

5 Strategies to Transform Core Values into Actions

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Breakout Session



SINGAPORE
SPORTS COUNCIL

VISION2030
LIVE BETTER THROUGH SPORTS

How has sport shaped your life?

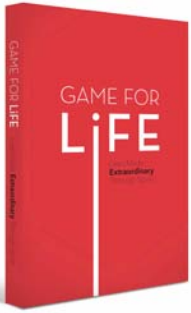
List specific values
and attributes that
you learned through
sport that have
become part of
your life

Values and attributes that I learned through sport

- Determination
- Perseverance
- Responsibility
- Respect
- Teamwork
- Sportsmanship

25 Journeys

Values & Attributes Learned through Sport



Adaptability

Accountability

Commitment

Competitiveness

Courage

Dedication

Determination

Diligence

Discipline

Excellence

Fairness

Faith

Focus

Hard Work

Harmony

Humility

Integrity

Leadership

Loyalty

Mental Toughness

Passion

Perseverance

Persistence

Positivity

Resilience

Respect

Responsibility

Self-Sacrifice

Sportsmanship

Teamwork

Tenacity

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

Strategy #1

Operationally Define Core Values

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.

Strategy #3

Uphold the Standard

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

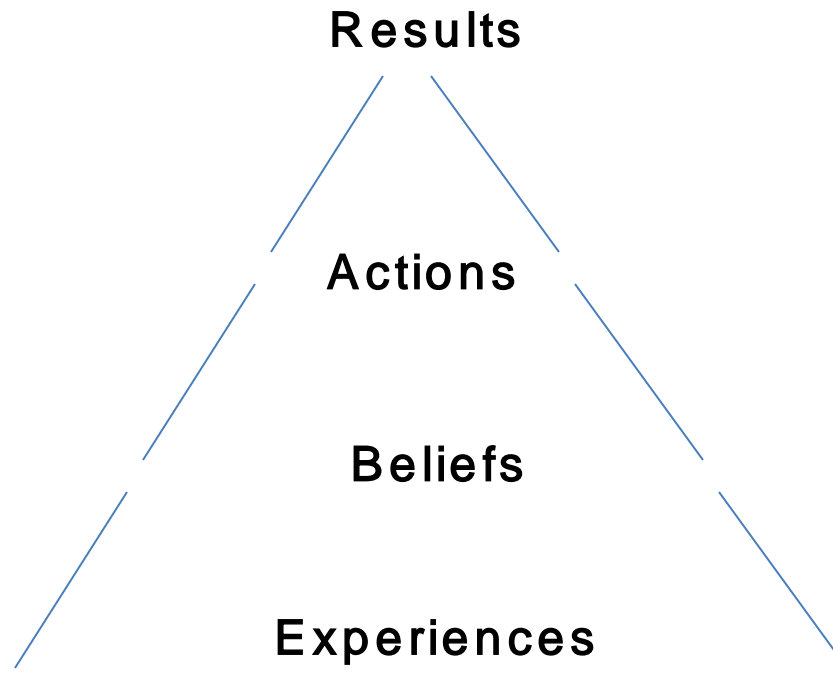


Lesson Objectives

Everyone must pull the rope in the same direction

The Results Pyramid*

All 4 layers must be aligned



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



Describe new experiences

Identify belief that needs changed



Ask for feedback on new experiences

Introduce the new belief



Ask for progress reports

Methodology for Changing Beliefs Used at West Point in Sport

Step	Description	What We Did
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

Case Study #2

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

Core Values

- Asserts who we are & how we do things

Vision

- Declares what our team will become

Purpose

- States why we do what we do

Standards

- Defines what right looks like

Results

- States what we will achieve

The People

Key Ingredients

- Trust
- Belief
- Community
- Accountability
- Grit

Trust

- Trust is the most important ingredient

Belief

- Positive beliefs lead to powerful actions

Grit

- Grit provides the strength to overcome obstacles

Accountability

- Greater accountability produces greater results.

Community

- A spirit of community bonds people together and reinforces core values, vision and purpose

**Leaders create the conditions for
making a culture of significance**

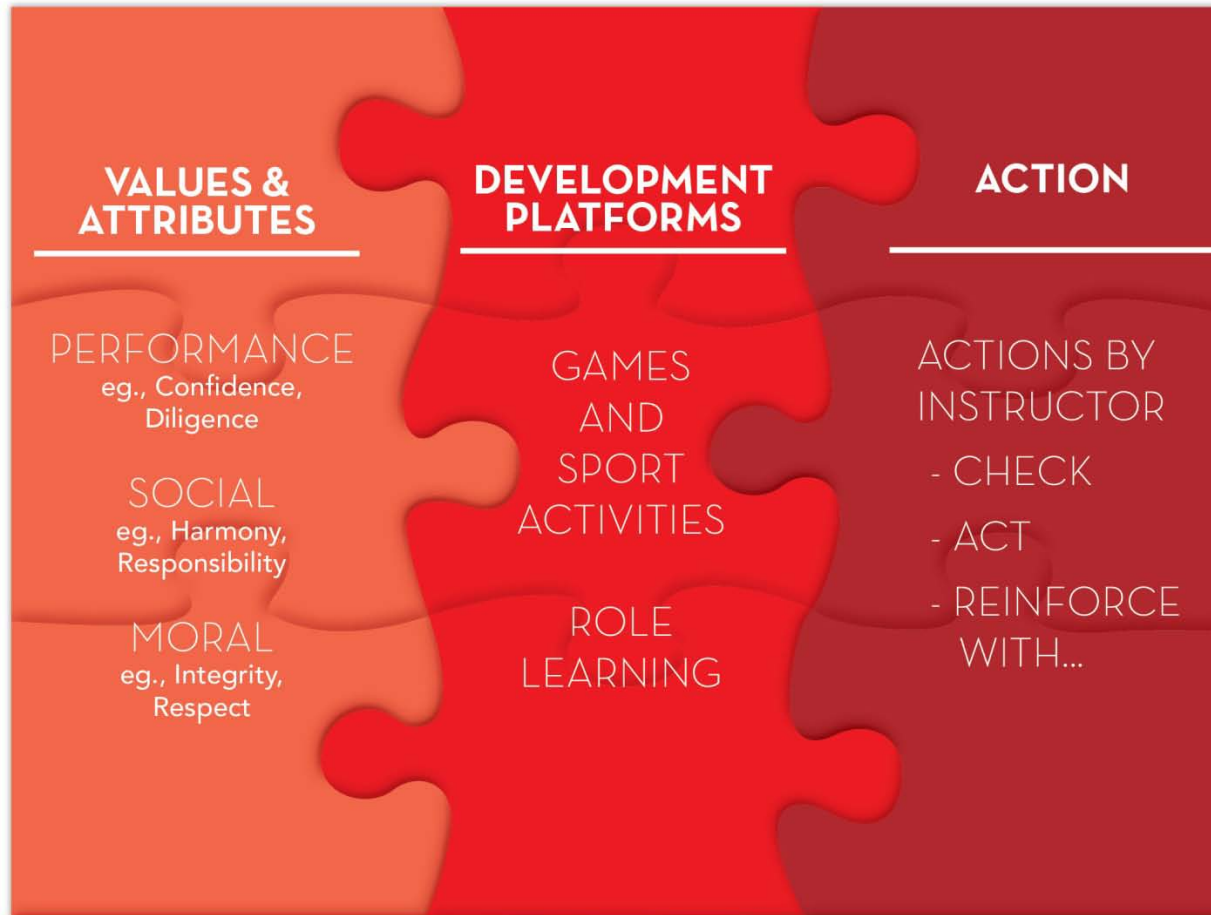
The Leadership Alignment Checkpoints

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?

CHARACTER & LEADERSHIP DEVELOPMENT THROUGH SPORT FRAMEWORK



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 (6 nos) b. Assistant team leaders (6 nos) c. Team members d. umpires	SPORT / LEVEL Badminton / Level 3
LESSON UNIT / LESSON NO. / TOPIC Badminton / Intra-class groups competition Students to play mini-competition between teams. Self-umpire	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 tasks and strategic planning of team c. To be a legal member of 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	SPECIFIC BEHAVIOURS
a. accountability	a. Organise and motivate team members to excel
b. Punctual to role	b. To assist team leader as best as able
c. legality / competitiveness	c. Be an engaged member of team and play to best ability
d. integrity / complying with the rules	d. Maintain order during play and officiate fairly.

ACTIVITY	PARTICIPANT LEARNING	ACTIONS BY INSTRUCTOR
Class to organise into six teams and assign roles: a. Team players b. Two umpires Team leader and assistant leader to be assigned by teacher	Team leader with assistant leader organise their respective teams and decide order of play and rules. Team leader to lead and motivate members to play their best and encourage each other. Umpires to start respective matches and keep score and make decisions to apply rules. Teams match-up to change at next lessons. 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 ACT How do I a. to encourage competitiveness during play b. to correct undesirable behaviours and umpire calls REINFORCE (WITH) a. Skipping - has 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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