

# Event Impact Assessment Instructor's Manual

## 4 Social Impacts

This is the instructor's manual produced to accompany the book *Event Impact Assessment: Theory and Methods for Events and Tourism*, by Donald Getz, 2018, published by Goodfellow Publishers.

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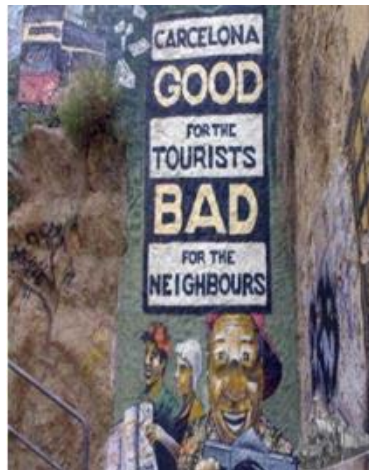
This is a book about impact *assessment*, but some discussion of the impacts of events and tourism is necessary to set the stage, including what theory we have to draw upon (including for TOC models). Keep in mind that I have separated social and cultural, and have included personal or psychological impacts in this chapter on social.

## Lecture 7

### 4.2 Social Impacts

It could be useful to lead a discussion on 'over tourism', which introduces a number of social impacts and brings topics like capacity and limits to the fore. How do we know when there is too much tourism or events have grown too big? What voices are we listening to? The topics that could be discussed are many, including social inclusion/exclusion, social capital, personal and social identity - the list goes on, and the literature is growing rapidly.

See the working paper of the responsible Tourism Partnership, available at: <http://haroldgoodwin.info/pubs/RTP'WP4Overtourism01'2017.pdf>



Discuss some of the references given on the nature of social impact, including from Delamere and Vanclay. Edinburgh's social impact scope continues to expand, keeping in mind their original festival impact studies were economic only.

I think its important to distinguish between positives and negatives, and personal/family versus community-level impacts. Some scholars feel this is not nuanced enough, and it is correct to say that there are many grey areas when it comes to what is positive or negative, and mush of the literature is in any event based on perceptions rather than hard evidence.

Check out this YouTube video about over-tourism:

[Has tourism killed Venice?](#)



### 4.3 The Objects and Subjects of SIA For Events and Tourism

The five categories of objects and eight categories of subjects have already been discussed, now Figure 4.1 starts the detailed breakdown. This Figure has nine parts (A to I), starting with “Personal and Family Impacts, with Sample Methods and Indicators”. Each of these could be expanded, bringing in more theory, examples from the literature and discussions based on personal experience or from the perspective of guest practitioners. Impact on families is one of the most recent lines of inquiry, being sociological in nature, while impacts on individuals takes you into the psychology literature. See the book *Event Studies* (Getz and Page, 2016, third ed.) for an overview of disciplinary contributions.

I chose to suggest numerous impact-related goals, plus methods and indicators, for the entire set of object/subject figures in this book. They are indeed ‘samples’ of what could be used in planning, IA and evaluation, with ones I suggest being a starting point for anyone charged with developing their own goals and approaches to IA and evaluation. My sample goals are, I believe, very generic and should apply in most contexts.

This approach reinforces my goals-oriented approach to planning and evaluation, but ‘tunnel vision’ must be avoided. Here is the diagram from *Event Evaluation* that is intended to keep practitioners and students thinking about goals-free approaches and the challenge of detecting hidden and unexpected costs and impacts. I use the term ‘externalities’ specifically to refer to costs and impacts that are not accounted for by an event, and this is a big issue for mega events. For example, public debt passed on to taxpayers is external to an organizing committee’s budget, as are security and infrastructure costs borne by governments (in fact, the debt burden often stems from those two cost centres).

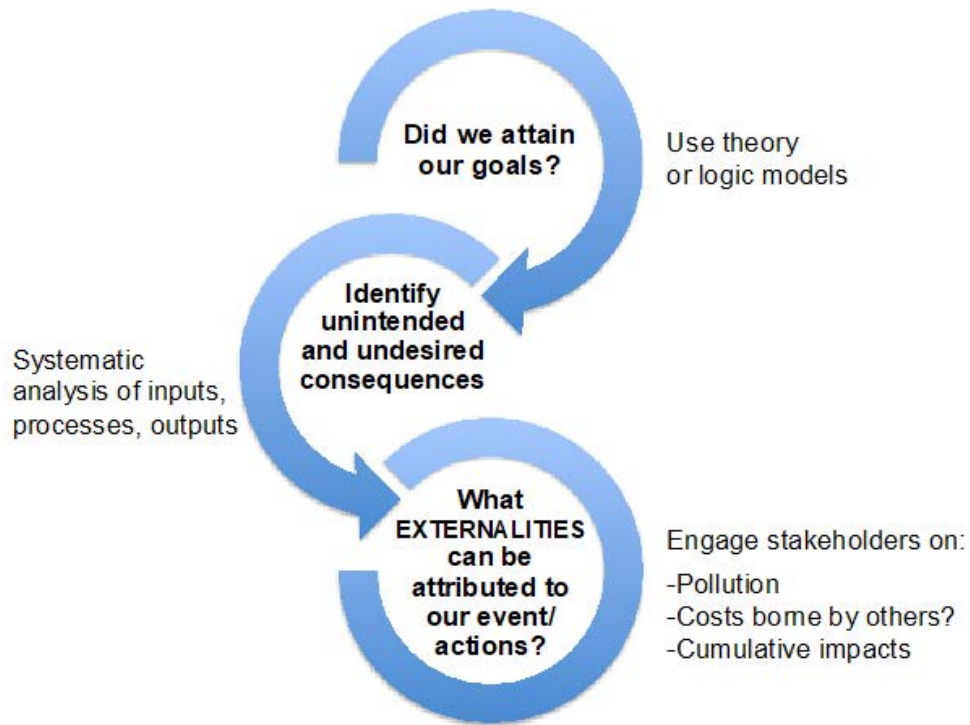


Figure 4.1 (B) details a number of “Special Cases of Impacts on Individuals”.

**Exercise:** Ask students to recount their experiences as event tourists (like attending a music festival) or as volunteers. What were their motives (or intended benefits), what was the nature of the experience, and how (if at all) were they affected? If events are transformational experiences, how does that work? Can one event experience transform a person or family, or does it take an event career?

The *inspiration or demonstration effect* comes up frequently when sports are discussed, but it can also apply to the arts. Are people who attend, participate or watch on TV inspired to do something different or do more because of the experience? When it comes to the role of sport events in encouraging healthy pursuits the evidence is pretty clear that there is no permanent impact. This is a line of research some students might want to pursue.

## Lecture 8

### 4.4 The Process of Social Impact Assessment

Review the principles established by Vanclay before the generic process of social IA.



Figure 4.3 provides two processes in “Elements In The SIA Process (Forecasting and Retrospective)”. This could be supplemented by laying out a process for a post-event, social impact assessment - preferably with a logic or theory of change model as the starting point.

**Exercise:** Have students work in groups to outline a full SIA for a local event, if possible in collaboration with local authorities and event organisers. Actually doing the consultations and research might be beyond the ability of students, but they could make a specific contribution if time permits. There is no substitute for direct experience, working with real stakeholders. Ethical requirements for researchers will have to be satisfied.

### 4.5 Methods

Consultations are critical, and while there are a number of tried and true methods for public input they have to be adapted to the purposes of SIA. Certainly the resident survey (or surveys of specific target segments) is an essential starting point. Many are done poorly, so working out the details of a survey and how to administer and analyse it could be a major term project.

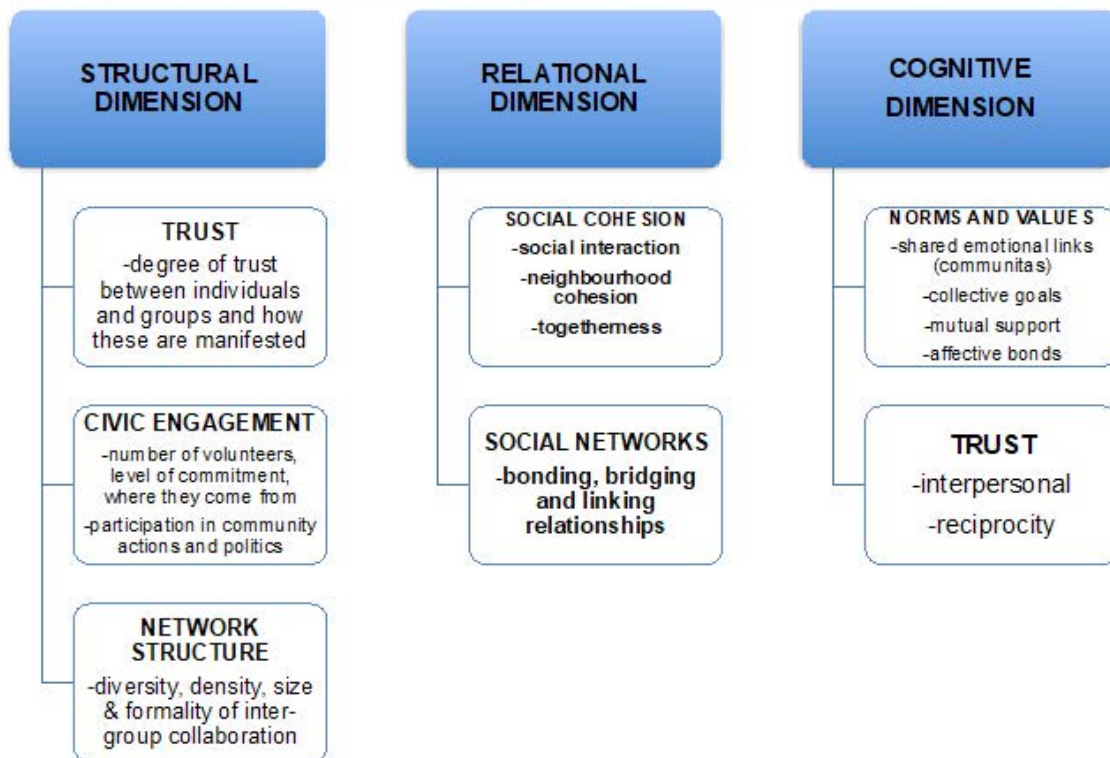
Use and non-use values are an optional feature when surveying residents. Several examples from the literature are cited, but students first need to understand the meaning of these terms. Why bother? Because people can value events even if they never attend them, and this value perspective has to be considered in social impact studies and in general event, venues and tourism planning.

**Exercise:** Some limited advice is given on constructing survey or interview questions for research on resident attitudes and perceptions of impacts, and this could be expanded into a full exercise or even field work. Available socio-cultural data should always form part of IA research, but what are the local sources? Perhaps a guest from the local authority could describe their data sets and monitoring of social and cultural trends.

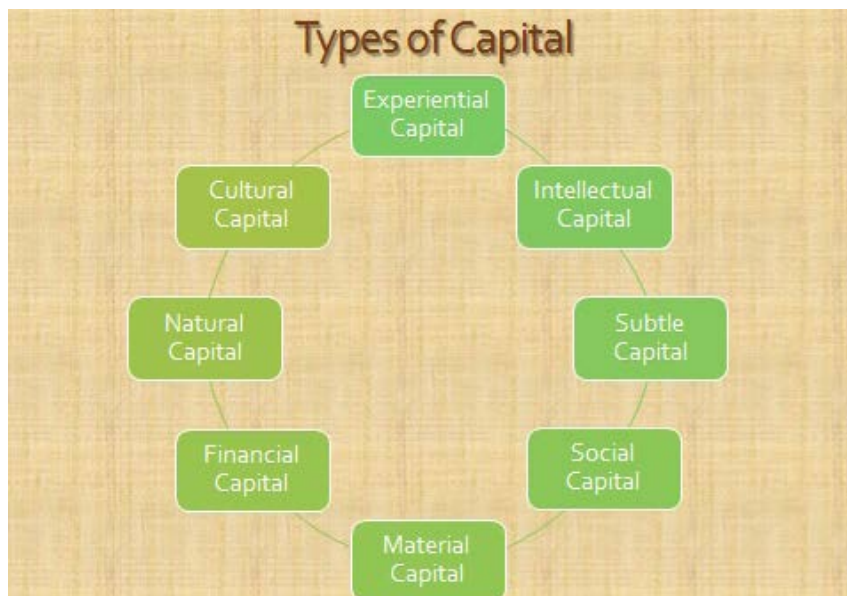
### 4.6 Measuring Social Capital

Social capital formation has become a major topic in the events literature. Students should be able to define it and explain how, through a theory of change model, festivals and events can contribute. The website ‘socialcapitalresearch’ (<https://www.socialcapital-research.com/measure-social-capital/>) provided the basis for my adapted model in Figure 4.5 (“Indicators for Measuring the Social-Capital Outcomes of Events”). This helps to both define social capital and suggests how it can be measured. Then the task becomes one of determining outcomes and indicators for a TOC model, or for a post-event or retroactive IA. Figure 4.6 (“Elements of Social Capital and Suggested Indicators”) suggests more detail, and this can be used as a starting point in a group exercise or research project.

#### INDICATORS for MEASURING SOCIAL CAPITAL OUTCOMES OF EVENTS



How many forms of capital are there, anyway? Can they all be ‘invested’? ‘earned’?



## Assessments for Lecture 7 and 8

### Short Answers

- ◆ **Learning Objective:** Know how to conduct a Social Impact Assessment (SIA) for events and tourism

Q: Describe the steps in a social IA. What is unique about a social IA for events/tourism? (*This could be two questions*)

A: The steps are laid out in Figure 4.3 which compares the forecasting and retrospective applications. For both social and cultural impacts the consultation process is key, and what is most unique will be the weight given to various 'voices', or resident and other stakeholder input. Some practitioners believe that social and cultural IAs should be driven and controlled by the affected parties, although that is clearly more suitable when the impacts are expected to be focused on well-defined communities or groups of people.

As well, some unique methods come into play, with visualizations being helpful to elicit input and shape findings for presentations. Theory of Change models are well suited to the planning and IA/evaluation processes for social or cultural change and these can be shaped by consultations, not just expert design. Ethnographic methods could be important, but many IA projects will not have the mandate or resources for lengthy engagement within a community - participation by observers at events, however, is usually feasible.

- ◆ **LO:** Understand how events and tourism generate social impacts on:

- ❖ Individuals and families
- ❖ Social groups and sub-cultures
- ❖ Communities (where people live)
- ❖ Events and event organisations
- ❖ Businesses
- ❖ Tourist destinations
- ❖ Politics and government
- ❖ Whole societies and nations

*Any of the subjects of IA can be queried, in short or long answers, with a generic question being "who or what is impacted by events / tourism, and how?" My eight categories are not definitive, they can be combined or subdivided, with questions such as "how are individual attendees at meetings affected by their experience?" or "what are the possible positive and negative social impacts of mega events on cities?"*

- ◆ **LO:** Learn SIA methods with relevance to events and tourism:

- ❖ Resident and stakeholder surveys
- ❖ Ethnography (participant observation)
- ❖ Socio-cultural data analysis
- ❖ Case studies
- ❖ Measuring social capital

Q: Who are the main stakeholder groups for social impact assessment, and do they require different consultation or input methods?

A: Obviously residents are the general target of consultations and input, but they are not a homogeneous group. For social impacts we would want focused input from communities of interest (e.g., as defined by leisure), the various arts, charities and service clubs, community associations, etc. Surveys will not in themselves get the necessary data, so direct liaison with groups will usually be needed - for example, to obtain participation rates in various clubs.

Q What information would you want to obtain from a resident survey as input to a social IA?

A: There is plenty of advice in the text on what questions can be asked, but the essence of a good answer should be to describe the nature of evidence that can be obtained through surveys. This would include perceptions of types of impacts, whether they concern individuals or the whole community/population, and their direction (positive, negative, neutral) and their importance (or severity). Use and non-use values can be queried, and attitudes towards events and tourism.

Q: What methods other than a survey would you use in social IA? Why?

A: This question should yield a description of ethnographic methods and case studies. Participant observation is a logical choice for events. Social-cultural data collection and analysis is needed, using available sources like the census and city records.

## Long Answers

Q: What are the main dimensions of social capital that an IA would address, and what are the key impact indicators you would use for each?

A: Figure 4.5 provides the core of the answer, although it is rather complicated to replicate in a test. A good answer would distinguish between social capital formation on individuals versus communities, and would define the concept in terms of the key dimensions, being: building/maintaining trust; civic engagement (such as volunteering); networking (formation and strength of links between institutions); social networking and cohesion (bonding, bridging and linking) and collective action or emotional links to foster common norms and values. These can be described in different ways, preferably with examples, and the terms "structural, relational and cognitive dimensions" do not necessarily have to be used. Figure 4.6 provides a lot of suggested indicators. A really good answer would discuss how events acting in collaboration might use a TOC model to become agents of social/cultural change, with social-capital formation being a specific goal.

Q) Discuss methods and related challenges for obtaining resident perceptions of impacts and attitudes towards events and tourism. Why would you include use and non-use values?

A: There is a vast literature on resident perceptions and attitudes, with examples in the book, so students have a lot to draw upon. I would like to see 'voices' as evidence brought into the answer, perhaps as the starting point. Discussion of methods should include both consultations, such as community forums, and surveys. We usually want to know what people think are the impacts of events and tourism, how they personally or as families



and communities are impacted, the direction of impact (positive or negative or mixed) and how severe it is. Input will likely also include talk of mitigation and policy.

One of the challenges to be mentioned is the sampling of populations and therefore the reliability of survey responses; some segments might be under-represented. Another challenge is the weight to be given to different stakeholder/resident opinions, as there are likely to be major differences in perceptions and attitudes.

Including questions on use and non-use values yields a lot of additional useful information for an IA. Who goes to what events, and who does not could say a lot about marketing effectiveness, and will raise equity issues. Exploring how people value events, even when they do not attend, adds to evaluation of the 'worth' of events and portfolios. An excellent answer would define non-use values (option, existence, legacy) and cover willingness to pay as a method for quantifying use values of tourists and residents.

Q) Are individuals impacted or transformed in permanent ways by attendance and/or participation in events? Suggest methods and key impact indicators for transformational experiences associated with different types of events.

A: This is a leading question, as the book discusses how people might be transformed. It is a big subject, and students might or might not have direct experience, or strong opinions on transformation. If you do netnography you will find testimony from people who say they have been transformed by their event experiences, but I think it has more to do with leisure and event-tourism careers being tied to involvement or engagement. The heart of the question is therefore about IA methods, and how to examine the question of possible transformation.

