

Acting on Evaluation: Setting the Stage for Quality Sport Implementation (PART 1)

What We Did

Evaluated the impact of six Quality Sport webinars and three virtual Long-Term Development (LTD) Leads Day sessions on knowledge transfer and application consistent with Quality Sport principles¹ in the Canadian sport system in 2020–2021.

How We Did It

We collected and analyzed data from registration forms, attendee reports, in-session Mentimeter polls, and post-event surveys.

Key Findings

1

Quality Sport initiatives reached people in more than **75 different sports**, at **all levels of the sport system**, and in **every province and territory**.

2345

registrations between May 2020 and January 2021.



Representation from

86%

of Sport Canada-funded NSOs.

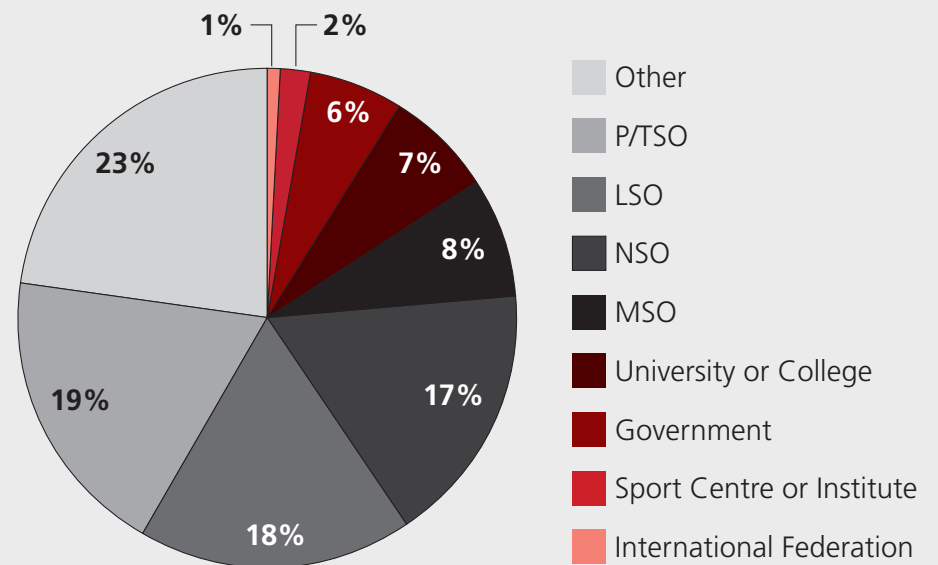


Figure 1. Percentage of registrations by organization type across all webinars.

National, provincial/territorial, and community sport engagement (See Figure 1).

Participation from researchers, educators, and policymakers.

"It is good to see great people leading the way in all levels of sport."

2

Participants felt that the information presented was **relevant, useful, and valuable**, and perceived an **increase in knowledge** after participating in the webinars.

92%

felt that the content was presented at a level they could understand.



77%

felt that they knew "a moderate amount" or "a lot" about the topic afterward (See Figure 2).

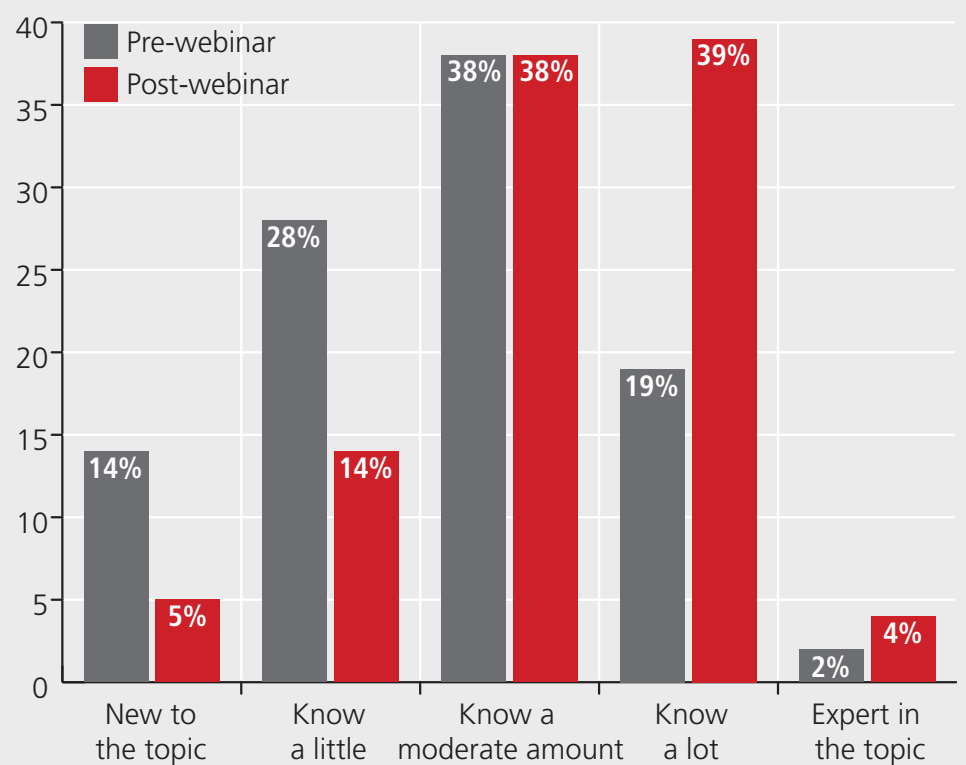


Figure 2. Participants' perceived level of knowledge before the webinar (grey) and after the webinar (red)—reported for all webinars overall.

"Any time I have the opportunity to listen to experts in the field, it is worth it."

3

Survey respondents felt that the sessions were **interesting**, the speakers were **engaging**, and the content was **informative**.

85%

were satisfied with the LTD Leads Day sessions.



93%

felt that the goal of the webinars was achieved.

"Having a diverse panel to share their experiences from different sporting backgrounds allowed for understanding the material from a multitude of perspectives that can add depth and insight into my planning, organizing and implementation of programs going forward."

What It Means

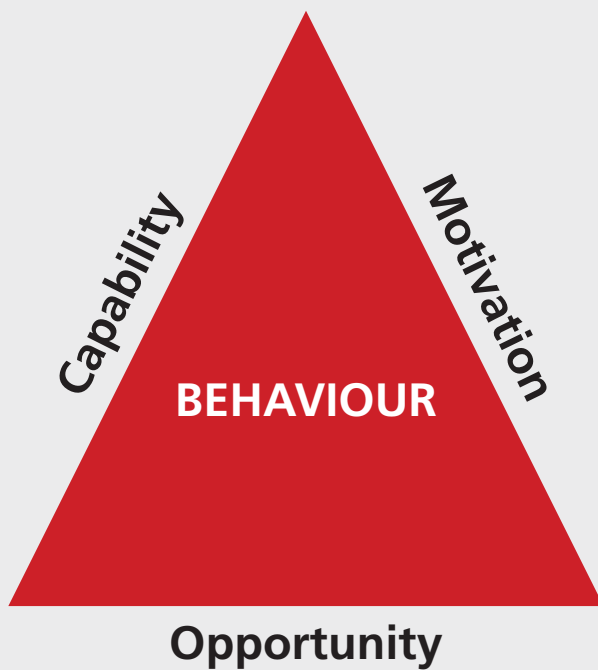
The findings of this evaluation demonstrate the value of virtual learning and knowledge sharing activities that bring together organizations at all levels of the sport system. They also highlight important next steps and areas for improvement to ensure that long-term impact occurs.

¹ <https://sportforlife.ca/quality-sport/>

To learn more about what you can do to enhance Quality Sport implementation and long-term development from playground to podium, check out Part 2 of this infographic. sportforlife.ca

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How We Did It

The **COM-B Model**¹ was used as a blueprint for understanding the factors that influence behaviour and behaviour change. It outlines three “active ingredients” needed to change behaviour:

1. **Capability** (e.g., knowledge and skills)
2. **Opportunity** (e.g., capacity and culture)
3. **Motivation:** (e.g., thoughts and desires)

Using a post-event survey, we asked participants to:

- ✓ **Rate** their perceptions of capability, opportunity, and motivation.
- ✓ **Identify barriers** and facilitators to knowledge application.
- ✓ **Tell us** what Sport for Life can do to help!

What We Found

Participants felt **motivated** to and **capable** of using and sharing the knowledge that they learned. The biggest challenge was **opportunity**.

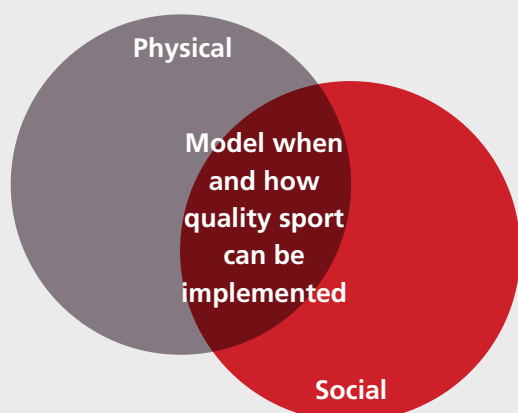
Specifically, sport administrators identified the following “opportunity” barriers:

- Limited resources and capacity, including time, money, and staff.
- Lack of buy-in from stakeholders.



What It Means

To support the adoption of Quality Sport principles, including Long-Term Development, **opportunity** needs to be the target – at all levels of sport.



Opportunities in the **physical environment** should focus on **capacity** and **resources**:

- Facilitate access to free or low-cost tools and templates.
- Ensure that tools and templates are quick and easy to use.
- Provide examples of when and how Quality Sport can be implemented.

Opportunities in the **social environment** should focus on **culture** and **social norms**:

- Create opportunities for knowledge sharing across sports and levels of sport.
- Leverage opportunities for inter-organizational collaboration and mentorship.
- Model when and how Quality Sport can be implemented.

¹ Michie, S., Van Stralen, M. M., & West, R. (2011). *The behaviour change wheel: a new method for characterising and designing behaviour change interventions*. Implementation Science, 6(1). <http://doi.org/10.1186/1748-5908-6-42>

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