



# People & Sport

Organizational  
Self-Assessment  
Process

January 2006

**The Sport Matters Group**

359 Bank Street, Suite 201, Ottawa, Ontario K2P 1X9



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# The Power Of Sport

Sport in Canada has the potential to be one of the most powerful expressions of our citizenship, our individual dreams and our collective commitment to children, to ourselves and to our communities.

Sport engages people and a society of engaged people is arguably one of the most powerful mediators we have against fears about, and impacts of crime, public health issues, education performance, peace and tolerance among peoples, economic and social prosperity.

Sport as an activity, and sport and recreation as a system, involves and engages more Canadians, in more ways, than virtually any other part of community. And participating in physical activity, recreation and sport has amazing effects – for individuals, for organizations, for communities and for society:

- ↳ It teaches people important, transferable skills...
- ↳ It espouses and encourages the expression of core Canadian values...
- ↳ It increases physical and mental health status...
- ↳ It has no exclusion or bias – anyone can play, something, somewhere...
- ↳ It engages millions of children, seniors, new Canadians, people living with disability, recovering from illness...
- ↳ It acts as an incubator for democracy and a locus for leadership...

It is not stretching the point to argue that sport and recreation are some of the most powerful resources we have to contribute to the ongoing challenge of building the society we all want to be part of.



# The Challenge For Sport

Being involved in sport is fun. Or it should be.

Fun for people who play – fun and difficult, and then easier and exhausting, and of course exciting – whether we play in a recreational league or at the high performance level.

Fun, and challenging, and enriching and meaningful, for people who volunteer.

And fun, stimulating, political and satisfying for those who engage in governance.

But we know that the sport system sometimes doesn't deliver the positive experience people are looking for. Organizational politics, tensions that arise over winning vs. having a good time, questions about what the "right" amount of discipline and expectation should be, power relationships between coaches and participants, management and coaches, parents and organizers. These and other factors can mar the sheer exuberant pleasure that participation in sport and physical activity can offer.

No organization sets out to create an environment that isn't positive, programs that don't meet needs, or to espouse contradictions between what they say they do and what actually happens. Such problems grow slowly and are affected by individuals and circumstances.

But you can find yourself, one day, involved in an organization that faces some difficulties. Or, maybe, you look around and you say to yourself "you know, I think we could do this a little better".

This "People and Sport Organizational Self Assessment Guide" provides a simple process to guide sport groups to think about how they engage people – as participants, as volunteers and as governors. It asks you to think about what you do now and in doing so will also help you identify areas for change.

The Guide walks you through a step by step self assessment of how you involve people in the three ways we have mentioned; participants, volunteers and governors. You will simply answer 88 questions (it sounds like a lot but they are all yes/no questions and shouldn't take too long). Wherever the answer to a question is "no" you'll know that that's an area where you might choose to make some changes, to improve practices or introduce policy that makes involvement in the organization a better thing.

Taking a little time to review and maybe even change the ways your organization involves people will improve their experience, enhance the quality of programs and help your organization achieve its goals and make its contribution to the power of sport.



## Did You Know?

There are 34,000 sport organizations in Canada. They represent the largest and most prevalent form of community action in the country, followed by 30,000 places of worship and 19,000 social service organizations.

Sport organizations involve 130,000 paid people (found mostly in provincial and national organizations) and 2.2 million volunteers - who fill 5.3 million volunteer positions.

There is no other part of the “voluntary sector” (which is made up of 161,000 charities and non-profits, has 1.2 million paid people and 6.5 million volunteers) that does so much with so little:

- It has the lowest ratio of paid staff to volunteers and is also the most financially independent as it generates most of its own income.
- Only 35% of the money in sport comes from government and most of that is for high performance sport (compared to, for example, organizations in health or social service or education that get 65% + of their money from government).

The Canadian Centre for Ethics in Sport has done two groundbreaking pieces of research that give us a couple of other insights:

- That second only to the family, sport is the number one transmitter of values to young people.
- Although 90% of Canadians believe that sport has a positive influence on youth – they also believe that sport is overly-focused on competition to the detriment of promoting key values such as respect, accessibility, fairness and integrity and trust.
- Canadians want to see more done to better align sport with core societal values.

According to the author of the book “Why Johnnie Hates Sports” 75% of children in the U.S. drop out of community sports by the time they are 13. Canadian experts believe the same phenomenon occurs here.

According to the recently published resource paper “Canadian Sport for Life” participation in recreational sport and physical activity has been declining and physical education programs in schools have been marginalized.

Work done by Volunteer Canada in the 1990’s revealed another challenge in the volunteer system of sport. Despite a growing awareness and concern about ethical standards, many sport organizations in Canada do not effectively screen volunteers to ensure the right fit and to protect vulnerable participants from the possibility of abuse.

The Department of Canadian Heritage carried out a survey in 1999, among new Canadians, that reveals that involvement in sport organizations is the most frequent way that newcomers get involved in the broader Canadian society.

The 2000 National Survey on Giving, Volunteering and Participating revealed a decline in volunteer rates in Canada which has serious implications for sport organizations needing coaches, managers and governors. One million fewer people volunteered in Canada in 2000 than in 1997 and 28% of all volunteers are involved in sport.

# The People And Sport Self Assessment Process

The process is simple as this brief summary indicates:

## Step one

Create and convene a Committee to carry out the process.

Ideally the Committee will have one person who represents each of the three areas of engagement we have identified i.e. from the Board, a volunteer (coach, events organizer etc.) and a participant or parent.

Review with them the time commitment and the process as described in Steps two – four below. We have provided you with a sample letter of invitation, because it's always a good idea to give volunteers a clear outline of what their commitment will be.

Pull together relevant documents and get copies to Committee members as required.

## Step two

All Committee members completes the full set of questions in the Guide individually.

Individuals should only answer the questions – not the “so what” sections (that's for the group process only).

You will want to make sure they received copies of communication documentation that you have selected for review.

## Step three

OPTIONAL: Each Committee member might identify one or two other people involved in the organization in “their” area (volunteer, governance level, participants) and go through the questions with them to enrich their own input. Again, the questions only, not the “so what” summaries.

## Step Four

The organizational self-assessment process:

The Committee goes through the full template of the questions together in order to create a consolidated or organizational set of answers. The Chairperson should have a blank version of the Guide and as you work through the questions mark it up with the groups' answer.

There are a few ways to arrive at a shared answer. Obviously wherever there is consensus it's easy – you've got your answer. Where there are differences you may want to debate it out until you get consensus (or as close as you can).



You may also choose a majority rules approach. And of course it may be that you just add up the answers and take note of the differences. It doesn't matter which way you do it as long as the group decides together before you begin the process.

Although the Guide doesn't give a "don't know" option for questions sometimes that is the case – either the individual answering the question didn't have the necessary information, or they didn't feel they could give an opinion. The group should discuss why people don't know because that can indicate a need for change OR it can mean you just need some clarification i.e. " Well, in fact we do have job descriptions – but interesting that you didn't know that...".

If members of the Committee did interviews with other people in the organization you will want to indicate the answers you received as you discuss each question. The Chairperson for the meeting might collect the total number of "yes" and "no" answers, or may ask that each member gives one answer (informed by what they heard from others). It is important to note that this is NOT a survey and the purpose is for the Committee to discuss and reflect on the questions. You don't want to get caught up in the mechanics of who-voted-for-what but rather use the process to help you think about, and make some decisions about, how the organization involves people.

At the end of each section of questions there is a section for the group to consider "so what". This is where you'll decide what action might be taken, where further work needs to be done etc.

This is the most important and usually the most interesting part of the process. Whoever is leading the meeting will need to watch time closely so you don't spend half an hour on the first "so what" discussion.

Above all don't get hung up on the details of the process. Have fun with it. Let discussions roam a bit. Try to identify 'doable' goals in the "so what" sections and at the end combine these to give you a general work plan.



## Sample letter of invitation to Committee participants:

Dear Colleague,

Thank you for agreeing to participate in our project to assess our capacities and challenges in how we involve people in our organization.

As a member of the Assessment Committee you are being asked to commit around six hours to the process as follows:

- You will be provided with a copy of the People and Sport Organizational Self Assessment Guide to complete on your own. This should take about one hour.
- You are asked to then pose the questions in the Guide to one or two other people in a similar role as your own (a program participant or family member, a volunteer, someone involved at the governance level). These interviews should take around two hours.
- We will then convene the Committee as a whole to complete the final assessment process together. We will review the questions, sharing our individual opinions and what we have heard from the people we interviewed. We will come to a shared answer on each question and identify areas for change and future work. This part of the exercise will form the basis for a plan of action for our organization.

The meeting should take around three hours and will be held on a Saturday (or on an evening). Lunch/dinner will be provided.



# Documentation review

Three kinds of documents should reveal the way your organization explains the values, beliefs and approaches that are taken. Reviewing them will allow you to assess the sort of tone and messages that are shared within the organization, and in the public.

The first is the mission statement (or other convening statement your organization may have adopted) the second is any notices, letters, announcements or other communication materials that include descriptive language. The third kind of documentation that you want to make sure you have (though this assessment does not ask you to delve into them) are those which outline standards of practice.

## Mission Statements

The mission statement of an organization provides the most succinct and important expression of why you exist and what you believe.

There are no “rights” and “wrongs” for a mission statement. It is perfectly acceptable to articulate a mission that supports competitiveness, an ethos of excellence and winning OR one that talks about inclusively, creating opportunities for all etc. The really important thing about a mission statement is to make sure that it reflects reality.

For example, the sport club that states that it wants to offer an open and inclusive environment where all are encouraged to play that goes on to teach and encourage competitiveness and winning at all costs is failing to operationalize the mission statement.

The end goal is always to achieve congruence between what the organization says it believes and will do—and what it really does.

- ↳ **Q1** Are you familiar with the mission statement of your club/program/organization?  
Y  N
- ↳ **Q2** Do you believe the mission statement accurately reflects what you believe your club/program/organization wants to achieve?  
Y  N
- ↳ **Q3** Do you think most people involved in the organizations know what the mission statement is?  
Y  N
- ↳ **Q4** Does the organization use the mission statement to guide decisions and determine policies and communications?  
Y  N



## **Other Communication Documents**

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Every organization communicates on a regular basis, in some way, with a variety of people. A random selection of letters, information flyers or other items that describe the organization, its programs and its goals, should give you a good glimpse into the messages that you are conveying.

After having looked at a number of communication documents indicate the statement you agree with below:

- ↳ **Q5 We describe the purpose of the programs and the goals that we have in a way that I think reflects what we actually do.**  
Y  N
- ↳ **Q6 We are careful to identify the organization's philosophy, principles and coaching approaches that we believe in.**  
Y  N
- ↳ **Q7 The documents reflect openness to involving many different kinds of people i.e. male/female, cultural and language diversity or people who are not experienced or familiar with the program or sport.**  
Y  N
- ↳ **Q8 We make it clear that we welcome the input and active involvement of participants (and their parents) in how programs are run and managed.**  
Y  N
- ↳ **Q9 We are open and explicit about the decisions made in the organization.**  
Y  N

## **Standards Documents**

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Most sport and recreation organizations will have developed or adopted a number of standards that guide the way decisions are made, the “game” or sport is played, the behaviour of officials, coaches or other people in authority etc. A closer analysis of the content of such documentation could be worthwhile in terms of assessing how these guidelines might affect the experience of being involved in the organization.

However our simpler purpose here is just to flag the importance of having standardized and consistent guidelines in place. Doing so establishes consistency in programming which is a key factor to providing the people involved in your organization with a predictable and positive experience.





# Assessing Our Volunteer Program

The following list summarizes eleven key components of an effective volunteer program in sport. In each case you will be thinking about whether the element is in place, if documentation exists to support it and how effectively you think it is applied.

Please note that these questions would apply when thinking about people who might not strictly be volunteers i.e. who receive an honorarium or stipend.

That the organization has assessed the tasks and work that needs to be done, and has created a range of volunteer POSITIONS rather than:

- finding people as volunteers and the work being decided based on what they will or can do), or
- using one size fits all standard and generic job description for all positions.

↳ **Q15** Has the organization carried out an analysis of all the tasks that need to be done and created volunteer positions accordingly – before recruiting for those positions?

Y  N

↳ **Q16** Does it happen that volunteer jobs get “made up” by the volunteer themselves based on their interests (and abilities) rather than in order to carry out a task that needs to be done?

Y  N

↳ **Q17** Do the volunteer positions that have been created offer a range of ways to be involved in terms of different types of work and varied structure (i.e. one off jobs, shorter and longer time commitments etc.)?

Y  N

So what? (considering our “no” answers and based on our discussion, what, if anything, needs to be done about how we create volunteer positions?)

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That the organization seeks to recruit a DIVERSITY of volunteers including parents and family members of participants but also graduated youth (who have been previously involved), seniors, “stranger” volunteers i.e. people who are outside the circle of the organization.

↳ **Q18** When you think about the majority of people who volunteer in the organization do you engage many who are NOT family members/parents or people who play the sport, participate in the programs?

Y  N

↳ **Q19** Please indicate the most common ways that volunteers are recruited into the organization:

(A) A parent or participant is asked by an existing volunteer to take on a position.

Y  N

(B) A public notice is posted (at the arena, community centre, pool, etc.)

Y  N

(C) The local volunteer centre (or other community information organization) is asked to post volunteer positions.

Y  N

(D) You utilize an internet volunteer recruitment tool.

Y  N

(E) An announcement is put into the newspaper (Daily or community).

Y  N

(F) People involved in the organization are asked to help find volunteers from “outside”.

Y  N

(G) You access people who are on a “mandatory volunteering” program like “Workfare”, or school programs or “Community Service Orders”.

Y  N

↳ **Q20** Do you have processes in place to deal with the possible scenario of having too many available volunteers (either because your event/program is so popular or because you have people willing to volunteer but not with the skills you require)?

Y  N

So what? (considering our “no” answers and based on our discussion, what, if anything, needs to be addressed in the area of volunteer recruitment?)

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That there are simple but detailed enough JOB DESCRIPTIONS for the various volunteer positions.

- ↳ **Q21** Are job descriptions used in the organization?  
Y  N
- ↳ **Q22** Is there a standard job description format available, to use as an example when people are creating new ones?  
Y  N
- ↳ **Q23** Are job descriptions ever actually used by recruiters and volunteers to guide the way volunteers are managed, and to determine their work?  
Y  N

That volunteers are recruited for a pre-determined and TIME LIMITED TERM. For example – ‘we’d like you to manage the team for the 05/06 season’... ‘we’d like you to organize the tournament in April’...’ you’re being asked to take on the job of scheduler for the next six months’.

- ↳ **Q24** When volunteers are recruited is the term of engagement and/or the specific task they are asked to do made clear to them?  
Y  N
- ↳ **Q25** Is there any documentation used to itemize the commitment – a contract or a letter of agreement for example?  
Y  N

In addition to determining the term of the volunteer commitment ideally the volunteer will be given an idea of the AMOUNT OF TIME that will be required (in hours or days) and what supports are in place – other volunteers, financial support etc.

- ↳ **Q26** Do volunteer job descriptions and/or letters of agreement (or contracts) indicate the predicted number of hours that will be required?  
Y  N
- ↳ **Q27** Do most volunteers end up working about the amount of hours/days of work they were recruited to carry out?  
Y  N
- ↳ **Q28** Overall do you feel that your organization has reasonable time expectations of your volunteers?  
Y  N

So what? (considering our “no” answers and based on our discussion, what, if anything, needs to be addressed in the area of job descriptions, job terms and time requirements?)

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That a SCREENING process is in place that applies a stringent process (including application, interview, reference check, police record check and periodic follow up with participants) for “high risk” positions i.e. those volunteer jobs that give adults one on one access to children or other vulnerable people.

- ↳ **Q29** Has your organization adopted a screening program for volunteers? (Which is *more* than just doing a police record check i.e. the “Ten Safe Steps” program established by Volunteer Canada and adopted by many sport bodies).  
Y  N
- ↳ **Q30** Does the organization identify “high risk” positions that give individuals access to children or other vulnerable people?  
Y  N
- ↳ **Q31** Are police record checks required for these high risk positions?  
Y  N

↳ **Q32** Are there measures in place to reduce the risks associated with people having power relationships with children or time alone with them?

Y  N

↳ **Q33** Are the screening procedures that you have adopted known by parents, funders or others?

Y  N

So what? (based on our “no” answers and discussion what, if anything, do we need to do about maintaining an appropriate scening program?)

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That appropriate TRAINING materials and/or opportunities are provided to volunteers. (In sport this is especially important for coaches and trainers.)

↳ **Q34** Are volunteers given manuals or other training materials before they take on their position?

Coaches: Y  N  Trainers: Y  N

Managers: Y  N  Event coordinators: Y  N

Schedulers: Y  N

Others? (please jot down titles) \_\_\_\_\_

↳ **Q35** Are “live” training opportunities (courses, clinics etc.) available to volunteers in your organization?

Y  N

↳ **Q36** Do you think the training and materials available to volunteers in your organization provide sufficient support for them to do their job well?

Y  N

So what? (based on our “no” answers and discussion what, if anything, do we need to do about the training we provide to volunteers?)

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That MECHANISMS ARE IN PLACE FOR CONCERNS about volunteers to be voiced and dealt with by the “management” of the program/club AND that mechanisms are in place to deal with the concerns and support needs of volunteers themselves.

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↳ **Q37 Are there clearly understood standardized/formal processes for people to raise concerns or make complaints in the organization?**

Y  N

↳ **Q38 Do you think there is a culture of openness to receiving concerns and feedback within the organization?**

Y  N

That volunteers receive ACKNOWLEDGEMENT of their contribution.

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↳ **Q39 Please indicate the forms of volunteer recognition that your organization uses:**

(A) Thank-you cards or letters

Y  N

(B) Volunteer recognition events

Y  N

(C) Volunteer recognition inserted into bigger events (tournament dinner, awards ceremony etc.)

Y  N

(D) Volunteer awards (certificates, prizes, pins etc.)

Y  N

(E) Other forms of recognition (please note) \_\_\_\_\_

That volunteers are encouraged to identify what they would expect from their experience and that their volunteer opportunity is shaped to meet those EXPECTATIONS as much as possible.

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↳ **Q40 Are there any mechanisms in place to invite volunteers to identify what they would like to get out of their experience?**

Y  N

↳ **Q41 Are there any mechanisms in place to follow up with volunteers to assess whether their expectations/needs are being met and to work with them to address this if required?**

Y  N



## Assessing Our Governance

The purpose of this part of the People and Sport Self Assessment Guide is reminiscent of the old saw “physician heal thyself”. This is because although many decisions, policies and activities of the Board will determine the quality of other people’s experience of the organization (participants and their families, and volunteers) the Board also has to be aware of the individual experience of their own members.

The questions below do not ask you to assess whether the Board is properly managing the finances of the organization or whether you find the governance model you work under to be effective etc. These are good questions and every Board should periodically look at how well their work is being done and whether they want to make changes.

However this process is intended to get you to assess whether and how serving on the Board is a good and positive experience, or not. You will note that many of the questions are similar to those in the previous section – for obvious reasons, as Board members are self-evidently volunteers themselves. However given the unique function and responsibility of governance volunteering, and the fact that it can be pretty challenging for a Board to turn their analytical eye on themselves, we believe it makes sense to pull out the governance analysis separate from the one that you have already done about volunteers in general.

Like many other kinds of volunteers in the organizations there can sometimes be a gap between what a person thinks their responsibilities and role will be and what is actually the case. There are ways to mediate the problems that arise from such confusion including providing documentation and training, using job descriptions, having an interview with potential Board members etc.

↳ **Q44 The list of items below would ideally be in place in any organization, to ensure a more positive Board experience and a more effective Board. Please check off the ones that you use in your organization:**

(A) Constitution and By-laws exist.

Y  N

(B) Constitution and By-laws are given to Board members to review and Board members are familiar with them.

Y  N

(C) Board members receive a job description or other outline of their function.

Y  N

(D) Interviews are carried out with prospective Board members.

Y  N

(E) Board members receive an orientation to the Board, board roles and responsibilities etc.

Y  N

(F) The Board ensures that there is always someone who has a heightened familiarity with the Constitution and By-laws so as to be able to provide guidance to other members.

Y  N

(G) A consistent approach to voting, rules of order and Minute taking is used.

Y  N

↳ Q45 Do members of the Board understand what can be decided by them vs. what things can be decided by others i.e. coaches, team managers, schedulers etc.?

Y  N

↳ Q46 Do you think the decision making capacity of the Board is generally effective?

Y  N

↳ Q47 Does the Board have enough decision making power (as given in the by-laws and supported by members) to do their job well?

Y  N

↳ Q48 Is there a problem with the time pressure and how much work is expected from Board members?

Y  N

It can sometimes be an indication of how the experience of serving on the Board is perceived by others when you find it hard to recruit Board members.

↳ Q49 Is it difficult to get people to serve on the Board?

Y  N

↳ Q50 Does the membership of the Board represent a good cross-section of people (i.e. long term involved plus newcomers plus athletes or in terms of gender, interests etc.)?

Y  N

↳ Q51 Does the Board achieve a good balance between operational oversight and setting of vision and plans?

Y  N

↳ Q52 Do you believe the Board works well and contributes positively to the workings of the club/organization?

Y  N

So what? (based on our “no” answers and discussion what, if anything, do we need to do about the way we recruit, empower and manage the Board?)

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## Assessing The Way We Engage Participants

*N.B. in this part of the Guide we speak of “participants” understanding that this category can encompass children, youth, older adults, people with disabilities (of all ages). It is important that you think broadly when completing the questions. On the other hand you will note that the Guide often refers to children in this section because so many sport organizations do work with young people.*

We find that there are very few resources that speak explicitly about how sport organizations can ensure a positive personal experience for participants of their programs. However, especially in the literature related to coaching approaches, there is a lot of implicit discussion about this matter. Given the often intensive and always “personal” relationship that exists between coaches and participants it is not surprising that it is in that context that we find discussions about how participants personal needs and expectations are met, guidelines for ensuring a “best” experiences and ideas that would result in the sport organizations offering positive opportunities for young people and other participants.

A review of coaching resources on-line, through the Canadian Coaches Association and from inside many specific sport groups can help you think through many of these ideas.

The recently released “Canadian Sport for Life” resource that puts forward the Long-Term Athlete Development (LTAD) model also refers to the goal of giving participants a customized experience based on the idea that sport needs to offer a range of ways to be engaged from the purely recreational experience right through to high performance. It suggests an integrated approach to sport development and the establishment of a seamless system rather than one of separate worlds for elite athletics, school based sport, physical activity etc. It also touches on the idea of “fun” in sport. Adopting the LTAD model and adjusting your coaching, programs and philosophy accordingly will help to achieve the goal of ensuring good participant experiences for people in your organization.

Just as a good volunteer program has a number of key elements an organization that has considered the experience of participants through the eight ‘lenses’ as below should be closer to delivering that “great” experience that athletes, their families, coaches and organizers are hoping for.

FUN. Ask people involved in sport what they want out of the experience and one of the things they’ll always mention is fun. Of course what makes something fun means different things to different people. Age, physical literacy, psychology and other factors have a big impact, so no organization is going to be able to absolutely guarantee fun for all participants.

In general though it seems important that sport organizations “pay attention” to the issue of fun and whether people are having it and why not, if not. The few questions below look at a couple of the obvious indicators that “having fun” is being considered in the mix of your goals and objectives.

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↳ **Q53 When you consider the the training given to coaches and other volunteers, the mission statement and philosophy of the Board – do any of these refer to the goal of giving kids and participants a “fun” experience?**

Y  N



The opportunity to learn, practice and improve sport skills is one of the most important elements of the sport experience. Research indicates that when sport organizations fail to meet the expectation of participants around their skill development (having chances to use and improve those skills and to – when they want to – keep developing new ones) this will effect their choice to stay involved or not.

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↳ **Q59 Does your organization offer good opportunities to learn new skills?**

Y  N

↳ **Q60 Does the organization have the supports in place needed to provide the level of sport skills training and development you desire?**

(A) Financial resources:

Y  N

(B) Physical space:

Y  N

(C) Equipment:

Y  N

(D) Trainers/coaches/experts:

Y  N

(E) Support of the Board:

Y  N

The Long-Term Athlete Development Model (LTAD) identifies that athlete development occurs in stages related to age, maturity (physical, emotional and intellectual), strength, weight, physical literacy and trainability. As a result coaching and programs should ideally be customized to respond to these stages and should allow for streaming – without prejudice.

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↳ **Q61 Have your programs been conceived with an understanding of athlete development stages?**

Y  N

↳ **Q62 Are your coaches, trainers and others in charge of programming familiar with the LTAD stages?**

Y  N

↳ **Q63 Do you have in place methods to assess the developmental stage of participants so that you can place them into the appropriate program?**

Y  N

↳ **Q64** Do your programs offer enough flexibility for individuals to participate at their own level rather than at an externally determined one (by coaches or on the basis of the “usual” standard)?

Y  N

↳ **Q65** Do you provide “fundamental movement training” (e.g. fitness training, dryland training) to athletes in addition to sport specific training?

Y  N

↳ **Q66** Sometimes training and programs end up giving people a very sporadic playing experience (lots of time standing about waiting for a ‘turn’, less skilled participants having fewer opportunities etc.) Has your organization consciously assessed your programs to ensure the highest level of “active” participation for all?

Y  N

So what? (based on our “no” answers and discussion what, if anything, do we need to do about moving our programs into alignment with the Long Term Athlete Development model?)

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In addition to fun and skill development an absolutely key element to a good experience for participants is that it should also be safe.

↳ **Q67** Have the risk and safety aspects of all your programming been considered and dealt with via training of coaches, establishment of protocols for harm prevention and emergency response etc.?

Y  N

↳ **Q68** Do participants receive training and support to identify and prevent injury or other harm?

Y  N



↳ **Q69** Are parents appropriately informed about risk and given information and support to help them help their child play more safely?

Y  N

↳ **Q70** Is protective equipment mandatory (where applicable)?

Y  N

So what? (based on our “no” answers and discussion what, if anything, do we need to do about maintaining a safe environment and safe programs?)

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Participation expectations are different for teens than for children and it is important to extend the athlete development approach for programs geared to stages to include this element.

↳ **Q71** Do you have special programs for teens, regardless of their level of physical literacy, so that they can play/be together?

Y  N

↳ **Q72** Teens are more concerned about identification than younger children. Is there special clothing or other insignia available for them?

Y  N

↳ **Q73** All participants, but especially young adults, value public acknowledgement. Do you have awards events or other ways to do this, in an age appropriate way?

Y  N

↳ **Q74** Does the organization have formal mechanisms in place to get feedback from teens and young people to ascertain their opinions of the training, coaching, skill development, recognition etc.?

Y  N



Ensuring the positive involvement of a diversity of participants is obviously very important.

- ↳ **Q75** Do you have programs that older adults are welcome to participate in?  
Y  N
- ↳ **Q76** Are children or adults (where applicable) with disabilities welcome to participate in your programming i.e. do you have the necessary equipment, accessible infrastructure and coaching knowledge to make this possible?  
Y  N
- ↳ **Q77** Does the organization make efforts (via communication, recruitment, orientation, enhanced training) to reach out to a broad range of people with reference to culture, language, ability etc.?  
Y  N

So what? (based on our “no” answers and discussion what, if anything, do we need to do about ensuring that our programs are welcoming to teens, people with disabilities and from a diversity perspective?)

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The coach/participant relationship is arguably the single most important factor that determines the level of satisfaction and enjoyment that people enrolled in sport and recreation programming have. The coaches training and attitude are key, as is making sure that participants, and their families, understand the approach that will be taken by the coach.

- ↳ **Q78** Do the coaches in your organization have access to training or information that covers the interpersonal, emotional and relational aspects of their work?  
Y  N
- ↳ **Q79** Has the organization established a clear philosophy for coaching (outlining the organizations preferred approach to “winning above all” vs. the “whole experience”)?  
Y  N





