5 Strategies to Transform Core Values into Actions

Ralph L. Pim, Ed.D
Breakout Session
How has sport shaped your life?

List specific values and attributes that you learned through sport that have become part of your life.
Values and attributes that I learned through sport

- Determination
- Perseverance
- Responsibility
- Respect
- Teamwork
- Sportsmanship
25 Journeys
Values & Attributes Learned through Sport

Adaptability  Fairness  Passion
Accountability  Faith  Perseverance
Commitment  Focus  Persistence
Competitiveness  Hard Work  Positivity
Courage  Harmony  Resilience
Dedication  Humility  Respect
Determination  Integrity  Responsibility
Diligence  Leadership  Self-Sacrifice
Discipline  Loyalty  Sportsmanship
Excellence  Mental Toughness Tenacity

25 Journeys
Values & Attributes Learned through Sport
The Key is...

Transforming words into actions
Describe the best coach you ever had

What made him or her so terrific?
My coach was Jack Greynolds

“Coach Greynolds taught me how to persevere and never quit no matter what. After playing for him I knew that I was mentally tough and my spirit would never be broken by anyone.”
Sport builds character when...

A coach possesses character and intentionally teaches it.
Core values set the standard for behavior and performance

They provide a moral compass for decision making and create the common thread that unites team members
An operational definition describes the behavior in terms of what you see.
How do I operationally define a core value?

- Add a verb in front of the word.
- Then explain.

Example: Sportsmanship (Honor the Game)

1. **Add a verb**: Exhibit good sportsmanship

2. **Explain**:
   - Play within the rules;
   - Respect referees at all times (there is never an excuse for treating referees with disrespect);
   - Respect opponents at all times (even if they are acting poorly);
   - Maintain self-control at all times;
   - Congratulate opponents following either victory or defeat;
   - Win or lose with dignity.
From your list...
Select one Value or Attribute

Operationally define this value or attribute
What strategies do you use to teach this value to your students?
Strategy #2
Model the Expected Behavior

- Be a positive model in the lives of your students on a daily basis.
- Choose, plan, and teach the values that physical education and sport naturally provides.
The overriding truth is that by not confronting a behavior that is inappropriate, the teacher is sending a message of acceptance.
Strategy #4
Recognize and Reinforce Positive Behavior

• Always look for any opportunity to reinforce behavior that deserves recognition.
• Positive reinforcement results in the strongest change in students.
Only if values are operationally defined, modeled, shaped, and reinforced will students internalize these values.
Strategy #5
Maintain Proper Alignment

Mission Statement
Learning Outcomes
Core Values
Lesson Objectives

Everyone must pull the rope in the same direction
The Results Pyramid*
All 4 layers must be aligned

*Conners, R. & Smith, T., Change the Culture, Change the Game, 2011.
WARNING!!!

Whenever there is change, there is resistance
Case Study #1

Situation:
Often, teachers in school perceive CCE as a separate subject matter and see it as an additional thing to do/teach in school.

Question:
How can the school get these teachers to “buy in” on the significance of CCE and inspire them to instill CCE in all things?
How to Reduce Resistance to Change

Resistance is a natural reaction

Identify belief that needs changed

Introduce the new belief

Describe new experiences

Ask for feedback on new experiences

Ask for progress reports
# Methodology for Changing Beliefs

**Used at West Point in Sport**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>What We Did</th>
</tr>
</thead>
</table>
| 1    | Identify belief that needs to change | **Asked for feedback:**  
Results: “I don’t have time to teach character.”  
“It’s not my job. I’m hired to win games.” |
| 2    | Introduce new belief | **Connected sport with West Point’s mission:**  
Sport builds leaders of character.  
Redefined winning as a byproduct. |
| 3    | Describe new experiences you are going to create for them | **Provided plan for new experiences:**  
Introduced model “Building Teams of Significance” through core values |
| 4    | Ask them for feedback on the planned experience | **Created a team environment:**  
Asked, “is there something that we need to add to our plan?” |
| 5    | Ask for progress reports on the progress | **Problem-solved together:**  
Weekly interaction, Staff meetings, Showcased Success |
Results

Actions produce results

Beliefs influence actions

Experiences foster beliefs
Question:
How can a school build a culture and ethos that supports values inculcation and everyone singing the same tune?
There is a recipe for making a culture of significance

The recipe is simple to understand but it is a process that requires initiative, time, focus, and energy.
There are 2 Parts to the Recipe

Structure

People
The Structure
Key Ingredients

- Core Values
- Vision
- Results
- Standards
- Purpose
<table>
<thead>
<tr>
<th>Core Values</th>
<th>• Asserts who we are &amp; how we do things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>• Declares what our team will become</td>
</tr>
<tr>
<td>Purpose</td>
<td>• States why we do what we do</td>
</tr>
<tr>
<td>Standards</td>
<td>• Defines what right looks like</td>
</tr>
<tr>
<td>Results</td>
<td>• States what we will achieve</td>
</tr>
</tbody>
</table>
The People
Key Ingredients

-Trust
-Belief
-Community
-Accountability
-Grit
<table>
<thead>
<tr>
<th>Trust</th>
<th>Trust is the most important ingredient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief</td>
<td>Positive beliefs lead to powerful actions</td>
</tr>
<tr>
<td>Grit</td>
<td>Grit provides the strength to overcome obstacles</td>
</tr>
<tr>
<td>Accountability</td>
<td>Greater accountability produces greater results.</td>
</tr>
<tr>
<td>Community</td>
<td>A spirit of community bonds people together and reinforces core values, vision and purpose</td>
</tr>
</tbody>
</table>
Leaders create the conditions for making a culture of significance
The Leadership Alignment Checkpoints
It starts with the leaders

Are we aligned around...

1. our beliefs?
2. the actions we expect teachers to take?
3. the experiences we are creating in leading the change?
4. the personal commitment each of us needs to make in creating the change?
5. how we will hold ourselves accountable for the change?
6. how we are communicating the change?
1. Identifies the values and attributes of good character;
2. Establishes the platforms through which desirable values can be developed;
3.Executes a purposeful action plan for intentional teaching and effective values development.
ROLE LEARNING TEMPLATE

NAME OF STUDENT/PLAYER
a. Team leaders (8 nos) b. Assistant team leaders (8 nos) c. Team members (8 nos)

SPORT / LEVEL
Badminton / Level 3

LESSON UNIT / LESSON NO. / TOPIC
Badminton / Intra-class groups competition
Students to play mini-competition between teams. Self-evaluate

SITUATIONAL FACTORS
Intermediate (Class level)

ROLE RESPONSIBILITIES
a. To organise team and decide order of play for respective players.
b. To assist team leader in tactics and strategic planning of team.
c. To be a loyal member to the team.
d. To ensure that rules are complied with.

DURATION
1.5 hrs

LESSON OBJECTIVES:

a. To provide playing opportunities through intra-class competitions.
b. To provide opportunities to learn and develop competitiveness in sport while abiding by the rules.
c. To provide decision making situations for students to exercise leadership in team and game management.

CHARACTER / LEADERSHIP VALUES AND ATTRIBUTES

VALUES AND ATTRIBUTES
a. Accountability
b. Foulful to rule
c. Loyalty / competitiveness
d. Integrity / complying with the rules

SPECIFIC BEHAVIOURS
a. Organise and motivate team members to excel.
b. To assist team leader as best as able.
c. Be an engaged member of team and play to best ability.
d. Maintain order during play and officiate fairly.

ACTIVITY
Close to organise into six teams and assign roles:
a. Team players
b. Team leaders

PARTICIPANT LEARNING
Team leader with assistant leader organise their respective teams and decide order of play and roles.
Team leader to lead and motivate members to play their best and encourage each other.
Upper to start respective matches and keep score and make decisions to apply rules.
Teams match-up to change at right frequency. Teams to play round-robin between them.

CHECK
Does the participant
a. Students know their roles.
b. Students know the rules.
c. All on tasks as assigned.

REINFORCE (WITH)

a. Singing - have some perceived their performance with respect to their assigned roles.
b. Feedback - to students on their strengths and areas to improve and emphasise.
Q&A
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