

# Sporting Legacies

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# Outline of Session

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- Sporting Legacies
- Information KT
- Education KT
- Financial and Administrative Support CA/KT
- Review of Day 2
- ***OUTPUT***: Actions

# Types of Knowledge

## Explicit

- can be collected, classified, described, stored and disseminated using information management principles
- held in artefacts and containers such as documents, statistics data, images and databases
- able to be shared amongst many – disseminated and reproduced
- reusable, 'formal and systematic'
- people can know a world of ideas outside their experience
- has potential lasting value as a record / archive
- transferred primarily via products, services and / or documented processes

## Implicit

- experienced based know-how, interpretations and opinions that reside in the heads of stakeholders
- it requires specific processes to elicit, 'codified' and convert to explicit knowledge before it can be captured
- can be implied by or inferred from observable behaviour or performance
- can be embedded in systems, products, cultures and processes
- is "volunteered", individuals have to "want" to contribute

## Tacit

- is unique to an individual and a situation
- it is intuition, behaviours and expertise – may never be able to be replicated or codified
- is described by the phrase 'we know more than we can tell' (Polanyi, 1966)
- based on experience – know-how, expertise, the 'act of doing'
- can be intuitive – unique
- can be possibly be developed/ transferred by experiential activities, training, social interaction, observation and personal experience

# Knowledge for and from sport events

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## → **Explicit**

- What we did
- Who did it
- What resources did we need
- How much did it cost
- What was achieved

## → **Implicit**

- Why did we do it
- What were the issues along the way
- How did we work with others
- What would we do differently next time
- What are some of the key insights
- What did we do / could we have done to innovate

## → **Tacit**

- What are the skills and capabilities needed for success
- Are there heuristics for decision making and judgment that can be transferred

(Halbwirth and Toohey, 2013)



# Knowledge transfer

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- Barriers can appear at individual, organisational and technical levels.
- Individual level
  - Gender, age and cultural differences also have an effect
  - hoarding and protection of knowledge, skills and/or readiness gap to effectively contribute to or accept knowledge, a lack of trust or an unwillingness to collaborate.
- Organisational level
  - a culture that does not recognise new ideas or the contribution of knowledge,
  - rigid structures may not promote innovation or acknowledge a need for organisational learning.
- Technical level
  - inadequate technology, such as disparate locations not well connected or
  - an over reliance on technology as the primary knowledge transfer channel.

# A Knowledge Legacy Needs

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- *People* –to become capable in accessing and creating information and willing to share knowledge
- *Process* - to be integrated, driven by business need and, reflect organisational policy
- *Content* – to accessible, “trusted”, appropriate and organised
- *Technology* - integrated, user centred and easy to use

# Challenges and opportunities

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- Too much information
- Coordination
- Facilitating transfer
- Encouraging ongoing contribution
- Guidance versus requirements
- Each sport event is unique
- Leveraging the asset

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## Education Programs: Schools

- Olympism/ Football
- Values
- Sport as key
- Case Study: ASPIRE



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## Universities

- Students as volunteers
- Staff on secondment or leave of absence
- Provision of facilities for accommodation and training
- Research
- Training (Cashman and Toohey, 2002)
- Teaching
- Archives and library collections

# Keys to Success

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- Proximity
- Institutional support
- Support of authorities
- Coordination across the institution
- Institutions that benefited most started early and developed a coherent set of aims and objectives (Cashman and Toohey, 2002)

# Finance /Administrative Support

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- Sport organisations should anticipate spike in interest/involvement
  - events enhance context & support for mass participation
  
- Need to be able to build on enhanced interest
  - requires organisational infrastructure / capacity to do so (in addition to built infrastructure)

## Finance /Administrative Support

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- One factor (not often acknowledged) is sport's inability to cope with increased demand
  - how does this “inspire a new generation”?
- Children turned away because “books are full”
  - inadequate facilities/equipment compounded by too few staff - not enough trained coaches
  - inability to expand operating hours
  - must be enabled through access to more resources, equipment, paid staff and volunteers

# Finance /Administrative Support

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- Government and sponsorship funding often falls post event (NB event cycle)
  - without sufficient ongoing support the participation spike can't be sustained
  
- Training programs
  - enhance skill base of sport industry – coaches, administrators, volunteers
  - enhanced program delivery
  - potential impact on elite performance
  - better capacity to bid for future sport events

# Finance /Administrative Support

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*“Many Olympic and Commonwealth Games sports in Australia have not had the funds nor the human resources to implement such programs and their sports have not achieved the participation increases....” (Frawley, 2012)*



# LEGACY PROJECT ACTION PLAN

Name

Organisation

Project Title

Legacy Objectives	Actions	KPIs and Target Date	Who (Internal/ External)	Resources Required	Legacy Evaluation Method
1					
2					
3					
4					
5					

# QUESTIONS/DISCUSSION

