

Helping Change Happen:

Physical Literacy and Quality Sport

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Hide/show
control panel

Full screen

Raise hand

Ask your question

The screenshot displays the GoToWebinar control panel. On the left is a vertical toolbar with icons for navigation, audio, chat, and raising a hand. The main window has a title bar with 'File View Help' and a globe icon. Below the title bar is a tab labeled 'Audio'. The audio section includes a 'Sound Check' status with three green bars and a question mark. It shows two radio buttons: 'Computer audio' (selected) and 'Phone call'. A microphone icon is followed by the word 'MUTED' in orange. Below this are dropdown menus for 'Microphone (Realtek High Defin...)' and 'Speaker/Headphone (Realtek H...)', each with a downward arrow. A volume slider is positioned between the two dropdowns. The bottom section of the panel is titled 'Questions' and contains a message box with the text: 'Thank you for joining us today. The webinar will begin shortly. For more information about Sport for Life, please visit www.sportforlife.ca.' Below the message box is a text input field with the placeholder '[Enter a question for staff]' and a 'Send' button. At the very bottom, the text 'Inclusive Physical Literacy' and 'Webinar ID: 258-073-763' is displayed, followed by the GoToWebinar logo.



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As part of the RBC Learn to Play Project, ParticipACTION developed a suite of communications tools to support the Physical Literacy Consensus Statement released in 2015.

The purpose of these tools is to prioritize and clarify information about physical literacy and increase consistency and accuracy across communications.

These are now available on ParticipACTION's website:

www.participaction.com/en-ca/thought-leadership/physical-literacy



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Objectives

1. Compare different views and models of change processes;
2. Develop an effective approach to supporting change in organizations or communities;
3. Generate framework ideas for your change project.

How do you feel about change?



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How do you feel about change?









Lu No winners: Children still keeping score despite move to end sports competition

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KATHRYN BLAZE CARLSON | Sep 22, 2012 3:39 PM ET
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Father and coach John Savole plays soccer with his daughters, nine-year-old Chloey (L) and Keagan, 8, near their home in Barrie. Darren Calabrese/National Post.



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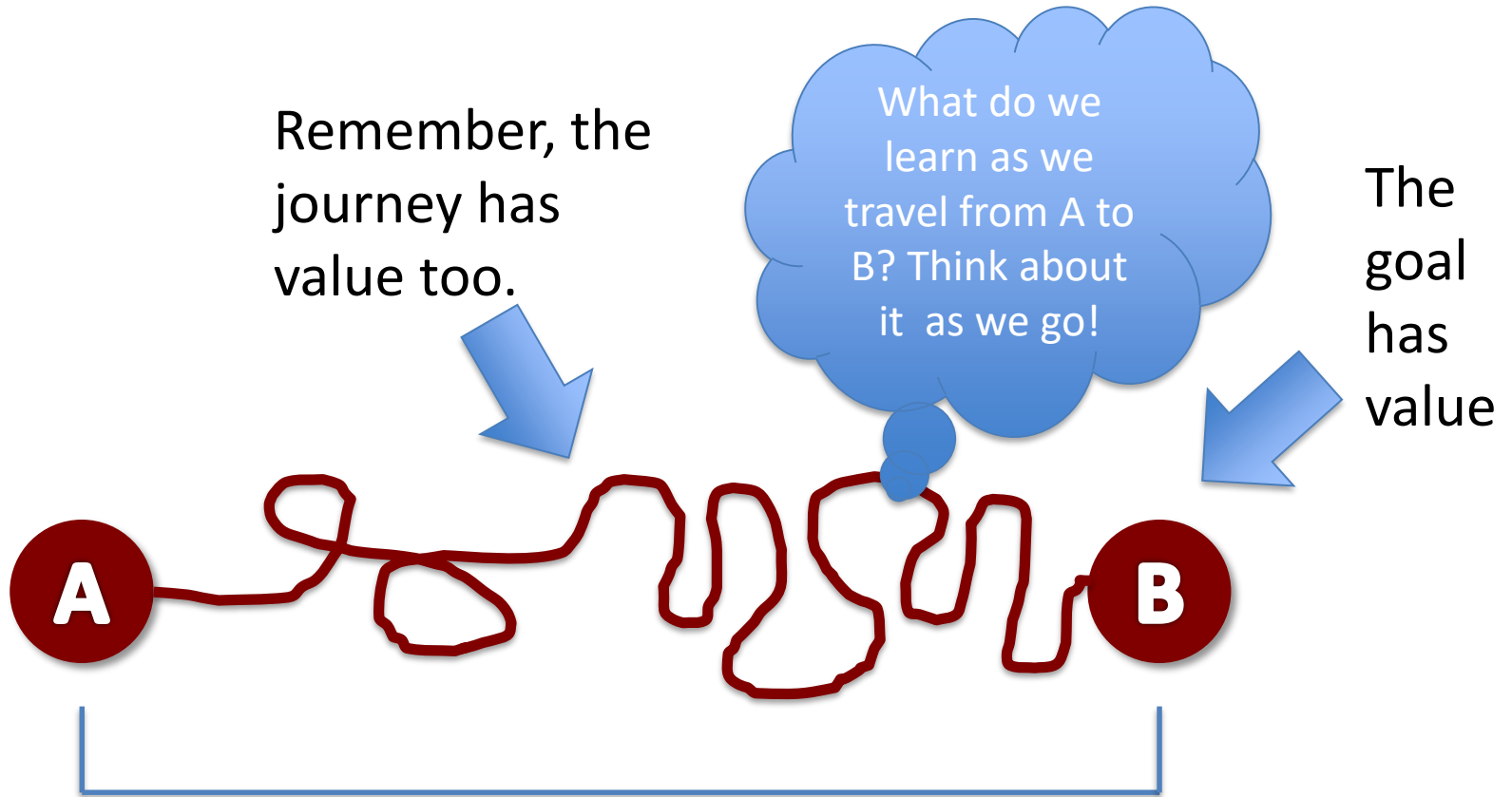
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**“People resist change” ...
yet we adopt the new!**



**...why do we sometimes resist change bitterly, and
other times embrace it ?**

Change is a journey...



We worry: How far? How fast? How much will it cost?

One perspective: Kotter's Eight-Stage Process of Creating Major Change

- 1. Establish a sense of urgency**
- 2. Create the guiding coalition**
- 3. Develop a vision to direct the change effort**
- 4. Communicate the change vision**
- 5. Enable action**
- 6. Create short-term wins**
- 7. Consolidate gains and produce more change**
- 8. Anchor new approaches in the culture**

(Kotter, 1996)



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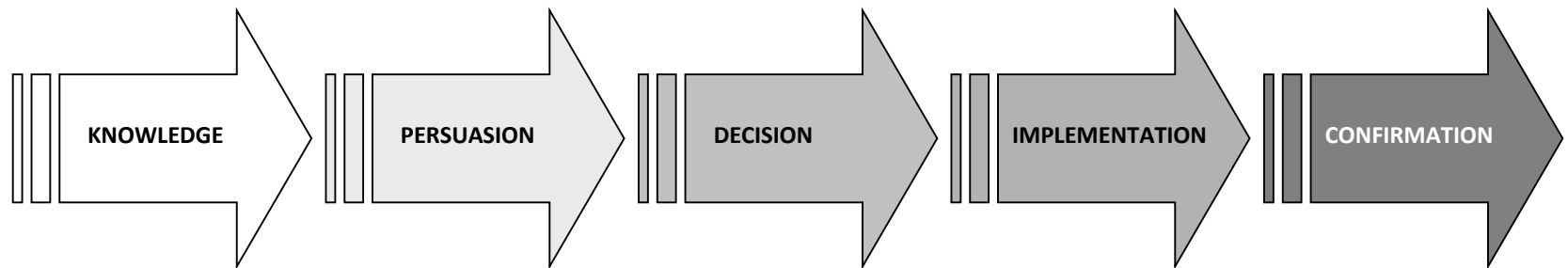
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Poll Questions:

Who is Kotter speaking to?

In your project, are you a manager, a facilitator, a participant, or a bit of each?

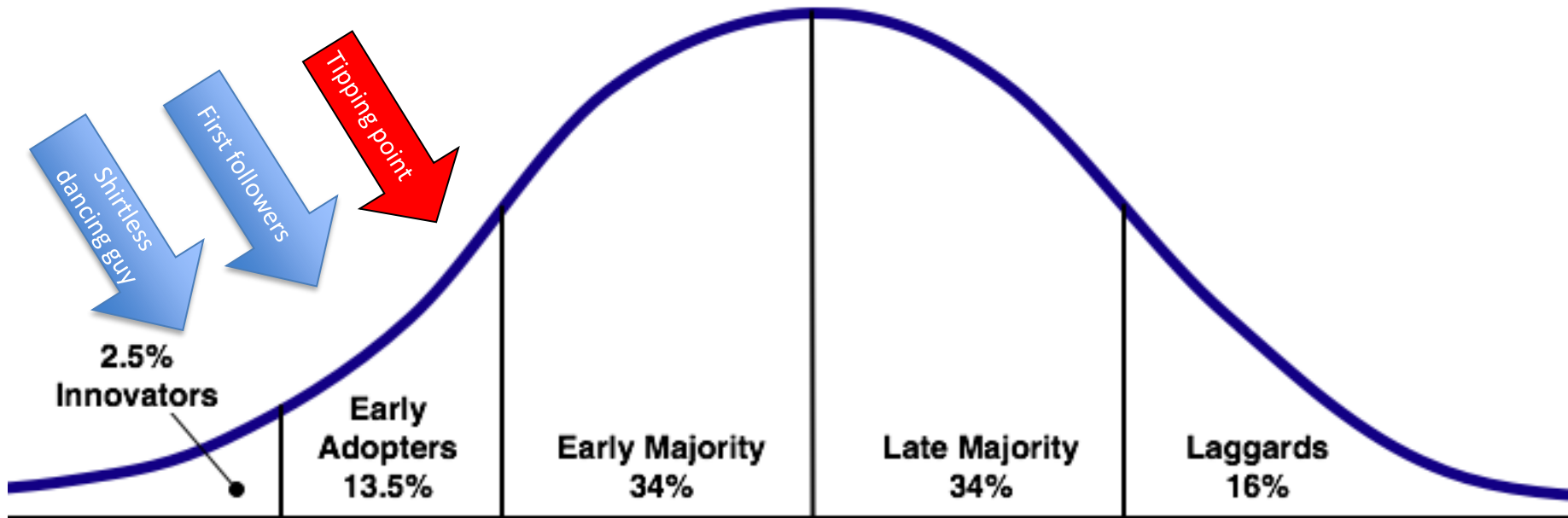
Change as a journey: a process model for facilitating innovation



Rogers: Diffusion of Innovation

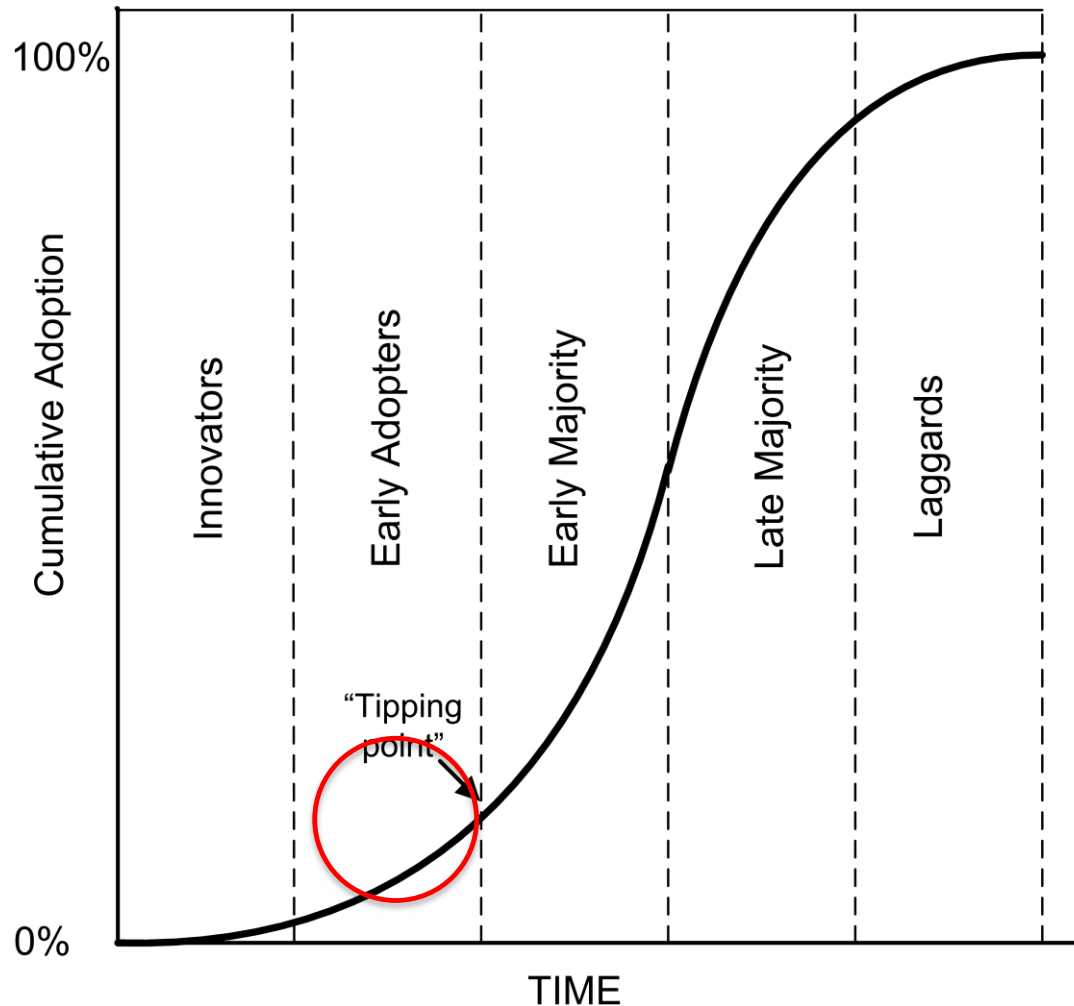
People adopt at different times...

Strategy: identify and influence early adopters – then reach a “tipping point”



Source: Everett Rogers, Diffusion of innovations model

Same graph, as a rate...



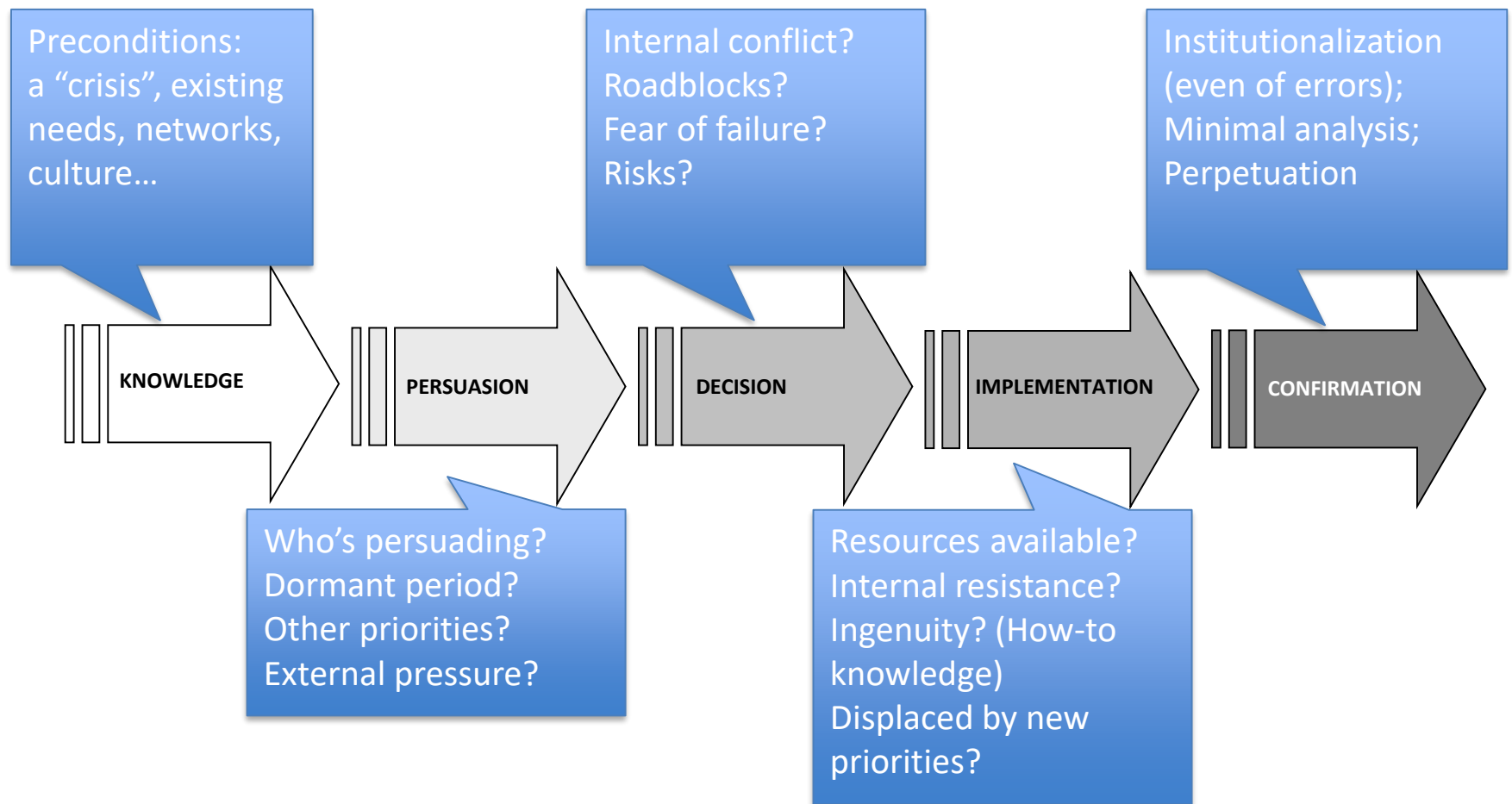
Diffusion of Innovation Model
(Rogers, 1995)

Poll Questions:

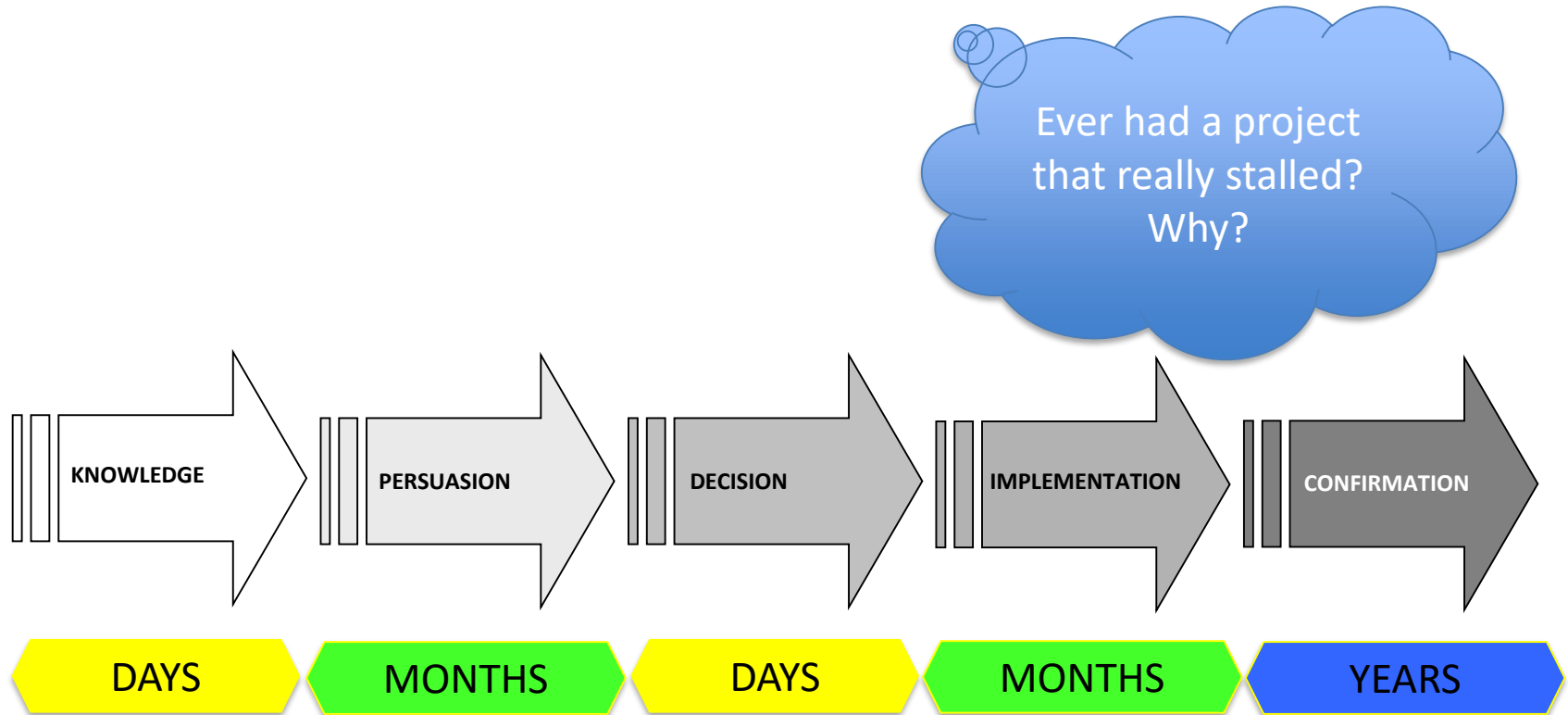
What perspective does Rogers' model consider? If Kotter is speaking to managers, Rogers is speaking to...?

How does this model fit your situation? Whose perspective(s) do you need to consider?

In practice it's not so easy...



So this might be the time frame:



Task:

Think of a specific problem statement in your project. “We need to change...”.

Who are the stakeholders? Think of several stakeholder perspectives on the problem. Government funder...sport club...fitness instructor...?

What’s at stake for them? How would they re-frame the problem from their perspective?

Motivation:

“People don’t want to buy a quarter-inch drill. They want a quarter-inch hole!” Theodore Levitt



How can you position as a solution to *their existing problems*, rather than as “more work”?

Is working with communities different?

Harwood : “Community in Collective Impact”

See any resemblance between the “targets” for Kotter’s “8 stages”, Rogers’ “5 steps” and Harwood’s “community rhythms” in “Community in Collective Impact”?

What does it mean if these systems are all similar?



Is working with communities different?

Harwood's "enabling environment" (on right): how many of these are present in your community?

Can you influence these?
Which ones? How?

An Abundance of Social Gatherings – that enable people to learn about what is happening in the community and begin to develop a sense of mutual trust.

Organized Spaces for Interaction – where people can come together to learn about, discuss, and often act on community challenges. These spaces help a community begin to identify and tap resources to address concerns.

Boundary Spanning Organizations – that help engage people in public life, spur discussion on community challenges and marshal a community's resources to move ahead. These organizations help lay the foundation for community action, but do not act as the driving force.

Safe Havens for Decision Makers – where a community's leaders can deliberate and work through community concerns in "unofficial," candid discussions.

Strong, Diverse Leadership – that extends to all layers of a community, understands the concerns of the community as a whole and serves as a connector among individuals and organizations throughout the community.

Informal Networks and Links – that connect various individuals, groups, organizations and institutions together to create a cross-fertilization effect of experiences, knowledge and resources. People carry and spread ideas, messages and community norms from place to place.

Conscious Community Discussion – where a community has ample opportunity to think about and sort through its public concerns before taking action. People play an active role in helping decide how the community should act.

Community Norms for Public Life – that help guide how people act individually, interact and work together. These norms set the standards and tone for civic engagement.

A Shared Purpose for the Community – that sends an explicit message about the community's aspirations and help reinforce that everyone is headed toward a common goal.



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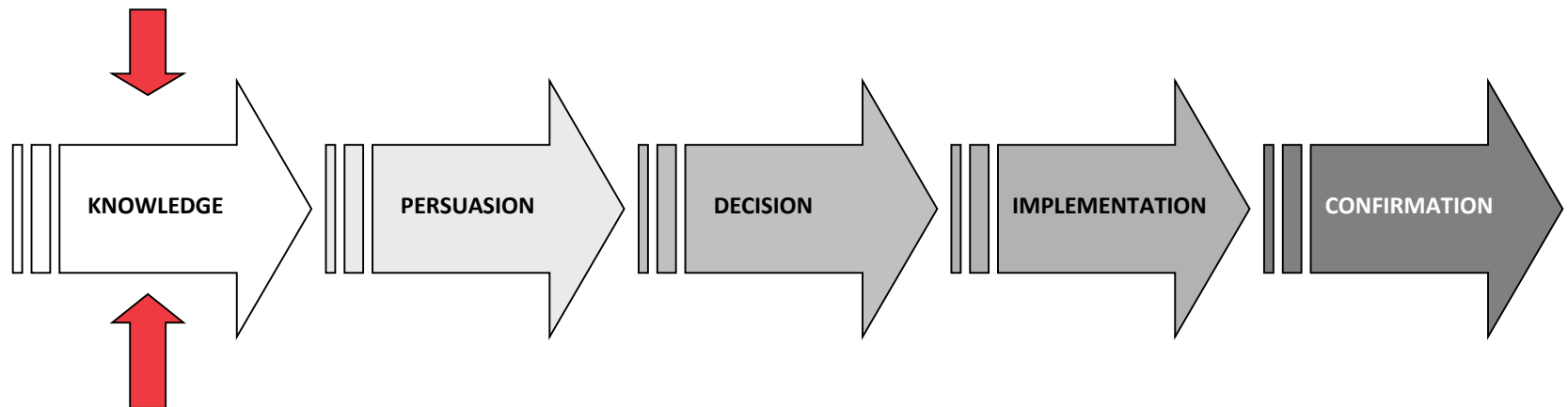


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First step: Knowledge/awareness stage

We usually stop here! It takes more than a presentation!



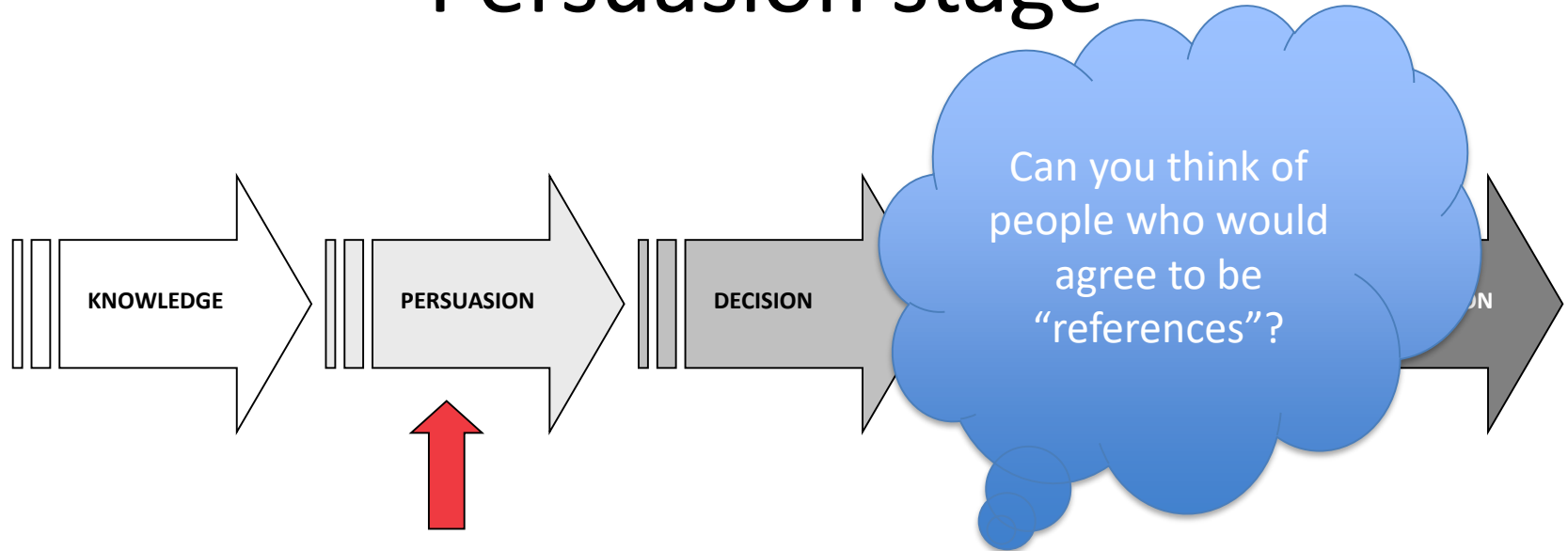
Levels:

- basic awareness
- deep: how does it work?
- deeper: how can I expand upon it? (principles)

Approaches: They need...

- mass communication
- seminars, workshops
- build networks

Second step: Persuasion stage



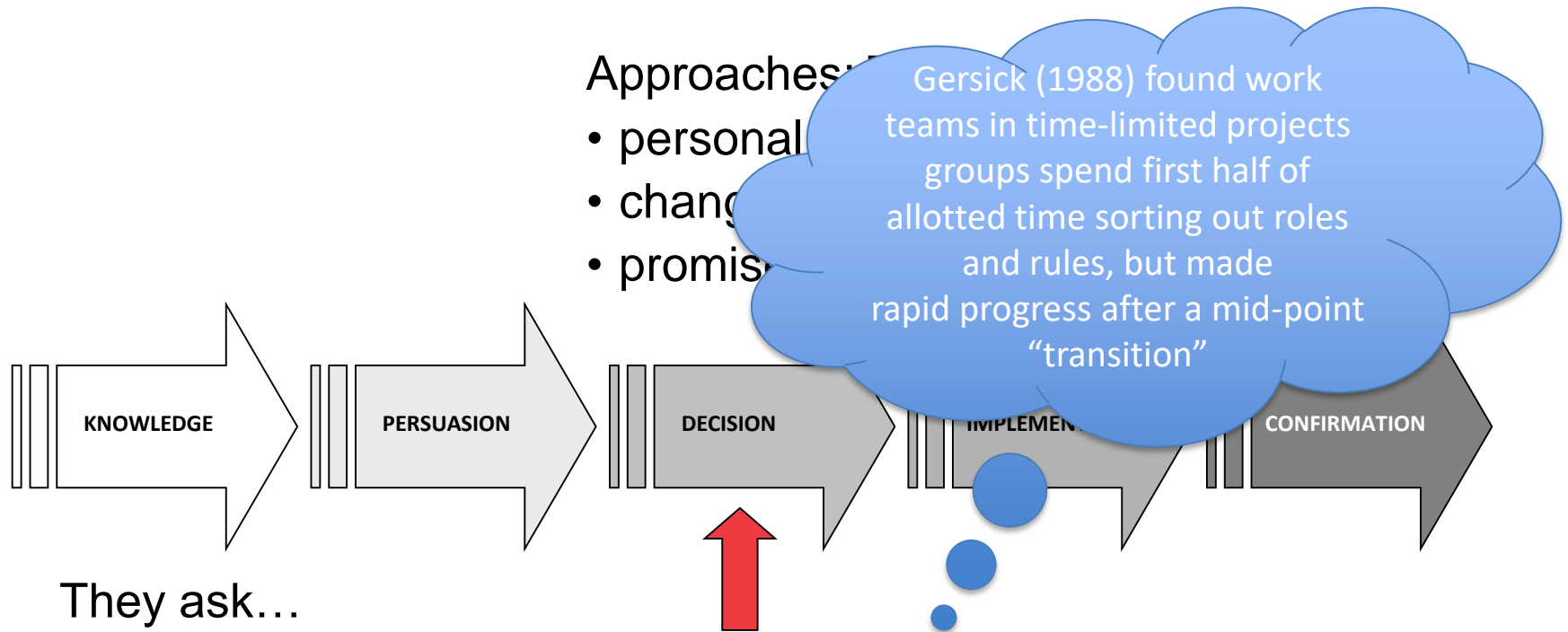
Questions: They ask...

- favourable or unfavourable?
- would it work for us?
- who else *like us* is using it?

Approaches: They rely on...

- personal communication
- trusted networks
- facilitator

Third step: Decision stage



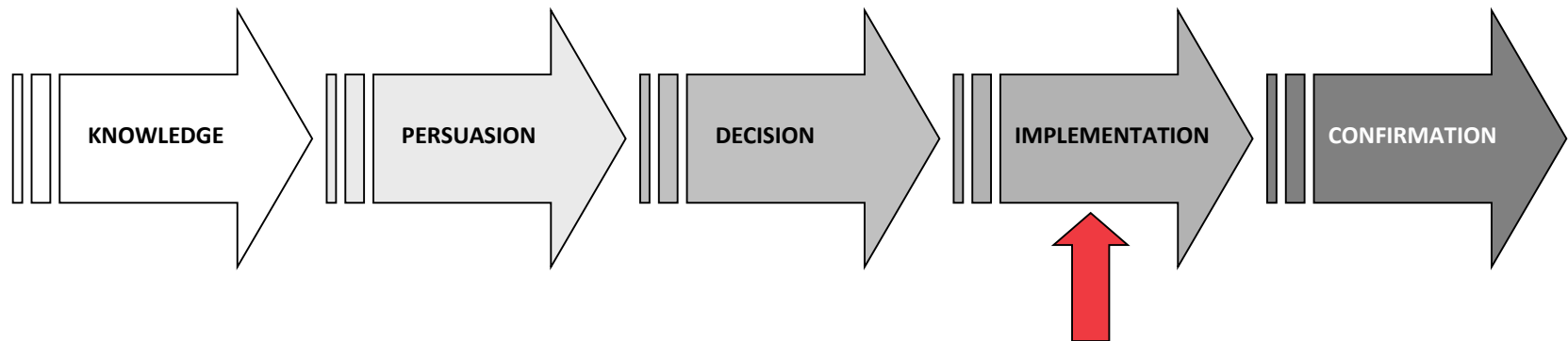
They ask...

- Relative advantage: how will this be better than that (or inaction)?
- Compatibility: is it like what we already do?
- Complexity: how easy is it to adopt?
- Trialability: can we try it before we plunge in?
- Observability: will we know it is working? How soon?

Can you think of a few ways to offer timely, tangible support when they are ready to receive it?

Approaches: They need...

- support: expertise (networking, consultant)
- support: financial, human
- confidence: overcome objections & challenges



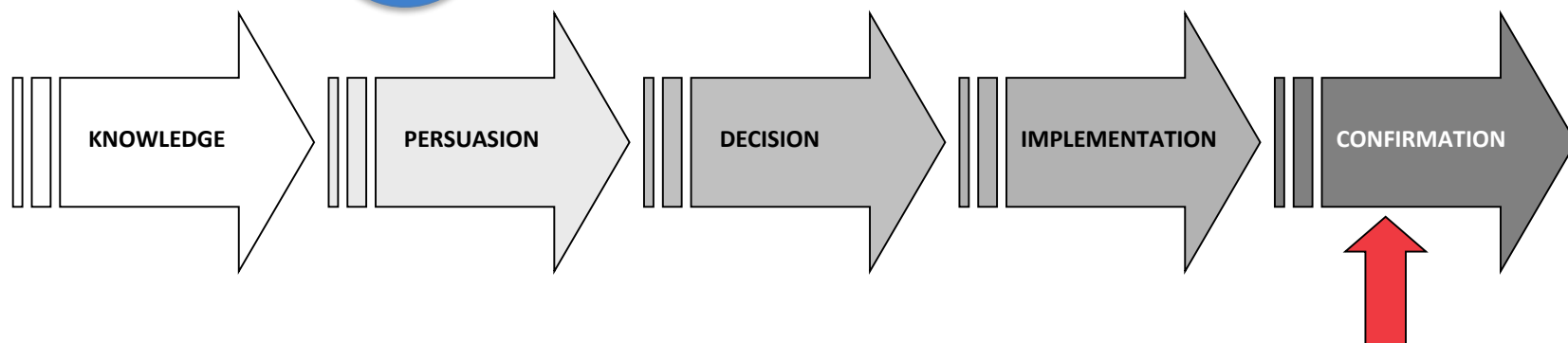
- Where do we get the resources to do this? (strategic concern)
- How do we bring this in? (strategic concern)
- How do we support and reinforce it? (operational concern)
- How do we know it's working? (measurement concern)

There may be a long time lag in this phase

Now *they* are the references!

Approaches: They need...

- support: networking (facilitate comparison and knowledge sharing)
- “One year follow-up” (conference opportunity).



- How well is it working? (measurement)
- Are we sure this is better? (relative advantage; compare)
- Adaptation and re-invention “we tweaked it a bit” – is that OK?
- They can recommend to others: supporting, mentoring.

Another view!

The Equation for Change

-	+	Skills	+	Incentive	+	Resource	+	Action plan	=	Confusion
Vision	+	-	+	Incentive	+	Resource	+	Action plan	=	Anxiety
Vision	+	Skills	+	-	+	Resource	+	Action plan	=	Gradual change
Vision	+	Skills	+	Incentive	+	-	+	Action plan	=	Frustration
Vision	+	Skills	+	Incentive	+	Resource	+	-	=	False start
Vision	+	Skills	+	Incentive	+	Resource	+	Action plan	=	Change

Three take-aways from this presentation?



1. Change is a journey, with different challenges and needs along the way. You need a strategy for each stage.
2. To be effective, you need to embed and understand all the perspectives first...then find "what's in it for me" solutions for each.
3. It always takes time- there will be delays! "Normalize" this with your group.

You can do
this!
(You've done it
before!)

Questions?
Comments?



Thank you!

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