What percentage of their agency’s offerings are new? What is the ideal percentage to shoot for?
 - b. Cancellation Ratio: What percentage of their agency’s offerings are cancelled? Is there an appropriate level of expected cancellations?
 - c. Participant Ratio: How many annual registrations per participant is our agency getting for our class offerings?
 - d. Knowing this information is crucial to discovering where you are at with your Contract Instructor Classes.

SECTION 3 = Take strategic steps to get to where you want to go (20 Min) (LEARNING OBJECTIVE #1)

- A) Discuss how to align existing classes to better meet the “Evaluative Criteria” listed above **(LEARNING OBJECTIVE #2)**
- a. Some classes can be added (GROWING)
 - b. Some classes can be Re-Aligned (GUIDING)
 - c. Some classes will need to be cut (PRUNING)
- B) Discuss proper ways to set fees. Staff will need to know: **(LEARNING OBJECTIVE #2)**
- a. Who benefits from this program? (whole Community or just Individual)
 - b. Will fee impose a hardship on users?
 - c. What level of fee will the market bear?
 - d. What is our agency’s ability to collect a fee?
 - e. Do we have any “Cost Recovery” requirements placed on the agency?
 - f. Do we know both the Direct Costs and the Indirect Costs?
 - g. Are there any political realities that we must work with?
 - h. How available is this class in the community?
- C) Discuss tips for working with instructors. **(LEARNING OBJECTIVE #3)**
- a. Contract Instructors must remain “independent” (*unlike staff - See IRS 20-Point Test*)
 - b. Why to utilize a written Instructor Handbook (**SAMPLE SHARED WITH ATTENDEES**).
 - c. How and why to set participant Maximums and Minimums.
 - d. How to set Instructor %, and what is the right %.
 - e. How to determine an instructor’s “**Worth of Service**”, and what is it?
 - f. How to avoid cancelling classes.
 - g. How to seek new instructors (creative ways to find them).
 - h. What is the appropriate contract length?
 - i. How to incorporate your agencies policies and procedures.

- D) Discuss how and why to market these classes. **(LEARNING OBJECTIVE #2)**
- a. Branding your agency.
 - b. Selling the whole experience.
 - c. Value of the Activity Guide (Often overlooked).
 - d. Relationship Marketing (loyalty programs).
 - e. Perpetual Marketing (One experience should perpetuate a second).
 - f. Utilize Marketing Events.
- E) Discuss how to properly utilize your agency's facilities. **(LEARNING OBJECTIVE #2)**
- a. Creating Spaces.
 - b. How to build greater capacity for more classes.
- F) Discuss how to utilize Annual Forecasting/Projecting Techniques. **(LEARNING OBJECTIVE #2)**
- a. Use Excel to break it down. Let the computer add it up.
 - b. How to make a conservative projection, yet still challenge yourself to a % increase.
 - c. Under promise, Over deliver.
 - d. Know your capacity for potential classes, and work to fill it.... Even grow it.
 - e. This is necessary for the Budget Process. Now you will be able to show your work.

QUESTION AND ANSWERS (15 Minutes)