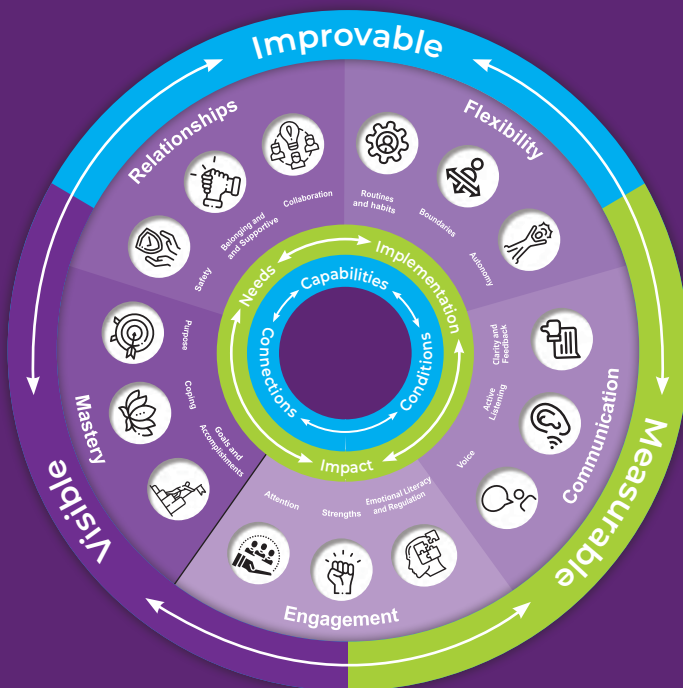


Flourishing Sporting Teams Strategic Wellbeing Framework



Adapted from: The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2022)

To achieve optimised wellbeing and performance of athletes and teams we conceptualise and articulate wellbeing as:



1. Improvable

Wellbeing can be improved by learning and applying wellbeing capabilities, creating a strong sense of belonging through high quality connections and psychological safety and the environmental conditions that interact to build a context that supports and enables wellbeing.

2. Measurable

The accurate measuring of three components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.

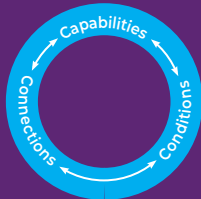
3. Visible

The improvable wellbeing elements can be observed in a sporting team. They consist of 5 dimensions: Flexibility, Relationships, Communication, Mastery and Engagement and three elements under each one as per the Strategic Wellbeing Framework.

Wellbeing is Improvable



Wellbeing can be improved at three levels: capabilities, connections and conditions.



Wellbeing capabilities

Capabilities such as attitudes, skills, knowledge and behaviour (that all relate to wellbeing) can be improved by learning and applied practice.

Wellbeing connections

Connections occur between people through healthy respectful relationships. Connections can be improved through high levels of physical and psychological safety, a strong sense of belonging and a connection to nature and culture.

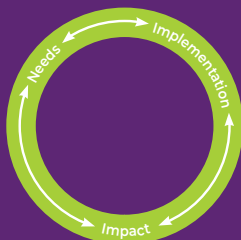
Wellbeing conditions

Conditions relate to the elements of a team or sport environment that interact to build a context that supports and enables wellbeing. These conditions can be improved through sport leadership, coaching practice, and the design and function of teams in training and competition.

Wellbeing is Measurable



The measuring of three components (needs, implementation, impact) ensures that data is guiding and driving wellbeing improvement.



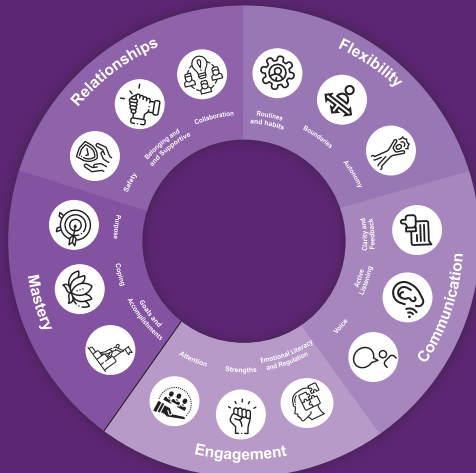
Needs are identified by reviewing or collecting sport/team data. Sport can implement an inquiry process with their community to inform wellbeing priorities and interventions.

Implementation is ensured through high implementation fidelity. This occurs when team/sport systems, processes and interventions for wellbeing are adopted according to their efficacy and evidence base.

Impact is evaluated and reviewed to determine the effects, outputs and outcomes of the wellbeing approach.

Wellbeing is **Visible**

To effectively improve wellbeing within a sporting team, it is helpful to articulate and describe the improvable wellbeing elements that can be observed.



The *Flourishing Sporting Team System* highlights 5 dimensions: **Relationships, Flexibility, Communication, Engagement and Mastery** and 15 sub-dimensions that are the visible elements of wellbeing whether as capabilities, connections or conditions.

These elements are interconnected, act in synergy with each other, and have a cumulative positive impact on wellbeing, engagement and performance outcomes.

Adapted: The Flourishing Classroom System Observation Framework
(Allison, Kern, Jarden & Waters, 2022)

Flourishing Sporting Teams



What is wellbeing and why is it important?

Wellbeing is defined as the combination of feeling good, functioning well and doing good for others (Huppert and So 2013)

Higher subjective wellbeing is associated with better mental and physical health, better sleep, immunity and increased coping skills. In addition, people report being more productive, motivated, cooperative, pro-social and generous, and feeling less stressed, depressed and anxious. (Diener, E et al 2013)

Within a sport everyone is responsible for the wellbeing of both themselves and others.

How can we create Flourishing Sporting Teams?

Be intentional with prioritising wellbeing and encourage all athletes and coaches to:

- identify which elements are present, working well and can continue to be improved,
- identify which elements are not present and/or need to improve,
- work collaboratively to measure, create a plan for developing and build all the capabilities, conditions and connections that enable flourishing and,
- acknowledge and celebrate the positive impact of flourishing together.

Flourishing Sporting Teams



There are numerous ways to engage with these cards.

Begin by dividing the cards into the five dimensions and follow the instructions on the back of this card.

Use within the team with individuals, collectively as a team, with other stakeholders or use your creativity to design your own way of using them.



For implementation support please visit www.osfoceania.com

Note: The questions to define the capability present in the flourishing sporting team environment have been adapted from the **Flourishing Classroom System Observation Framework and Rubric** (Allison, Kern, Jarden & Waters, 2022)

Ways to make use of Flourishing Sporting Teams Cards

- 1. The Flourishing Sporting Teams Cards help you to build your knowledge and vocabulary about the wellbeing dimensions in your team. Consider:**
 - » Which wellbeing dimensions are already visible in your team?
 - » What does each wellbeing dimension look like, sound like and feel like in your team?
 - » How might the absence of a specific wellbeing dimension impact your team?
- 2. The Flourishing Sporting Teams Cards encourage reflection and develop self-awareness. New and surprising insights can arise from questions such as:**
 - » Which wellbeing dimensions are working well in your team?
 - » How would your athletes rate each of the wellbeing dimensions in your team?
 - » How might you change your practice as a coach for your team to flourish even more in the future?
- 3. The Flourishing Sporting Teams Cards can support your athletes to pursue their goals. Consider:**
 - » Which wellbeing dimensions are important to your athletes and why?
 - » Which wellbeing dimensions have the greatest impact on the wellbeing of your team?
 - » Which wellbeing dimension might you grow to help your athletes/team flourish and move closer to their goals?



Relationships

Nourishing Sporting Teams



Training/ Learning Environment



Are all athletes within the team
seen, heard and valued?

Is the training space safe,
warm, inviting?

Is the training space designed
to allow for inclusion,
connection, collaboration
and cooperative learning?

Relationships



Physical and psychological safety
with early identification of perceived
physical or psychological dangers.



ATHLETES

- » Are athletes physically and psychologically safe?
- » Are they willing to be authentic, share personal information, ask questions, take risks, and make mistakes?

COACH

- » Is the coach psychologically and physically safe and ensures athletes are safe?
- » Is the coach willing to be authentic, share appropriate personal information and make mistakes?

TEAM

- » Does the team feel safe, positive, connected, inclusive, respectful, and accepting?



Relationships



Meaningful and quality connection,
the provision of practical help,
emotional support, compassion,
empathy or encouragement.

ATHLETES

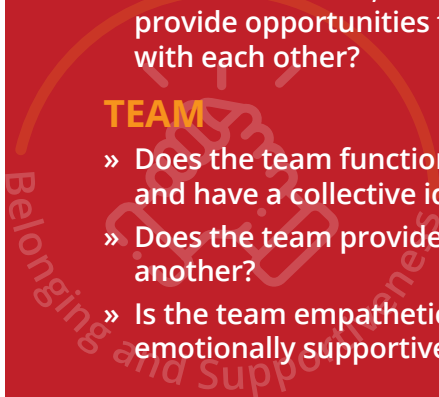
- » Do athletes connect and build strong relationships with each other and their coach?
- » Are they empathetic, compassionate, and understanding of the needs of others?
- » Do athletes seek help?
- » Are they responsive to requests for help?

COACH

- » Does the coach express and proactively provide support to athletes?
- » Do they encourage and are they responsive to athletes seeking help?
- » Does the coach encourage athletes to help each other?
- » Do they connect with the athletes, understand them, know them well and provide opportunities for athletes to connect with each other?

TEAM

- » Does the team function as a community and have a collective identity?
- » Does the team provide practical help to one another?
- » Is the team empathetic, encouraging and emotionally supportive of one another?



Relationships



Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of others.



ATHLETES

- » Do athletes share their thoughts, ideas, resources, and skills?
- » Do they cooperate with others, demonstrate flexibility and compromise?
- » Do athletes value, build on and incorporate the thoughts, ideas, resources, and skills?

COACH

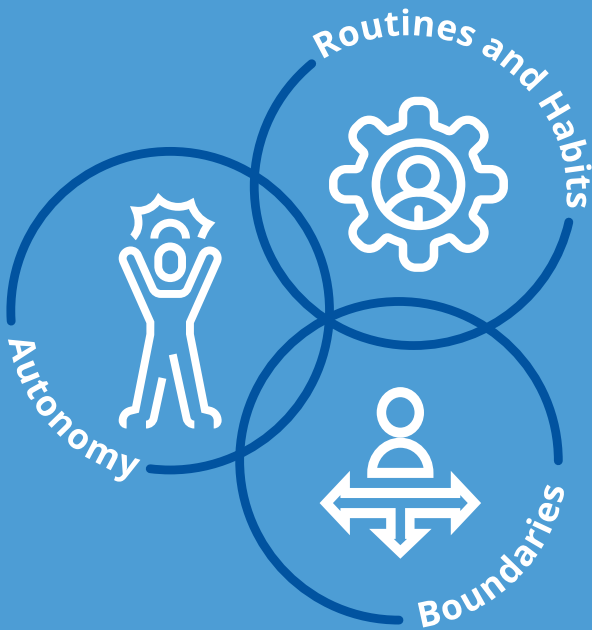
- » Does the coach initiate collaborative activities and foster cooperative learning?
- » Does the coach design training sessions to allow for peer-to-peer interactions and encourage compromise?

TEAM

- » Does the team collaborate and is it a trusting, cooperative system that works, interacts, has discussions, and solves problems together effectively and respectfully?



Flexibility



Training/ Learning Environment



Are the team spaces set up with resources easy to access for everyone?

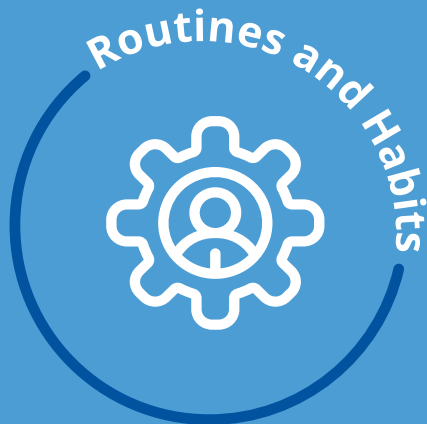
Are team processes and procedures used consistently and known by each athlete?

Are desired behaviours and expectations modelled?

Are opportunities for choice provided?

Are physical and virtual systems used for athletes to make choices?

Flexibility



Clear routines and procedures,
with a predictable rhythm through
structured behaviours and activities
done repeatedly and regularly.



ATHLETES

- » Do athletes know and engage in routine behaviours?
- » Do athletes follow expected processes and procedures?
- » Do they transition well between training and competition?

COACH

- » Does the coach establish, explain, model, reinforce and review helpful team and competition processes, procedures and use positive routines?
- » Does the coach utilise transition activities and verbally acknowledge transitions during practice?

TEAM

- » Does the team acknowledge clear training and competition processes and procedures?
- » Is there predictability for the team and does the team move smoothly through collective routines and habits?

Flexibility



Clear expectations, standards or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed.



ATHLETES

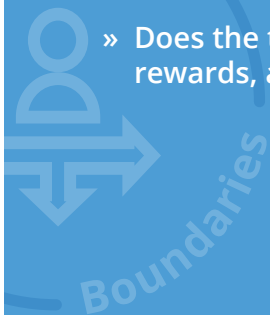
- » Do athletes acknowledge and follow team standards and expectations?
- » Do they respect the boundaries of other athletes and repair relationships when they pass those boundaries?

COACH

- » Does the coach explain, reinforce and reward desired behaviours, and correct, redirect and provide alternatives for undesired behaviours?
- » Does the coach model desired behaviour and treat athletes fairly?

TEAM

- » Does the team collectively acknowledge desired team behaviours?
- » Does the team agree upon clear norms, rewards, and consequences?



Flexibility



A state of independence and self-direction experienced by acting from choice rather than pressure from others.



ATHLETES

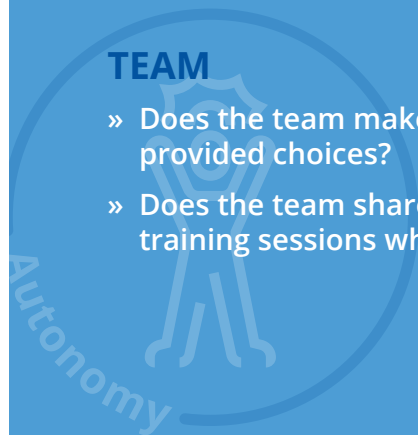
- » Do athletes take an active role in making choices, act independently and take responsibility over their performance and wellbeing?

COACH

- » Does the coach ask about and provide for the athlete's learning preferences?
- » Do they create opportunities for athletes to act autonomously, offering choices?
- » Does the coach provide perspective on the possible positive and negative consequences of these choices?

TEAM

- » Does the team make decisions with the provided choices?
- » Does the team share ownership over the training sessions where appropriate?



Communication



Training/ Learning Environment



Does the team have technology based or physical systems where athletes can express or contribute their views?

Does the design of training support active conversations?

Does training encourage the importance of listening to one another?

Communication



Voice



Coaches and athletes have the opportunity to express their views, contribute their views to the team, with these views listened to respectfully and appropriately acted upon.



ATHLETES

- » Do athletes share their thoughts and ideas and contribute to team discussions in respectful and appropriate ways?
- » Do athletes speak with openness and honesty to the coach and appropriately challenge the status quo?

COACH

- » Does the coach give permission, invite, and facilitate opportunities for athletes to express their views and contribute to discussions and decision making?
- » Does the coach demonstrate respect for the views given and appropriately act upon them?

voice

TEAM

- » Does the team engage in open and inclusive discussions, that allow for views to be expressed equitably without retribution, reprisal or damage to reputation?

Communication



Paying close attention to what is said, hearing and responding in ways that demonstrate understanding, and a desire to learn from others.



ATHLETES

- » Do athletes display active listening verbally and non-verbally?
- » Do they listen to the coach and other athletes without interruption and demonstrating that they hear the message being conveyed?
- » Do athletes demonstrate they have considered the ideas or opinions of others before responding?

COACH

- » Does the coach actively listen to athletes, responding verbally and non-verbally in ways that demonstrate fully hearing the athletes, proactively building on responses?
- » Does the coach clearly communicate they are listening?
- » Does the coach encourage active listening in athletes?

TEAM

- » Does the team listen to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another?

Communication



Instructions and suggested actions are clear and easy to understand. Information or opinion is regularly given, effort and achievement are acknowledged to constructively support improvement.



ATHLETES

- » Are athletes open to, hear, and understand feedback, using the feedback received for further growth and progress?
- » If instructions are unclear do athletes actively seek clarity? Are they able to give feedback to the coach and other athletes?

COACH

- » Does the coach provide clear instructions and give regular positive and constructive performance and social feedback to athletes?
- » Does the coach help athletes to have a good understanding of their progress and areas for growth?

TEAM

- » Is there a high frequency of positive comments?
- » Do team members regularly seek and provide constructive feedback to one another, helping one another grow and improve?

Clarity and

Engagement



Training/ Learning Environment



Does the training/learning environment foster sustained attention?

Can everyone be heard and is there no disruptive external distractions?

Does the training space have visual prompts and/or other resources available to help athletes understand and manage their emotions, maintain attention and promote their strengths?

Engagement



Alertness and the ability to selectively focus on certain aspects of the environment and manage distractions.



ATHLETES

- » Are athletes alert, focused, clear about their tasks and remember instructions?
- » Do athletes actively utilise strategies to maintain attention and remain on task when faced with distractions?

COACH

- » Is the coach responsive to changes in attention and engagement, using attention management evidence-based strategies to proactively bring athletes attention back to task?
- » Is the coach themselves alert and present when they are with their athletes?

TEAM

- » Does the team collectively pay attention and appropriately engage in team activities?



Engagement



Positive qualities including attributes, skills and abilities that foster energy, motivation and performance.



ATHLETES

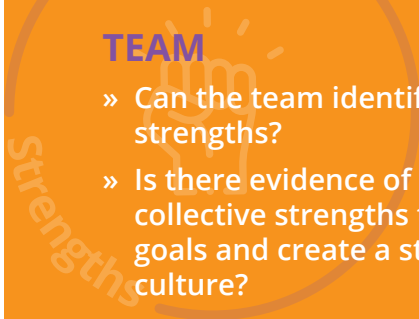
- » Do athletes identify, articulate, utilise and practice/develop their strengths, skills and abilities?
- » Do athletes recognise strengths in others and encourage their peers to use their strengths?
- » Do athletes use strength-based language?

COACH

- » Does the coach encourage athletes to identify and apply their strengths?
- » Does the coach use strength-based language?
- » Does the coach facilitate training/learning based on athlete strengths, skills and abilities?

TEAM

- » Can the team identify their collective strengths?
- » Is there evidence of the group using collective strengths to obtain performance goals and create a strength-based team culture?



Engagement



The ability to perceive, understand, express and use strategies to regulate heightened emotions and promote desired emotions.

ATHLETES

- » Do athletes demonstrate emotional literacy, appropriately expressing their emotions?
- » Are they able to regulate their emotions according to the situation?

COACH

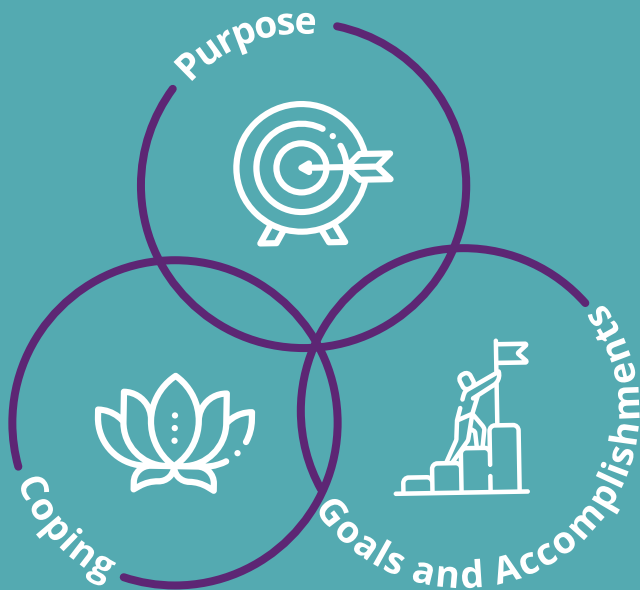
- » Is the coach emotionally regulated?
- » Does the coach support the development of emotional literacy, emotion-regulation skills and use their body language to set the emotional tone of the team?
- » Does the coach normalise difficult emotions and use intentional strategies to de-escalate athletes when required?

TEAM

- » Does the team participate in collective practices to create 'group-level emotions' such as happiness and curiosity?
- » As a group, is the team able to settle and calm itself and co-regulate together?



Mastery



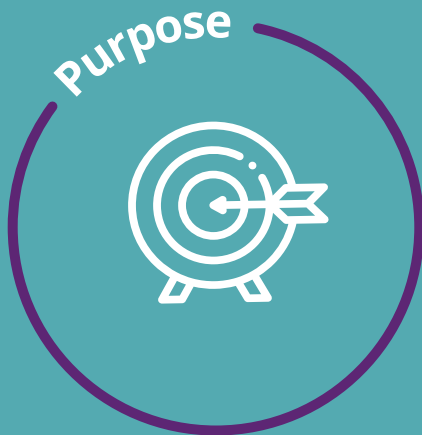
Training/ Learning Environment



Does the team have resources
that assist with coping?

Are performance and wellbeing
intentions, their relevance as well
as goals and achievements visibly
displayed and regularly referred to?

Mastery



Clear rationale and relevance for why things are done or exist with team activities directly related to high performance and/or wellbeing.



ATHLETES

- » Do athletes express the relevance of what they are learning both within and beyond their training?
- » Do they verbally express the belief that what they are learning is important and valuable?

COACH

- » Does the coach know their subject matter and make it relatable and meaningful for athletes?
- » Does the coach set objectives and learning intentions and acknowledge when they are achieved?

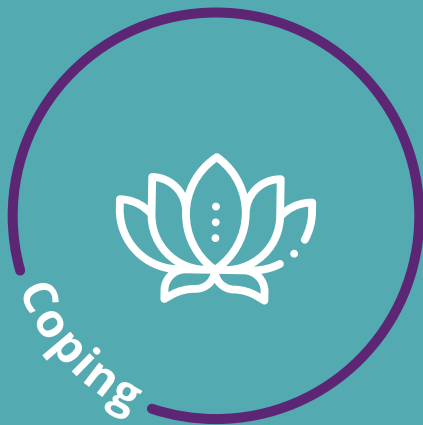
TEAM

- » Does the team acknowledge the intentions, rationale and relevance of activities?

Purpose



Mastery



The use of strategies to manage the demands of challenging or unpleasant situations.

ATHLETES

- » Do athletes persevere in the face of challenge?
- » Are they willing to struggle with tasks and use appropriate strategies to manage stress, demanding experiences and failure?



COACH

- » Does the coach model helpful coping skills?
- » Does the coach prepare and support athletes to cope with stressful and demanding situations?

TEAM

- » Does the team collectively work to reduce shared stressors and participate in collective practices that promote coping?



Mastery



A commitment to achieving clear aims and intentions that are worked towards and met with effort.

ATHLETES

- » Do athletes set and own their goals, develop a strategy to achieve goals and are they motivated to complete them?
- » Are athletes productive, and do they focus on achieving their best, engage in and persist with challenge, and complete set tasks?

COACH

- » Does the coach support and engage with athletes in setting appropriate performance, wellbeing and social goals?
- » Does the coach encourage high expectations, motivate athletes and promote athlete initiative?

TEAM

- » Does the team have shared goals?
- » Does the team celebrate achievements, and motivate one another towards setting, working towards, and reaching clearly stated outcomes?

