

THE FACES OF INSIDEOUT





MISSION

The InSideOut Initiative is a national movement supported by the NFL Foundation. The Initiative exists to assist school communities in reclaiming sports as a human growth experience that connects students to caring adults in their school communities.



WHAT IS THE INSIDEOUT INITIATIVE?

The InSideOut Initiative, funded by the NFL Foundation, collaborates with state educational leadership associations and school communities along with NFL market teams to reclaim the educational purpose of sports in our school communities. When we are intentional and focus on the student-athletes' human growth and connection to caring adults is valued, we create a culture that leads students who are productive, morally rich, and lead empathetic lives that improve society as a whole.

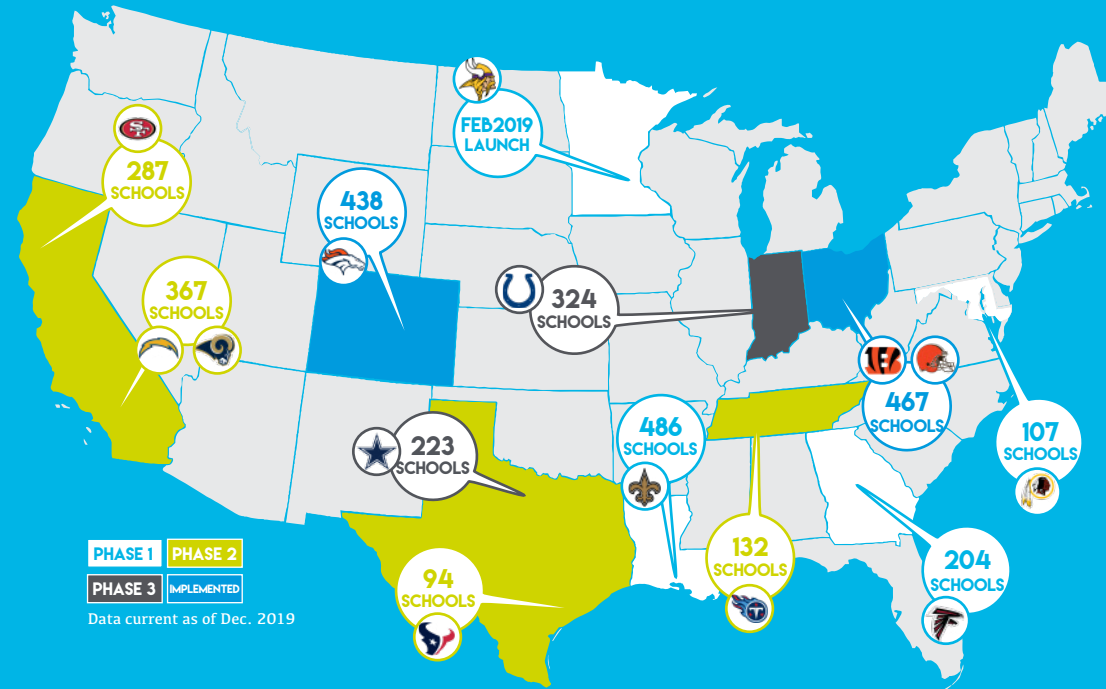
The InSideOut Initiative provides school communities with a foundation that centers on the purpose of education-based athletics, assists in aligning school communities around this purpose, and provides resources that hold school communities accountable to clearly defined expectations. Once this climate has been established, coaches integrate social and emotionally-focused character lessons into their practices, meetings, and routines.

ISOI's Five-Step Pathway to an education-based athletic culture provides a roadmap for critical processes and behaviors to fulfill the purpose of education-based athletics.





NFL PARTNERSHIP



Since its founding, the InSideOut Initiative is proud to have partnered with 14 NFL markets across 10 states. AD interviews highlighted in the coming pages represent 5 of these 10 states.



Denver Broncos



Dallas Cowboys



Cincinnati Bengals



Cleveland Browns



Los Angeles Chargers



Los Angeles Rams



Minnesota Vikings



Indianapolis Colts



Washington Redskins



Atlanta Falcons



New Orleans Saints



Houston Texans



San Francisco 49ers



Tennessee Titans

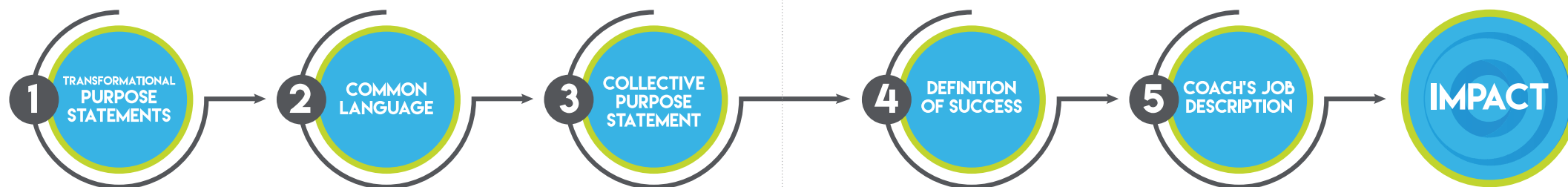
CELEBRATING ISOI COMMUNITIES

Faces of InSideOut is a celebration of the efforts of exemplary ISOI communities. We start by highlighting some excellent work being done at the state level to support the Initiative and gain insight on the impact a supportive state-wide organization can have.

Each of the athletic directors that are highlighted participated in an interview process to share their unique journey with the InSideOut Initiative. On the next pages, you'll read transformational purpose statements, find helpful examples of how each AD brought pieces of the Five-Step Pathway back to their school, and see the impact the Initiative is having on real school communities.

Whether you're already a part of the InSideOut Initiative or you're thinking of signing up, the following pages will provide you with valuable ideas for bringing the Initiative to life in your community.

THE FIVE-STEP PATHWAY



Lead coaches through the development of individual **transformational purpose statements**.

Teach a **common language**, which helps all stakeholders describe the problems and solutions to a win-at-all-costs sports culture.

Create a **collective transformational purpose statement** with stakeholders across athletics and present it to the school administration to garner their support.

Collectively agree upon a **definition of success** with school leadership and ensure that all stakeholders provide leadership that reflects this definition.

Collaboratively develop a **coach's job description** that meets the defined expectations and definition of success and obtain approval from school administration.





MARK REEVES | ASSISTANT EXECUTIVE DIRECTOR
TENNESSEE SECONDARY SCHOOL ATHLETIC ASSOCIATION

Q. TELL US A LITTLE BIT ABOUT YOUR HISTORY WITH ISOI.

A. After reading Joe's book, I eagerly became the point of contact for the TSSAA for the InSideOut Initiative. We are currently in our second year of the program.



Q. WHAT HAS WORKED ESPECIALLY WELL IN YOUR STATE FOR GAINING BUY-IN TO INSIDEOUT?

A. In Tennessee we have leveraged previously established relationships in different organizations that are critical for buy-in. We partnered early on with our Superintendents' Association, School Board Association, Athletic Directors' Association, and the Coaches' Association. It is hard for me to really see how this can gain a whole lot of traction unless you have buy-in from multiple professional organizations.

Q. WHAT ADVICE DO YOU HAVE FOR A STATE WHO IS JUST GETTING STARTED WITH INSIDEOUT AROUND GAINING BUY-IN?

A. Spend time figuring out who that key player or players may be within a professional organization. We brought representatives from several groups together to meet and form a strategic planning committee. It was highly successful, and affirmed the value of the InSideOut Initiative. It also gave us strategic planning time for how to "sell" the value of the InSideOut Initiative. I would also advise another state to have an influential media representative on the steering committee.

Q. TELL US A LITTLE BIT MORE ABOUT HOW YOU HAVE APPROACHED ORGANIZATIONS WHO MAY HAVE BEEN A TOUGHER SELL.

A. As a state association, we have offered to deliver presentations on the InSideOut Initiative to smaller groups at their conferences. For example, at the Tennessee School Board Association Conference we offered to do a breakout session for attendees. The session was well attended and received very positive evaluations. This, along with continued dialogue with the leadership of TSBA, led to a keynote opportunity for Jody Redman at this year's conference.

continued...



Q. TELL US A LITTLE BIT MORE ABOUT YOUR STEERING COMMITTEE.

A. Our Executive Director, Bernard Childress, came up with the idea of creating a steering committee at the first meeting when Joe and Jody laid out a three-year plan with partners involved. Joe and Jody explained that the process of implementation is somewhat organic. There is not an absolute set way to get things done, and they wanted the perspectives we brought to the table to be used to help guide how best to make this happen in our state. We were sitting there talking and had so many ideas floating around, thinking about within each organization how do we best promote this concept or that concept. Mr. Childress suggested bringing this group and a few others back together to form a steering committee. Shortly thereafter, our steering committee convened at the TSSAA office for its first meeting.

Q. WE HAVE HEARD THAT NOT HAVING ENOUGH TIME IS A CHALLENGE FOR THOSE WHO WANT TO BRING INSIDEOUT TO THEIR SCHOOL COMMUNITIES. CAN YOU TELL US HOW YOU HAVE MANAGED THAT WITH YOUR STEERING COMMITTEE?

A. It is definitely a commitment, but, we have tried to be respectful of the steering committee's time. Since the initial meeting, we have been able to direct some of our questions to certain members of the committee depending on the question and their specific area of expertise. At the school level, time constraints continue to be one of the greatest challenges for implementation. We continue to emphasize that this is a marathon and not a sprint. Every intentional step (no matter how small) that a school takes brings them closer to creating the culture they want to have for their athletic programs.

Q. WHAT DO YOU SEE ARE THE NEXT STEPS FOR YOUR STEERING COMMITTEE?

A. As we move forward, we definitely see the need to reconvene and evaluate the work that has taken place and plan our next steps. We have learned a lot during our first year and with that experience comes the need to make adjustments that maximize effectiveness. For example, we are starting our first regional training sessions next week. I could certainly see value in bringing the steering committee together to evaluate and discuss how we can best promote the regional training concept.

Q. HAS THE INSIDEOUT INITIATIVE CHANGED YOUR EXPERIENCES WITHIN STATE LEADERSHIP?

A. Yeah, no doubt! In a good way. Specifically we have been able to strengthen relationships within each organization. Since we all believe so strongly in the InSideOut Initiative, it has brought us together personally, which frankly has helped us in other avenues. There have times been times when I have leaned on the advice of a steering committee member situations outside the realm of the InSideOut Initiative because I see them as a trusted colleague who shares the same values. Organizations can help each other, and the steering committee is a great example of this philosophy in action.



Q. HOW HAS THE INSIDEOUT INITIATIVE IMPACTED YOUR RELATIONSHIPS WITH YOUR ADS AND WITH YOUR SCHOOL BOARD?

A. It's been really good for our organization. It has given us a way to prioritize things that are outside the lines of management and compliance. We, as with many state athletic associations, are looked upon as regulatory organizations, and we exist for that too. But I think the shift that you're able to see within us — not necessarily a shift but an opportunity — is to showcase and utilize our organization as a resource for our athletic directors and school boards in their efforts to create a positive culture in their athletic programs. I think most people in the education business are passionate about kids: teaching, coaching, and the values that participation in sports can have in the lives of students. This gives us an opportunity to get in front of our membership and talk about a bigger picture, things that will change kids' lives for the better. Really, for our schools who have heard us preach this gospel of ISO it has given them the opportunity to see us in a different light, to see that we have the same goals they have.



MATT WOLFERT | PRESIDENT

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION FOUNDATION

Q. HOW WOULD YOU DESCRIBE YOUR ROLE IN THE ISO INITIATIVE? WHO HAVE YOU INVOLVED? HOW DID YOU BUILD THAT COMMUNITY?

A. We rolled the program out on August 25, 2017, here in Indiana. I actually started my job as IHSAA Foundation President a week later on September 1st. When I went to the event I wasn't even on the payroll yet. When I accepted the job to raise money for the Foundation, I didn't realize part of my responsibilities would include running this new initiative. The IHSAA Foundation is very new. Bobby Cox, IHSAA Commissioner, created the foundation to help sustain and protect education-based athletics here in Indiana. Donors and supporters want to know "what are you raising your money for?" We wanted to make it clear we're about the education side of the equation. We are about character and leadership development of student-athletes, coaches, and athletic administrators. I took the job because I believe in those ideals and serving those constituent groups.

I went to the ISOI training with my eyes wide open and before I started my job. I came away writing a "Transformational Leadership Statement". It has been the biggest game-changer for me. I've been totally bought in since that moment.



Q. CAN YOU GIVE US SOME BACKGROUND ON YOUR POSITION AND THE IHSAA FOUNDATION?

A. The IHSAA Foundation is only in our fourth year of existence. The IHSAA itself has been around since 1903. It was created to serve the members, make rules, interpret rules, and run championships. It is a general high school athletic association. Commissioner Cox created the IHSAA Foundation so we could focus on the education and development side. In the beginning, he didn't have anyone running it, he just incorporated it into the IHSAA. Six months later, he hired someone to run the Foundation part-time. He quickly realized it was "go time" when he decided to bring the InSideOut Initiative to Indiana in the fall of 2017 and that the Foundation was going to need a full-time executive to run it and raise the money. The full-time position started on September 1 when the Foundation was 1.5 years old. At that point, the Foundation hadn't really done much of anything yet. I am the first full-time person to be running the Foundation.

Q. WHAT HAVE YOU DONE/ARE YOU DOING TO SUPPORT SCHOOLS THAT ARE EMBRACING THIS?

A. I have become the gatekeeper of communication and planning for the initiative with the cohort members. When the members see something from me they know we are going to talk InSideOut! That has been really good because Commissioner Cox is not the day-to-day contact for the initiative. He is running the Association. He and the IHSAA Assistant Commissioners have been very supportive. They come to the events and functions, as leaders to thank the members for coming and endorse the Initiative and its importance. In my role, I have tried to get around the state and personally visit each of the cohort ADs at their school. I'm invested in trying to show them that I'm here for them. I want to get to know them, and let them know this is important. If I'm going to see donors around the state, I'm also going to see my ADs along the way. I'm trying to build relationships in all 92 counties. I've taken building the team and cohort very personally. We're tearing down some boundaries and we're getting to know each other. We're all like a little family now. We had almost 50 in the first year and they have all gotten to know each other quite well. We now have over 100 different schools that are on the journey with us.

continued...

Q. HOW HAVE YOU APPROACHED ORGANIZATIONS THAT DON'T BUY-IN RIGHT AWAY?

A. I just try to meet them where they are. Some are more “ready” than others. I have definitely noticed that the higher I get in the organization (ie, I’m going to see the AD at their school, but I also see the principal and/or the superintendent), the more agreement I find in what the ISOI program is all about. There is no superintendent who would listen to me talk about it and not get excited about what we’re doing. The principal would say the same thing, but they don’t own it. It’s easier for them to say “this is awesome.” The ADs reaction can sometimes be more like “I don’t have time to do this” and there can be some negativity from a time commitment standpoint. We are here to help serve them and make their jobs better. The ISOI has the potential to help ADs with job satisfaction. This initiative is right in line with what education-based athletics is all about.

Q. WHAT ADVICE DO YOU HAVE FOR OTHER STATE LEADERS?

A. If you’re going to raise your hand and agree to bring the ISOI to your state, you need to have someone assigned to this role as the leader of the cohort; and it can’t be the commissioner. In my role, I am more of an assistant commissioner in charge of fund-raising and running the InSideOut Initiative. Someone needs to be there to lead the way.

I keep a scorecard of who has come and who hasn’t come. As the momentum of the initiative grows, the ADs feel pressure to attend (in a positive way) from the cohort members as well.

Matt Percival (our AD Partner from ISOI) and I have developed a good relationship, so we’re always talking about what is coming next and what to do next. Keep in touch with whoever your “Matt” is along the way.

Get a full endorsement from the commissioner. Commissioner Cox has been integral in letting people know how important this program is for Indiana. What I hear a lot is that “this is just the newest thing” and some people say they don’t want to get involved because this next “thing” is just around the corner. If we can sustain it and over time it stays around, that’s when we will start winning long-term. You have to keep beating the drum and not get dragged down by the naysayers. If people say they don’t want to be involved, let them not be involved right now. There are plenty of people who are wanting to get involved from the beginning so work with them.



Q. TELL US ABOUT YOUR EXPERIENCE WITH ADS AND ANY IMPACTS YOU'VE SEEN.

A. The turnover rate is high for high school ADs, so we do a new AD workshop each year for those hired in the spring and summer heading into their first year. Honestly, most of them have no idea what they’ve “really” signed up for. Then they come to the training and it is a full day of information overload and I’m supposed to get up there and say something about the foundation and what we do. I’ve learned to not say anything other than our purpose and that we’re locked into educational leadership and development. I give them the InSideOut Coaching book as a gift and tell them the book is about the Initiative we’ve rolled out. I then tell them their year 1 assignment is to read the book. You have a lot going on in this first year. Learn. In year 2 I’ll be coming to you about a training session to introduce ISOI to you ... after all, the ISOI is what being a high school AD is all about. Transformational leadership, not transactional!

I have had ADs who have told me the ISOI has helped them stay in their job. Being a part of this Initiative has given them new energy and enthusiasm in their job because this is what we are supposed to be and this is what we’re supposed to be doing for our kids. That statement gives me hope for ADs liking their job more. If we can create the common language up the ladder to the school board and then back down to the parents and community members, it can make the ADs job a lot better because they know the people above them have their backs! It’s time to change the paradigm, it’s not just about winning, it’s about growing young people from boys and girls into men and women and preparing them for life. It makes me happy when someone who knows the superintendent goes to talk to them to complain about the coaching or the winning, and the superintendent says “get out — it’s not just about winning here at our school.” That’s when ADs stay in their jobs longer because they aren’t getting beat up and they are on the same page with the administration.

CLINTON PRAIRIE HIGH SCHOOL

FRANKFORT, IN



SUPPORTED BY
**INDIANAPOLIS
COLTS & IHSAA**

BRIAN EATON

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543 students (7-12)

209 student-athletes (9-12)

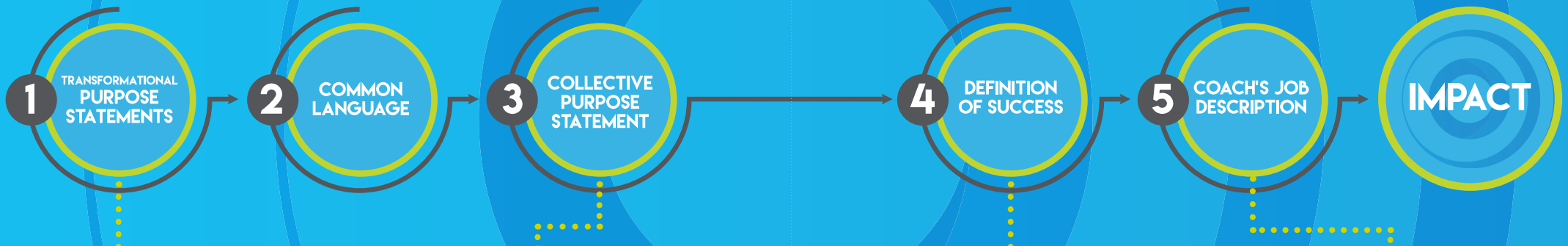
115 student-athletes (7-8)

54 coaches (7-12)



**WE'RE NOT REINVENTING
THE WHEEL, BUT WE'RE BEING
MORE INTENTIONAL ABOUT
HOW WE ARE DOING IT."**

BRIAN EATON



LEAD COACHES THROUGH THE DEVELOPMENT OF INDIVIDUAL TRANSFORMATIONAL PURPOSE STATEMENTS

Brian memorized his own transformational purpose statement and posted it for all of the coaches to see within his athletic department. Brian said, "I immediately began to see positive feedback from my coaches." Coaches at Clinton Prairie High School then began to post their own transformational purpose statements.

CREATE A COLLECTIVE TRANSFORMATIONAL PURPOSE STATEMENT

Coaches at Clinton Prairie met with their assistant coaches to talk about what they value in the athletics program, what they are looking for in their athletes, and what they hope to accomplish. Brian took themes from these conversations and combined them to create a collective transformational purpose statement for Clinton Prairie.

COLLECTIVELY DEFINE SUCCESS

Graduating seniors who are student-athletes at Clinton Prairie complete an exit interview with Brian to learn how their coach teaches life lessons. This gives Brian an idea of what is going on within the athletic department, and he has been able to use this information to offer advice for improvement to coaches and create positive change within the athletics program.

CREATE A COACH'S JOB DESCRIPTION BASED ON THE DEFINITION OF SUCCESS

Brian used language from Joe's book to inform the hiring process for three new coaches. Four interview questions came directly from Joe's book and Brian said, "these interview questions helped the most with hiring." At least one of the new coaches was attracted to Clinton Prairie because of the philosophical focus on transformational coaching.

CREAN LUTHERAN HIGH SCHOOL

IRVINE, CA



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**LOS ANGELES
CHARGERS**

ERIC OLSON

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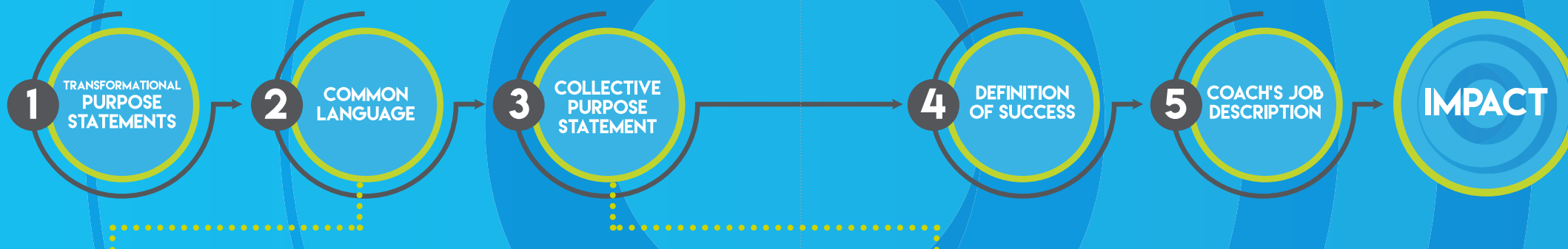
868 students

550 student-athletes (9-12)

23 coaches



I SHARED MY PERSONAL EXPERIENCE WITH MY COACHING STAFF AND THE IMPACT THAT A TRANSACTIONAL AND TRANSFORMATIONAL COACHES HAD ON ME. THEN I ASKED COACHES ABOUT THEIR OWN EXPERIENCE. I WAS SURPRISED HOW A LOT OF THEM HAD EXPERIENCES TO SHARE ...



TEACH THE GOALS AND PURPOSE COMMON LANGUAGE

All coaches at Crean Lutheran High School read Joe's book and participate in book discussions. Eric explained, "I have worked on establishing 'Awareness' of the importance of educational based athletics and our responsibility as educational based athletic coaches."

PURPOSE STATEMENT

I lead to support coaches in facilitating a positive, caring environment that values

Commitment,
Honor,
Responsibility,
Integrity,
Service and
Teamwork.

I lead to empower coaches to transform lives using their sport as a platform and their position as a mentor in a positive and productive way in order to prepare their student athletes for their future outside of sports."

CREATE A COLLECTIVE TRANSFORMATIONAL PURPOSE STATEMENT

Eric facilitated the creation of the Captain's Leadership Program at Crean Lutheran High School. The coaches involved in this program meet once per month and work together to develop a collective transformational purpose statement.

... THE COMMON THING BETWEEN ALL OF OUR STORIES WAS THAT WE WERE ABLE TO REALLY REFLECT ON OUR PERFORMANCE — THE ONE COMMON THING HERE IS THE TRANSFORMATIONAL COACH IN MY AGENDAS FOR MY COACHES MEETINGS, I'M TRYING TO ASK COACHES TO SHARE AND THAT INSPIRES SOMEONE ELSE.

A COMMON THEME WE'VE NOTICED IS THAT WHEN WE'VE HAD THAT TRANSFORMATIONAL EXPERIENCE WITH A COACH, WE ALL HAVE PERFORMED BETTER. THAT'S REALLY HELPED WITH THE BUY-IN OF THE COACHES."

ERIC OLSON

CHRIST PRESBYTERIAN ACADEMY

NASHVILLE, TN



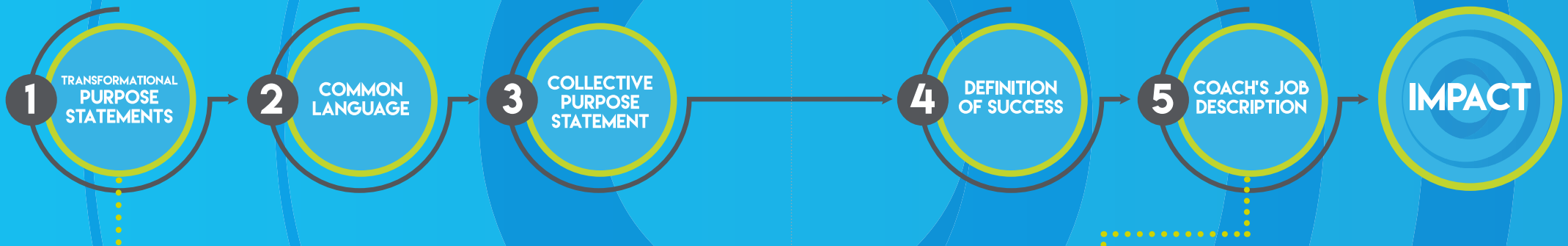
MIKE ELLSON

CPA Athletic Director | Executive Director, TIAAA
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~1,300 students (PreK-12)
400 student-athletes (9-12)
70 coaching staff

CHRIST PRESBYTERIAN ACADEMY TRANSFORMATIONAL PURPOSE STATEMENT

To serve and respect students, coaches, parents, officials, guests, and community members by demonstrating a genuine heart of care for everything we do that touches the athletic program at Christ Presbyterian Academy.



LEAD COACHES THROUGH THE DEVELOPMENT OF INDIVIDUAL TRANSFORMATIONAL PURPOSE STATEMENTS

We have encouraged our coaches to speak from their hearts through the lens of the three pillars of CPA Athletics stemming from a mindset of learning to win with humility, lose with grace, while always striving to utilize God-given skills and abilities with excellence and to their fullest.



It's a lot easier to learn from someone you trust rather than someone you think you can never please.

CREATE A COACH'S JOB DESCRIPTION BASED ON THE DEFINITION OF SUCCESS

Nate Morrow, CPA Head of School created a job description for the position of Director of Transformational Coaching that includes responsibilities such as setting a clear vision for transformational, InsideOut coaching in the CPA Athletic Department and executing that vision throughout the coaching staff, aligning the CPA community expectations for athletics, and ensuring engagement and buy in for the vision from the broader CPA parent community just to name a few. This job description will go a long way in helping Coach Ellson and Coach Martin articulate an outline for all of the coaches at CPA.

continued...

NAME A DIRECTOR OF TRANSFORMATIONAL COACHING

In the fall of 2019, CPA Head Football Coach Ingle Martin was named as the Director of Transformational Coaching. Together, Coach Martin and Coach Ellson connected with the entire coaching staff by asking the 4 questions from the ISOI, and have collected over 60 individual purpose statements as of January 2020.

The statements came from veteran and new coaches, and the development of a department purpose statement is also being inspired by The CPA Athlete which says, “The CPA Athlete is valued not for accomplishments, but for heart. Winning is not the ultimate goal of the CPA Athlete, but a bi-product of work ethic, service to team, respect for coaches, stewardship of God-given ability, and prolific dedication to sport.”



At my school, to be an athlete, feels like community. When one celebrates, we all celebrate.

At my school I am seen first as an individual, **NOT** a an athlete.



Come as you are, but don't stay that way.
Be a trailblazer, leave a legacy.



TRANSFORMATIONAL CONCEPTS IN PRACTICE

CPA is striving to demonstrate what true transformational success looks like, beginning with Christ Presbyterian Academy's Football Team participating in "Manhood Mondays" which include weekly interactive character lessons between coaches and student-athletes. CPA Head and Assistant Coaches have also incorporated common language into parent meetings, coaching instruction, and community conversations.

From the Board of Trustees, Head Of School, Assistant Heads Of School, Principals, Directors, and Faculty Members, everyone understands the importance of Education Based Athletics and truly values the athletic program at CPA. Coach Ellson says that, "If coaches are building true authentic relationships with their players, we see that as success."

CURREY INGRAM ACADEMY

BRENTWOOD, TN



SUPPORTED BY
**TENNESSEE
TITANS**

KELLY FISH

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280 students

41 student-athletes (9-12)

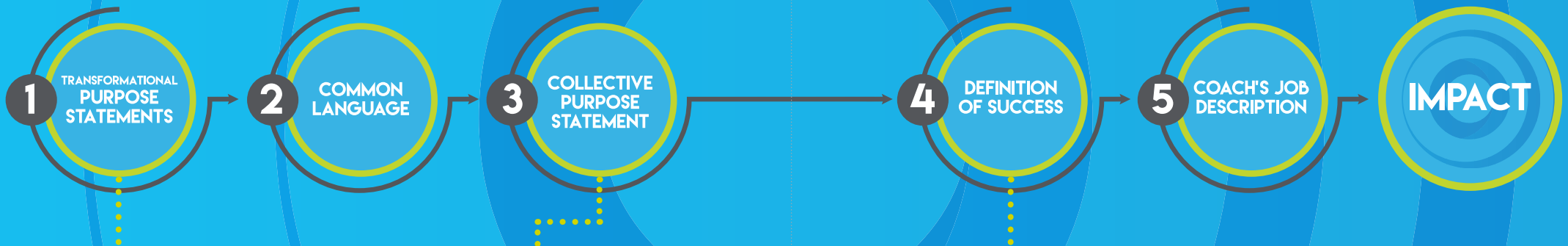
50 student-athletes (7-8)

20 coaches



I LOVE THE TANGIBLE TAKEAWAYS OF INSIDEOUT. ONE SPECIFIC THING I BROUGHT BACK WAS HAVING MY COACHES CREATE LEADERSHIP PURPOSE STATEMENTS. I ALSO CREATED ONE AND OUR GOAL IS TO EACH HAVE SETTLED ON A PURPOSE WE CAN MEMORIZE AND LIVE BY, BY THE END OF THIS YEAR. IN ADDITION, THE COMMON LANGUAGE AND CULTURE PIECES HAVE BEEN INSTRUMENTAL IN HOW WE COLLECTIVELY SHARE THE MESSAGE OF EDUCATIONAL-BASED ATHLETICS TO OUR CONSTITUENTS."

KELLY FISH



LEAD COACHES THROUGH THE DEVELOPMENT OF INDIVIDUAL TRANSFORMATIONAL PURPOSE STATEMENTS

Kelly used ISOI's "Why Do I Lead?" worksheet to lead all of her coaches through the process of creating their own individual transformational purpose statements. Kelly explained, "Our goal was to each have a purpose statement that we could memorize and live by."

PURPOSE STATEMENT

I lead to serve others through positivity and kindness in a safe environment, to instill character traits in coaches and student-athletes so that they may be impacted positively by sport.

COLLECTIVELY DEFINE SUCCESS

During monthly coaches meetings, coaches at Currey Ingram Academy discuss performance character vs. moral character, and establish their top two skills that then defines their success with transformational coaching. Every Friday, Kelly sends out reminders of their athletic program's collective transformational purpose statement in the form of an email that includes what Kelly calls, "the top three." These top three emails include an ISOI video, or a quote or a story that exemplifies education based athletics at Currey Ingram Academy.

"I think consistency is that message, the terminology you use. If I get up in front of our student-athletes and say we value you as students first but then your actions say you only value performance, that doesn't work."

AVON HIGH SCHOOL

AVON, IN



SUPPORTED BY
**INDIANAPOLIS
COLTS**

BRAD HOLSINGER

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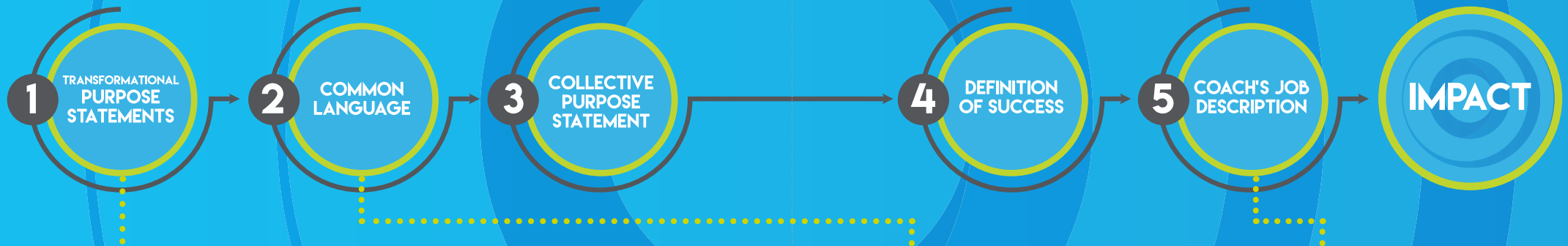
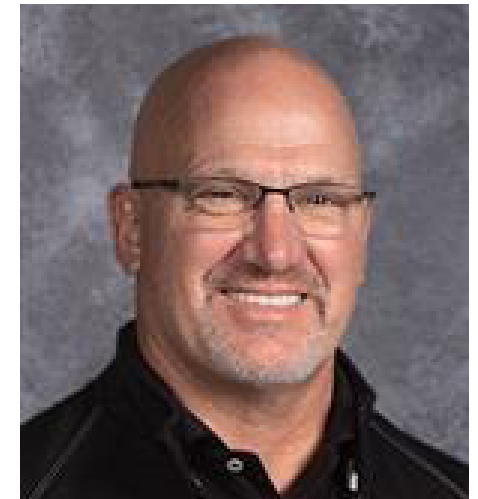
3,200 students

900 student-athletes (9-12)

120 coaches on 9-12 staff

PURPOSE STATEMENT

I lead to inspire others to be positive, persevere and grow while maintaining integrity and servant leadership.



LEAD COACHES THROUGH THE DEVELOPMENT OF INDIVIDUAL TRANSFORMATIONAL PURPOSE STATEMENTS

Brad put together a postcard that he hands out to all of his coaches at preseason meetings and asks them to write down why they coach. The next time the coaches get together, they use the postcard to write their individual transformational purpose statements. When describing the postcard, Brad said, “On the days you’re feeling challenged and not sure this is for you, you’ll be able to pull this out and get some energy and remember why you’re doing what you’re doing.”

TEACH THE GOALS AND PURPOSE COMMON LANGUAGE

Brad shares relevant articles and Joe’s book with his coaches and superintendents. Additionally, parents of student-athletes at Avon High School know exactly what to expect from coaches. Coach expectations are shared with parents at the beginning of the year and focus on providing a safe environment for their son or daughter.

CREATE A COACH'S JOB DESCRIPTION BASED ON THE DEFINITION OF SUCCESS

Brad uses the four ISOI questions when conducting interviews for new hires.

NORTHFIELD HIGH SCHOOL

NORTHFIELD, MN



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**MINNESOTA
VIKINGS**

JOEL OLSON

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1,337 HS students

319 MS athletes

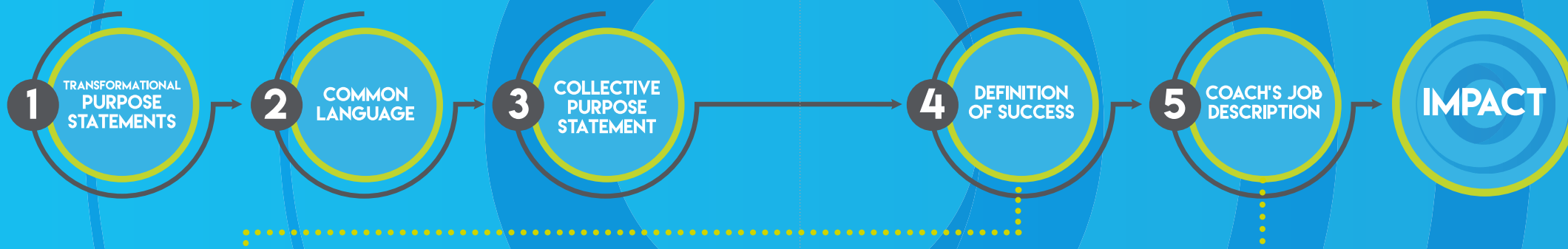
965 HS athletes

132 coaches (7-12)



DON'T BE AFRAID TO NOT KNOW THE ANSWER AND DON'T RUN AWAY FROM THE HARD DECISIONS. THEY NEVER GET EASIER, BUT ALWAYS THINK ABOUT "WHAT IS OUR PURPOSE." WHEN YOU CAN GO TO BED AT NIGHT AND THINK ABOUT "I MADE THAT RIGHT DECISION BECAUSE IT WAS THE BEST DECISION FOR THE KIDS AND OUR PROGRAM" YOU KNOW IT WAS THE RIGHT DECISION."

JOEL OLSON



COLLECTIVELY DEFINE SUCCESS

At Northfield High School, coaches participate in a mid-season meeting to review how they're doing according to their collective transformational purpose statement. The coaches then have a post-season meeting to tie it all together. Every Friday, Joel sends a Google survey to every in-season head coach. This Google survey includes five questions:

1. What is going well?
2. What is not going well?
3. Are there any kids you want to highlight?
4. How are you doing?
5. Is there something I need to look into for you?

PURPOSE STATEMENT

I serve the hearts of others so that together we can demonstrate kindness, empathy and perseverance.

CREATE A COACH'S JOB DESCRIPTION BASED ON THE DEFINITION OF SUCCESS

Joel embedded the four ISOI key questions into interviews for new hires. It allows him to learn more about a potential coach's background, why they want to be a coach at his school, what they value most about coaching, how they coach the whole person, and what are the top three things they would communicate with parents and athletes if they got the job. Joel and his interview team take this information to determine if a coach is a good fit for their program and amongst their colleagues.



SCHEDULE FACE-TO-FACE TIME WITH COACHES AT LEAST ONCE PER SEASON. DO THINGS THROUGHOUT THE YEAR OUTSIDE OF THE NORMAL DAY — MAYBE PROFESSIONAL DEVELOPMENT, BUT ALSO JUST SOCIALIZATION TIME — TIME TO SHARE WITH ONE ANOTHER. IT IS ABOUT COMMUNICATING AND HAVING THAT TRULY OPEN DOOR, WHERE THEY CAN STOP IN WHEN THEY NEED TO AND FEEL SUPPORTED."

ST. MICHAEL-ALBERTVILLE HIGH SCHOOL

ST. MICHAEL, MN



SUPPORTED BY
**MINNESOTA
VIKINGS**

KEITH CORNELL

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125 coaches (9-12)

993 student-athletes (9-12)

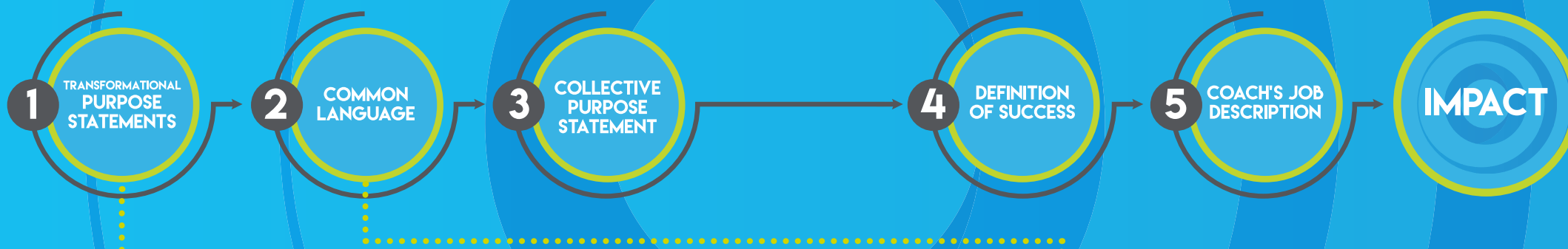
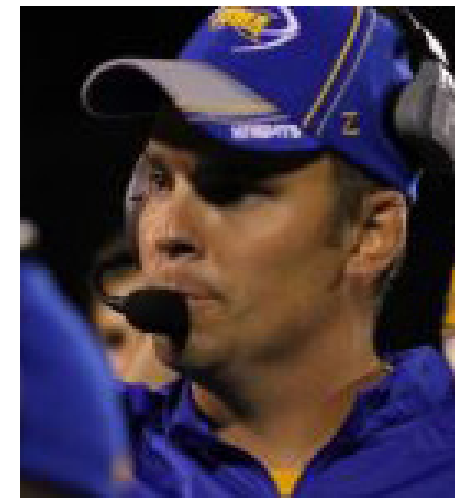
58 coaches (7-8)

700 student-athletes (7-8)



THE INSIDEOUT INITIATIVE HAS ALLOWED ME TO CONNECT WITH AD'S FROM NOT ONLY MINNESOTA, BUT ALL AROUND THE NATION, ON PROVIDING A TRANSFORMATIONAL EXPERIENCE FOR STUDENTS IN HIGH SCHOOL ACTIVITIES. IT HAS BEEN ONE OF THE BEST PROFESSIONAL DEVELOPMENT OPPORTUNITIES I HAVE PARTICIPATED IN THROUGHOUT MY EDUCATIONAL CAREER."

KEITH CORNELL



LEAD COACHES THROUGH THE DEVELOPMENT OF INDIVIDUAL TRANSFORMATIONAL PURPOSE STATEMENTS

All of the coaches at St. Michael-Albertville High School have written transformational purpose statements under the guidance of Keith. Each head coaches transformational purpose statement is shared at their athletic department's eligibility meetings before each sport's season starts. Keith also shares his own transformational purpose statement with all the students, parents, and coaches as the eligibility meetings.

PURPOSE STATEMENT

I am the STMA Activities Director because I want to help students, coaches, and advisors learn Kindness, Integrity, Honesty and Trust to become the Best-Version of Themselves.

TEACH THE GOALS AND PURPOSE COMMON LANGUAGE

Keith meets once a month with the St. Michael-Albertville High School's Captain Council where he spends a great deal of time talking about leadership, lifelong learning, and purpose. Keith explained, "I often wonder if it is making a difference, but recently I have been reading student essays for various awards and scholarships and it has been rewarding to see them using the same language that we have been stressing. Many students are talking about their 'Purpose' in participating which has been my greatest take-away from my time with ISOI."

WOODRIDGE HIGH SCHOOL

PENINSULA, OH



SUPPORTED BY
**CLEVELAND
BROWNS**

NICK MAYER

nmayer@woodridge.k12.oh.us | (330) 929-3191

700 students (HS)

1,900 students in the district

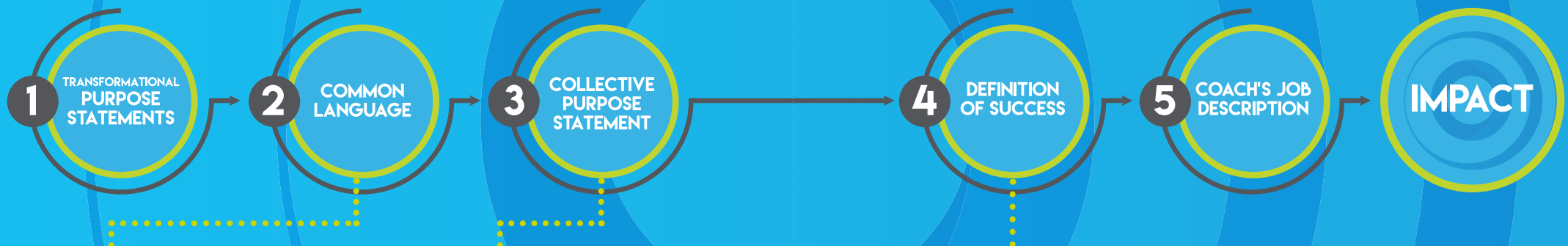
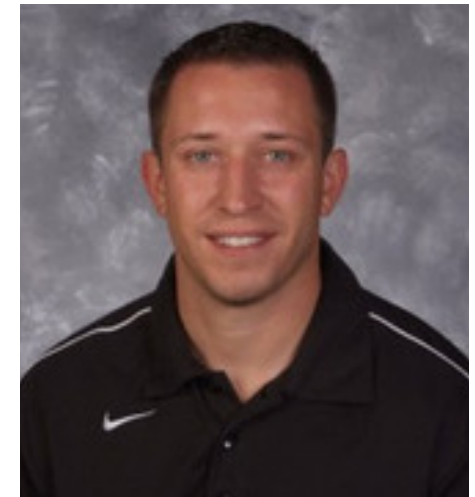
375 HS student-athletes

150 MS student-athletes



HOW CAN WE COMPLAIN IF WE AREN'T BEING PROACTIVE AND TRYING TO TEACH AND ESTABLISH INTENTIONALLY A CULTURE THAT WE WANT FOR OUR PROGRAMS? IF WE JUST SIT BACK AND LET IT HAPPEN, IT ISN'T GOING TO BE WHAT WE ENVISION OUR PROGRAMS TO BE."

NICK MAYER



TEACH THE GOALS AND PURPOSE COMMON LANGUAGE

Nick provides a recommended book list to all of his coaches at Woodridge High School. Nick has also launched the Woodridge Athletics Book Club, where community members, coaches, and others can read and discuss two books per year. At awards banquets, speeches intentionally included InSideOut common language and content.

PURPOSE STATEMENT

Our purpose as an athletic department is to continuously facilitate student athlete growth which will help to develop our young men and women into empathetic, passionate, competitive, and problem solving young adults that provide a benefit to their community.

CREATE A COLLECTIVE TRANSFORMATIONAL PURPOSE STATEMENT

The athletics department's collective transformational purpose statement has been posted on social media and is used in all coaches meetings and student-athlete/parent meetings.

COLLECTIVELY DEFINE SUCCESS

Nick hosts pre-season meetings for all head coaches at Woodridge High School to discuss the four main ISOI questions, goals, and purpose for the upcoming season. Evaluations of coaches at Woodridge High School have been altered to reflect and incorporate various aspects of transformational coaching. Nick also utilizes a living document of coaches expectations with all of his coaches. This document is electronically distributed to all coaches and expectations of the coaches are added and commented on throughout the school year.



THERE IS NO MAGIC POTION TO IT. PARENTS ARE ALL INDIVIDUAL COMING TO YOU WITH DIFFERENT EXPERIENCES AND DIFFERENT PATHS AND DIFFERENT COACHES. THE REALLY IMPORTANT PIECE IS HAVING A RELATIONSHIP WITH THEM. SO THAT WHEN YOU COMMUNICATE SOMETHING TO THEM THEY UNDERSTAND YOU ARE REALLY TRYING TO PROVIDE THE BEST SITUATION FOR THEIR CHILD, EVEN IF THEY DON'T ALWAYS AGREE."

ST. CLAIR HIGH SCHOOL

ST. CLAIR, MN



SUPPORTED BY
**MINNESOTA
VIKINGS**

BRAD O'DONNELL

bodonnell@stclaircyclones.org | 507-245-3027, ext. 229

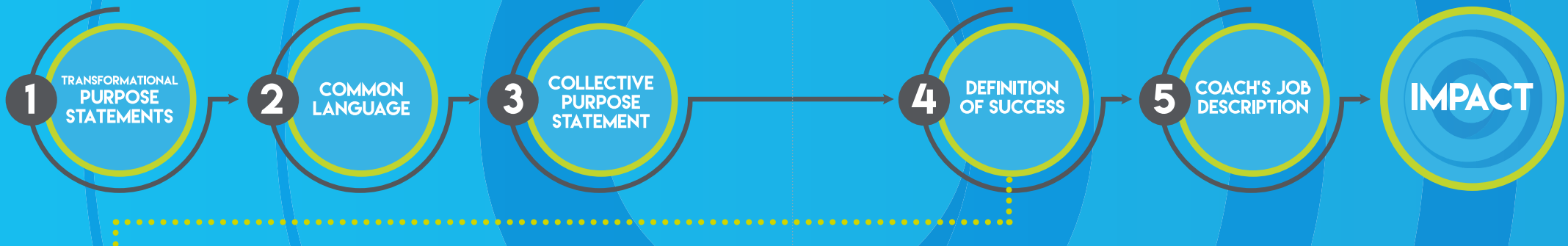
195 student-athletes

55 coaches

“

OUR CULTURE CHANGED
DRAMATICALLY ... CULTURAL
CHANGE HAS NOT ONLY HELPED
OUR ACTIVITIES DEPARTMENT,
BUT ALSO IN THE CLASSROOM
AND KIDS MANAGING WHAT
THEY ARE DOING. WE'VE
SEEN BEHAVIOR CHANGES;
SEEN PEOPLE STEP UP AND
BE LEADERS). THAT HAS BEEN
REALLY REWARDING.”

BRAD O'DONNELL



COLLECTIVELY DEFINE SUCCESS

Brad explained, “Our collective transformational purpose has been pushed into the classrooms, overall the school concept, probably up to the superintendent. It is great to say it, but you have to act it, too. We can’t just say it and not act.” Brad has a trigger word for his coaches, which helps them refocus and remember their purpose. Brad explained, “The score doesn’t matter right now. Don’t forget what we’re trying to accomplish for our kids. The biggest thing is that we need to have reminders. The more you do it, the more you get used to it. It becomes ingrained in you.”

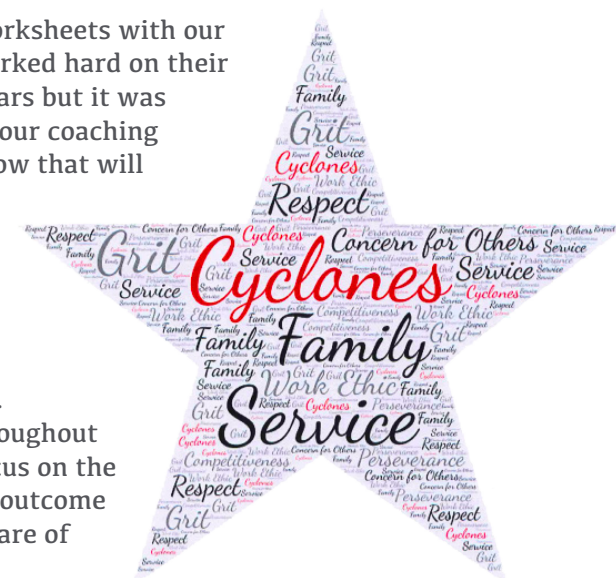
ADVICE

AFTER DOING THIS FOR A
NUMBER OF YEARS, I'VE
LEARNED THAT YOU HAVE TO
BE REDUNDANT. YOU HAVE TO
REMINDE YOURSELF THAT THESE
ARE NEW KIDS AND NEW PARENTS.
MENTALLY THAT HAS BEEN THE
HARDEST THING FOR ME.

PURPOSE STATEMENT

I lead to inspire, motivate,
and educate our St. Clair
stakeholders in a structured,
positive, competitive and fun
environment.

We have been using our ISOI worksheets with our coaches — our coaches have worked hard on their purpose statements over the years but it was important for us to understand our coaching staff purpose statements and how that will work into our overall goal of finding our Cyclones Activities Performance and Moral Character skills development. After developing that process our coaches really focused on the theme of Family. Watching each of our teams throughout the year they really kept the focus on the family and not worry about the outcome — by doing that winning took care of itself.



HARRISON HIGH SCHOOL

WEST LAFAYETTE, IN



SUPPORTED BY
INDIANAPOLIS
COLTS

JERRY GALEMA

jgalema@tsc.k12.in.us | (765) 772-7601

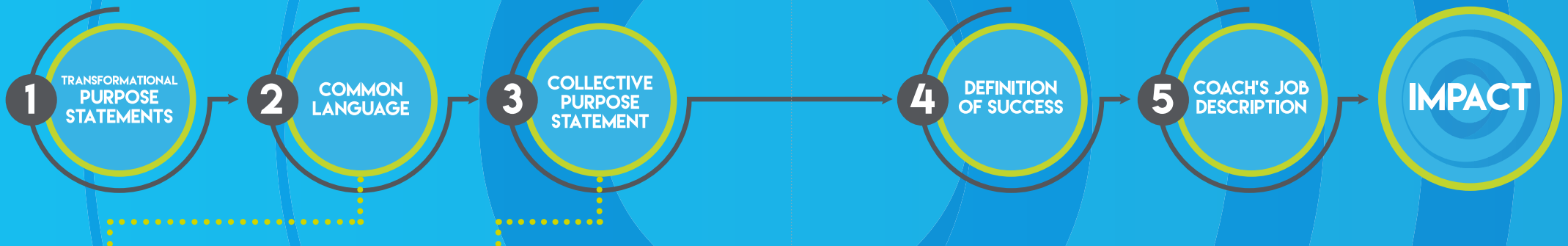
950 student-athletes (9-12)

95 coaches



I HAVE SEEN CHANGES IN OUR COACHES — SIDELINE DECORUM, LEADING THEIR TEAM IN TEAM MEETINGS AFTER A LOSS HAS BEEN DIFFERENT."

JERRY GALEMA



TEACH THE GOALS AND PURPOSE COMMON LANGUAGE

Jerry Galema from Harrison High School and Ryan Walden from McCutchen HS met with the school board to share what they are doing with the InSideOut Initiative. The school board was very intrigued with how much the two ADs have accomplished thus far and are 100% supportive. A week after the meeting, one of Jerry's teams was defeated in a high school tournament. The superintendent was there and came up to Jerry after the game saying, "you got beat, but the other team's coach seems very transactional."

CREATE A COLLECTIVE TRANSFORMATIONAL PURPOSE STATEMENT

Jerry hosted meetings for all of his coaches to work together on developing a collective transformational purpose statement. The coaches picked the core values that they wanted to use and used the artistic skills of some of their coaches to develop an acronym and design for the collective transformational purpose statement that is centered around Harrison High School's logo.



"Harrison Athletics taught me to play with enthusiasm each time I stepped on the court!"

Emma Welch — HHS (2019)



ONE COACH ASKED IF AS A VOLUNTEER COACH IF HE HAD TO GO, AND WE SAID YES. HE WROTE US THE NEXT DAY THAT HE WAS SO THANKFUL THAT WE INCLUDED HIM IN. ONCE HE GOT THERE, HE GOT TO THINKING HOW IMPORTANT IT WAS TO INCLUDE THE ASSISTANT COACHES BECAUSE SOMETIMES HEAD COACHES GET SO WRAPPED UP IN ADMIN SO YOU REALLY DO RELY ON ASSISTANTS TO PUSH THIS INITIATIVE TO OUR KIDS. SINCE THAT MEETING HE CAME UP AND CHECKED OUT ONE OF OUR BOOKS."



"Harrison athletics had taught me to be focused on and off the field!"

Adina Miller — HHS (2020)



"Always play the game with passion!"

Kiara Dillon — HHS (2020)



"Harrison taught me that sportsmanship is embracing the opposing team no matter the outcome of the race."

Caleb Beimfohr — HHS (2019)



"Through athletics at Harrison, I have learned to be selfless and celebrate when others enjoy success!"

Tommy Newton — HHS (2020)



“

PLAY, AS MUCH AS ANY OTHER ACTIVITY, FUELS THE SOCIAL, EMOTIONAL AND PHYSICAL DEVELOPMENT OF YOUNG PEOPLE."

JOE EH RMANN



“

THE WAY WE INTERACT WITH OUR STUDENT-ATHLETES REFLECTS THE WAY OUR PAST COACHES INTERACTED WITH US."

JODY REDMAN



STRATEGIES FOR SUCCESS



HOW DO I GET STARTED WITH THE FIVE-STEP PATHWAY?

- Go above and beyond with your purpose statement: include it in your email signature, open meetings with it, and foster the development of purpose statements among other staff and your students.
- Evaluate a different kind of success: changing your definition of success requires your school community leadership's approval. As you begin to advocate for an education-based definition of success for your athletics program, work with your coaches to consider how you can collaboratively evaluate their personal growth as education-based coaches and their positive influence on their student-athletes, in addition to their impact on the scoreboard.



LEAD COACHES THROUGH THE DEVELOPMENT OF INDIVIDUAL TRANSFORMATIONAL PURPOSE STATEMENTS

- Have each coach create a postcard about why they coach; on days they're feeling challenged and not sure if this is for them, they'll be able to pull this out, get some energy, and remember why they are doing what they're doing
- Share your personal stories of the impact coaches have had on you and ask others to share theirs as well
- Use first preseason meeting to introduce the process



TEACH THE GOALS AND PURPOSE COMMON LANGUAGE

- Be consistent and intentional with your message and language
 - Everything has to have a purpose, so tie things back to 4 core values (i.e., even trophies)
 - Awards banquet speeches should be intentional in mentioning ISOI content and using common language
 - Attend events to talk about the value of relationships and why you do what you do
 - Use Twitter to re-tweet ISOI messaging
- Broaden the community
 - Share ISOI information with your school board to gain support
 - Use common language with all stakeholders, not only with certain groups of people.
 - Come up with common expectations of parents and add to student management system for parents to sign off on
 - Have coaches share what parents and student-athletes can expect of them as a coach at the beginning of the season
- Schedule active, regular reminders or check-ins
 - Send a weekly email that includes important messages from the week. Include a quotation, national news story, or some other takeaway that exemplifies education-based athletics
 - Hold regular book club meetings — in person or virtual — to build a common language and coach community
 - Continue regular book club meetings after completing ISOI book club meetings
 - Incorporate common language, emphasizing your purpose, in parent meetings
- Share resources
 - Social media efforts made to share meaningful content with the community
 - Recommend podcasts and YouTube channels to coaches
 - Share book with principal and school board, and write out a plan for them so that they can see it and take time to read through it
 - Recommend a book list beyond initial ISOI coaching book
- Keep it going!
 - Keep your school board updated with your progress and successes with annual updates
 - Reach out to other ISOI participants



CREATE A COLLECTIVE TRANSFORMATIONAL PURPOSE STATEMENT

- Open the process up to more people and make it easy for them to contribute
 - Include the assistant coaches
 - Create an online form or sheet for people to fill in with their ideas
 - Work with marketing department to come up with something creative
- Create a trigger word for your coaches that helps them refocus and remember what is important
- Incorporate collective purpose statement into school logo
- Write out three things (i.e., Role of Athletics, Philosophy of Competition, Statement of Purpose) that will be your anchors and keep you all grounded
- Start a leadership program that meets once a month; they can have their own purpose statement
- Incorporate common language from transformational purpose statement into mission statement
- Make your collective transformational purpose statement a part of your environment; hang signage, make shirts, etc. that reflect this purpose



COLLECTIVELY DEFINE SUCCESS

- Put your plan in writing and share it with the superintendent's office
- Give your principal and superintendent the book
- Put your department's philosophy in the student handbook
- If you encounter resistance, verbalize your intention; to provide education based athletics to student-athletes.
- Use the purpose statement in a tagline on your email so it will spark conversation
- Have and share purpose statements at eligibility meetings with students and parents
- Send out a monthly athletic newsletter to describe what you are doing
- Change the language used with student-athletes before games — for example, "Just go have fun"
- Coaches can host weekly or bi-weekly character lessons with their student athletes
- Weekly team community emails from coaches with motivational quotes related to being a transformational coach



CREATE A COACH'S JOB DESCRIPTION BASED ON THE DEFINITION OF SUCCESS

- Include language within job descriptions and advertisements that show potential job candidates that your school has a culture of transformational coaching
- Embed the four questions into the interview process when hiring new coaches:
 - Why do I coach?
 - Why do I coach the way that I do?
 - How does it feel to be coached by me?
 - How do I define success?
- Each year hold individual pre-, mid-, and post-season meetings with coaches to go through the four questions
- Update coach evaluations to reflect ISOI content
- Use purpose statements in the interview process when hiring new coaches
- Promote coaches that coach with a legacy

OTHER

- Make sure you're doing what you can to make the work convenient for those you're asking to participate
 - Schedule multiple meeting times to allow for people to fit them into their schedules
 - Reward them for their efforts
- Keep it simple and focused
- Conduct exit interviews with graduating student-athletes to learn about their experience and see where there is room for improvement
- Create a network of other ADs; the more people who buy into the ISOI philosophy, the more support you have

ABOUT US



JODY REDMAN

A nationally recognized speaker, facilitator, author, and curriculum designer, Jody Redman is a former collegiate athlete, high school teacher, coach, and has served as an Athletic Administrator at both the high school and collegiate levels. Jody carries a dual portfolio as Associate Director for the Minnesota State High School League and has served as a innovative thought leader and facilitator of the NFL Foundation-funded InSideOut Initiative aimed at creating innovative, purpose-based athletic experiences that are co-curricular, character-based,

and led by transformational leaders and coaches. As a Director of the Minnesota State High School League, Jody is responsible for the ongoing professional development of school leaders, athletic administrators and coaches for 500-member high schools. She has developed and fostered progressive curriculum and on-line learning that supports the human growth and development of adults and students and provides an intentional pathway to living a purpose-based life. She developed and supported two national health and safety initiatives: Coaching For Change, a program that addresses cultural norms and expectations of youth as it relates to identity, sexual harassment and sexual violence; and, Anyone Can Save A Life, a program that assists schools in establishing emergency action plans. Jody's greatest joy are her two children, Macee and Carter.

INSTITUTE TO PROMOTE ATHLETE HEALTH & WELLNESS (IPAHW)

The Institute to Promote Athlete Health & Wellness (IPAHW) is at the forefront of excellence in health promotion for athletes of all ages and levels of competition. We apply a scientific approach to improve the health and wellness of athletes through the translation of prevention research to effective practice. Our collaboration with sports organizations allows the translation of research and evaluation to result in tailored evidence-based initiatives, programs, policies, and practices.



UNC GREENSBORO

Institute to Promote Athlete Health and Wellness

JOE EH RMANN

Joe Ehrmann, All-American football player, was named to Syracuse University's All-Century Football Team, and lettered in lacrosse. Joe also received the Arents Award, SU's Most Distinguished Alumni honor for his contributions to society. Joe played professional football for 13 years and was the NFL's first Ed Block Courage Award Recipient. He has been named "The Most Important Coach in America" by Parade Magazine and the Institute of International Sport chose Joe as one of The Most Influential Sports Educators in America. Coach Ehrmann's revolutionary concepts of purpose-based football, transformational coaching and developing healthy masculinity are the subject of New York Times Best-Seller, *Season of Life: A Football Star, a Boy, A Journey to Manhood*. Joe is the author of the highly influential InSideOut Coaching: How Sports Can Transform Lives. Joe attended Dallas Theological Seminary, Westminster Theological Seminary and was ordained in 1987. 'Rev Joe' was the founder of The Door, an East-Baltimore community-based ministry addressing individual and family needs, promoting equity in education, social justice and economic development. Among many awards, the Baltimore Business Journal selected him as the Renaissance Person of the Decade for his dedication and commitment to Baltimore City's betterment. He was the National Fatherhood Initiative's Man of the Year and the Frederick Douglas National Man of the Year for empowering youth to prevent rape and other forms of male violence and improving lives of children by helping fathers become more involved. Joe is the President of the InSideOut Initiative, an evidenced-based, systems approach, that inspires and catalyzes communities to transform the current "win-at-all-costs" interscholastic sports culture to one that values the student-athlete as a growing and developing person that needs modeling and mentorship from caring adults. Yet, Joe's greatest accomplishments are his four children and four beautiful grandchildren.



NFL FOUNDATION

The National Football League Foundation is a nonprofit organization dedicated to improving the health and safety of sports, youth football, and the communities in which we live. The NFL Foundation represents the 32 NFL clubs and supports the health, safety, and wellness of athletes, youth football, and the communities which support our game.





INSIDEOUT
INITIATIVE

OPPORTUNITY TO BE HIGHLIGHTED

If your school or a school that you know of is interested in being highlighted within *Faces of ISOI*, please contact:

info@insideoutinitiative.org



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AS AN EDUCATIONAL EXPERIENCE.

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