



# MAKING AN IMPACT

Inspiring, Catalyzing and Equipping School Communities to Transform Lives Through Purpose-Based Sports





**THE INSIDEOUT INITIATIVE** is a national movement that inspires, catalyzes, and equips high school communities to transform lives through Purpose-Based Sports; intentionally connecting students to transformational coaches, in a culture of belonging for their human growth and development.

Designed as an adult professional learning experience, InSideOut is built on a simple premise:

**TO BE A BETTER LEADER OR COACH AND POSITIVELY IMPACT STUDENTS, YOU MUST BE A BETTER YOU.**

**SINCE ITS INCEPTION IN 2015, this evidence-based, systems-level Initiative has positively impacted over...**



**5,860**  
school  
communities



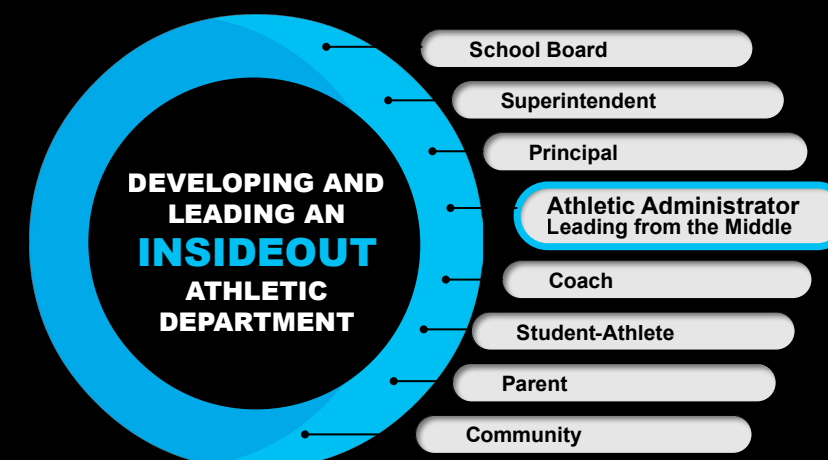
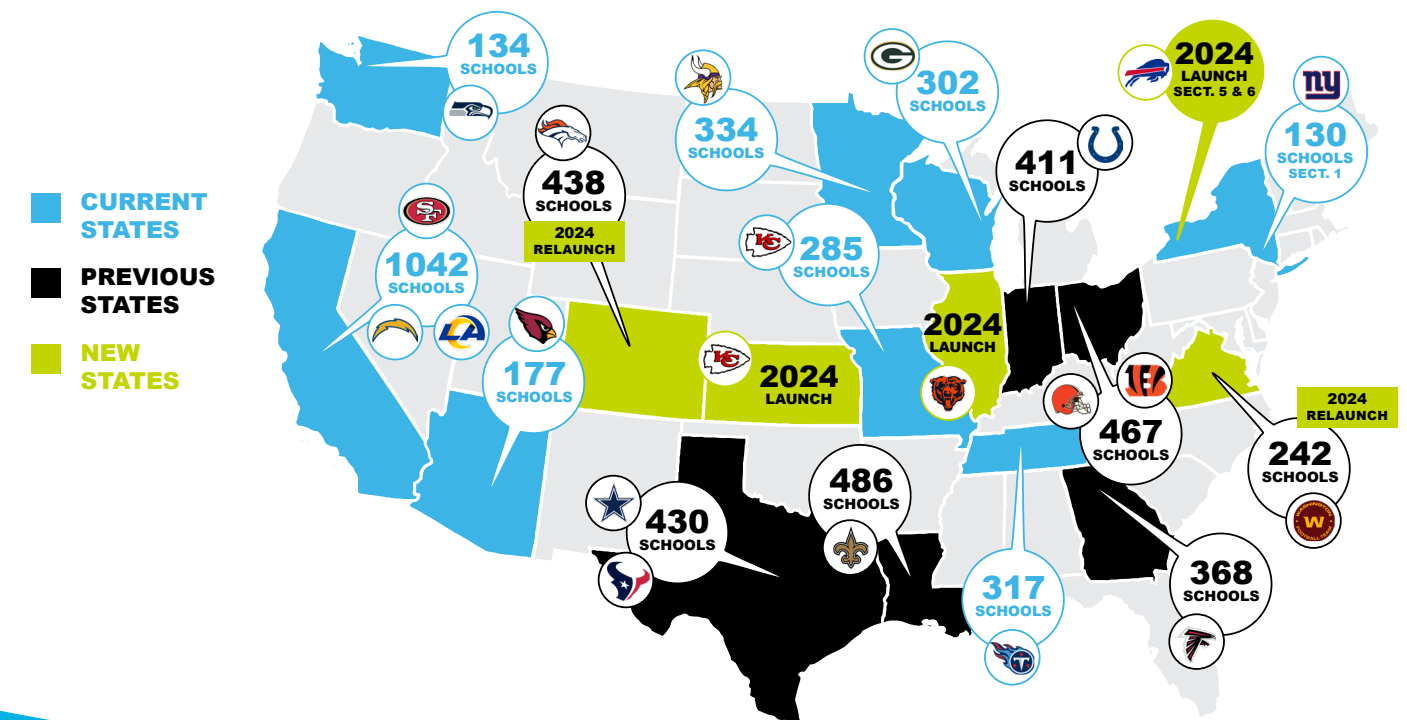
**5,400**  
athletic  
administrators



**175,860**  
coaches



**7 million+**  
students



### Preparing Athletic Administrators to Lead from the Middle

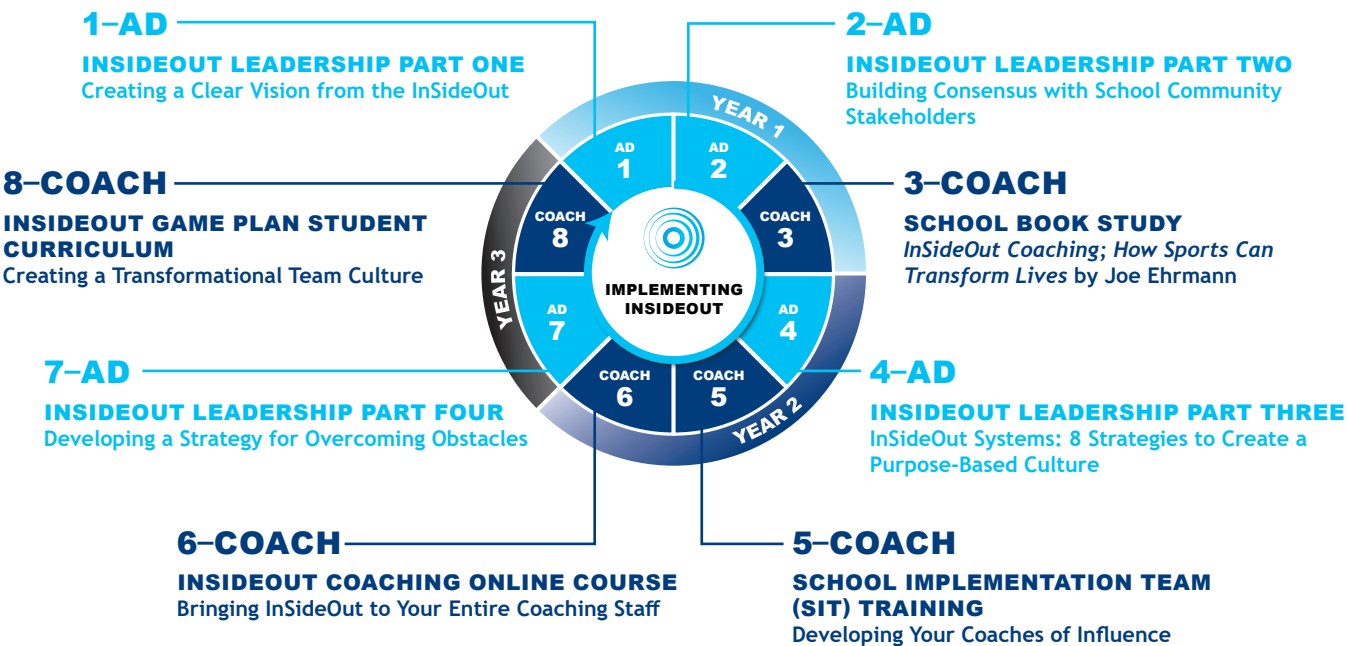
The InSideOut Initiative inspires and equips high school athletic directors (AD) to serve as the champion of their Purpose-Based Sports program. Through training, ADs are empowered to **LEAD FROM THE MIDDLE**—building their capacity to develop, influence, and align school community stakeholders both up the continuum with the principal, superintendent, and school board, and down with coaches, student-athletes, parents, and community members.



# The InSideOut Professional Learning Pathway for Athletic Administrators and Coaches

Schools who engage with InSideOut gain access to three years of ongoing professional learning for athletic administrators and coaches. Each step of the pathway provides both synchronous and asynchronous experiences that provide an InSideOut approach resulting in professional growth, access to evidence-based strategies, ready to implement resources, and a pathway to establishing a Purpose-Based Sports culture.

## IMPLEMENTATION STRATEGY



**32**  
HOURS

Provides athletic administrators with a total of 32 hours of professional learning around Purpose-Based Sports.

### InSideOut Leadership Part One (ISOL-P1)

4 – two hour sessions

#### Creating a Clear Vision from the InSideOut

Takes ADs inside to look at their own journey and answer the four questions of InSideOut Leadership, develop a transformational purpose statement, create a leadership story, and determine how they will define success. In addition, as part of this learning experience, leaders learn the InSideOut common language, develop a department purpose vision and department definition of success.

### InSideOut Leadership Part Two (ISOL-P2)

4 – two hour sessions

#### Building Consensus with School Community Stakeholders

Helps ADs grow in clarity around the value of sports in their school community, deepen their understanding of the InSideOut common language and develop a stakeholder-specific engagement strategy to build consensus and align their school community around Purpose-Based Sports.

### InSideOut Leadership Part Three (ISOL-P3)

8 – one hour sessions

#### InSideOut Systems: 8 Strategies to Create a Purpose-Based Sports Culture

Provides ADs with evidence-based strategies, tools, and resources that align the athletic administrator's responsibilities with their purpose vision, definition of success and shared values resulting in a Purpose-Based Sports culture. The 8 Strategies include; Evaluation and Surveys, Hiring Strategies, On-boarding Coaches, Partnering with Parents, Making Time to Lead, Coaches Professional Development, Student Leadership and Aligning Celebrations.

### InSideOut Leadership Part Four (ISOL-P4)

4 – two hour sessions

#### Developing a Strategy for Overcoming Obstacles

Assists ADs in developing strategies for continuing to align the athletic department with the school districts mission and serves to assist ADs with overcoming the obstacles they are facing. ADs will work in a professional learning community to find solutions to barriers preventing them from developing a Purpose-Based Sports program in their school community.

## Measuring Success of InSideOut Leadership

### PART ONE (ISOL-P1)

During the 2023-24 academic year, in partnership with Prevention Strategies, LLC and the Center for Athlete Well-being located at the University of North Carolina Greensboro, surveys were administered to nearly 400 ISOL-P1 participating ADs at three different times: before the ISOL-P1 training kick-off, immediately following the first ISOL-P1 training, and at the conclusion of the fourth and final training session of ISOL-P1.

Surveys were designed to capture changes in the administrators' perceptions, attitudes, and intended behaviors related to their department's role in creating a Purpose-Based Sports program. Purpose-Based Sports programs are defined by their transformational coaches who provide secure relationships where every student-athlete is safe, seen, and supported. This all occurs within a culture of belonging.

Survey results were analyzed to determine whether significant changes occurred as a result of the training. The survey also asked ADs about their satisfaction with the training and its value to their role as an AD.

**InSideOut Leadership Training helps Athletic Administrators improve their athletics program**



### Among participating ADs:

**97%**

Believe this training is very important or important for ADs to experience

69% very important  
28% important

**98%**

Rate this training as very relevant or relevant to their position as an AD

61% very relevant  
38% relevant

**96%**

Are very likely or likely to apply what they learned in this training in their role as an AD

67% very likely  
29% likely

**97%**

Believe this training is very important or important for their coaches to experience

71% very important  
26% important

**100%**

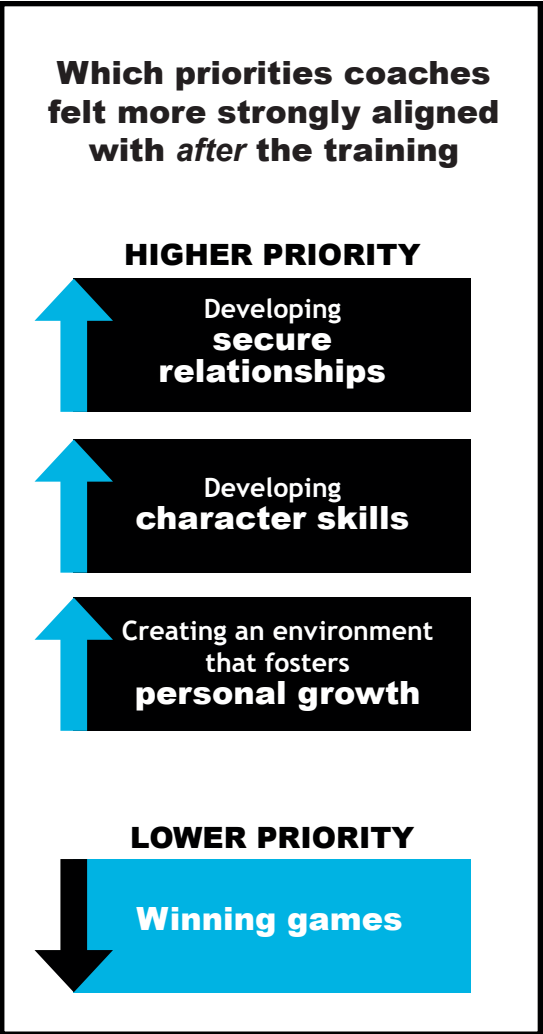
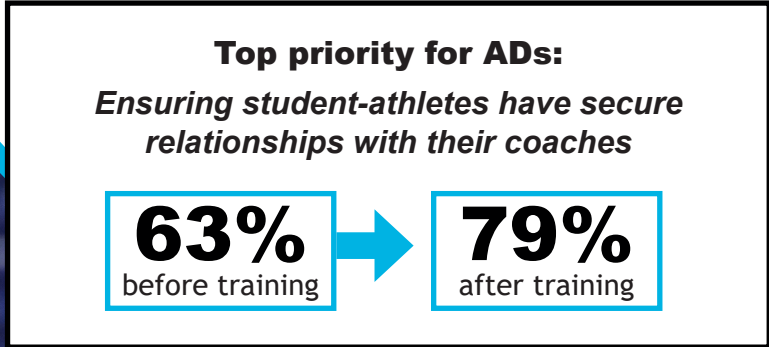
Report it helped them think differently about their role and will help them improve their athletics program



# Shifting Beliefs Around the Purpose of Sports in the School Community

InSideOut addresses the win-at-all-cost culture in high school sport by acknowledging that just because sports take place in a school setting doesn't automatically make them educational in nature. For sports to be about the human growth and character development of the students, they need a secure relationship with their coach (a caring adult) where they are safe, seen, and supported. To that end, ADs were asked if their priorities were more strongly aligned with winning games or with athlete-centered development, shown to the right.

After ISOL-P1 training, ADs reported a significant reduction in the priority of winning games in favor of secure relationships, character skills, and environment creation.



## Sports as Part of the Teaching and Learning Experience

A foundational piece of ISOL-P1 presents sport as a curricular, rather than an extracurricular, activity. ADs' perception of sport as curricular vs. extracurricular shapes how they approach sport, and the role sport plays in their student-athletes' human growth and character development. Curricular activities are intended to extend and complement curriculum, learning, and development.

Following ISOL-P1, participating ADs were more likely to view sports as curricular — and part of the teaching and learning experience — than they were prior to the training.

Importantly, there also were increases in ADs' intentions to work toward human growth and character development of student-athletes. This begins with the AD understanding the values that are most important to them as leaders and outlining the importance of shared values and belief statements throughout the department.

## The Importance of Instilling a Common Language

To facilitate the transformation of the athletics department culture to prioritize the healthy development of student-athletes, ISOL-P1 training incorporates a common language used to describe and reinforce ISOI concepts, including:

- 1

Purpose-based sports
- 2

Secure relationships
- 3

Distinction between goals and purpose
- 4

Difference between transactional and transformational coaching
- 5

Difference between moral and performance character

Following just the first training of ISOL-P1, significantly more ADs were able to accurately describe all five concepts. In other words, they recognize and understand foundational language to immediately begin implementing ISOI within their departments.

With the ability to immediately implement ISOI in their departments, we see the creation of an environment in their department that enables and motivates coaches to develop secure relationships with their student-athletes. Critically, ADs believe that the percent of coaches who know how to develop secure relationships with their student-athletes nearly doubled over the course of the ISOL-P1 Trainings.

## The Definition of Success & Student-Athlete Educational Outcomes

Vision statements are important for aligning all stakeholders and transforming the culture of the athletics department in support of student-athlete well-being. Following ISOL-P1 Trainings, significantly more ADs had a department definition of success (46% to 60%) and those definitions were more likely to include the AD's vision statement and student-athlete educational outcomes.

Over the course of Part 1, ADs not only set the stage for the departmental strategy with the purpose vision and definition of success, they also become more likely to implement the intended behavior. Prior to ISOL-P1, 62% of participating ADs reported they often or almost always/always spend time intentionally developing relationships with their coaching staff. After training, 94% reported they intend to do this often or almost always/always moving forward.

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After training,

**↑94%**

of ADs reported they intend to often or almost always/always spend time intentionally developing relationships with their coaching staff (62% before training)





**JODY REDMAN**  
Co-Founder

Jody Redman is a nationally recognized speaker, consultant, and thought leader in purpose-based leadership and coaching. Jody is the co-founder of the InSideOut Initiative and the founder of InSideOut Innovations – ‘*Transforming Ourselves, Each Other, and the World.*’ Jody’s passion for developing transformational leaders and creating cultures of belonging are seen throughout her professional career as a former collegiate athlete, high school teacher, coach, and Athletic Administrator at both the high school and collegiate levels. Jody also spent 19 years as the associate director of the Minnesota State High School League.



**JOE EH RMANN**  
Co-Founder

Joe Ehrmann is a transformational leader, best-selling author, former professional athlete, and the co-founder of the InSideOut Initiative. 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 was also named “The Most Important Coach in America” by Parade Magazine.

