

# Making adult cycle skills training more appealing

## Research and recommendations

14 December 2017



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# Introduction

We know bike skills training helps people feel more capable and confident to get around by bike. But uptake by adults is poor. So how can we encourage participation?

NZTA promotes cycling as transport, as exercise, and as a fun activity. As part of efforts to normalise and personalise cycling, NZTA wants to make getting around by bike an everyday urban activity in the lives of New Zealanders.

Adult cycle skills training is just one of several initiatives to encourage more people into riding. NZTA knows a lot about people's barriers to cycling. In this project, we sought to learn about what holds adults back from seeking and participating in bike skills training.

NZTA asked Empathy to find answers to a key question:

**How can we make cycle skills training more compelling and appealing for adults in New Zealand?**

We set out to help NZTA understand how to promote training courses and make them more appealing. As our work progressed, we saw an opportunity for NZTA to take a lead role in supporting the sector through guidance, tools, and resources for training providers.

This report contains evidence-based recommendations for ways to make adult cycle skills more targeted, better promoted, and more appealing.

Informed by research with current and potential skills training participants, as well as training providers, this report also presents concept ideas that can be further developed as tools and resources.

# The biking big picture

There's a groundswell of activity to normalise and personalise cycling. Getting more adults to cycle skills training is just one part of a much bigger effort.

## The whole sector is developing

As well as NZTA, people and organisations all over the country are engaged in efforts to teach and encourage New Zealanders who could be getting around more by bike.

Improvements to the National Cycling Education System are underway. People are working to build the whole sector — training more trainers, developing courses and guidelines, and encouraging more connection and shared learning between training providers through an information hub.

This project is designed to complement the work already underway and planned, rather than compete with or duplicate existing efforts.

## This isn't about content or delivery

Our work isn't about changing anything in the way skills training is delivered. It's about figuring out how to make training more enticing for people who could benefit from it.

NZTA wants to:

- increase awareness of adult skills training
- make skills training more appealing
- help training providers attract more people to their events.

To do this, we needed to learn more about people who might attend a course, or have a need for better riding confidence, and how they might discover training exists.

We sought to learn what would encourage someone to act on their interest in training — to answer the question: what needs to happen for interest to become action?

## Skills training is more than courses

We learned early on about great training activities already on offer beyond skills courses.

As well as courses, trainers share their specialist knowledge through guided rides, community initiatives, and other special events.

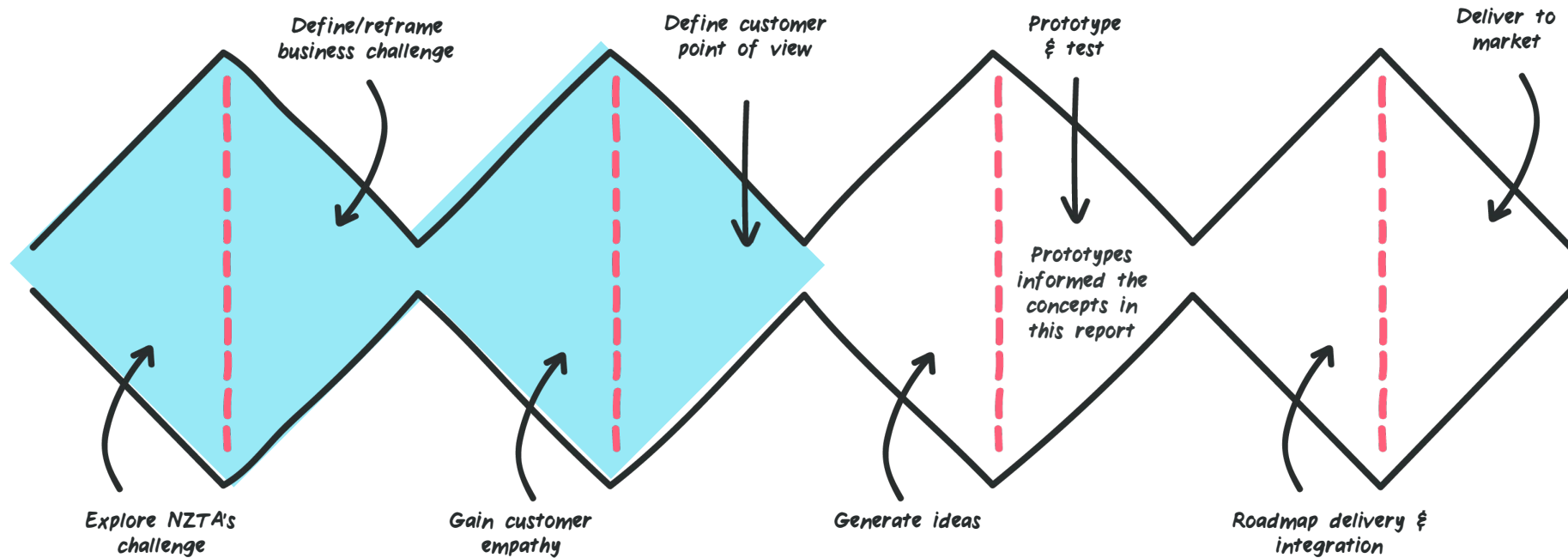
Our research considered this. We explored how we can make different delivery methods for adult cycle skills training more appealing to more people.

# Qualitative research summary

The concepts presented at the end of this report evolved from a detailed process of observation, immersion, conversation, and analysis. A brief summary follows. The process is described in detail in documents delivered as each phase ended.

# Gaining insights through qualitative research

The early stages of this project informed our recommendations.



- Desk research and benchmarking
- Talking with training providers, in cycle skills and other sectors
- Workshops to gain context

- Participating in skills training courses and events
- Observation, rides and conversations with current and potential training participants
- Reflection and analysis

More detail about the research phases of this project is in documents delivered to NZTA at the end of each phase:

- Phase one insights and research plan, 5 September 2017
- Qualitative research insights, 26 October 2017

# Understanding our customers

We immersed ourselves in the lives of current and potential skills training participants, as well as talking with training providers.

We sought to gain empathy and understand people who take part in adult cycle skills training, as well as those who don't know about it but might have a need. To do this, we needed to more deeply understand their context, beliefs and emotions by observing and listening as they experience their day to day, getting around, and attitudes to road sharing.

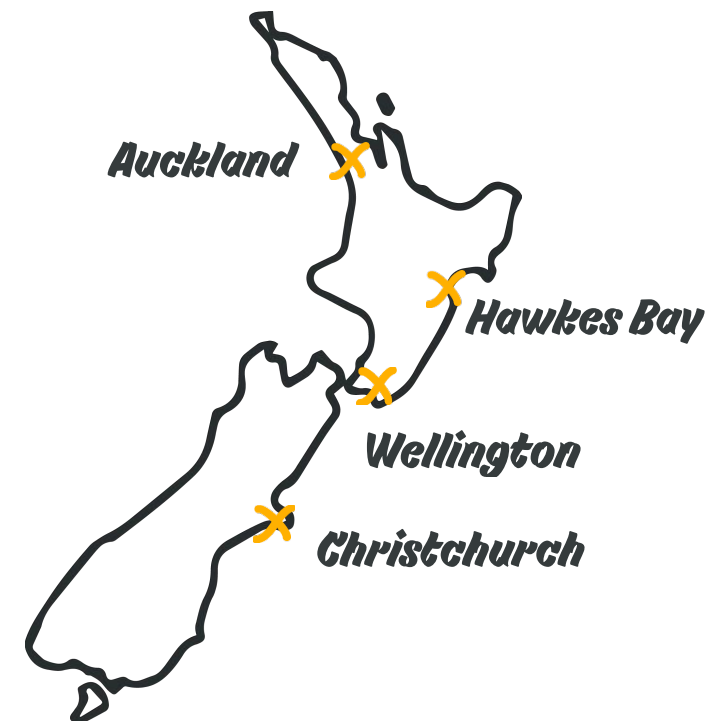
We also explored how people learn new skills in general, how they like to find out about new things, and what drives their decisions about trying something or not.

## Activities included

- Taking part in a bike skills training course in Hawkes Bay
- Going on a guided ride for nervous adults in Christchurch
- Joining in with an art tour by bike in Auckland

- Going on three casual group ride events in Wellington which shared skills and tips
- Three conversations and rides with participants before guided rides, courses and tours
- Three conversations with participants after courses, guided rides and tours
- Six conversations and rides with potential customers in Wellington, Auckland and Christchurch
- Four conversations by phone with people who had tried something new or learned a new skill — in Fielding, Tauranga, Hamilton and New Plymouth

We talked with trainers, people who have experienced training, and people who haven't. We heard from people getting back into cycling, e-bikers, recreational bike riders, and parents of children learning to ride. Some were confident riders, some weren't. Some saw a need for skills training and others couldn't see it fitting into their lives.



# Motivations, barriers and influences

Listening to people's experiences, expectations, desires and fears around bike skills training helped us uncover what works well and what needs to change.

## **Some ways of promoting and funnelling people into courses and events can cause drop-off.**

Even minor confusion about what's involved in a course or event can stop people wanting to find out more.

**The 'people like me' factor is one of the strongest hooks we can use.** People are motivated by being able to imagine themselves, or someone like them, taking part in a course or event. People also decide against certain offerings if they don't feel included or welcome.

**If offerings are too general, we miss an opportunity to appeal to specific audience types.** There are a range of potential audience types for skills training. We heard from many people with very different reasons for taking an interest in bike skills.

## **Face to face and social events may not be the best way to reach some potential skills training participants.**

Some people want to know more about bike riding but have little or no desire to socialise or meet new like-minded friends. Many people have different learning styles or prefer to learn alone.

**A person's motivation for bike skills training can often be the opposite of the thing that's stopping them.** For example, a person who wants to ride bikes to get fit might be put off by fear of not being fit enough to ride.

**Marketing connected to life events or changes can be motivating.** People feel more interested in bike events and skills training at particular moments in their lives, eg when they move to a new city, or are told by a doctor to focus on their physical health.

## **There is untapped potential to normalise biking through courses and events.**

People saw more than just a learning opportunity in skills training. We heard people talk about bigger ideas in the context of riding their bikes, eg representing the image of cyclists, having a great time, and building community.

## **Guidance, tools, and support are necessary to achieve the full potential of bike skills training.**

We heard a deep desire from trainers for support to make their jobs easier and help them focus on their strengths.

***"The hardest thing is getting a group together with similar interests and skill levels."***





## **Clear needs emerged for participants, training providers and NZTA**

People's motivations and barriers surfaced some obvious needs. Other needs were less obvious.

*People need training opportunities at the right moment, in line with triggers to ride.*

*People need to feel they belong before they ever get to a course or event.*

*Trainers need help to define, promote and market their offerings.*

*People need clarity about training and event options, to move them to action.*

*People need to learn in a way that suits them. Courses and group rides aren't for everyone.*

*People need encouragement to believe their positive motivations while mitigating fears.*

*NZTA needs to discover new ways to leverage existing courses towards broader goals.*

***"If there are photos of people in lycra (on the website) I'm not doing it. Needs to be all shapes and sizes, old gym gear."***

***"When I think of (adult cycle skills training) I think of older women having coffee together."***

***"I can't believe I could actually do it (after beginners course)."***

***"(With childcare provided) there basically wasn't any reason left why I could say no."***

***"The site wasn't quite clear as to what was offered."***

***"I've already got friends I don't have time to see. I don't need new ones."***

Increasing the awareness and visibility of adult cycle skills training is one thing. We also need to harness that moment of awareness and help turn it into interest, a sense of belonging and potential value — and an urge to do something about it.

# Improving awareness and turning interest into action

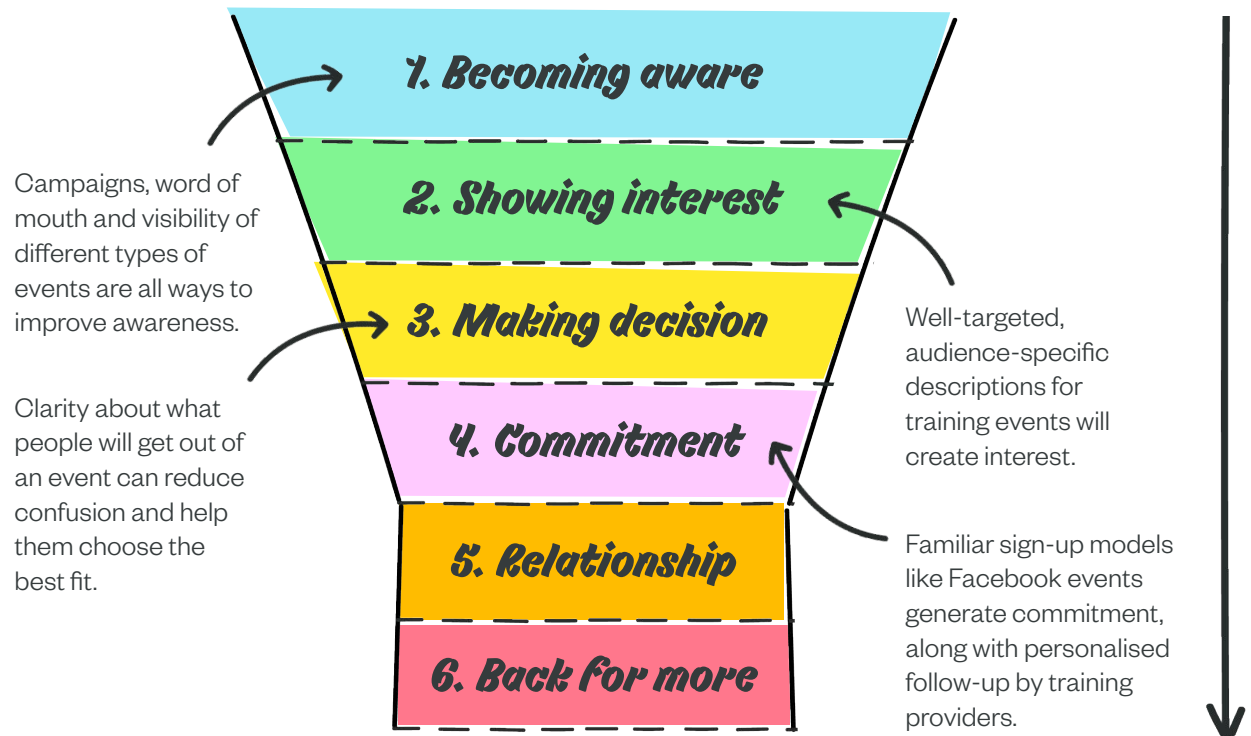
The customer journey to bike skills participation sometimes misses important steps.

Our qualitative research surfaced some common gaps in people's experience of the process from becoming aware of training to signing up. Many potential participants aren't aware of bike skills training at all. Others find it hard to figure out which training activity is right for them.

People and organisations in adult bike skills training also face challenges. They're passionate, knowledgeable and talented teachers, but can lack resources or expertise to target their courses and events at the people they're trying to attract.

There's an opportunity for NZTA to help training providers get the most out of the energy and money they spend on promoting and marketing their events.

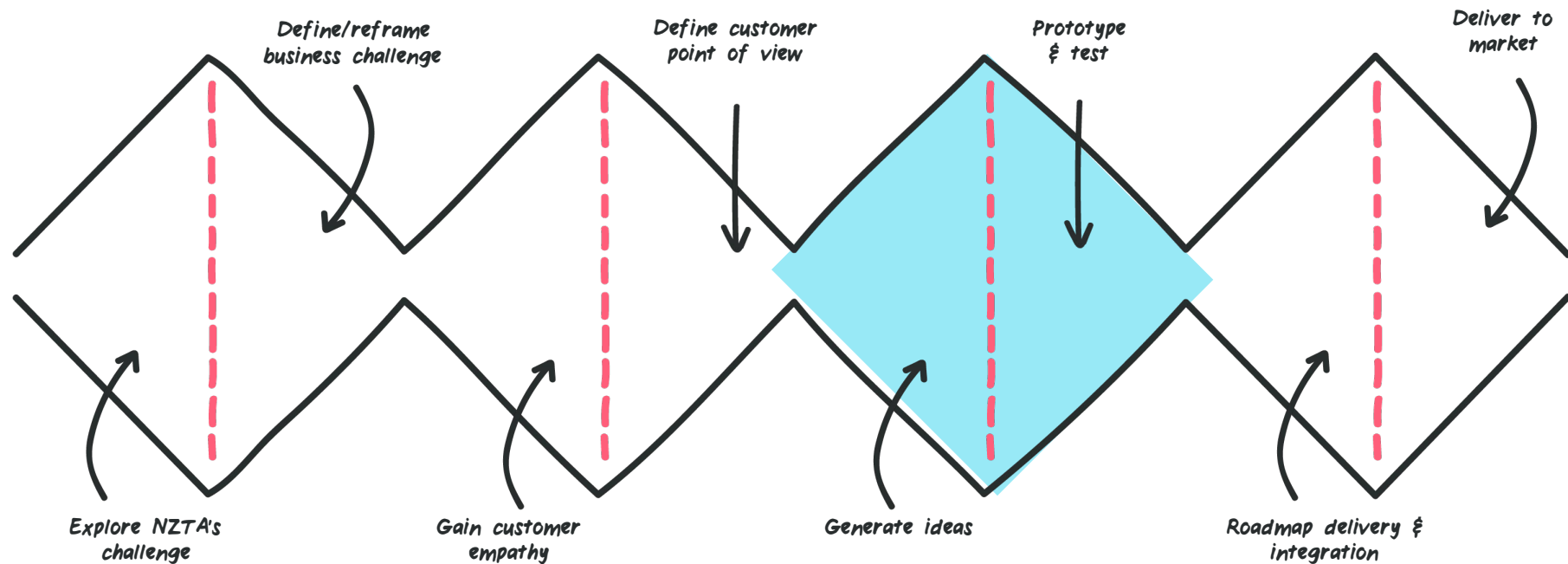
To encourage people from awareness to getting involved, we need to smooth the way and plug some gaps in the customer journey — shown in this diagram.



# Prototyping process

# Prototyping overview

At this point we started exploring ways to meet people's needs. We created, tested and iterated six resource and service concepts.



- Brainstorm ideas and prototype opportunities with training providers and NZTA
- Iterate and test prototypes with 4 training providers, 7 potential customers, and staff in 3 bike shops
- Analyse and refine as concepts

# Prototype iteration and testing

Each of the six conceptual prototypes we developed went through a refinement process, incorporating feedback from potential customers, training providers, and NZTA.

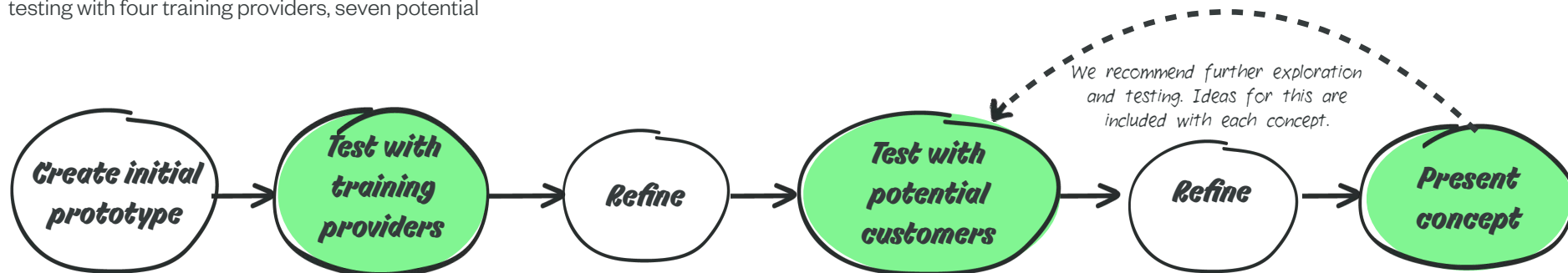
Once we understood people's needs, generated concept ideas, and narrowed these down, we created and tested conceptual prototypes. This helped us explore ways to meet people's needs with a practical approach. It was an iterative process, with several phases of testing and refinement, until we had a sense of potential value and whether an idea was worth taking further.

The concepts presented in this report focus on making bike skills courses and events more attractive and appealing. They are based on two rounds of prototype testing with four training providers, seven potential

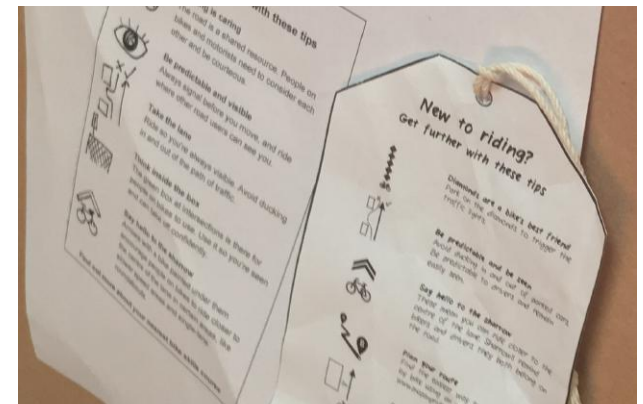
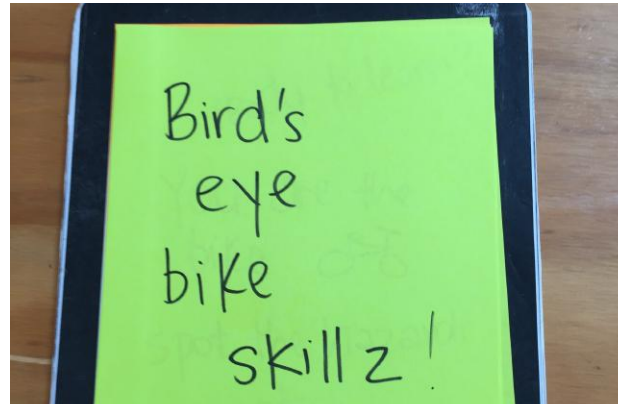
customers with varying confidence and riding motivations, and staff in three bike shops.

## Prototypes we tested

- Audience matrix
- Information hub
- Bike tips tag or flyer
- Self-learning content
- Video trailers for courses, rides and events
- Promotion examples: websites, social media and advertising







# Prototyping insights and design principles

Prototyping unearthed some overarching insights which set the design direction. These insights should be kept in mind during design and implementation.

# Insights helped us refine concepts

**These key learnings influenced the development of possible bike skills training resources and services.**

## **There are distinct roles within training provider organisations.**

Within training provider organisations, people work in governance and strategy, co-ordination, and delivery. In smaller organisations, one person might be doing all three of these roles. In others, different people have specialist responsibilities. The appeal of particular resources or services can depend on whether someone is personally involved in delivering training.

## **People delivering skills training love the idea of national-level resources.**

Training providers, coordinators, and instructors see value in resources and tools to make their jobs easier and empower them to attract more participants.

## **Choosing the right course is key.**

Potential participants try to self-select, but need plenty of help to get this right. People want to know if they will 'fit in' to a course and if it is for people like them.

## **There is confusion about the rights and responsibilities of people on bikes and other road users.**

Some people want course promotions to make it clear they will learn about what they should or shouldn't be doing. Others just want to be able to learn this themselves and have some comfort that drivers know it too.

## **Visual content can attract potential customers.**

Videos provide more clarity and richness than photos and text alone. Different learning preferences point to a need for content provided as diagrams and pictures as well as text, when possible. People respond well to seeing a true representation of what they will learn, eg riding around pot holes in the road, rather than cones.

## **Confidence is a strong motivator.**

People with different skill levels say knowing they will get more confident on a bike can encourage them to explore training options. An emphasis on safety is less motivating, and sometimes puts people off signing up or looking for more information.

## **Less confident participants need encouragement and support.**

They are nervous, and need to first see why skills training is worthwhile. Once they believe biking is fun and possible, and get excited about the idea, they are open to learning more detail and options. The joy of bike riding is a big hook for these nervous riders.

## **People want to know what they will gain.**

The biggest question people have is "what will I get out of this?". This is where to focus effort — to move people from exploring options to taking action. Other big questions are "what is it?" and "who is it for?" — people can be more resistant to a course or event if the answers to these questions are not immediately clear.

***"I would want to know more about what I'd get out of the course (before I clicked the 'sign up now' button)."***

***"(With video) this is so much easier to envision."***

***"(I read the cycle code because) I wanted to know when I could ride in the middle of the road or on the footpath."***

***"(On the instructional videos prototype) I really would like something that acknowledges that it may be intimidating to ride, but you'll be okay."***

***"It's most important to know what fits for me."***

***"I like the idea of specific videos, so I know what I am teaching."  
- Cycle instructor***

***"I like this (trailer video of a course). It looks like you could be with others in your same boat."***

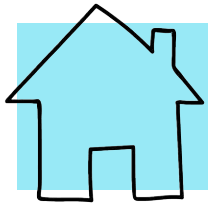
***"I would just go (to a course) to gain confidence."***

***"I'd use (the training provider information hub website) for new ideas."  
- Cycle instructor***

These insights were considered alongside more specific findings to create design principles. We use the principles to guide design concepts and to decide what to do.

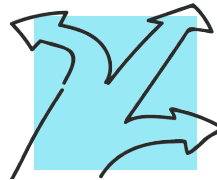
# Design principles

Goals and characteristics to guide the design of tools and resources to increase the appeal of skills training.



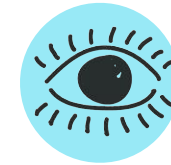
## **SENSE OF BELONGING**

Help the intended audience feel like they belong. People need to feel personally connected. Show people like them, or places like theirs.



## **ENABLE A PATHWAY**

Guide and nurture people from interest and participation to continued involvement. Enable different ways to engage before and after taking part.



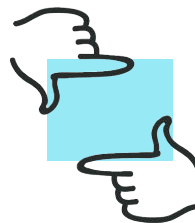
## **SHOW THEM**

Include visual elements like video and photos. These are strong, clear ways to communicate new concepts and set expectations.



## **ANSWER THE BIG QUESTIONS**

Let people quickly understand what the offering is, who it's for, and what they'll get out of it.



## **KEEP IT REAL**

Be as true to the essence of the offering as possible. Show real participants overcoming real challenges. This helps people see the right course for them.



## **SAFETY, INDIRECTLY**

Address safety appropriately but indirectly. Teaching safety is important — but focusing marketing efforts on safety can deter people. Instead, focus on confidence.

# Concepts and recommendations



As well as common themes and guiding principles, we learned what people want and need from each concept. These ideas have been refined for maximum relevance, reach, and impact.

**CONCEPT ONE**

# Audience matrix

This is for training providers. It's a chart of audience preferences and channels, with key audience types and ideas for how to understand and attract them.

- Training providers want useful and practical ways to understand their audiences and overcome the barriers faced by potential participants when signing up to a course or event.
- Training providers can use this tool to help understand how to target specific types of potential participants. It's designed to be used initially when promoting, but could be developed further to help with course design and delivery.
- This version has been kept simple to start with. It identifies four key adult rider types for skills courses, including what motivates them, what puts them off, and how to attract them.

<p style="text-align: center;"><b>Know your audience</b></p> <p style="text-align: center;">- Understand the people you want to attract to your courses or events - - Use the supporting guides and templates to help attract people -</p>			
Audience <small>Rider audience groupings</small>	I'm motivated to ride by...	Messaging that puts me off	How to attract me
<p><b>Back on the bike</b> <small>This person has ridden a bike before, but it's been a long time since they last rode</small></p>	<ul style="list-style-type: none"> <li>- lifestyle changes, goals or events</li> <li>- the outdoors, having fun, good health &amp; being social</li> <li>- rekindling a memory</li> <li>- being part of a group with people like me</li> <li>- practising to ride in quiet environments.</li> </ul>	<ul style="list-style-type: none"> <li>- asking me to ride on the road straight away</li> <li>- demanding/pushy feedback</li> <li>- an instructor who is hard to relate to, eg young and sporty when I just want someone more my age who rides for the same reasons I do.</li> </ul>	<ul style="list-style-type: none"> <li>- use Facebook, paper &amp; website ads that emphasise rekindling my old love for biking. Show people like me and quiet environments in the visuals</li> <li>- offer traditional group courses, targeted at others getting back on their bike too</li> <li>- give me personalised attention from acquisition to course follow-up.</li> </ul>
<p><b>Very low road confidence</b> <small>This person has gaps in their skills and knowledge, and may or may not be aware of them</small></p>	<ul style="list-style-type: none"> <li>- pushy others in my life</li> <li>- goals or events</li> <li>- the outdoors &amp; caring for the environment</li> <li>- making utility riding work for me</li> <li>- getting encouragement &amp; making progress.</li> </ul>	<ul style="list-style-type: none"> <li>- groups where it looks like everyone knows what they're doing &amp; I don't</li> <li>- something that looks too hard or where I might get embarrassed</li> <li>- being pushed to do something, eg sign up.</li> </ul>	<ul style="list-style-type: none"> <li>- use Facebook, paper &amp; website ads emphasising safe practise environments &amp; visuals of other low-confidence riders.</li> <li>- enable registration of interest vs sign-up</li> <li>- offer traditional group courses &amp; tours that don't have a mix of experience levels</li> <li>- provide solo learning options &amp; useful tips for those lacking confidence to sign up.</li> </ul>
<p><b>Not about the bike</b> <small>This person is interested in other activities, eg wants to discover a new place or an event enthusiast</small></p>	<ul style="list-style-type: none"> <li>- friends or partner encouragement</li> <li>- events or festivals &amp; their timings</li> <li>- having a clear goal, eg finding cool locations/hot spots</li> <li>- discovering what's different in New Zealand vs overseas, ie how it works here.</li> </ul>	<ul style="list-style-type: none"> <li>- mentioning competency or grades</li> <li>- an event that feels like a safety or skills course</li> <li>- something that looks like too much of a technical challenge.</li> </ul>	<ul style="list-style-type: none"> <li>- use Facebook, paper &amp; website ads with visuals and words that emphasise the experience and location, not just the biking components.</li> <li>- reach me through councils, tourist sites, Airbnb experiences</li> <li>- offer bike tours/events over courses</li> <li>- focus messaging on fun.</li> </ul>
<p><b>Parents of young children</b> <small>Children starting to ride a bike and parents want to support them</small></p>	<ul style="list-style-type: none"> <li>- teaching my kids safety skills</li> <li>- setting a confident example for my kids</li> <li>- riding a bike as a family activity</li> <li>- offerings that work with my busy schedule &amp; are flexible, eg times, locations</li> <li>- offerings that help with childcare &amp; logistics</li> </ul>	<ul style="list-style-type: none"> <li>- riding a bike/the cycling movement — I'm learning more for my kids than for me</li> <li>- education focused on busy road riding — I just want to bike with my kids</li> <li>- needing a bike to participate — I haven't decided yet if I'll carry on with this.</li> </ul>	<ul style="list-style-type: none"> <li>- use Facebook, local &amp; website ads that emphasise gaining road-riding confidence so I can support my kids, with other non-expert parents in visuals.</li> <li>- reach me through libraries, pools &amp; schools</li> <li>- offer me family rides with an instructor or traditional group courses for parents</li> <li>- teach my kids to ride through schools.</li> </ul>

**CONCEPT ONE: AUDIENCE MATRIX**

# What we learned

This concept was only tested with people working in the skills training sector, eg training coordinators and providers.

People giving feedback on this tool feel it has most value for newer trainers, people training new trainers, and those in marketing roles. They would like to use it for identifying and targeting customers, and developing course marketing/promotion materials.

**“I could use this now. Send it to me tomorrow!”**

Experienced training providers or those who prefer to work more by instinct feel this tool is less useful.

**“I already know this stuff.”**

However, they think it could be good for new ideas for course and ride offerings.

As we iterated versions of the prototype, we saw people connect better with attributes and preferences that weren't too general or repeated across different audience types.

Add tangible actions to 'how to attract me' section, eg link to tools like social media guide and promotion templates.

<b>Know your audience</b> - Understand the people you want to attract to your courses or events - - Use the supporting guides and templates to help attract people -			
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↑  
A small number of audience types helps keep this tool useful with distinct approaches for each. It doesn't need to cover everyone.

↑  
Ensure examples are specific to each audience type.

## CONCEPT ONE: AUDIENCE MATRIX

# What to do

Ideas for rollout, further development, and making the matrix part of a suite of tools for training providers.

### Short-term recommendations

- In the short term, this matrix can help training providers with audience identification and course marketing/promotion activities.
- Soft launch the tool initially, asking interested training providers to try it out and provide feedback. Refine as required.
- Make sure it continues to offer practical examples and links to templates as they develop.

### Long-term recommendations

- Expand audience detail over time to reflect what training providers learn about potential participant types and uptake as they market their offerings.
- Keep information up to date and promote it once it's proven. The tool could become an interactive resource on Sharehub, or the planned information hub for training providers.
- In the longer term, this could be expanded to help training providers with course inspiration, design, content and delivery.

### Supports design principles:



***Enable a pathway***

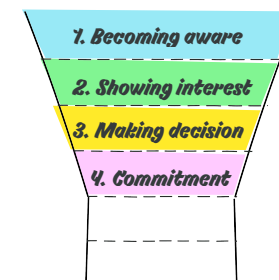


***Answer the big questions***



***Sense of belonging***

### Supports customer journey steps:

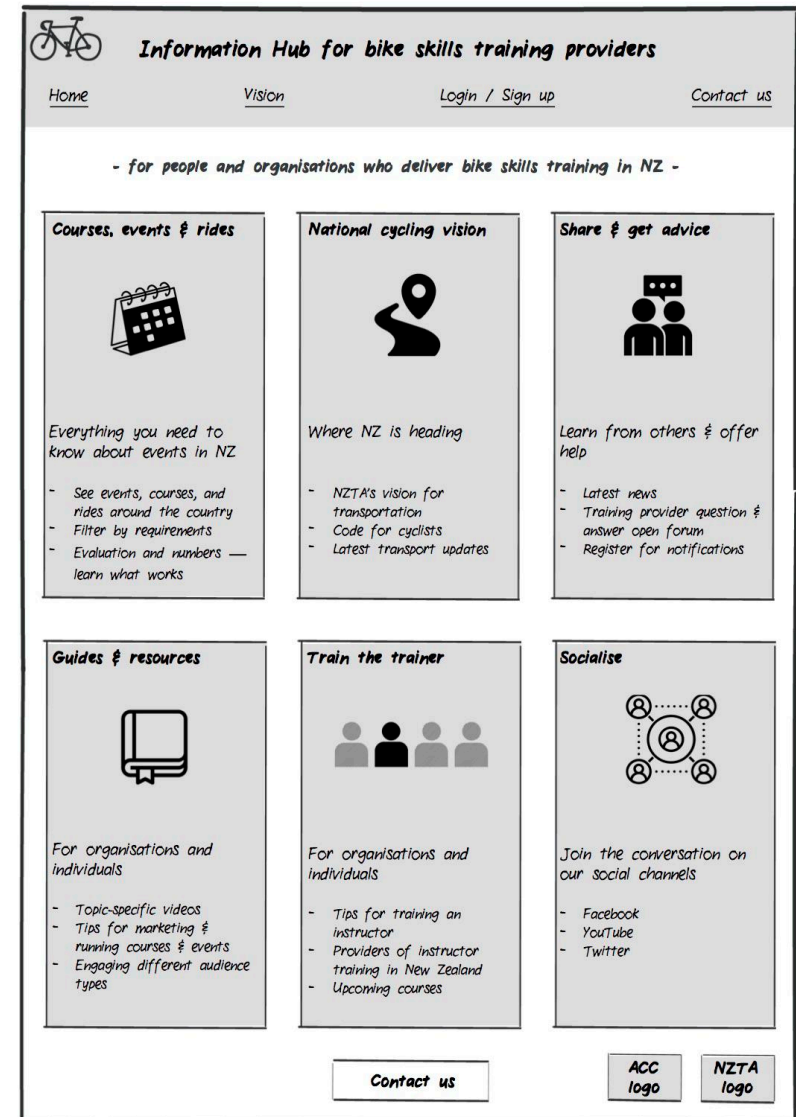


## CONCEPT TWO

# Information hub

This is for training providers. A website of resources, with a public-facing directory of courses, events and rides.

- The information hub concept includes ways for training providers to share learnings and resources, get inspiration from each other, and a database of courses, rides and events.
- Training providers often don't know what else is going on in their area, and there is no centralised location for them to find out or post their own course or event. They like the idea of being able to see what's taking place around the country — for event scheduling, course ideas, and ideally helping them see how successful different types of course are.
- Training providers feel there's a lot of value in an online hub. Work is already underway on a hub for the National Cycling Education System. Some of the ideas we tested in this concept could inform that work in the longer term. For now, there is immediate value in providing a course database so providers can post their events.



## CONCEPT TWO: INFORMATION HUB

# What we learned

This concept was tested with people working in the skills training sector.

Training providers see real value in learning from each other, and a hub could help with this — to connect, to share their experiences, to get inspired, and improve their offerings by learning what works well. They want to spend their time doing what they're good at, reducing unnecessary hassles in their way. We heard a course database could help by supporting logistics and scheduling, and giving ideas.

There is slight confusion about which people within training providers this hub will support. It needs to be clear exactly who this tool is targeted at.

**“I don't think it would be for people like me in the industry. It's more for new people.”**

Training providers strongly believe an information hub can only work if it's taken up by a critical mass of users, and is kept up to date. Otherwise they don't see it as relevant and useful.

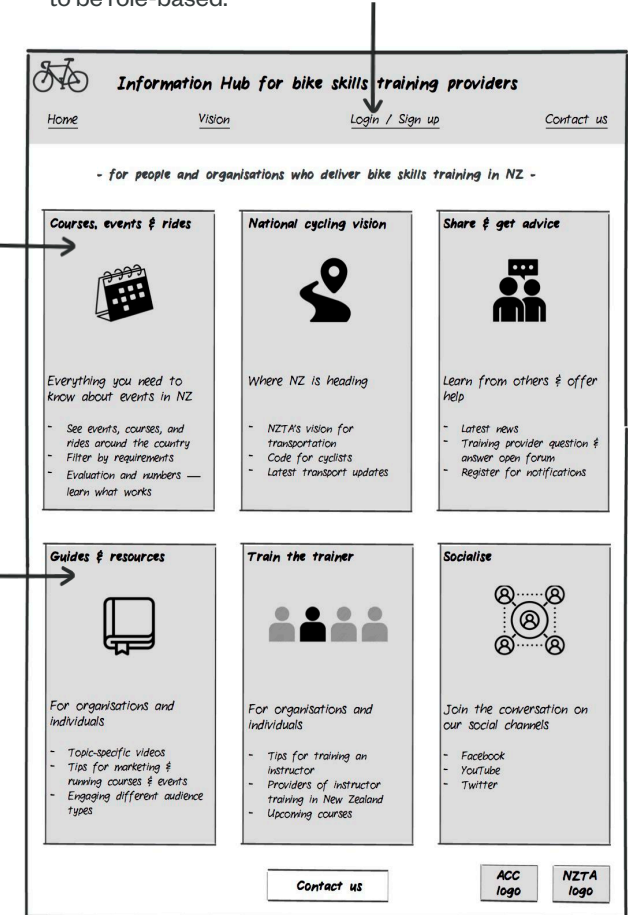
An information hub appeals more if it shows evidence of what works, eg attendance, evaluation, anecdotes.

Training providers particularly like being able to see all the courses and events around the country, and eventually using this database to post their own events to a public-facing directory.

Guides and resources could eventually cover content, delivery and marketing, eg:

- updated guidelines for training providers
- tools like the audience matrix, social media guides and promotion templates.

Make it clear who has access to which content. Some people suggest limiting access to future content about course effectiveness and uptake rates, with access to be role-based.



# What to do

We recommend keeping this concept in mind for longer-term development, alongside other initiatives underway.

## Short-term recommendations

- Use insights from this initial prototype testing to help inform ongoing work on the information hub for National Cycling Education System and Sharehub.

## Long-term recommendations

- Consider ways to allow training providers around the country to post their courses and rides in one place, with filters by location and course type. Initially this could be through adaptations to an existing model like CyclingNZ events, or through tools like Eventfinda.
- Over time, consider other options for a public-facing online directory where training providers can post their courses and rides. This directory could be the link other marketing activities point to.
- Clarify vision and audiences. Consider login models for different roles within training provider organisations to learn what works by accessing data on course evaluation and uptake.

## Supports design principles:



*Enable a pathway*

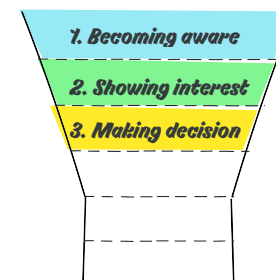


*Answer the big questions*



*Keep it real*

## Supports customer journey steps:

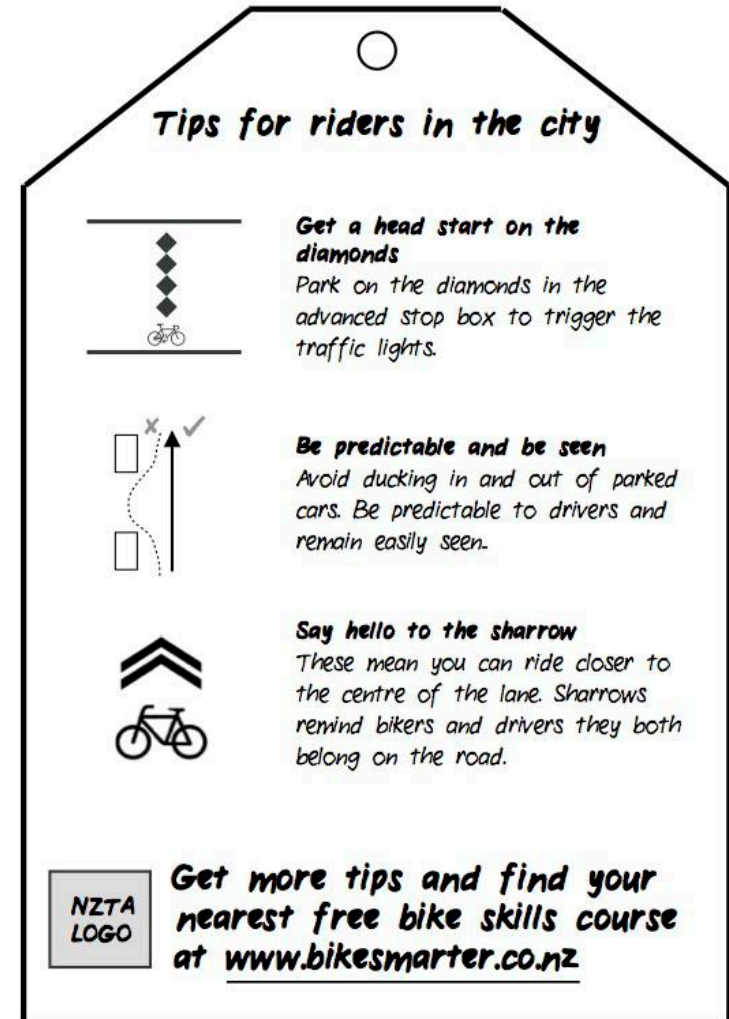


## CONCEPT THREE

# Bike tips tag or flyer

By giving potential skills course participants something helpful, we can pique their interest in learning more, and increase awareness in general.

- We learned that people researching or buying a bike often have questions about riding and the rules. Tips to take away can help answer questions about road riding, and let people know bike skills courses are available.
- The concept was tested with potential participants and several staff in three bike shops in Wellington. We started by testing three different tags, each with 10 tips on a specific riding topic. This evolved to be one smaller, generic tag with fewer tips, keeping it simple, readable and achieving broader reach.
- Bike shops were reasonably receptive to the concept, particularly at the point of sale, as long as the tags or flyers didn't collect dust.
- Potential customers learned new things from the tips. They liked learning what seemed to be the most important tips and seeing a link to free bike skills courses.





## CONCEPT THREE: BIKE TIPS TAG OR FLYER

# What we learned

People respond well to the bike tips tag concept and see opportunities to expand its reach. But there are some key things to get right.

We learned people want to know the most important tips. It's important to get this right to ensure uptake by bike shops and the broader sector, even if it takes effort to get agreement on these.

People don't respond well to tips they feel patronise them or emphasise their beginner status.

**"I like that it doesn't accentuate that they're novices."**

Some people who drive and ride a bike find it hard to assess the tips from both perspectives, and to feel confident they are getting the 'rules'. For example some disagree with the sharrow concept of bikes and cars sharing the road.

For more uptake in bike shops, staff engagement is required to encourage customer awareness. Tips as a tag, as flyers or online, have potentially broader use than when people are in bike shops.

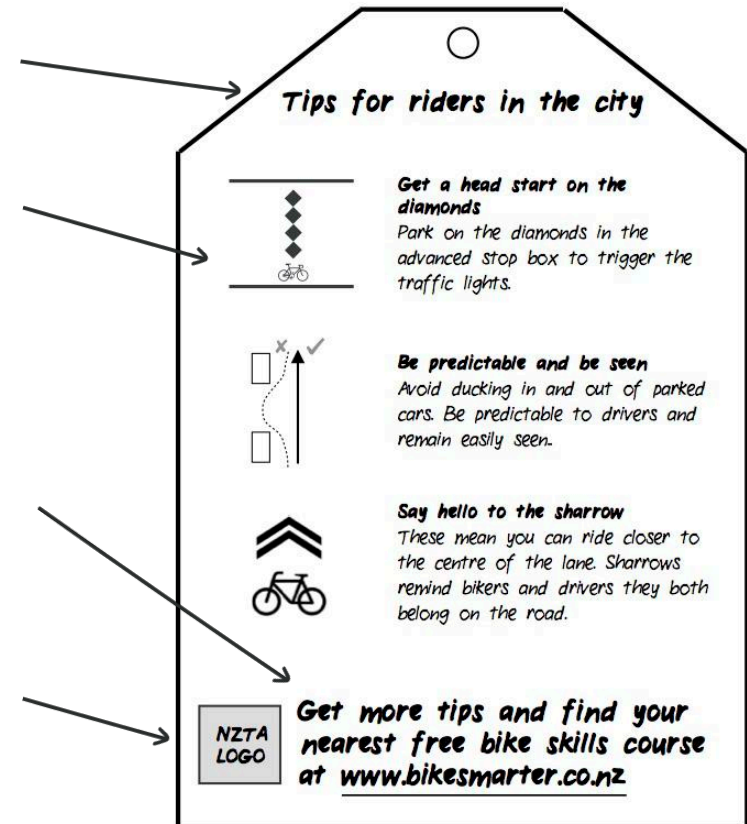
Don't limit or narrow the audience appeal, eg 'riding in the city' worked better than 'beginners riding in the city'.

The tone in earlier prototypes was too whimsical, eg 'diamonds are a bike's best friend'. People prefer a balance, wanting some tips more to the point, eg 'get a head start on the diamonds'.

Visually emphasise link to bike skills course directory.

It may be challenging to word tips to give a sense of what is fact rather than opinion. Follow the direction of official documents like the national guidelines for cyclist skills training and the code for cyclists. Make it official by being clear who is behind the tips.

**"I'd expect to see this at tourist places, or anywhere you can get a bus timetable."**



## CONCEPT THREE: BIKE TIPS TAG OR FLYER

# What to do

This concept could be a quick win in the short term with careful content development, testing and positioning.

### Short-term recommendations

- Test uptake as tags and/or flyers initially in bike shops and at bike events. Get feedback from staff about content and interest levels, then assess value and options for rollout.
- Encourage shop staff engagement. Ask for their contributions to content and updates.
- Ideally the tips link to an online directory of courses, rides and events. In the short term, consider ways for training providers to brand their own version and link it to their website.

### Long-term recommendations

- Roll out to schools, libraries, iSites, councils, gyms etc.
- Repurpose content for different delivery channels, eg online with other self-learning resources, code for cyclists and the road code.

### Supports design principles:



**Enable a pathway**

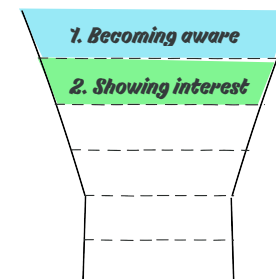


**Safety, indirectly**



**Show them**

### Supports customer journey steps:



## CONCEPT FOUR

# Video trailers for courses, rides, and events

Trailers aim to help people figure out what kind of skills training is right for them.

- People can watch video preview trailers of a course, ride or event, and read a description of what to expect.
- Video trailers help potential participants understand what a course or ride might really be like, before considering it.
- Video trailers also help people decide whether they will feel comfortable in a particular course or ride. They can base their assessment on their own skill level and how they relate to what they see in the videos — including who's there, what's going on, the trainers, and the visual appeal of the location.

The screenshot shows the website [www.bikesmarter.co.nz](http://www.bikesmarter.co.nz) with a navigation bar containing [Home](#), [Courses & rides](#), and [About us](#). The main heading is "Bike skills courses, events & rides in your area". Below this is a section titled "Find out what's on near you" with a dropdown menu for "Select your area" currently set to "Wellington".

**Ride with confidence**  
Learn tips and practise a range of skills to get more comfortable riding your bike on the road.  
If you've been on a bike before, but maybe not for a while, this fun, free afternoon event is for you.  
[See preview video](#)

**Introduction to riding in the city**  
A two-hour guided group ride, perfect if you want to know how to get around the city by bike.  
This ride suits people with reasonably good bike skills and confidence on the road. It will help you master navigation through your city.  
[See preview video](#)

**Night and all-weather riding**  
A guided evening group ride with tips for riding at night and in all-weather scenarios.  
This ride is for people who are already confident cycling on the streets. You'll leave with specific skills for better riding in all environments.  
[See preview video](#)

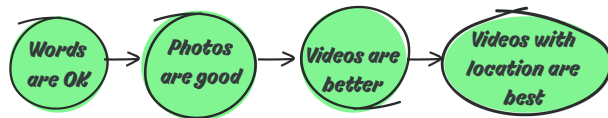
**Barbecue by bike**  
Sample delicious barbecue bites, made by some of Wellington's best chefs, on this food tour by bike!  
Suitable for all skill levels, and led by experienced riders, this tour is for food lovers who also enjoy getting out and about on a bike.  
[See preview video](#)

## CONCEPT FOUR: VIDEO TRAILERS

# What we learned

Testing this concept and some example videos confirmed previous findings about the strength of video, while also giving us plenty to consider about getting it right.

People like seeing a video of an event. It gives them a better idea of what to expect, and helps them decide if a course could be of value to them. By testing some events using photos and words only, we learned these can't tell the whole story, and there is a spectrum of effectiveness:



Videos trailers can also be a great learning tool. People can see immediate value in a course if they learn something new from the trailer.

People also like to identify with others like them taking part in a ride or course, or with events they might enjoy. It helps them feel like they will be comfortable on the day.

Training providers love the idea of sharing video trailers with potential participants, or embedding them in websites.

To make self-selection easier, use content clearly explaining what the offering is, who it's for and what they will get out of it.

Making videos fun for viewing is important, but very specific humour can alienate some people. Aim for a balance between serious and whimsical.

Content that includes appealing, and ideally local, environments is often more attractive. It gives people a connection with place.

Including real, not polished, footage gives people a sense of what a course or ride will actually be like. People appreciate having an honest idea of a course to decide if it's what they are interested in.

**“These are helpful tips, I didn't even know that!”**

**“I'd email this to people who are wondering about doing my course.”**

The screenshot shows the website [www.bikesmarter.co.nz](http://www.bikesmarter.co.nz) with a navigation bar containing 'Home', 'Courses & rides', and 'About us'. The main heading is 'Bike skills courses, events & rides in your area'. Below this is a section 'Find out what's on near you' with a 'Select your area' dropdown menu set to 'Wellington'. There are four course listings, each with a video thumbnail and a 'See preview video' link:

- Ride with confidence**: Learn tips and practise a range of skills to get more comfortable riding your bike on the road. If you've been on a bike before, but maybe not for a while, this fun, free afternoon event is for you.
- Introduction to riding in the city**: A two-hour guided group ride, perfect if you want to know how to get around the city by bike. This ride suits people with reasonably good bike skills and confidence on the road. It will help you master navigation through your city.
- Night and all-weather riding**: A guided evening group ride with tips for riding at night and in all-weather scenarios. This ride is for people who are already confident cycling on the streets. You'll leave with specific skills for better riding in all environments.
- Barbecue by bike**: Sample delicious barbecue bites, made by some of Wellington's best chefs, on this food tour by bike. Suitable for all skill levels, and led by experienced riders, this tour is for food lovers who also enjoy getting out and about on a bike.

## CONCEPT FOUR: VIDEO TRAILERS

# What to do

## Ideas for developing, testing and launching video trailers.

### Short-term recommendations

- Develop a design brief and test pilot versions of video trailers.
- Deliver video trailers initially through a national adult cycle skills YouTube channel and training provider sites.
- Start with nationally relevant videos. Allow training providers to add their own local intro — setting the scene, their event location and introducing the main video as ‘what you can expect’. Finish with an outro call to sign up or get more information.
- Offer training providers guides for how and where to make clips, and how to share/embed them.
- Keep videos short or bite-sized to retain people’s attention. Consider including sub titles.

**“90 seconds-ish would be great.”**

### Long-term recommendations

- Deliver trailer videos through an online directory of courses and rides.
- Increase the number and type of videos to include local content across more types of rides and courses.

### Supports design principles:



***Enable a pathway***



***Keep it real***



***Answer the big questions***

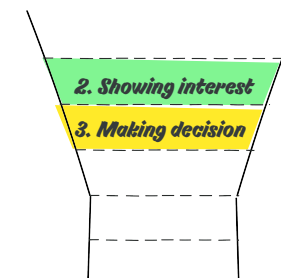


***Sense of belonging***



***Show them***

### Supports customer journey steps:

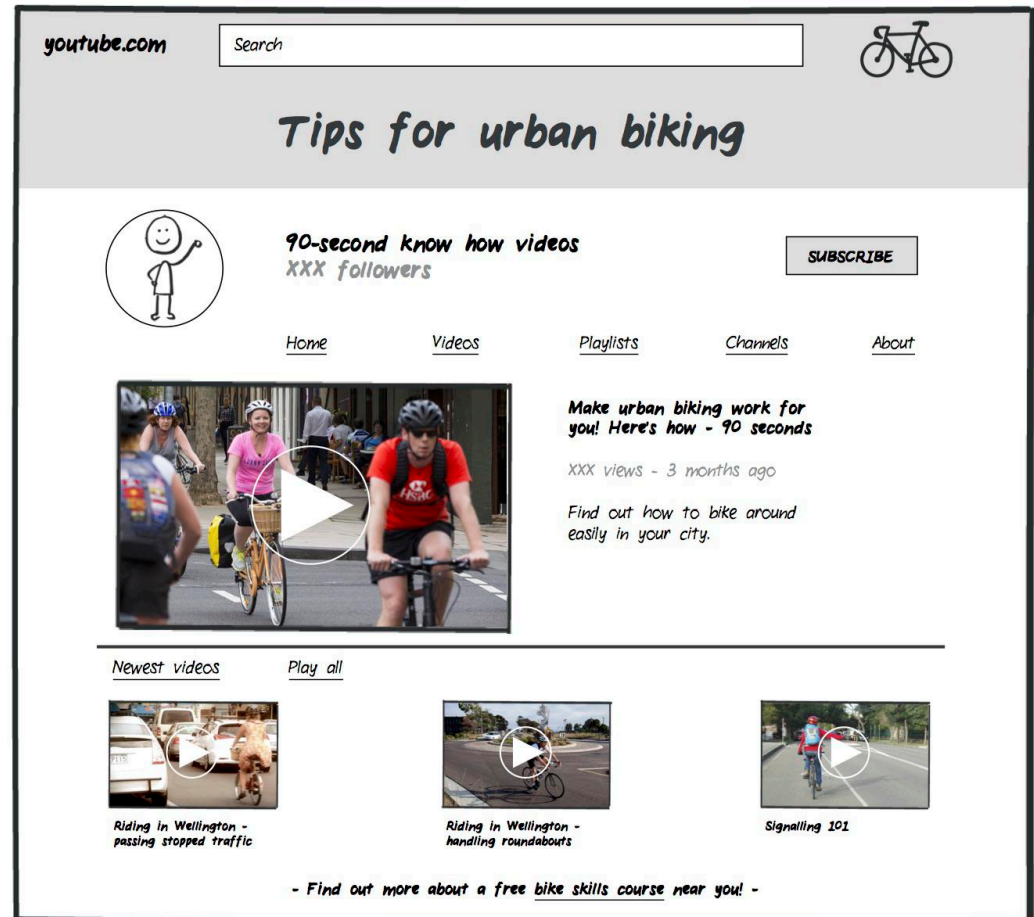


## CONCEPT FIVE

# Self-learning content

Our qualitative research revealed many people are interested in learning bike skills, but not always through a course.

- This concept offers people ways to learn better riding skills and behaviour through self-learning content, eg video, written tips, games, quizzes.
- As a secondary goal, it introduces the idea of adult cycle skills training to people who might not know it exists, or have ever considered it.
- While we initially tested it as a website, other options for delivering this content include clips on YouTube, as shown here. Other content like tips, quizzes and games could be branded cohesively and delivered through other sites and channels.



## CONCEPT FIVE: SELF-LEARNING CONTENT

# What we learned

The evolution of this concept included a website of bike skills content delivered in different ways.

While people liked written tips and quizzes, they learned best from the example videos we tested. Humour and lots of personality can make a video memorable and entertaining, but it can also alienate.

**“There’s no way my husband would watch that one.”**

Unsurprisingly, people tend to relate best to videos featuring a person or people like them, demonstrating a skill or behaviour. Videos with a broad mix of real people also appeal.

This updated version of the concept focuses on video self-learning content, but we also included comments from the testing about other formats which featured in earlier prototypes. Some people like the same content delivered in ways other than video.

**“I want the hard info [as written tips].”**

Consider subtitles or partial word labels to reinforce learnings in videos, and to cater for people with hearing impairment or sound turned off.

Video needs to be short, around 90 seconds and shot in visually appealing environments.



Local setting grabs people’s interest and helps them relate, but isn’t critical to learning.

Show the audience in action. Videos need to specifically demonstrate someone relatable or several different people doing the skill.

# What to do

The most immediate value will come from well-executed video delivered through existing channels like YouTube and provider websites.

## Short-term recommendations

- Focus on video content initially, delivered through training provider websites and a cohesively branded YouTube channel which links to NZTA's website if people want more information.

## Long term-recommendations

- Deliver the same content in different ways, eg written tips and quizzes to cater for different learning styles, which could be repurposed on training provider websites or social media.
- Repurpose self-learning content and promote with different resources, eg code for cyclists and road code.
- Consider the viability of an adult cycle skills website similar to drive.co.nz. Other options include delivering self-learning content alongside the directory of courses and rides, or on a moderated Facebook page. Features could include video, written tips, interactive games, and a place for riders to share tips and experiences.

## Supports design principles:



*Keep it real*



*Enable a pathway*

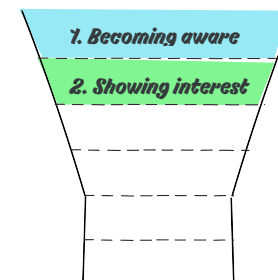


*Sense of belonging*



*Show them*

## Supports customer journey steps:





CONCEPT SIX

# Promotion examples

Templates and examples to help training providers market courses more effectively.

- These example skills training promotions were tested with potential participants and, to a lesser extent, with training providers.
- A promotion would be the result of a template training providers could fill in.
- One example was formatted as a Facebook event, the other as a web page. Each took a different focus — one for people who haven't ridden in a while, one for people less interested in bike events.
- Earlier versions included print or bus stop advertising. A template approach could be used for any form of promotion, but online options have been refined because we heard from most people that this is where they seek information most often. Online promotion is also more cost effective than other kinds of marketing.

## Ride with confidence

**Been years since you last rode a bike?**

**This free course is for you!**


Gain confidence on the road for fun or to master your commute.

Our experienced and friendly instructors will share on-road tips and hints to help you take advantage of your right to be on the road.

Biking on quiet streets, you will learn things like:

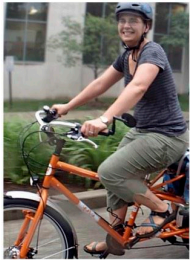
- how to look behind you without wobbling
- when shifting gears is important
- how to ride in the right place on the road.

Saturday 25 January  
3:00pm - 4:30pm  
Winter Garden



**Steve**

"I didn't expect to learn as much as I did. I feel like I can stop dreaming about riding my bike on the road, and now have confidence to actually do it."



**Jessica**

"Riding on the road was just as much fun as I remembered it to be."

Register your interest

Sign up for free now

More course options

John Smith

Newsfeed

Messenger


Marketplace

...

...

Events close to you

Gain more confidence on a bike while discovering some of Auckland's best-kept secrets.



**Free bike tour of Auckland**

**Bikes supplied if needed!**

For people comfortable riding on bike lanes and quiet roads.

[More info](#)

Album - Thailand 2017

Like  Comment

## CONCEPT SIX: PROMOTION EXAMPLES

# What we learned

Potential customers see value in promotions like these, and training providers like the idea of a template.

Our earlier research showed both Facebook and websites are popular ways to find out about training, but are often not as effective as they could be.

For some, Facebook isn't the best channel to use. Others talk about clicking on things like this before.

**“My friend looks for events on Facebook for the weekend, and signs me up too.”**

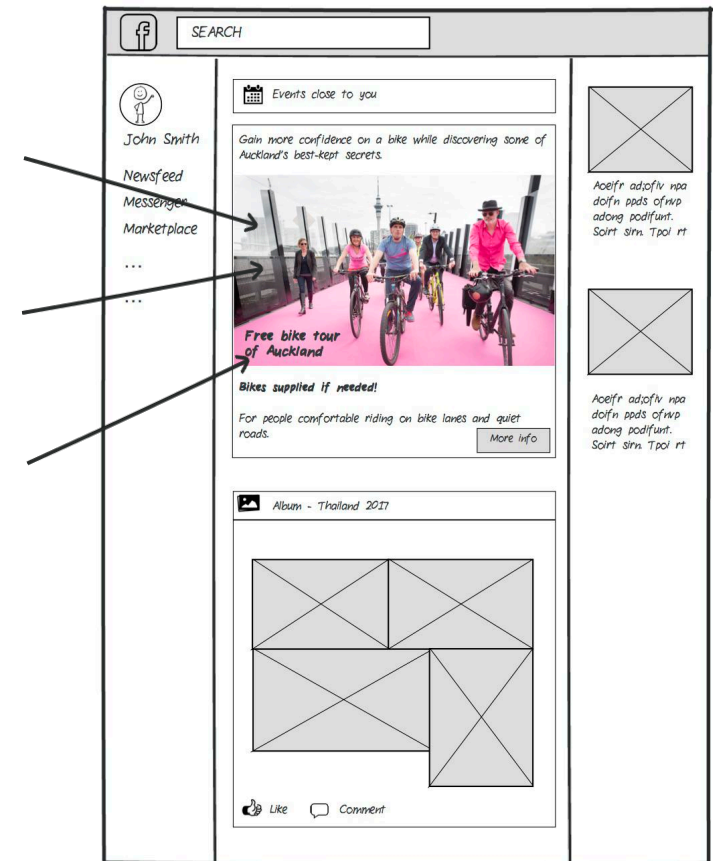
People find photos the most important aspect of any promotion. If photos don't catch attention and communicate the offering on their own, there's a chance text won't be read. Text should be short and to the point.

Some words catch people's attention more than others, including 'tour', 'gain confidence' and 'free'. Being able to recognise a location also gets people excited. It's their place, and triggers the 'sense of belonging' principle.

Images should show happy people like those you want to come on the course, eg young professional, retired elderly.

Use images to give a strong sense of the place and the activity.

Consider using short text on photos if images don't completely communicate what the offering is. A person scrolling quickly should be able to look at the photo for a good sense of what you're offering.



## CONCEPT SIX: PROMOTION EXAMPLES

# What we learned

Potential customers liked having their questions answered through the ad.

This prototype was aimed at people who haven't ridden in years, but want to build their road riding confidence through a course.

People respond positively to 'people like me' visuals and text, which help them feel connected. Images and text are used as a way of self-selecting if the course is at the right level for a person. Photos are particularly important because of their immediacy and potential to be relatable.

Advertisements clearly showing and explaining what someone can expect to experience and gain are appealing. People can decide if an event is right for them, and will help them achieve goals.

Some people don't respond well to the idea of having to sign up, or simply want more information before committing. They like the idea of having options.

**“Before committing, I want to know what I'm in for... I like 'interested' rather than 'sign-up'.”**

Clearly describe anything you think might be confusing for people. Here we gave a quick info popup link to show what we mean when we say quiet streets.

Show people what they will get. That's their biggest question, 'what is in it for me?'

Quotes can be a great way to show what people can expect to get from a course. Quotes also give a sense of connection to the speaker if a viewer sees those people are 'like them'.

Providing different follow-up options allows people to find the pathway to the course that suits them best.

### Ride with confidence

**Been years since you last rode a bike?**

**This free course is for you!**



Gain confidence on the road for fun or to master your commute.

Our experienced and friendly instructors will share on-road tips and hints to help you take advantage of your right to be on the road.

Biking on quiet streets, you will learn things like:

- how to look behind you without wobbling
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**Steve**  
"I didn't expect to learn as much as I did. I feel like I can stop dreaming about riding my bike on the road, and now have confidence to actually do it."

**Jessica**  
"Riding on the road was just as much fun as I remembered it to be."

[Register your interest](#) [Sign up for free now](#) [More course options](#)

# What to do

Recommendations for the development and rollout of promotion example concepts.

## Short-term recommendations

- Create templates to help training providers get the most out of event listings on websites, Facebook, etc.
- Include guidelines and tips for how to use templates for maximum impact and reach.
- Encourage training providers to help interested people stay in touch with future offerings by always including links to their own website or Facebook page on event listings.

## Long-term recommendations

- Refine a suite of templates with accompanying tips and guidelines.
- Consider templates for other forms of promotion, including print or bus stops.
- Consider creating and collating a set of quality images providers can use as part of promotion.
- Create or enable an online directory providers can use to stay connected with people who attend or show interest in their courses or events.

## Supports design principles:



***Safety,  
indirectly***



***Answer the  
big questions***

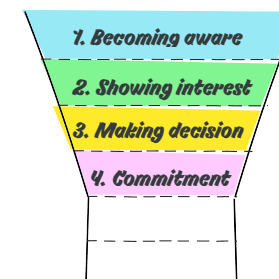


***Sense of  
belonging***



***Show them***

## Supports customer journey steps:



# Other concepts for consideration

Workshops, observations and conversations unearthed other insight-driven ideas too. Although not specifically tested, they're worth keeping in mind.

## To help training providers get the most from social media

- Provide tips about deciding if social media is right for the audience, with different channels to consider.
- Remind providers to keep Facebook and other promotions up to date, regularly taking course and ride photos.
- Don't reinvent the wheel. Direct providers to existing social media best-practice advice.

## To remove barriers to participation

- Offer varied and flexible times, locations and alternatives if people can't commit to a full course.
- Provide, subsidise, or loan bikes and helmets.
- Find out what people want. Tell them how the course will solve their gaps. Be specific about what they'll get so there's little reason to say no. Ideas include courses for e-bikers, foul weather riding, route-finding or riding with kids.

## To give people a reason to keep learning

- Combine post-course evaluation and photo sharing with promoting the next event.
- Connect participants with local riding groups.
- Develop a location-based buddy riding system, eg 'tinder for bikes', to connect an experienced rider with someone who wants to learn a new skill or ride nearby.
- Trainers could follow up with participants post-course about their specific goals, either digitally/ automatically or one-to-one.

## To expand the circle of influencers

- Bring-a-buddy schemes: incentivise word-of-mouth sign-ups.
- Encourage participants from different social groups to become ride leaders and bring their networks along. Consider and test more low-key labels than ride leader training, eg 'friends riding together' or 'form a group ride'.

## To offer experiences where the bike isn't centre stage

- Offer events where other interests and biking intersect, eg art, gardening, drinking, food, cyclocross.
- Help people discover a new location by bike, including hot spots and how to get around their city.
- Go where people already are. Offer bike skills as part of workplace team building or fitness challenges.

# What to do next

Encouraging more adults to participate in bike skills training is a process. Here's a recommended approach for continuing your great work, and for building on the findings of this deep research.

# Move forward with quick wins and keep the longer term in mind

Some concepts could progress quickly and locally. Others need consideration as part of a cohesive, national push to promote adult cycle skills training.

## First steps

- Get started with the bike tips tag and audience matrix. Gather more feedback from bike shops and training providers, refine and then soft launch to assess viability, value and roll out options.
- Use the insights to develop a design brief for video content. Create pilot trailer videos for testing. Deliver on YouTube and provider sites initially.
- Create guidelines and templates to help training providers develop effective ride and course descriptions, and deliver these through appropriate channels, including social media and their own websites.
- Base design decisions on design principles, feedback from the sector, customer insights, data, best practice, iterative testing and measurement.

## Keep in mind

Concepts like the bike tips tag and general marketing campaigns need somewhere to point potential customers to. To make real impact, consider an online directory of courses, rides and events. In the short term, provider websites and social media could fill the gap.

**There's a strong opportunity for NZTA to help training providers understand, target and promote to their audiences, so they can get on with what they're great at — helping people to ride better.**

## Longer term

- Move forward with video content for skills course promotion and self-learning. Increase the suite of videos to include local, event-specific content.
- Consider an online home for adult cycle skills including a directory for courses and rides, video, tips, quizzes and other self-learning content, alongside existing community-building networks.
- Package and repurpose self-learning content to promote with different resources including guidelines for trainers, the code for cyclists and road code.
- Enhance the planned information hub for the National Cycling Education System with ways for providers to share learnings and resources, get inspiration, and post their events.



## Thanks

Many training providers and coordinators enthusiastically contributed to workshops and research sessions, and answered lots of questions, alongside the NZTA team and partners. We thank you all for sharing your knowledge and experience and helping to shape a way forward.

## You can start here

Use these insights and recommendations to inform the next stage of refinement, iteration and decision making.

1. Share insights and concepts with partners involved in related work across the adult cycling education programme. Prioritise based on work underway and the bigger picture.
2. Incorporate these concepts into a delivery roadmap or work programme to guide improving the visibility and appeal of adult cycle skills training.
3. During delivery, continue to actively involve potential customers, training providers and the broader sector to ensure concept development meets customer, sector and NZTA needs.



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