

THE SCIENCE OF INSIDEOUT

A Systems Level Approach to Create a
Purpose-Based High School Sports Culture

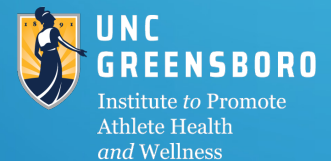


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THE PURPOSE OF THE INSIDEOUT INITIATIVE

The InSideOut Initiative (ISOI) provides a blueprint for systemic change that inspires, catalyzes, and equips school communities to transform the current “win-at-all-costs” sports culture to one that defines and promotes sports as a human growth experience that connects student-athletes to caring adults in their learning community.

PURPOSE-BASED ATHLETICS DEFINE AND PROMOTE SPORTS AS A HUMAN GROWTH EXPERIENCE WITHIN A SCHOOL COMMUNITY THAT CENTERS ON THE DEVELOPMENT OF THE ACADEMIC, SOCIAL, AND EMOTIONAL WELL BEING OF EACH STUDENT-ATHLETE.

ISOI envisions a future where the purpose-based sports experience can:

- Engage school community stakeholders in a shared purpose that provides personal growth experiences
- Play an integral role in the development of social and emotional competence (SEC) in adults and student-athletes
- Connect student-athletes to caring adults who validate their human potential beyond their contribution to winning.

To make this a reality, school community stakeholders must understand the educational value of sports, align their community around this shared purpose, and be held accountable to the transformative power of what sports can and should be in the lives of student-athletes.



To create systemic change, school communities must be aligned so every stakeholder clearly understands the value of purpose-based athletics.

JODY REDMAN



1

CONSENSUS BUILDING

Educational leaders, Athletic Administrators, and School Implementation Teams come together during Phase 1 to align school communities around purpose-based athletics and to build the consensus needed for the successful implementation of ISOI.

2

ATHLETIC ADMINISTRATOR AS CHAMPION

The Athletic Administrator is equipped to lead the adoption and diffusion of ISOI in their school communities. Athletic Administrators are provided with resources, strategies, training, and a support system to create a positive and aligned school community that focuses on the human development of student-athletes.



3

COACH-ATHLETE ENGAGEMENT

Coaches are engaged in an InSideOut process that empowers and equips them to create a team culture that prioritizes and promotes the social-emotional development of student-athletes.



THE BLUEPRINT FOR SYSTEMIC CHANGE

The Blueprint for Systemic Change provides a framework that includes both the InSideOut Philosophy and the InSideOut System. The InSideOut Philosophy is defined as a personal InSideOut journey that promotes meaningful and lasting change. The InSideOut System engages school community leaders, from administrators to coaches, to create a culture characterized by an educational philosophy, a shared common language, intentional action, and accountability to a clear set of expectations reflective of purpose-based athletics.

INSIDEOUT PHILOSOPHY

The InSideOut Philosophy centers on the belief that to be a better leader or coach, you have to be a better you. It focuses on the purpose, power, and privilege of leading and coaching. This requires educational leaders, athletic administrators, and coaches to take an in-depth look at four key questions:

1. Why do I lead or coach?
2. Why do I lead or coach the way I do?
3. What does it feel like to be led or coached by me?
4. How do I define success?



CHANGE OCCURS WHEN THE SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENT-ATHLETES IS A SHARED PRIORITY OF THE ENTIRE SCHOOL COMMUNITY.

INSIDEOUT SYSTEM

The InSideOut System centers on 4 A's and describes the framework, necessary steps, and implementation process that creates a culture that is capable of sustaining purpose-based athletics, school community diffusion, and implementation.



AWARENESS

School community stakeholders must understand the educational value of sports as a human growth experience that centers on the development of the academic, social, emotional, and well-being of each student-athlete.



ALIGNMENT

To create systemic change, school community stakeholders must be aligned and function from a shared common language where every stakeholder clearly understands the educational value of purpose-based athletics.



ACTION

The Five-Step Pathway defines the action school community leaders take to develop the foundation for a transformative purpose-based culture:

1. Establishing a Common Language
2. Individual Purpose Statement
3. Collective Purpose Statement
4. Definition of Success
5. Purpose-Based Job Description



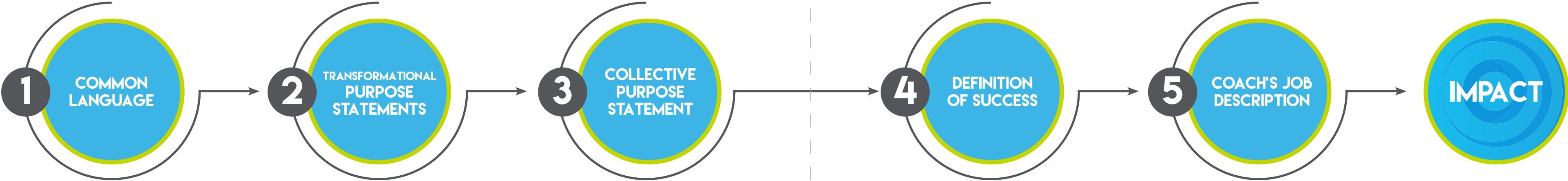
ACCOUNTABILITY

School community stakeholders must be responsible for a clear set of expectations where everyone is accountable to the educational purpose of sports. A clear job description, professional development, and evaluation must be aligned with this purpose.

EVERY STUDENT-ATHLETE IS ONE POSITIVE ADULT RELATIONSHIP AWAY FROM A SUCCESSFUL LIFE.

THE FIVE-STEP PATHWAY TO A PURPOSE-BASED ATHLETIC CULTURE

The InSideOut Initiative’s Five-Step Pathway provides a roadmap for critical processes and behaviors that creates and supports a purpose-based culture.



Stakeholder alignment in their understanding of key concepts:

- › Goals and Purpose
- › Transactional and Transformational Coaching
- › Purpose-based Athletics
- › Moral and Performance Character
- › Definition of Success
- › InSideOut Philosophy

We must function from a shared common language where every stakeholder clearly understands the value of purpose-based athletics.
JODY REDMAN

A clear, succinct statement about the intentional impact school community stakeholders are making in the lives of student-athletes.

I coach to help boys become men of empathy and integrity who will lead, be responsible, and change the world for good.
JOE EHLMANN

A collaborative process to develop a statement or acrostic that defines and guides the purpose, values, and desired outcomes for participation in purpose-based athletics in a school community.

To Capture the Heart of all Participants
Honor
Effort
Attitude
Respect
Teamwork
TROY URDAHL, ST. ANTHONY VILLAGE HS

A collective statement that defines how the school community will determine the success of purpose-based athletics.

Did we create lifelong memories?
Did we develop lifelong relationships?
Did we teach and model lifelong lessons?
RUSS REETZ, PRIOR LAKE HS

A school community-approved framework for making decisions about expectations and responsibilities of coaches. Primary responsibilities are tied to enhancing the social and emotional development of student-athletes.

Head Girls Soccer Coach | RESPONSIBILITIES
• *Develop relationships with all stakeholders to better develop life skills in all members of the program*
MATT PERCIVAL, EASTVIEW HS

PURPOSE-BASED ATHLETIC CULTURE

THE SCIENCE OF THE INSIDEOUT INITIATIVE:

FIVE KEY ELEMENTS



SOCIAL AND EMOTIONAL DEVELOPMENT

ISOI's training reflects the competencies associated with Social and Emotional Learning (SEL). SEL is a well-researched process by which students and adults acquire knowledge and apply skills regarding emotional and interpersonal processing, character-oriented values and perspectives, healthy self-image, and ultimately, a healthy relationship with self and the surrounding world.



INNOVATIVE IMPLEMENTATION

ISOI's systems-level approach to individual and community-level change incorporates the three phases of training, the implementation of a Five-Step Pathway, and a unique, "leading from the middle" diffusion model that engages stakeholders across school communities and beyond.



MOTIVATING STAKEHOLDERS TOWARD CHANGE

Individual behavior change is best explained by the Theory of Planned Behavior and Self-Efficacy Theory. As a stakeholder is educated, their beliefs, attitudes, perceived ability, and control of relevant behaviors change. As a result, athletic administrators and coaches behave in ways that promote an ISOI-aligned philosophy in their school communities.



ORGANIZATIONAL CHANGE - THE ROLE OF LEADERSHIP

Community-level change requires an agreement between individual and organizational goals. When a key school leader successfully implements the Five-Step Pathway, a nurturing community will exhibit caring behaviors that prioritize the social and emotional development of student-athletes. As the surrounding community perceives these behaviors as "good," they adopt purpose-based values.



SUSTAINABLE SOCIAL LEARNING VIA COMMUNITIES OF BEST PRACTICE

ISOI's Communities of Best Practice (CBP) bring stakeholders with a passion for purpose-based athletics together to share ideas and resources, build relationships, and develop creative solutions to the challenges of personal and school community culture change.



SOCIAL AND EMOTIONAL DEVELOPMENT

Social and Emotional Learning (SEL) promotes the development of critical intrapersonal and interpersonal skills, including successful communication, conflict resolution, emotion regulation, and relationship building. More than twenty years of research have led to SEL-informed frameworks, programs, and policies with evidence of effectiveness with youth and adult populations.

ISOI has embedded a focus on fostering social and emotional competence into its Initiative to impact all stakeholders. A key tenet of ISOI is reflected in the SEL research.

According to research, adults who possess social and emotional competencies are more likely to:

- › Stay engaged in their role with youth
- › Develop and navigate nurturing relationships with students
- › Effectively manage student-athlete behavior
- › Serve as behavioral role models
- › Regulate their own emotions

ISOI's three-phase Initiative represents alignment with social and emotional competencies that lead to positive outcomes for youth.

ISOI concepts and activities reflect the following SEL constructs:

- › Emotional processing
- › Interpersonal processing
- › Character-oriented values
- › Character-oriented perspectives
- › Healthy self-image
- › A healthy relationship with self and the surrounding world



All lasting change starts on the inside and works its way out.

JOE EHRLMANN

CHARACTER IS LEARNED; THEREFORE, IT CAN BE TAUGHT. BUT IT CANNOT BE LEARNED IF NOT MODELED.



INNOVATIVE IMPLEMENTATION

The implementation of ISOI’s three-phase Initiative and stakeholder led Five-Step Pathway to becoming an education-based, transformative culture, represent an important innovation in implementation science.

The extension of SEL outside of the classroom and into other critical developmental arenas is necessary. ISOI is uniquely innovative in that it is the first systems-level intervention to prioritize SEL in high school athletics.

ISOI is both an innovation and a process involving a paradigm shift in the way coaches and athletic administrators are viewed as an instrumental part of the educational system.

ATHLETIC ADMINISTRATOR AS CHAMPION

At the core of the Initiative are athletic administrators. These leaders’ ultimate responsibility is to champion ISOI implementation process by engaging the entire community in a wholehearted commitment to ISOI’s Five-Step Pathway to an Education-Based Athletic Culture and roll out of SEL-informed curriculum with student-athletes.

In order to achieve the objectives of ISOI, entire school communities must embrace the process. The diffusion of ISOI in each school community is led by the athletic administrator. The athletic administrator leads from the middle — simultaneously advocating for community change with their administration and school board, while fostering commitment and enthusiasm from coaches, parents, and student-athletes. Implementation challenges faced by athletic administrators are typically addressed in Phase 2 and in discussions within communities of best practice.

COACH AS MODEL AND MENTOR

The language of ISOI is clear that the goals of coaching are not the same as the purpose of coaching. Goals involve an emphasis on achievement (i.e., winning), whereas a purpose involves the reason why something exists or is done. ISOI contends that purpose-based athletics provides an opportunity to connect students to caring adults that prioritize social and emotional development. To that end, coaches must reframe their role, as they are asked to lead discussion-based, experiential education related to social and emotional competencies and model them in addition to a focus on athletic performance.

THE INSIDEOUT INITIATIVE VIEWS SPORT AS AN EXTENSION OF THE CLASSROOM, WHERE INTENTIONAL TEACHING AND LEARNING LEADS TO SOCIAL AND EMOTIONAL DEVELOPMENT.



MOTIVATING STAKEHOLDERS TOWARD CHANGE

Why do ISOI participants choose to follow through with the instrumental changes necessary to implement ISOI in their school communities? ISOI’s three phases of training motivate stakeholders to adopt behaviors that reflect a purpose-based philosophy.

Phase 1 springboards educational leaders, athletic administrators, and coaches toward behavior change.

- Recognize the importance of aligning one’s values with purpose-based athletics.
- Notice their peers’ engagement with and enthusiasm for a common language and individual transformational purpose.
- Realize they have a say in how their school community and athletics program thinks about the purpose of sports.
- See their ability to make a positive impact in the lives of student-athletes and the extent to which change is possible.

THE INSIDEOUT INITIATIVE EMPOWERS STAKEHOLDERS WITH THE INTRINSIC MOTIVATION NEEDED TO PROMOTE PURPOSE-BASED ATHLETICS IN THEIR SCHOOL COMMUNITIES.

A stakeholder’s intrinsic motivation to adopt ISOI-related behaviors can be explained by the Theory of Planned Behavior. In this view, educational leaders, athletic administrators, and coaches that participate in ISOI make decisions to engage in behaviors that enact a purpose-based athletics culture change. This is based on: beliefs and attitudes that take shape as an evaluation of the expected utility of the training; the perceived intrinsic value of the training; and, whether each stakeholder believes in their ability to apply the training to achieve expected outcomes.





ORGANIZATIONAL CHANGE – THE ROLE OF LEADERSHIP

The purpose of ISOI is to transform the “win-at-all-costs” sports culture to one that defines and promotes sports as a human growth experience. To take this concept a step further, ISOI aims to overhaul the prevalent, community-wide beliefs, attitudes, intentions, and priorities that further instill values associated with winning above human growth and development.

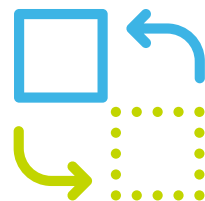
An eclectic approach to Organizational Change Theory best explains the culture change purported by ISOI.

First, Lewin’s work on organizational theory and group dynamics outlines a three-part process for culture change catalyzed by innovation:



UNFREEZING

The creation of dissatisfaction with the status quo



MOVING

Implementing a trial and error process to redesign responsibilities and relationships, training and up-skilling, and promoting supporters of change



REFREEZING

Organizational norms, culture, practices, and policies are re-aligned to support the innovation’s impact

ISOI’s three-phase Initiative walks an athletic administrator and school implementation team through this exact process, from creating dissatisfaction with the “win-at-all-costs” culture, to engaging stakeholders in a unique self-reflective process and implementation training, and finally the eventual community-wide shift to a new set of shared beliefs and attitudes that have influenced behavior.

Secondly, Schein’s views on modifying organizational culture should be equally considered when conceptualizing ISOI’s organizational change process. Schein theorizes that modifications of culture must disrupt underlying assumptions typically taken for granted. These assumptions and their related behaviors can become so dominant that change could be considered unthinkable, or even ridiculous. For many stakeholders and student-athletes themselves, the idea that sports should exist for any reason other than achievement may seem preposterous. Addressing this drastic cultural shift requires shared goal setting across stakeholder groups (i.e., writing and embodying a collective transformational purpose statement), which is a concept that ISOI echoes.

In addition, Schein describes culture as a product of the beliefs and values of organizational leaders. ISOI’s implementation strategy mirrors this view of culture. Athletic administrators participate in behaviors that catalyze the transformation process early and often. Furthermore, a critical element of implementation is the middle-out diffusion process in which athletic administrators must intentionally get buy-in and support from school leaders to ensure success. As the champion of ISOI’s diffusion, the athletic administrator’s voice is a critical one for receiving buy-in from school leadership, parents, coaches, and student-athletes alike.

AS THE CHAMPION OF THE INSIDEOUT INITIATIVE'S DIFFUSION, THE ATHLETIC ADMINISTRATOR'S VOICE IS A CRITICAL ONE FOR RECEIVING BUY-IN FROM SCHOOL LEADERSHIP, PARENTS, COACHES, AND STUDENT-ATHLETES ALIKE.



SUSTAINABLE SOCIAL LEARNING VIA COMMUNITIES OF BEST PRACTICE

YOU'VE ATTENDED YOUR FIRST INSIDEOUT INITIATIVE SESSION, SO NOW WHAT?

ISOI fosters Communities of Best Practice (CBP), which consist of members of ISOI school communities with a common purpose. CBP engage in social learning experiences, including implementation and content-specific lessons, discussions, and resource sharing that sustains learning between trainings and propels movement toward individual and community-level change.

CBP are particularly important in that they are an effective way to sustain implementation efforts over time. Communities wrestle with new knowledge, partake in self-reflection, and challenge one another to continue their intrapersonal and interpersonal development via engagement with the platform.

A SHARED DOMAIN

ISOI CBP are framed around athletic administrators' and coaches' shared investment in purpose-based athletics and the development of social and emotional competencies in their student-athletes. Structured lessons that blend intervention across personal and professional experiences help participants grow while also supporting the implementation of ISOI in their school communities.

A COLLABORATIVE COMMUNITY

Collaborative discussions focus on specific subsets of knowledge. Advocating for community-wide implementation of ISOI to school administration, rolling out coach-led curriculum, and addressing unique challenges based on school differences are only a few of the potential topics discussed by CBP. CBP can support themselves by sharing new knowledge, pedagogical strategies, and narrative examples of their successes.

COMMUNITIES OF BEST PRACTICE ELIMINATE ISOLATED LEARNING AND MAXIMIZE COMMUNITY ENGAGEMENT.



A COMMITMENT TO PRACTICE

Over time, CBP engagement in online learning, discussion, and collaboration, becomes a ritual and viewed as necessary for enhancement and maintenance. A commitment to practice is supported by community facilitators, who are individuals with experience and/or expertise with ISOI. They provide structure for discussions oriented toward identifying challenges and brainstorming creative solutions.

ESTABLISHING BEST PRACTICES

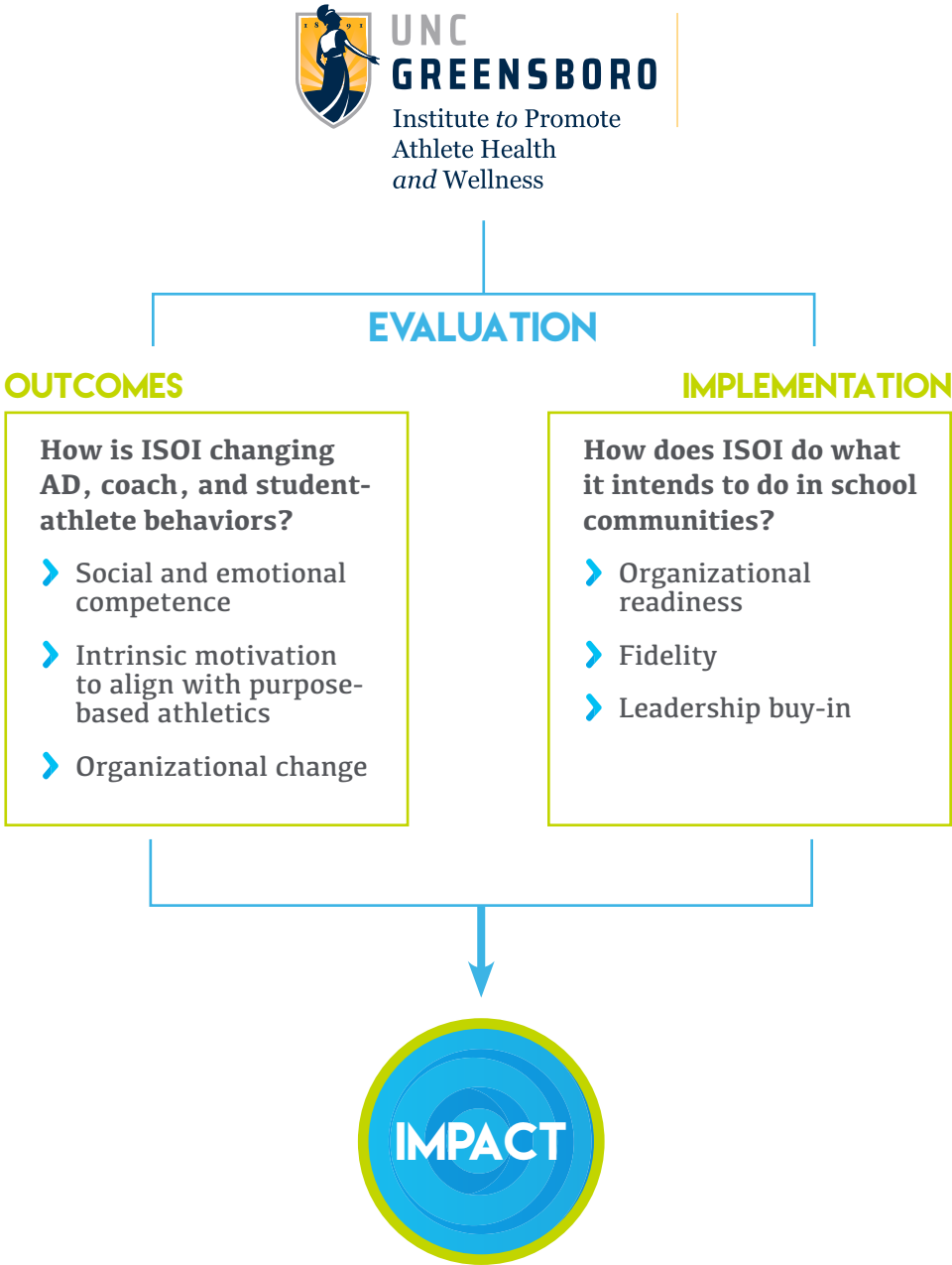
CBP benefit stakeholders while also benefiting ISOI itself. CBP serve as a source for crowdfunded ideas, resources, and adaptations to implementation that lead to the establishment of best practices. These best practices are critical to continued enhancement of ISOI and the provision of concrete examples of success for new ISOI stakeholders.

INSIDEOUT INITIATIVE'S COMMITMENT TO SCIENCE

In 2015, the NFL Foundation partnered with the Institute to Promote Athlete Health and Wellness (IPAHW) at The University of North Carolina Greensboro to begin an evaluation of ISOI throughout their iterative development process. IPAHW has conducted a formative evaluation of ISOI’s first two phases by performing a review of the scholarly literature, data collection and analysis which were essential to the Initiative’s refinement. The three year evolution of ISOI has resulted in a standardized, data-driven Initiative that is ready for a rigorous longitudinal evaluation of its impact on school communities.

As of Summer 2019, IPAHW has begun conducting an initial impact and implementation evaluation of ISOI funded by the NFL Foundation in four NFL markets. IPAHW’s evaluation team is conducting self-report survey research, focus groups, and interviews to provide an initial, comprehensive picture of how ISOI impacts organizational/cultural and individual-level changes within school communities.

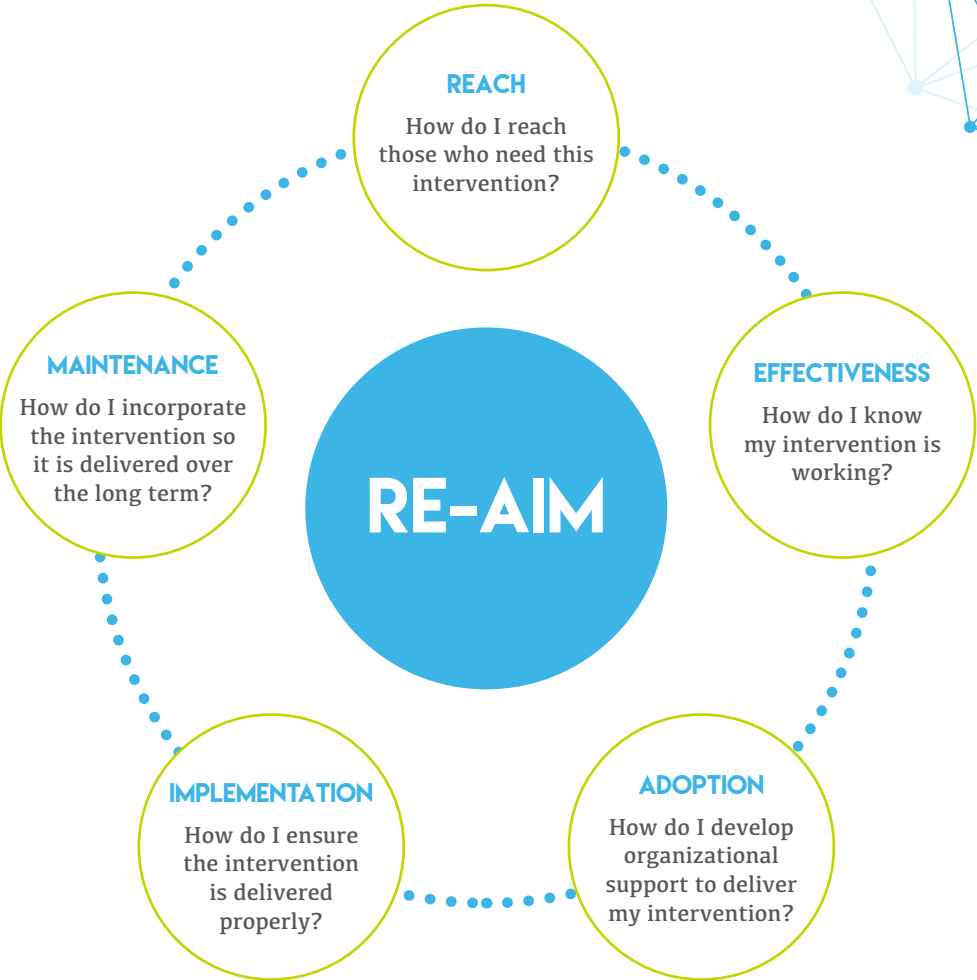
The five key elements described in this document on pages 8 through 15 represent the focus for evaluation. Outcomes associated with social and emotional competencies, individual-level and organizational-level behavior change, and ISOI’s implementation process, including Communities of Best Practice (CBP), will be evaluated.



Additionally, IPAHW is using RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance), an implementation and dissemination framework appropriate for the evaluation of systems-based and social-ecological initiatives like ISOI. The data captured with this framework will consider important individual, organizational, and contextual conditions that produce variance in ISOI’s targeted outcomes.

ISOI recognizes that a commitment to science and a self-reflective practice are what will help the Initiative grow and improve. To that end, the local, regional, and national evaluation of ISOI will support the building of a comprehensive body of evidence over time that describes its impact and variance in implementation and dissemination across school communities. Findings will be documented in further publications with the “Science of InSideOut” title and scholarly, peer-reviewed publications that describe ISOI’s unique contributions to education, public health, and prevention science.

ISOI and IPAHW are also pursuing opportunities for longer-term evaluation focused on detecting longer-term development of key social and emotional competencies over the course of a student’s four-year high school experience and the influence of ISOI on the impact of traditional health promotion, prevention, and educational interventions.



WHO WE ARE



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.



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, family’s 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.



INSTITUTE TO PROMOTE ATHLETE HEALTH & WELLNESS (IPA HW)

Founded in 2013, IPA HW is housed within the Department of Public Health Education (PHE) at the University of North Carolina at Greensboro and is a research institute aimed at the science of behavioral intervention development, implementation, evaluation, and dissemination. Specifically, IPA HW supports the (1) development, (2) adoption, (3) quality implementation, and (4) evaluation of evidence-based health promotion programs, practices, and policies by providing technical assistance and prevention coaching to organizations that serve athletes.

With decades of experience in promoting athlete well-being, IPA HW partners with several organizations that govern and serve various athlete populations including; the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA), the National Football League (NFL), the NFL Players Association (NFL-PA), US Center for SafeSport, D.A.R.E America, and various collegiate conferences, state-level high school athletic and coaching associations.

NEED MORE INFORMATION?

Visit us at **insideoutinitiative.org** for frequent updates on how ISOI is impacting communities.

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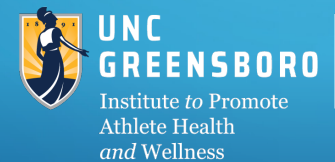
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The Tennessee Titans are proud to be involved in the launch of the InSideOut Initiative in Tennessee. We know that sports at the grassroots level shape the future of an athlete, and we are committed to building a foundation of fairness, respect, and dignity for every student-athlete in our state.”

Steve Underwood, President
Tennessee Titans and Nissan Stadium





The InSideOut Initiative is a national movement, empowered by the NFL Foundation, to reclaim sports as an educational experience.

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