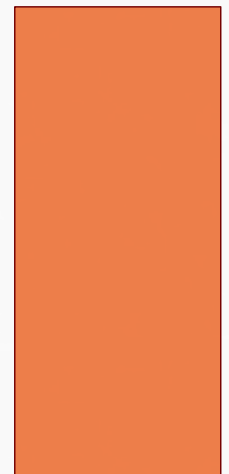


LEADING CULTURE CHANGE AND SAFE SPORT

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B.Ed, ChPC, OLY



For Gymnastics Ontario
Nov 11, 2023

A BIT ABOUT ME



**FREESTYLE
ONTARIO***



**SPRING ACTION
TRAMPOLINE**



Sport Canada

ATHLETE BY NATURE – TRAMPOLINIST BY CHOICE



Olympian & 15 years on National Trampoline Team

Trampoline Coach / Master Coach Developer

High Performance Director – Freestyle (Ski) Ontario

LTD Advisor - Sport for Life

Teacher - B.Ed



COACH LEARNING AND SPORT PSYCHOLOGY

University of Ottawa

ETHICS OF COACHING
RISK

POSITIVE YOUTH
DEVELOPMENT

VALUES-BASED
HIGH PERFORMANCE
SPORT

ADHD IS MY
SUPERPOWER
(MOSTLY)

UNCONDITIONAL
(RADICAL)
ACCEPTANCE



MY OPINION...

(MY NON-NEGOTIABLE):

**SPORT SHOULD
MAKE YOUR LIFE BETTER**

Short term: Positive sport experiences

(everyone needs this at every level of sport and at every stage of human development)

Long Term: Excellence takes time

A BIT ABOUT SAFE SPORT

- Story: My first “Responsible coaching” session (CAC)
- How far we’ve come
- So far still to go
- Will we ever “arrive”?
- Fighting injustice and abuse, speaking out, surviving, advocating for change for the better
- Never again
- Striving for ideals, ongoing learning, eternal optimism
- Toxic positivity? (yeah... Maybe sometimes)

"I've got it
too Omar... a
strange
feeling like
we've just
been going in
circles"



COMMIT TO KIDS

- Story: My first “Commit to Kids” presentation (CAC)
- Correcting behaviours (vs. determining intent)
- Boundaries / grey areas
- Education - When you know better, do better
- Leading Culture Change

A BIT ABOUT VALUES AND ETHICS

- Constant negotiation
 - To strive for
 - Not always clear
 - Not always easy
-
- Aggressive and continual communication is key
 - Accountability (athletes, parents, leaders, organizations)
 - What does it look like in ACTION

TRUE SPORT

<http://truesportpur.ca>

True Sport is a Canadian multi-sport service organization founded by the Canadian Centre for Ethics in Sport

Yes, True Sport wants to see more high performance athletes winning medals and hoisting cups above their heads, but not at the expense of everything else. We raise our gaze beyond sport for sport's sake. We look higher, striving relentlessly for good sport, because we know that good sport can make a great difference in the lives of our kids, and we believe that the way we play together shapes how we live together.

True Sport is seeking to give individuals and communities the capacity to act on their positive beliefs about what good sport can do. We seek to instill character in our children, strengthen our communities and spur the healthy competition that makes athletes perform to the very highest standards. Taken together, these three areas create a powerful foundation from which good sport can be developed and thrive.



TRUE SPORT PRINCIPLES

KEEP IT FUN

Find the joy of sport and have a good time. Keep a positive attitude and look to make a positive difference, on the field and in your community.

RESPECT OTHERS

Show respect for everyone involved in creating a sporting experience, both on the field and off. Win with dignity and lose with grace.

GIVE BACK

Always remember the community that supports your sport and helps make it possible. Find ways to show your appreciation and help others get the most out of sport.

PLAY FAIR

Play honestly and obey the rules, in letter and spirit. Winning is only meaningful when competition is fair.

GO FOR IT

Always strive for excellence and rise to the challenge, but never at the expense of others. Discover how good you can be.

STAY HEALTHY

Place physical and mental health above all other considerations and avoid unsafe activities. Respect your body and keep in shape.

INCLUDE EVERYONE

Share sport with others, regardless of creed, ethnicity, gender, sexual orientation or ability. Invite everyone into sport to make it more meaningful for the whole community.

VALUES-BASED SPORT IN CANADA



Fun

Safety

Excellence

Commitment

Personal development

Inclusion & Accessibility

Respect, Fair Play, Ethical behaviour

CANADIAN SPORT POLICY 2012

High performance sport

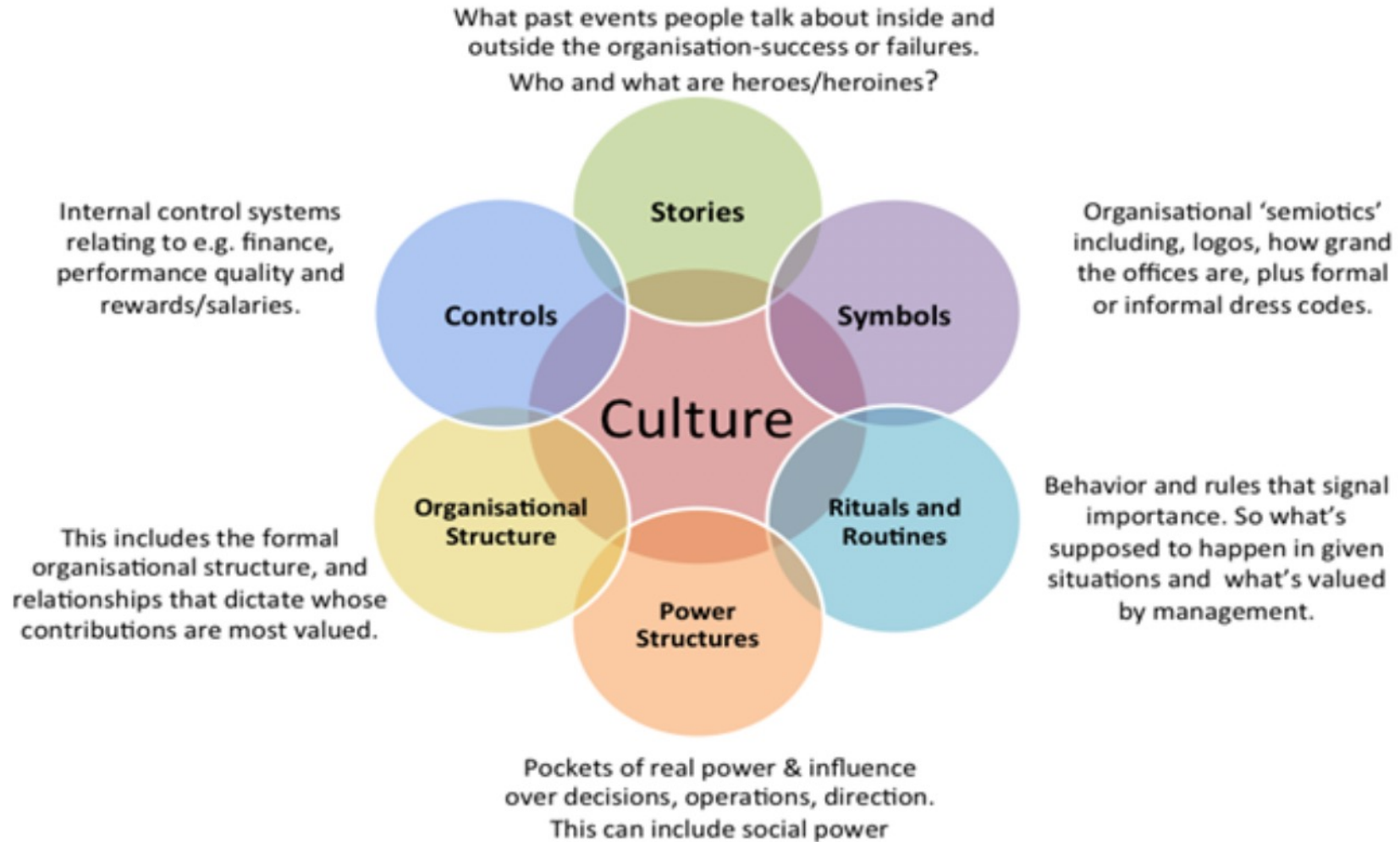
- “Canadians are systematically achieving world-class results at the highest levels of international competition through fair and ethical means” (CSP, 2012, p.12)
- “Canadians are leaders internationally in the promotion of positive values, anti-doping and ethics in sport” (CSP, 2012, p.13)

Sport for Development

- “Sport is used as a tool for social and economic development and the promotion of positive values at home and abroad” (CSP, 2012, p. 14)
- High performance athletes are expected to serve as role models (CSP, 2012)

A BIT ABOUT CULTURE

Johnson and Scholes Cultural Web



“CULTURE EATS STRATEGY FOR BREAKFAST”

Philosophy of Peter Drucker

- Drucker believed that business leaders need to **embrace the “spirit of performance”** by displaying **high levels of moral and ethical integrity in their actions**, focusing on results, **empowering** employees, going beyond financial obligations to shareholders, and **ultimately serving the common good**.

CHANGING CULTURE

- 1. Analyse culture as it is now (and be honest!)**
- 2. Imagine the culture as you want it to be**
- 3. Map the differences between the two**
- 4. Make an action plan**
- 5. Measure differences over time**

THE FIRST FOLLOWER

- Leading culture change

<https://www.youtube.com/watch?v=fW8amMCVAJQ>

- Being a strategic follower
- What to amplify
- Momentum and building a movement

SOME BIG IDEAS

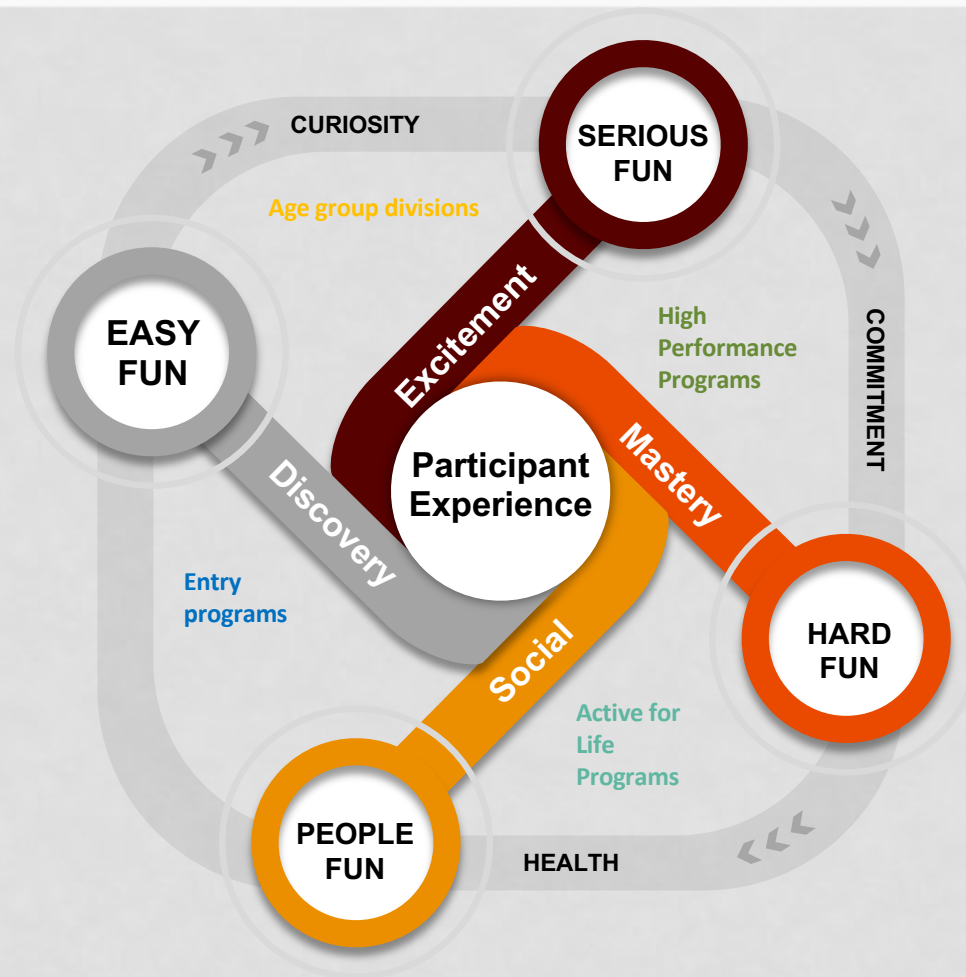
- Unconditional (Radical) ACCEPTANCE
 - Story (Fundamental assumptions about what is true about sport – now what if It is really the exact opposite)
 - Confidence Bank
 - Self Compassion



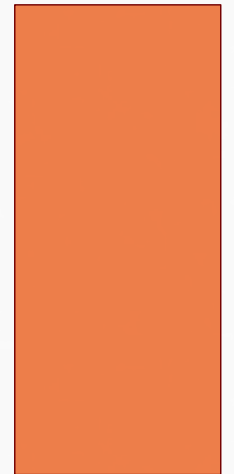
SOME BIG IDEAS

- FUN & PURPOSE
 - Lead with Joy (Rosie)
 - Striving, Competence, Play
- CHOICE
 - Autonomy, self determination
 - Participant / Athlete (Human) centred
- CONNECTION
 - Identity, Social support, Caring adult, Peers, Striving together

THERE IS MORE TO FUN THAN WHAT YOU MAY THINK



VALUES-BASED HIGH PERFORMANCE SPORT



WHY HIGH PERFORMANCE?

STATEMENTS LIKE “Most athletes will never reach the top levels of sport anyway”

- contribute to the dominant discourse/assumptions that high performance achievement in sport is separate and bracketed from values-based and personal development objectives
- Excluding the top levels of performance from values-based sport initiatives unravels those efforts from the top down
- Positive sport experiences (including psychosocial development) support improved performance outcomes

Rosie MacLennan pens thank you note to Canada

'I was proud of my journey ... no matter what happened that day, my family would love and support me'

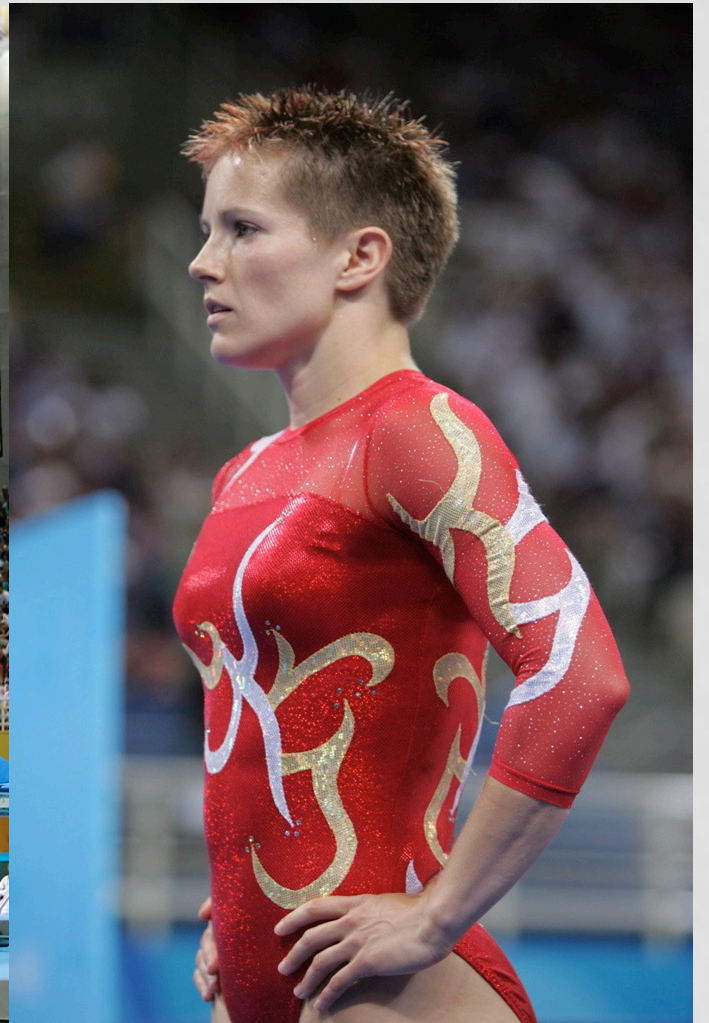
By Rosie MacLennan, CBC Sports | Posted: Aug 22, 2016 1:37 PM ET | Last Updated: Aug 23, 2016 4:36 PM ET



Rosie MacLennan won gold in trampolining, becoming the first Canadian athlete to defend a gold medal at the Olympics. (David Ramos/Getty Images)

"We are grateful to be from a country that allows us to pursue our passion. We are grateful to represent a beautiful country with good values"

- Rosie MacLennan



2004 OLYMPIC GAMES

ATHENS



OLYMPISM IS A PHILOSOPHY OF LIFE, WHICH PLACES
SPORT AT THE SERVICE OF HUMANKIND

Olympism is a **philosophy of life**, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the **joy of effort** the educational value of **good example** and respect for universal fundamental **ethical principles**.

STORIES OF OLYMPIC VALUES...



“Not many people can understand the pain athletes are in three and a half hours into such a grueling race. I believe that both the Japanese athlete and myself got tangled up” Dunfree said.

“Contact is part of our event, whether written or unwritten and is quite common, and I don’t believe that this was malicious or done with intent.

Even if an appeal to CAS were successful I would not have been able to receive that medal with a clear conscience and it isn’t something I would have been proud of.

"I WILL SLEEP SOUNDLY TONIGHT, AND FOR THE REST OF MY LIFE, KNOWING I MADE THE RIGHT DECISION. I WILL NEVER ALLOW MYSELF TO BE DEFINED BY THE ACCOLADES I RECEIVE, RATHER THE INTEGRITY I CARRY THROUGH LIFE."

EVAN DUNFREE





Jennifer Heil ✓

@JennHeil

Following



My 3yr old just asked, "what is Olympic?" I told him a time for the world to unite and for people to challenge themselves to be their best.

RETWEETS

39

LIKES

141



8:22 PM - 5 Aug 2016



4



39



141

AND YET...

Sport has been criticized for being too ego-focused and for exhibiting bracketed morality leading to the idea that behaviour in sport is isolated from behaviour in life

Sports programs have the potential to build character, but it is necessary to consider what type of character and values are being developed...

...sports programs will only develop *good* character if they are specifically structured toward that goal

(Doty 2006)

THE GOOD, THE BAD, THE UGLY

- **Performance excellence and personal excellence can co-exist** in the same environment through a model of **athlete-centered sport** (Miller & Kerr, 2002)
- Which is possible **if sport organizations are held responsible for developing better people, and not just skilled athletes** (Fraser-Thomas, Cote & Deakin, 2005)

THE GOOD, THE BAD, THE UGLY

- Many athletes experience a competition subculture that encourages undesirable consequences and dubious behaviour, rather than promoting positive development and values
(Camiré, 2015)

- High performance sport has an inescapable influence on the personal development and socialization of athletes, and **more time spent in a sport setting makes coaches crucial agents in athletes' personal development**
(Strachan, Côté and Deakin, 2011)

PROGRAM DESIGN & ADULT INFLUENCE



- Program design and adult influence are two factors that consistently contribute to positive and negative outcomes and experiences in youth sport (Fraser-Thomas et al., 2005)

GOOD LEADERS SUPPORTING PERSONAL AND PERFORMANCE DEVELOPMENT CAN LOOK LIKE...

- Accessibility of opportunity
 - Removing barriers
 - Opening doors
- Igniting passion
 - Love of learning, joy of achievement, love of sport
- Building confidence and resilience
 - Supporting athletes to do more than they previously thought they could



ACHIEVEMENT GOAL THEORY

Task

- perceptions of success and failure based on learning or developing competence
- consider ability relative to their own previous knowledge or performance
- success depends on effort, interest, and learning new skills

Ego

- proving ability and competence relative to other people
- “contingent on beating an opponent and preferably with less effort”
(Mallet & Hanrahan, 2004, p. 187).
- success = outperforming others and achievement equated with social status, wealth and superiority

CHARACTER, SPORTSPERSONSHIP & ACHIEVEMENT GOAL THEORY

Greenwood & Kanter, 2009

- relationships between ability, achievement motivations, and moral and character development in competitive team sport
- higher task-orientation was associated with stronger character development and caring

Stornes & Ommundsen, 2004

- young male handball players
- higher task-orientation and a mastery climate each predicted higher levels of sportspersonship
- ego-orientation and a performance-oriented climate each led to more unsporting behaviour
- even highly ego-oriented players displayed more sportspersonship in a strong mastery climate

APPROACHES LEADING TO NEGATIVE VALUES & BEHAVIOUR

- Ego involved or performance climate
- Failure to develop life skills
- Early specialization, programs that are too serious
- Controlling or autocratic coaches
- Parents focus on winning (their own ego)
- Jealousy and in-fighting among athletes
- Sole focus on winning
- Athletes exploited in order to win

APPROACHES LEADING TO POSITIVE LIFE SKILLS & VALUES

- Moral development interventions
- Parent education (banners, booklets, awards, promotion)
- Appropriate training environment, opportunities for personal and social skills development, supportive interactions (Strachan et al, 2011)
- Athletes as credible and positive role models
- Athletes as producers of their own development
- Task involve or mastery sport climate

GROWTH MINDSET

- Process & task focused
- Believe that effort leads to success
- Measure success based on personal accomplishment rather than comparisons
- Celebrate successes of others
(Choose to be inspired rather than jealous)

Read: MINDSET by Carol Dweck



TED Ideas worth spreading

WATCH

DISCOVER



Carol Dweck | TEDxNorrkoping

The power of believing that you can improve

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

SYSTEMATIC IMPLEMENTATION OF VALUES-BASED SPORT AND HIGH PERFORMANCE EXCELLENCE

- With an intentional focus on developing healthy citizens, elite sport programs can reach their full potential in developing talented athletes and strong independent and responsible young people (Stachan et al., 2011)
- Program design and adult influence are two factors that consistently contribute to positive and negative outcomes and experiences in youth sport (Fraser-Thomas et al., 2005)
- HOW?

WHAT ARE THE STEPS ?

INCLUDE highly competitive athletes and sport leaders in values-based sport research, initiatives, and discourse

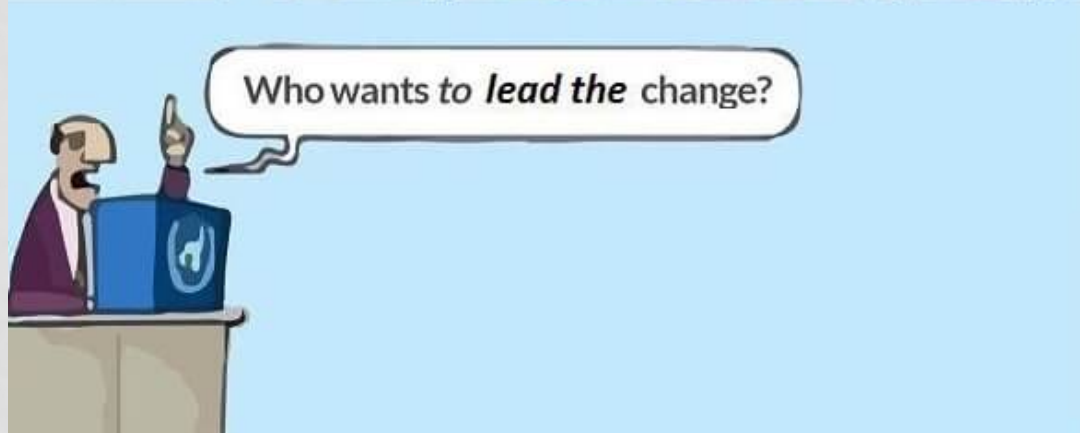
COMMUNICATE competitive and high performance sport values of Fun, Safety, Excellence, Commitment, Personal Development, Inclusion, Accessibility, Respect, Fair Play and Ethical behaviour

DEFINE values in terms of observable behaviours

EDUCATE coaches, administrators, athletes and parents in competitive and high-performance sport contexts

REQUIRE NSOs and MSOs to promote and uphold CSP values for competitive and high performance sport

EVALUATE the effectiveness and impact of values-based sport programming in highly competitive settings



- HOW?
 - Communication of values
 - Development of coach education programs
 - Development of tools and resource for implementation
 - Parent education
 - Facilitating positive peer interactions
 - Task-oriented approach (mastery motivational climate)

COMMUNICATION

- Clear descriptions of life skills are needed when designing programs to develop such skills (Danish et al., 2004)
- It should not be assumed that individuals are knowledgeable about the stated mission statements of their organization (Camiré, Werthner & Trudel, 2009)
- Continual and aggressive communication of values to athletes, parents, coaches and sport leaders is necessary (Goldstein & Iso-Ahola, 2006)
- To communicate values to those delivering as well as those participating in high performance sport

EDUCATION

- need to understand what elements of programs are most important, and need to train adults who work with youth (Brooks-Gunn & Roth, 2014)
- deliberate teaching of values
- programs to educate coaches, parents and athletes
 - based on the already-existing framework and tools developed by True Sport
 - in partnership with the Coaching Association of Canada(CAC).

IMPLEMENTATION

- Change requires that values be:
 - Taught
 - Practiced
 - Applied
- Adult role models
 - Parents and coaches held accountable for their behaviour.
- Involve athletes as role models
- Monitoring and evaluation (research needed)

THANK-YOU

