RESPECT AND RESPONSIBILITY REVIEW.

New Zealand Rugby

September 2017

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LUM*i*n | NEW ZEALAND RUGBY

Panel

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1 Introduction

NZ Rugby's mission is to *Inspire and Unify*. For more than a century it has been a critical contributor to the nature of our identity – as athletes, communities and a nation. New Zealanders have held rugby in high esteem, and some have aspired to follow in the footsteps of heroes who have gone before. New Zealand Rugby (NZ Rugby) has demonstrated its ability to lift the spirit of communities and a nation through competitions, winning events and in times of crisis.

Events prior to and in 2016 began to undermine rugby's place and contribution, with issues that no longer reflected contemporary New Zealand's values and expected behaviours. These issues were of concern to people within the rugby family and the wider community. In response, NZ Rugby commissioned this review of *Respect and Responsibility.*

If NZ Rugby is to realise its ambition *to be a world leading sports organisation and enable all of rugby to be the best it can be*, it needs to commit to leading change within rugby and influence change beyond the clubrooms and fields. NZ Rugby has a commitment to *lead, grow, support and promote our game.* These strategic aspirations are underpinned by a series of values that shape the principles and practices of the rugby community.

Sir Brian Lachore once told the All Blacks "Better people make better rugby", and the statement has become a catch phrase for rugby. NZ Rugby has proven in the past that it can inspire and unify – around Rugby World Cups and other large events, and during times of crisis such as the Canterbury earthquakes and Pike River mining disaster. This Review outlines how NZ Rugby can lead, develop and support people within the rugby system to be better individually, and collectively to create better rugby players, teams, volunteers, and experiences.

This Review is the result of a comprehensive programme of research and stakeholder engagement. There is a mood for change – rugby is up for the challenge. The ball is already rolling towards the vision of rugby being inspiring and unifying. NZ Rugby needs to uphold its values and create change for the better.

This Review Report for rugby in New Zealand is designed to guide the NZ Rugby Board through its next strategic cycle. The NZ Rugby Board cannot however achieve this alone, and needs to partner with key stakeholders including the New Zealand Rugby Players Association (NZRPA), Super Rugby clubs, Provincial Unions (PUs), clubs, schools, families and the wider community (rugby and non-rugby). While rugby is often in the spotlight, it also has huge goodwill and there is a real desire for leadership to deliver change. NZ Rugby should leverage its connection with World Rugby and Sport New Zealand (Sport NZ) to good effect, aligning with many of their values and strategic priorities.

The Panel and researchers have sensed a keen desire for change within the rugby community, and a willingness to help lead the change. This groundswell of support, both internally and externally, should provide NZ Rugby with the confidence to take positive action.

2 The Review

The purpose of this Review is to assess the current situation within rugby and how it reflects the aspirations of the wider rugby community to be a world-leading organisation with a conscience and culture that values respect and responsibility. It will guide NZ Rugby and the rugby community as they take a lead and use their influence to shape attitudes and behaviours within rugby and the wider community.

2.1 THE PANEL

The Review Panel comprises: Kathryn Beck (Chair), Jackie Barron, Lisa Carrington, Kate Daly, Liz Dawson, David Howman, Sir Michael Jones, Keven Mealamu and Dr Deb Robinson. Robyn Cockburn (Lumin) was the researcher and author for the Review with support from Lucy Atkinson.

The Review Panel reports to the NZ Rugby Board through Brent Impey, the NZ Rugby Chair, and was directly supported by Steve Tew, NZ Rugby CEO and Tracey Kai, GM Communications.

2.2 AREAS OF FOCUS

While the immediate focus was on attitudes towards women, there are other attitudes and behaviours which come within the scope of the Review. NZ Rugby policy and programmes are benchmarked against best practice models in New Zealand and overseas. Specifically, the Review was designed to:

- Assess the current and planned induction and education programmes for the professional game
- Assess the codes of conduct and behaviour protocols applied around the professional and national teams, including team driven rules and protocols
- Assess the contribution the leadership (Board members, administrators, coaches, NZ Rugby management and so on) make to the attitudes and behaviours of NZ Rugby's professional teams
- Assess the leadership development within NZ Rugby's professional rugby administration and teams
- Assess the contribution of the Personal Development Programme insofar as it relates to issues of integrity, diversity and culture and identify the opportunities for improvement
- Assess the use and impact of alcohol and potential use of recreational drugs by some players, staff and supporters to help them relax either during or after campaigns
- Revisit the recommendations from the 2013 Independent Review on Player Welfare and assess the success or otherwise of the implementation of those recommendations
- Assess the policies, practices and procedures that apply to internal and external complaints of behaviour which is inconsistent with the NZ Rugby standards of respect and responsibility
- Make recommendations consistent with NZ Rugby's ambition to be a world leading organisation which inspires and unifies New Zealanders.

In addition, NZ Rugby has been actively engaged in several initiatives that address issues of respect and responsibility. These include: the *Personal Development Programme,* mental health and wellbeing and concussion awareness and prevention, Board diversity and building a more inclusive culture.

2.3 REVIEW REPORTS

The Review Panel prepared two reports:

- A Summary Report containing goals, underpinning principles and an action plan provide high level information, and is widely available
- A Review Report provides additional information about each of the outcomes including specific areas of implementation, underpinning principles and action. It clearly outlines the aspirations of people in the rugby community and beyond, and identifies areas for change.

This Review Report contains the evidence in support of change, and this is presented both within the document itself and the appendices.

3 Approach

3.1 EVIDENCE AND INTERNATIONAL RESEARCH

Following a thematic analysis, a comprehensive literature review was conducted that included the following areas within its scope:

- Desktop review of existing NZ Rugby documents including internal planning, proposals and programme reviews
- Review of New Zealand and international research to explore evidence against the themes, and identify areas for potential intervention
- Comparative analysis with other codes in New Zealand and internationally to identify current practice and benchmark NZ Rugby.

A summary of this has been included in the appendices, with relevant information in the body of the report. All sources have been referenced in the footnotes, and a comprehensive bibliography is provided at the end of the report.

3.2 STAKEHOLDER ENGAGEMENT

A stakeholder engagement plan was prepared that identified all stakeholders (internal and external) and assessed their interest and influence. Using this system, priorities and processes were established to develop the method of engagement.

The stakeholder engagement programme included: interviews, problem solving workshops, focus groups and an Online Mailbox. The engagement was conducted from November 2016 to July 2017 with the final results reported to the Board in August 2017.

Stakeholder engagement occurred throughout the rugby community, encompassing representative voices from – amongst others – families and volunteers supporting their own in community rugby, emerging young players, PUs, Super Rugby Clubs, players at all levels, NZ Rugby Board, NZ Rugby staff, Chief Executives, Black Ferns and All Blacks, NZRPA, partners and supporters of NZ Rugby. The engagement process was an important focus of the work, ensuring that the full breadth and depth of NZ Rugby and its work was captured and reflected.

More than 300 people participated in the process.

A list of people engaged in the consultation is included in the appendices, with groups participating in conferences, forums and workshops listed. The mechanisms used for consultation included:

- Briefings and Memorandum for Information
- Conference attendance and presentations
- Focus groups and workshops
- Fono, forums and hui
- Internal and external group interviews
- Individual interviews
- Media statements generating responses to the Online Mailbox
- Online Mailbox
- Personal correspondence.

The scope of the engagement went through all levels of rugby, and engaged people who are currently and historically involved in rugby:

- NZ Rugby Board and NZ Rugby Executive
- NZ Māori Rugby Board
- NZ Rugby Leadership team, People and Capability, Legal
- NZ Rugby Brand team (Commercial, Sponsorship, Media, Comms, Marketing)
- Super Rugby CEs and Chairs, key staff, private owners
- PU Chairs and CEs, staff working with professional, semi-professional and club rugby
- Team support personnel including managers, medics and player welfare at all levels
- Māori perspectives and Māori players
- Pasifika perspective including Pasifika schools, churches, families
- NZRPA Board and staff
- Personal Development Managers
- Coaches of national teams and other coaches involved in the pathway to professionalism
- High Performance/Academy personnel
- Sport psychologists

- Girls and women in rugby including World Rugby personnel
- Agents
- NZ Secondary School Rugby
- Young rugby pre-professional players
- Contracted and previous players
- Referees at a range of levels
- Sponsors
- Media and New Zealand public.

3.3 ONLINE MAILBOX

The purpose of the Online Mailbox was to enable New Zealanders to share their own stories of respect and responsibility. Participants made suggestions in response to some questions. This helped to identify the issues that need examining and develop some approaches to addressing these issues. The Online Mailbox asked for both positive and negative stories, and there was an even balance across both categories. Some people shared more than one story.

There were a range of questions that enabled people to describe situations and analyse the contributing factors, and quantitative and qualitative information collected has been included through the body of the report.

A total of 232 responses were collected, covering a wide range of different perspectives.

The majority of respondents were aged 30 – 49 years old.

There was a wide range of ethnicities represented in the respondents, and while not matching the ethnicity profile of professional rugby, there was strong representation from Māori (19.3%) and Pasifika (12.4%). The totals add to more than 100% as people could select all ethnicities that applied to them.

Figure 1 Ethnicity of respondents

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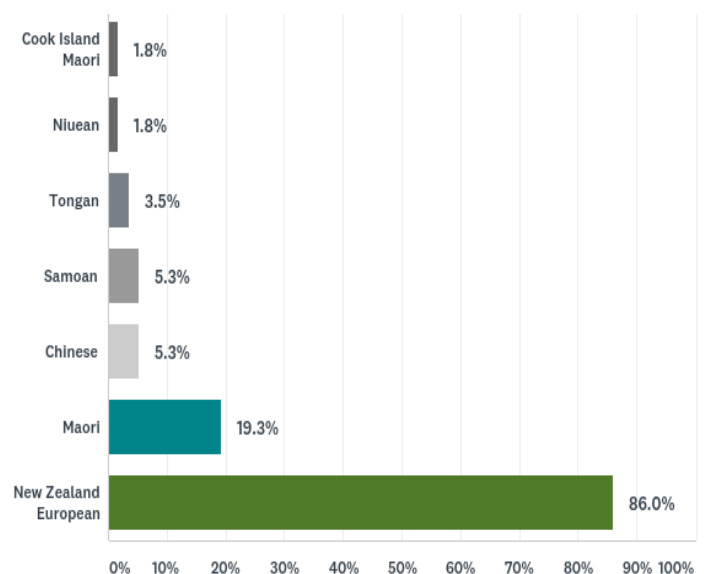
There were more men responding, to the survey although one third of respondents were women.

Figure 2 Gender of respondents
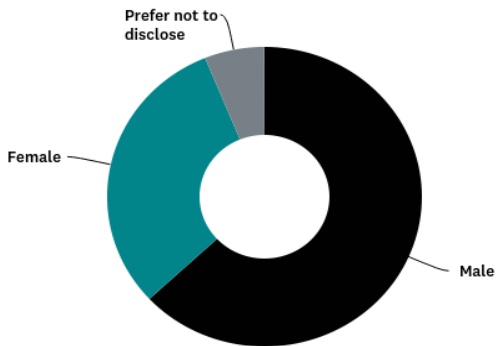
Nearly all respondents had involvement in club rugby, two thirds with schools, and half at the PU level, one quarter had involvement with NZ Rugby at a national level.

People had a spread across different levels of involvement, and a multiplicity of roles.

3.4 REPORTING

The Panel used an iterative process, presenting key findings to the NZ Rugby Board and other stakeholders and testing recommendations. Prior to final presentation to the Board, all documentation, including recommendations, was drafted into a Summary Report and Review Report which was tested with key internal stakeholders.

Figure 3 Level of involvement in rugby
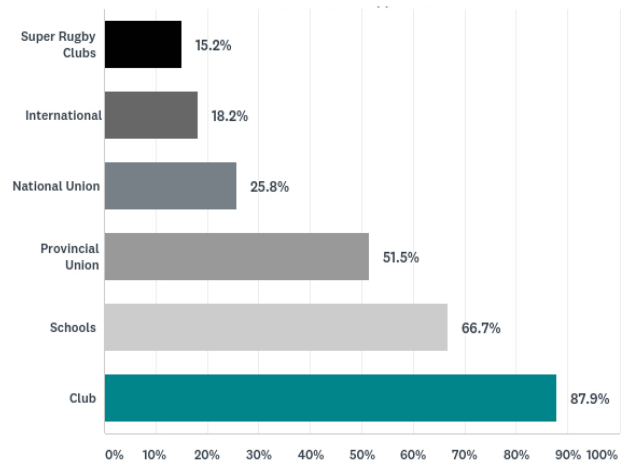
Figure 4 Roles in rugby
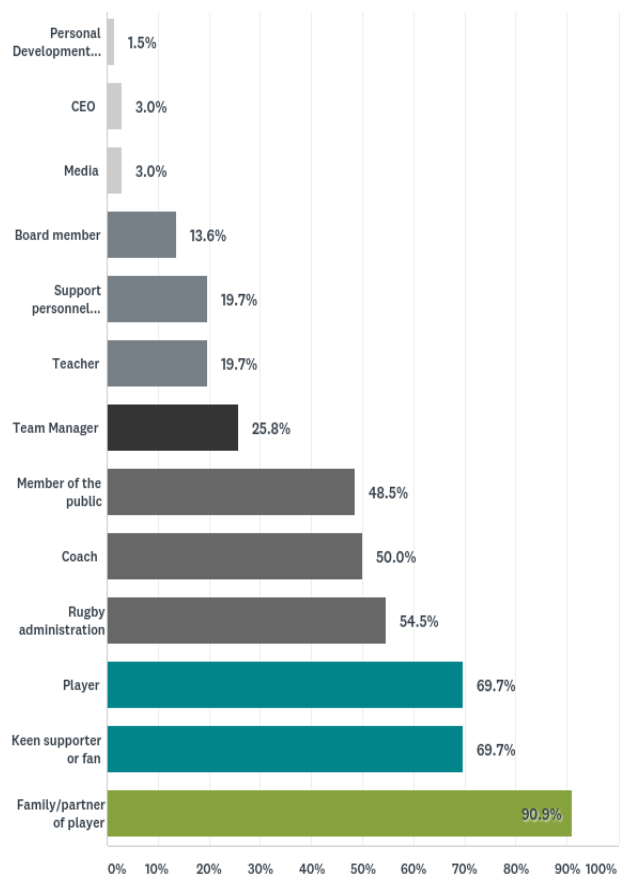
4 Review of 2013 Review of Player Welfare

The *Independent Review on Player Welfare*[1], conducted in 2013, was the result of several high-profile incidents involving players' behaviour.

Three key recommendations were made in response to issues that emerged during the Review.

2013 recommendation: Introduce a Life Skills Resource to roll out a Life Skills Programme focused on the 15-19 year age band

Action to date:

- Education Manager appointed in 2014, resulting in new programmes developed for NZ Rugby that include a stronger focus on reaching younger players

- Internal report on education for young players (2016) makes clear recommendations for change and has resulted in the development of an online learning portal[2] for secondary school players. Top 4 schools, U18 Super Rugby Club Camps, U18 and U19 tournaments are used as an opportunity to provide education on a range of topics including: social media, nutrition, mental skills, character values, the rugby employment environment, agents, Drug Free Sport NZ, life balance, leadership, respectful relationships, mental wellbeing and supplements. Further work is underway with the development by NZRPA/NZ Rugby of the *Secondary Schools Education Strategy (Draft) 2016*

- Project focusing on respectful relationships, addressing issues such as sexual violence, relationship violence and bystander violence. Funded as part of an enhanced partnership with ACC's *RugbySmar*t initiative

- Induction programmes refreshed annually with a focus on essential information and improved delivery, with the development of new modules

- *Players Own Handbook* (July 2017) prepared by NZRPA in conjunction with NZ Rugby

- Increased allocation of Personal Development Managers (PDMs) agreed in the Collective Agreement, with implementation in each of the Super Rugby clubs and PUs. The scope of this programme includes liaison with schools, engagement with professional players including Black Fern Sevens and All Black Sevens, and to players engaged overseas or who have retired.

2013 recommendation: All ITM cup players must be engaged in part- time meaningful study or work or not play in the competition

Action to date:

- Expansion of the PDM resource at Mitre 10 Cup level

- Strong education and training planning with some players, although the role as a professional athlete, with commitments to training, competing and travel makes this complex.

The information analysed relates to Super Rugby Club players:

- Just over half (56%) of the players (Super Rugby Clubs only) have completed a trade or tertiary qualification, are currently studying or have temporarily placed study on hold

- 41% have secondary school qualifications as highest level of attainment

- For many professional players who are employed in a full-time career that includes a significant amount of travel, this level of engagement in studying and achievement to date reflects a positive achievement, given that only two people in this cohort have no qualifications

- The PDMs work very hard to ensure that all players have, for example, a driver's licence.

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[1] Curragh, J. (2013), *Independent Review of Player Welfare,* NZRU, Crowe Howarth (NZ) Ltd.

[2] www.onlinelearning.nzrugby.co.nz/

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2013 recommendation: Introduce a compulsory savings scheme for players under the age of 21

Action to date:

- The Collective Employment Agreement 2016-2018 establishes a *Player Savings Scheme* with an incentivised contribution rate; players can access 50% of their retirement benefit at age 34 with the balance able to be accessed at age 40

- To date only one player has elected not to participate in this savings programme.[3]

In addition, there has been a focus on mental wellbeing with the following actions:

- Mental health review and a *Mental Health and Wellbeing Strategy* developed 2016

- The *Head First* initiative is one outcome of this Strategy

- Induction programmes have been strengthened and include a more comprehensive focus on mental wellbeing

- Compulsory session on mental wellbeing in training camps

- Free psychological support available through the *Employee Assistance Programme*, available to all NZ Rugby employees.

More details about these are included in the subsequent chapters.

Figure 5 Education and Training of Super Rugby Players
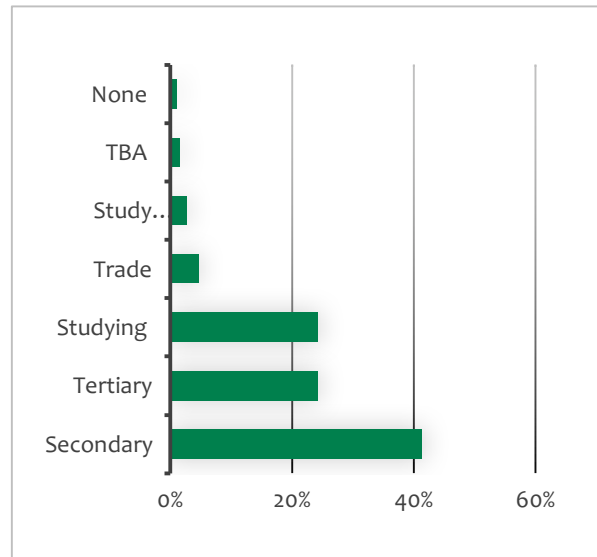
Source: Information provided by NZ Rugby

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[3] Information provided by the NZRPA.

5 Areas of Change

NZ Rugby has been actively developing several areas of change since the previous Review with relevance to this current focus on respect and responsibility. This section provides an overview of:

- The Personal Development Programme
- Front-loading life-skill development to emerging young players
- Mental wellbeing
- Concussion
- Healthy relationships
- Sexual orientation
- Policies and protocols
- The Bazley Report
- Diversity and themes from the Recommendations on Achieving Diversity on the Board of New Zealand Rugby.[4]

It also highlights the opportunity for NZ Rugby to take a lead in creating change in rugby that can create change for the better in society generally.

5.1   PERSONAL DEVELOPMENT PROGRAMME (PDP)

An internal analysis of the PDP identified several issues, primarily relating to delivery inconsistencies and lack of completeness. Many content areas were not even delivered across 50% of programmes. If there is a strong consistent programme at the early stages of a player's career there is less intervention and remedial work to do in the middle and later stages.

NZ Rugby can set a very strong standard of what it means to be a professional rugby player in New Zealand and start to educate our emerging professionals on this. At this age and stage, any programme needs to set a firm foundation of what knowledge and attributes are needed for players to be prepared for an emerging professional rugby career, but also continue to develop as good young people.

Key areas for further development summarised from the NZ Rugby internal report[5] are outlined in the body of the report, but critical to this are:

- Front-load education programmes, to provide support to players who are often ill-equipped with the necessary skills, tools and strategies to cope with the shift to a professional rugby programme
- Raise awareness around issues such as mental health and wellbeing, healthy and respectful relationships, illicit drugs and gambling and prepare them for the increase in public profile and exposure
- Maintain a deliberate focus on the off-field education, holistic development and wellbeing of young players to enhance performance on the field and provide an incubation system for developing good young people who are successful in sport and life.

The PDP is critical in the support and development of a respectful and responsible culture. In addition, it is central to NZ Rugby's obligations as a responsible employer. The recruitment, selection and training of the PDMs is an important contributor to the successful implementation of the programme. NZ Rugby needs to take greater responsibility and have greater accountability for the PDP's development, delivery and monitoring – working with NZRPA in a true joint venture.

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[4] Walsh, Dame T. (2016) Achieving Diversity on the Board of New Zealand Rugby, Recommendations from the Working Group. Confidential report to the NZ Rugby Board

[5] Price, N. (2016) *Education and Life-skills for Emerging Professional Rugby Players in the 15-19 Age Group*. NZ Rugby Internal Analysis.

5.2   MENTAL HEALTH AND WELLBEING

NZ Rugby clearly recognises that the mental health and wellbeing of its players is at least as important as their physical health. The *Head First*[6] mental health and wellbeing website was launched in early 2017, with the intention that it helps players, coaches, support staff and their families.

Part of a wider project to support mental health and wellbeing, the intention is to develop and deliver appropriate resources in mental health and wellbeing to New Zealand's rugby players, both emerging professional and professional.

5.3   CONCUSSION

NZ Rugby is fully aware of the documented impacts of concussion and, in partnership with ACC, developed the *RugbySmart* programme in 2001 across all levels of the game. The aim is to ensure that all players are physically and technically prepared before they lace up their boots. Current practice and resources on managing concussion include:

- Recognise, Remove, Recover and Return journey process as part of *RugbySmart*[7]
- *Blue Card* initiative[8]
- RugbySmart Coaching Toolbox[9]
- Side-line Concussion checklist
- *Graduated Return to Play*[10] information ACC/NZ Rugby combined initiative
- NZRPA/NZ Rugby *Tip Sheet 10*: Concussion – provides information for players to recognise their own, or another's concussion and what to do about it.

5.4   MISCONDUCT

An analysis of misconduct information over the four-year period 2013 - 2017 covered 36 cases of serious misconduct and misconduct dealt with by NZ Rugby. This involved 33 incidents involving players, two involving a team and one involving a club. In this there were four incidents of individuals who were repeat offenders. The primary cause of misconduct was 'poor behaviour' and included the following types of incidents:

- Failure to attend meetings, judicial hearings, assembling with the team
- Lack of compliance with agreed programmes including rehabilitation, team curfew
- Drunk behaviour and associated damage
- Inappropriate sexual behaviour towards others
- Violent behaviour towards others including team members and coaches
- Instances involving alcohol and drugs
- Homophobic slur, overheard by public and complained about.

5.5   ACC RUGBYSMART RELATIONSHIPS PROGRAMME

As part of its commitment to support people engaged in rugby to be more respectful and responsible, NZ Rugby developed and delivered programmes focusing on:

- Healthy relationships
- Consent education and sexual abuse prevention
- Family violence prevention.

Starting in December 2016, there has been an early pilot of some key modules throughout the professional rugby system, with the intention of receiving feedback and developing a comprehensive programme for implementation that meets the needs of a variety of different audiences.

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[6] www.headfirst.co.nz was created to help players, coaches, support staff and families in the rugby community to support their own wellbeing and that of others. It was developed the support of The Health Promotion Agency, Le Va and the Mental Health Foundation.
[7] http://www.nzrugby.co.nz/rugbysmart/concussion

[8] https://www.coachingtoolbox.co.nz/rugbysmart/coach-and-referee-education/blue-card-for-concussion
[9] https://www.coachingtoolbox.co.nz/rugbysmart
[10] http://files.allblacks.com/concussion/concussion_documentv4.pdf

5.6   SEXUAL ORIENTATION

The *Out on the Fields Report*[11] showed that sport is not a safe or welcoming place for lesbian, gay or bisexual (LGB) people.[12] NZ Rugby took the lead in a New Zealand sport wide initiative[13] focused on anti-homophobia and inclusion and publically committed to improving diversity in May 2016.

NZ Rugby has adopted a *Respect and Inclusion Protocol* (2016) that articulates the need to act with 'dignity and respect towards others, and not discriminate against any person on the grounds of: gender, marital status, religious or ethical belief, colour, race, ethnicity or nationality, disability (whether mental or physical), age, political opinion, employment status, family status, or sexual orientation.'

It has embarked on a programme of education, policy alignment and awareness raising starting with the establishment of an Inclusion and Diversity group at the national office. In July 2017, NZ Rugby was the first national sports organisation to be awarded the *Rainbow Tick*[14], which is awarded to organisations that demonstrate that they understand, value and welcome sexual and gender diversity. The certification process involves tests that are carried out on the practices and policies that manage the human resource of an organisation.

5.7   POLICIES AND PROTOCOLS

NZ Rugby in partnership with the NZRPA has taken a lead in articulating clear expectations of behaviour, which are contained in a number of different policies and protocols. The most recently published *Professional Player Protocols: Key Information (2017)* covers a range of topics including: anti-doping, illicit drugs, medical treatment/prescription medicines, anti-corruption, player conduct (flow chart), social media, mental wellbeing, handling homesickness, concussion and team functions.

The *Team Function Protocol* has been recently developed, and provides guidance around the 'planning and the conduct expected of professional rugby team management and players at Team Functions. It is important to understand that any behaviour at a Team Function, or in fact at any other time, that may be in breach of an employee's obligations under the Collective Agreement or any individual employment conditions may be investigated as potential misconduct.'[15]

The numerous protocols and procedures in the rugby world, together with their complexity and legal language can make them difficult for the audience, particularly players. This is magnified when the Super teams and PUs have their own and sometimes different protocols or procedures.

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[11] Denison, E. & Kitchen, A. (2015). *Out on the Fields: The first international study of homophobia in sport.* http://www.outonthefields.com/
[12] The researchers noted that while there are many similarities between homophobia and transphobia, transgender people also experience forms of discrimination unique to them. The authors decided to focus on issues of sexuality, hence the focus on LGB people. (pg3)

[13] Shaw, S & Zink, R. (2016) Anti-homophobia and inclusion policies in New Zealand National Sport Organisations.
[14] http://www.rainbowtick.co.nz/
[15] NZ Rugby and NZRPA (2017) Professional Player Protocols: Key Information.

6 Other reviews

6.1 BAZLEY REPORT

Following the incident in Wellington where a player was eventually charged with serious assault, a review of the Wellington Rugby Football Union (WRFU) systems was instigated in 2016, undertaken by Dame Margaret Bazley. The purpose of the Review was to examine the processes, protocols and procedures that the WRFU had in place regarding player recruitment and the management and monitoring of player behaviour. The report makes recommendations to the WRFU[16], including:

- A 10 year culture change programme that should state players' responsibilities on and off the field… to uphold the attitudes and standards of behaviour, establish a new framework of the standards, systems, processes, and practices for player behaviour

- A task force to undertake a review of all standards, policies, systems, procedures and sections of the organisation in regard to dealing with players and design a new system that includes player attitudes, culture and standards of behaviour, management of their performance and disciplinary processes

- Develop a *Code of Conduct* setting out required standards of behaviour for everyone covered by the WRFU

- All WRFU committees with responsibility for recruitment engagement, systems and so on should have at least two women members

- Document management system to be developed covering player behaviour

- Additional resourcing provided to NZ Rugby, NZRPA, and WRFU life skills programme.

6.2 DIVERSITY REPORT

In 2016, an independent working group was established to look at achieving greater diversity on the Board of NZ Rugby.[17] The working group was made up of a cross-section of NZ Rugby and PU representatives. Dame Therese Walsh was appointed the independent chair.

In its executive summary, the working group supported the call for greater diversity on the Board and made several recommendations, five of which required no constitutional change, and three which required a change to the current constitution.

The working group's recommendations that *do not* require constitutional change:

- Appoint at least one female to the Appointments and Remuneration Committee (the ARC is responsible for interviewing candidates for elected and appointed positions, recommending candidates for elected positions to be voted on by Members at the AGM, and appointing candidates for appointed positions).

- Review and update the Board Skills and Competency Framework (SCF) to increase the importance of diversity (with an initial focus on gender diversity) when assessing both appointed and elected candidates.

- Change the current NZR recruitment process for appointed board positions. Formalise this process by engaging an executive search firm that can target highly skilled directors with the attributes prescribed in the SCF to be candidates eligible for appointment.

- Lead a comprehensive programme to help Provincial Unions("PUs") identify and develop women onto and on PU boards. Ensure it is widely understood that any member of the community (not just the chairs of PU boards) may be nominated for NZR board positions.

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[16] Bazley, Dame M. (2016), Report to the WRFU board of directors examining the processes, protocols and procedures that Wellington Rugby Football Union have in place with regard to player recruitment and the management and monitoring of player behaviour, WRFU.

[17] Walsh, T. (2016) *Achieving Diversity on the Board of New Zealand Rugby. Recommendations from the Working Group.* (2016) Confidential report to the NZ Rugby Board

- Reference-check short-listed candidates for both NZR elected and appointed board positions as a standard part of the recruitment process.

The recommendations that do require constitutional change:

- Create a temporary conditional gender-specific additional position on the NZR Board that would only come into effect if it transpires that no woman is a member of the NZR Board as a result of normal process (having implemented the non-constitutional changes contained in this report) at the completion of the 2017 AGM.

- Or, amend the process so that from 2018 one elected Board member (beginning with the Māori Representative on NZR board in 2018) is nominated by PUs, but appointed via the ARC from the PU nominations. Of the three board positions to be filled each year subsequently - one position would be elected from a shortlist of two candidates nominated by PUs, one position would be nominated by PUs but appointed by the ARC, and one position would be selected and appointed by the ARC).

- Or, over the next two AGMs, change the ratio of appointed to elected positions on the NZR Board. Currently the ratio is three appointed to six elected (including the Māori position). Progressively change this to five appointed and four elected.

The *Diversity Report* was unequivocal regarding the need for women on the Board of NZ Rugby and the view that the current method of appointment of Directors operates as a barrier to achieving diversity on the Board.

Subsequent to the *Diversity Report* being released, the Board accepted all the recommendations not requiring constitutional change and has actioned two of the recommendations already. It has appointed a woman to the Appointments and Remuneration Committee, and reviewed and updated the *Board Skills and Competency Framework* (SCF) to increase the importance of diversity, particularly gender diversity when assessing all candidates. There is still work to be done to change the NZ

Rugby recruitment process for appointed board positions.

Further, Dr Farah Palmer was elected to the Board as the Māori representative in December 2016, being the first woman on the Board since its inception.

PU boards are currently comprised of a mix of appointed and elected members, with at least half having 50% of their board appointed[18]. In this case, many of the PUs are more progressive with their board composition than the NZ Rugby Board itself.

NZ Rugby is currently working through a facilitated process of engagement with its members with a view to being able to put a successful resolution to a Special General Meeting which will amend the constitutional appointment process so that from 2018 there will be an increased number of appointed board members.

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[18] Dellabarca, R. (2017) Presentation to the NZ Rugby AGM.

7 2017 Review Focus Themes

Rugby has been a fundamental part of New Zealand communities and the nation for 125 years. During that time, there has been considerable societal change, and in some settings, rugby has been dynamic and changed to reflect this. In other settings, there is a less noticeable change in the way rugby culture is expressed through attitudes that associate with it.

It is in this context that the following areas of work were identified as the focus for the 2017 Review:

- Induction and education programmes for the professional game
- Attitudes to women
- Codes of conduct and behaviour protocols
- Leadership contributions to attitudes and behaviours
- Personal Development Programme
- Impact of alcohol and potential use of recreational drugs
- Policies, practices and procedures for complaints about behaviour.

Through the Online Mailbox key themes emerged that provided the panel with guidance. There were some clear areas of focus for the positive stories, highlighting the value of team culture, positive roles models, family/whanau support and the positive role of coaches.

The aspects that contributed to these positive stories included both individuals (for example players and coaches) and organisations (PUs and clubs).

The negative stories highlighted a different set of issues, particularly the sense of entitlement and sexism.

Issues such as peer pressure, alcohol, violence, dishonesty, sexually inappropriate behaviour and the impact of 'stardom' all featured as contributors to the negative stories.

The negative experiences were associated with individual players and teams, although clubs and PUs were identified as key contributors.

Figure 6 Aspects contributing to positive situations

Aspect	Percentage
Financial resource	10.6%
Pastoral care	17.0%
Education	25.5%
Mentors	31.9%
Community service/volu...	31.9%
Health and wellbeing	31.9%
Peer group	34.0%
Community care/support...	36.2%
Learning and development	38.3%
Friendships	46.8%
Coaches	48.9%
Family/Whanau support	66.0%
Positive role models	74.5%
Team culture	76.6%
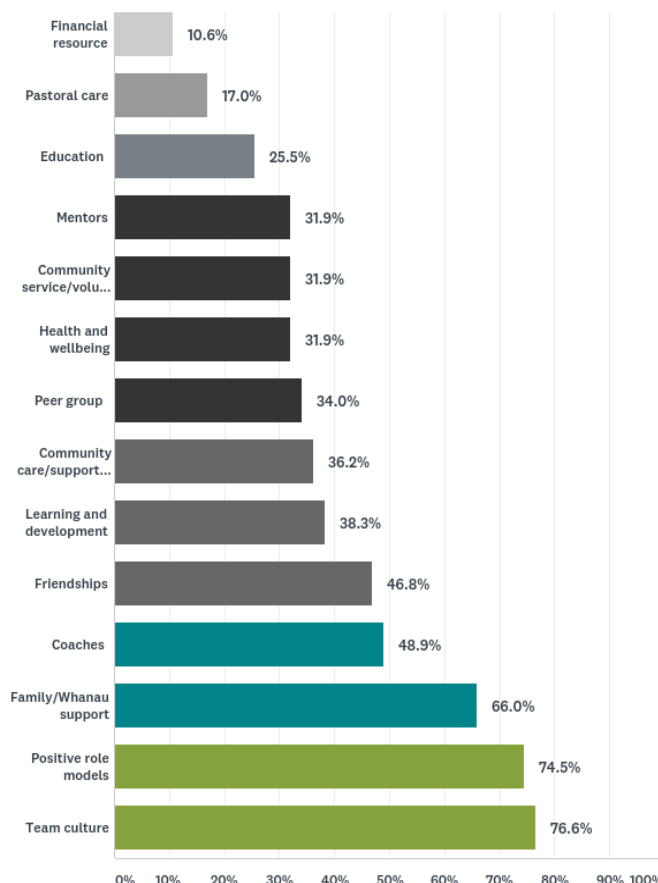
Source: Online Mailbox

While there is often a front facing 'family' culture, there are still many problematic behaviours and attitudes that exist towards women, sexualities other than heterosexual and a strong drinking culture that exacerbates and at times makes dangerous these attitudes and behaviours.

Figure 7 Aspects contributing to negative situations

Aspect	Percentage
Misuse of drugs	2.4%
Gambling	2.4%
Identity crisis/issue	4.9%
Financial expectations	7.3%
Fear of failure	7.3%
Sexual identity	9.8%
Addictive personality	9.8%
Family expectations	12.2%
Mental wellbeing	12.2%
Racism	12.2%
Media pressure	14.6%
Cultural difference	19.5%
Other reasons	19.5%
Sexually inappropriat...	24.4%
Stardom	24.4%
Dishonest behaviour	24.4%
Violence	26.8%
Alcohol	29.3%
Peer pressure	31.7%
Sexism	36.6%
Sense of entitlement	58.5%

Source: Online Mailbox

Figure 8 Who is associated with negative situations

Who	Percentage
Personal Development...	2.5%
Agent	5.0%
Medical Staff	10.0%
Partner	10.0%
Schools	15.0%
International	15.0%
Family member	15.0%
CEO	20.0%
Super Rugby Clubs	22.5%
Manager	30.0%
Coach	32.5%
Other (please specify)	32.5%
Provincial Union	42.5%
Club	52.5%
Team	60.0%
Players	62.5%
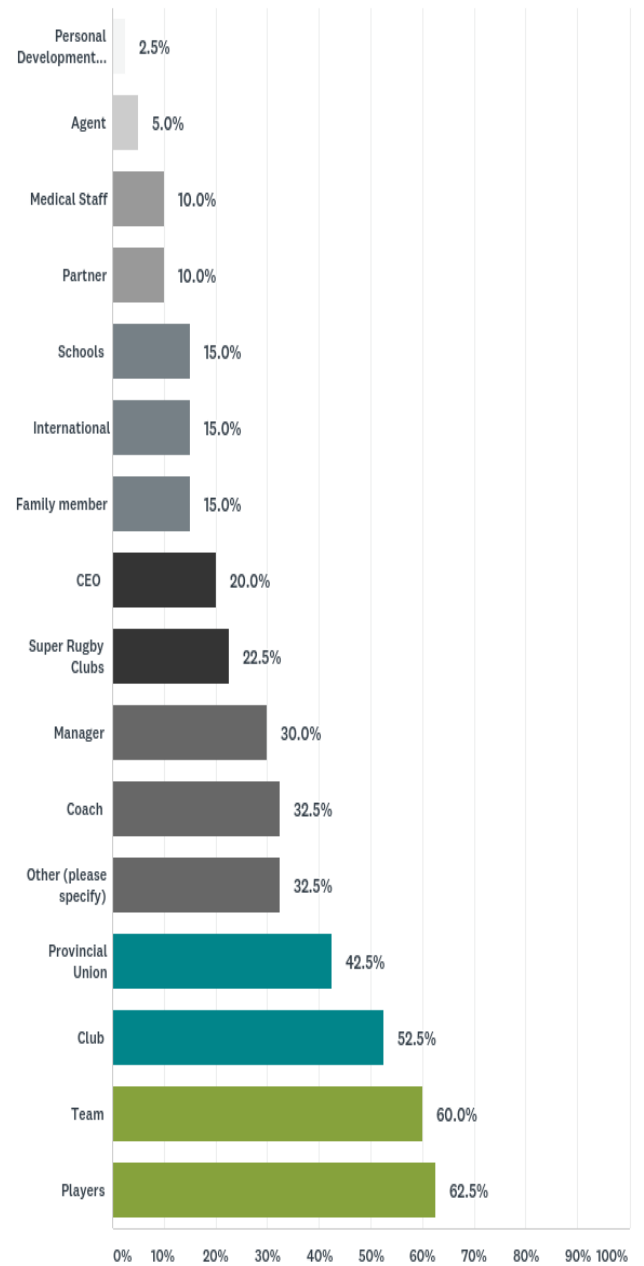
Source: Online Mailbox

8 Strategic Alignment

NZ Rugby operates in a national and international context, and has a strategic relationship with World Rugby.

NZ Rugby Strategic Plan: 2020[19] has a vision to *Inspire and unify*. Its ambition is to be a world leading sports organisation and enable all of rugby to be the best it can be, and it aims to achieve this through its commitment to lead, grow, support and promote our game.

NZ Rugby's strategic focus areas to 2020 include:

- **All Blacks and other national teams winning pinnacle events –** with goals of winning the 2019 RWC in Japan, the All Blacks Sevens winning gold at Rio and Tokyo Olympics and Black Ferns winning the 2017 WRWC.

- **More players and more communities participating** – its goal is to increase participation, appeal and relevance of all forms of rugby for all New Zealanders and offer differing forms of rugby to new and returning participants.

- **Fans are engaged and numbers growing** – its goal is to ensure that rugby is entertaining and appealing to a broad range of markets and develop programmes that grow the fans.

- **Positive global presence** – its goal is for NZ Rugby to build its value by contributing to the leadership of rugby worldwide and growing its brands in global markets.

- **Rugby is the sport of choice in wider Auckland** – it aims to achieve this by (amongst other things) increasing participation of women, Māori, and Pasifika in all parts of rugby; adapting different versions of the game to connect with teenagers, women, the Asian migrant community and the changing population profile of Auckland, creating governance and operational structures to grow the ability to deliver rugby, and finding out what existing and potential fans want and give it to them through channels that appeal to them.

Figure 9 NZ Rugby Strategic Plan 2020 Values

Respectful	Progressive	Inclusive
Empower	World leading	Integrity

These and other goals cannot be achieved unless NZ Rugby lives its values. In order to *Inspire and unify* and be the world leading organisation it wants to be, NZ Rugby must commit to a process of change.

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[19] NZ Rugby 2020 Strategic Plan, 2017

9 Positive Impact of Rugby

Rugby strives to develop people (individually and collectively) to be better people and to make better rugby. It is a positive part of the fabric of society and can unify and inspire.

9.1   SOCIAL CHANGE

Making a meaningful contribution to New Zealand society beyond 80 minutes of rugby is a responsibility NZ Rugby takes very seriously.

NZ Rugby's commitments to doing the right thing revolve around the safety and welfare of those involved in the game; backing the Official Charity of New Zealand Rugby and the All Blacks …supporting rugby to make a difference when Kiwis most need it.[20]

NZ Rugby has a community focus, with an Official Charity of NZ Rugby and the All Blacks. Examples have included Cure Kids and UNICEF.

Through the Online Mailbox, the Panel heard from 232 people, all keen to help rugby become more respectful and responsible.

People were asked about where rugby made positive contributions. Some of the responses are set out below:

Making a meaningful impact

We also need to be meaningful in our change so [rather than] trying to change all that is wrong in society rugby needs to identify where it can have real and meaningful impact and work in those key areas versus trying to be involved with everything and only scratching the surface. Online Mailbox Respondent

Better people make better rugby

The players, their parents and who bring them, encourage them and promote our great game.

Rugby has the teaching of being humble in both victory and defeat.

The aftermath speeches acknowledging [all involved] …the shaking hands at the end of the game…show that we are good people off the field [as well as on it].

Rugby is a positive part of the fabric of society

Great to have the union and teams jump on board and support the game being played in [te Reo] Māori.

A number of people from all walks of life give up their spare time throughout the winter and now even the summer months to keep this club spirit going.

Rugby has tried hard not to turn their back on a kid when he needed support the most.

Amazing individuals see the impact that rugby can have on lower socio-economic groups and women.

Rugby unifies and inspires

A partnership where everyone pulled their weight to work towards a common goal.

From when I arrived to when I left I was welcomed with open arms.

Great camaraderie and a sense of community.

A sense of community and family is felt in many a clubroom.

Relationships were forged, along with memories which is the basis for a future.

Our boys come from homes that are rather wild and woolly and generally don't have much but they always say thank you and clean up…so much respect from grassroots boys.

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[20] http://www.nzrugby.co.nz/what-we-do/rugby-responsibility

9.2   RUGBY VALUES

NZ Rugby has been honest about the issues that are occurring at all levels of their game. Many of the participants in the process were clear about the need for leadership, courage and vision, at the same time as respecting the traditions and success of rugby currently and in the past.

This Review is part of NZ Rugby's ongoing drive for improvement, ensuring that the organisation and the game reflect the changing culture and society within New Zealand. To do this requires commitment to some underpinning values, and leadership throughout the rugby community that unifies and inspires.

Rugby is integral to our identity as a country, and respect and responsibility need to be woven into the attitudes and behaviours of the rugby community. Rugby has a proud whakapapa of courage and team work. This is a pivot point in the development of the game, creating the opportunity to be inclusive, maximise the talents of all New Zealanders and set an aspirational expectation that attracts more people as players, volunteers, coaches and fans.

A clearly articulated value for respect and responsibility should serve as the foundation for all NZ Rugby's plans and performance, and will underpin leadership, policies, procedures and programmes. While respect is currently a NZ Rugby value, this requires further development along with other values included in a *Charter*. A range of concepts emerged through the Online Mailbox, fono, hui and workshops.

Respect yourself so that you know how to respect others

Having pride/mana (without ego)

Embracing your culture

Staying true to your roots/culture

Respecting our whanau/family; respect Tipuna

Honesty – spiritual strength, discipline, perseverance, resilience

Forgiveness, love, humility, humour

Fa'asoa – sharing

Respect, faith, culture, leadership, positive association, teamwork

Wairua (sprit)

Manners

Reciprocity

Gratitude

Honesty and transparency

Tikanga Māori

9.3 LEADERSHIP

'At a community level clubs can sometimes operate as an 'old boys club'. Therefore being dismissive of members' families.' Online Mailbox Respondent

The recent Achieving Diversity report [21] stated: *'Just as the game, the sport, and the organisation have evolved, so too has the society on which they depend. Of particular relevance to this discussion is the changing role of women in society, the changing expectations of women and the growing acceptance by society of gender equality. But other changes are relevant too. New Zealand is far more diverse, ethnically and culturally, than it was: even as recently as 1995, when Rugby's professional era began.'*

Changing societal composition and expectations, the need for good governance and opportunities for growth in the women's game are all indicators of the need for NZ Rugby to change who is engaged in leadership and how the leadership is enacted.

Leadership will need to reflect the constituents, with women and people of a range of ethnicities involved in all levels of playing, coaching and administration.

'We can't ignore the issue – or the opportunity, it will continue to be a barrier to real progress if we don't. If we want to be leaders, then we must address it.' [NZ Rugby Chair, Brent Impey][22]

The changing profile of the New Zealand rugby community needs to be reflected in the culture of the community game and its associated organisations. It will, over time, influence the professional game also.

9.4 IMPACT OF THE REVIEW

The impact of this Review will be realised at several levels:

* **Individuals within the rugby family** – players, coaches, team management, administrators, board members, family/whanau and fans – will be clearer about expectations of behaviour, and have support and systems that enable them to model this. Consequences of behaviours that do not meet expectations will be clearly articulated and implemented.

* **Organisations within rugby** – head office, Super Rugby clubs, PUs, clubs, schools, national teams, NZRPA – will align with the *Charter*, and implement professional development and education, pastoral care, risk management, complaints and resolution and consequences systems to support respectful and responsible attitudes and behaviours.

* **Rugby and its public supporters, media, fans and followers** – will recalibrate expectations of respect and responsibility and the organisations' commitments to inspiring change.

* **The wider community** – will become aware of the key messaging from rugby, and are more conscious of issues of respect and responsibility and a clearer understanding of how to live this.

* **New Zealand** – as a nation will experience a ripple effect, understanding clearly about respectful and responsible behaviours and how to support and enable these.

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[21] Achieving Diversity on the Board of New Zealand Rugby. Recommendations from the Working Group. (2016) Confidential report to the NZ Rugby Board

[22] Ibid.

10 Evidence: International and New Zealand Research

Respect and responsibility is the result of individual, collective, organisational and societal skills, attitudes, systems and resources.

This literature review has identified likely contributors to enhance respect and responsibility as well as factors which may serve to undermine respect and reduce responsibility, on an individual or group level.

The following themes have been explored:

- Alcohol
- Illicit substances
- Development of young people
- Gender and sport
- Ethnic identity and sport
- Māori
- Pasifika peoples
- Mental wellbeing
- Social mobility in elite sports including rapidly changing financial and social situations
- Stardom and its impact
- Sexual behaviour
- Violence in relationships and in sport (bullying, harassment and abuse)
- Education and post rugby careers
- Codes of conduct.

This review has been conducted to enable the researchers to:

- Identify published research and evidence
- Analyse key themes
- Identify potential interventions based on the evidence
- Provide evidence against which to review the current situation with NZ Rugby
- Develop areas of intervention.

11 Alcohol

Patterns of alcohol consumption in NZ have changed in the decade up to 2013. Drinking has decreased in all age groups. Possibly this trend reflects a greater awareness of the impact of alcohol on physical and mental wellbeing, and behaviour towards others, or is partly a result of changes in legislation and overt campaigns against drink-driving.

In 2012/13, 15% of New Zealanders aged 15 years or more who drank alcohol in the past year have a potentially hazardous drinking pattern. Hazardous drinking[23] tends to be most common in people aged 18-24 years of age.[24] Māori and Pasifika peoples are at greater risk for having hazardous rates of drinking.

Binge drinking amongst school-aged students was common, with almost 30% of those who drank any alcohol reporting they consumed an average of nine drinks at any one time. Even allowing for adolescent exaggeration, these levels of alcohol consumption are cause for concern in terms of the impact on health, wellbeing, and relationships with others.

11.1   ALCOHOL CONSUMPTION TRENDS

Evidence[25]

- 80% of all NZ adults drank alcohol in the previous 12 months
- Alcohol drinking has decreased by 4% across all age groups since the 2006/7 survey
- The largest decrease in drinking is in the 15 - 17 year age group (rate fell from 75% to 59%).

General facts, young people and alcohol[26 27 28]

- 85% of 18 - 24 year-olds drinking
- Approximately two-thirds of young people (aged 15 - 19) who consume alcohol drank

until they were intoxicated at least once in the past year (Ministry of Health, 2015)

- Hazardous drinking rate around 21% (one in five)
- Hazardous drinking patterns most common in people aged 18 - 24, rates still high up to aged 34
- 29% of young people aged 15 - 17 said they had consumed alcohol in the past four weeks
- One in two (51%) 15 - 17-year-olds who consumed alcohol in the past four weeks had five + drinks on at least one occasion, with 55% of 15 - 17-year-olds reporting a drinking occasion in the last three months had consumed five or more drinks on that occasion[29]
- Māori and Pasifika drinkers (all ages) are at greater risk of having hazardous drinking patterns
- Women of all ages have increased their alcohol intake in the last two decades[30], and this has been most marked in younger women and of those young women who did drink, 28% had five to nine drinks in an average session in 2001, 30% in 2012[31], and about 10% usually had 10 or more drinks a session in 2012
- In 2007–08 women aged 18 - 24 were more likely than other women to have more than four standard drinks on at least one drinking occasion in the last 12 months, with 80% doing so.

11.2   ALCOHOL CONSUMPTION AND SPORTS

Evidence

Researchers did not find a direct co-relation between alcohol consumption and elite sports, but they did note that alcohol consumption

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[23] Hazardous drinking is defined as a score of 8 points or more on the 10-question Alcohol Use Disorders Identification Test (AUDIT), which includes questions about alcohol use, alcohol-related problems and abnormal drinking behaviour (http://www.health.govt.nz/publication/hazardous-drinking-2011-12-findings-new-zealand-health-survey)
[24] Ministry of Health, (2013) quoted on http://www.alcohol.org.nz/resources-research/facts-and-statistics/nz-statistics/new-zealand-drinking-patterns
[25] http://www.alcohol.org.nz/resources-research/facts-and-statistics/nz-statistics/new-zealand-drinking-patterns

[26] Ibid
[27] www.hpa.org.nz/research-library/research-publications/attitudes-and-behaviour-towards-alcohol-survey-2010-2012-report-1-1-%E2%80%93-the-alcohiour-drinking-behaviour
[28] www.hpa.org.nz/sites/default/files/alcohol_use_by_15_to_17yo_2014-15_abas.pdf
[29] ibid
[30] WomenAndAlcoholBriefingPolicy_final Nov 2013.pdf
[31] Ibid

increased during the end-of-season period and the off-season. They believed this indicates that athletes were either using alcohol to relax and 'wind down' from competition, or to alleviate boredom or stress during the periods when not competing. Athletes reported several reasons for their use of alcohol. One Australian researcher identified what she described as 'calculated hedonism' in the use of alcohol [32] where athletes were deliberately using alcohol for a 'controlled loss of control' or a kind of determined drunkenness. This was identified as being part and parcel of Australian sports culture and to that extent, common practice in different sporting codes. However, the researchers noted that only a small percentage of athletes indulged in excessive drinking and concomitant bad behaviour, and these should not be seen as typical of all elite athletes by any means.

Recent NZ research on alcohol consumption within rugby at club level [33] involved in-depth interviews with five players in their twenties from five clubs across NZ. The researcher, Kahu-Kauika, described the rugby culture where:

… **alcohol is perceived to be a normal part of one's life and rugby is a common event where drinking normally takes place…**

He talks about the '*normalisation of alcohol in rugby* [34] *is a dominant and accepted behaviour whereby rugby players' binge drinking or consuming more than just a few casual drinks is condoned.'* [35]

While the intake level may have changed somewhat since this research in 2011, it was clear that a culture of drinking to bond, unwind and 'open up,' and as a stated reward for 'good play' was widely accepted and very much part of club culture.

Kahu-Kauika notes that players were open about using alcohol as a way of bonding with their team mates:

… players are able to interact more freely with one another, and have what has been described by players as, 'meaningful conversations'… such conversations help to maintain and establish friendships between players. [36]

Interestingly the players were fully aware of the detrimental effects of alcohol consumption, but continued to drink: '*the participants acknowledge alcohol as a detrimental factor towards performance; yet their continued consumption of alcohol at varying levels remains.'* [37]

Players had seen first-hand what happened when the state of 'disinhibition' [where actions and behaviours not normally displayed occur] was reached after a certain point in drinking, but this did not deter them. *Many of the participants in this research have experienced or witnessed first-hand the negative social impacts alcohol can illicit. The participants spoke of drink driving, violent brawls, and incoherent intoxication that happen when rugby players have become inebriated or have consumed alcohol too quickly.* [38]

Far from discouraging drinking, these players experienced a drinking culture where alcohol was deemed a reward for good play.

Coaching staff actively encourage players to drink alcohol and will routinely buy players alcohol as a reward for playing well… coaches tended to believe that by providing alcohol for players, the establishment of better team cohesion results. [39]

Kahu-Kauika recommended a strategy to address the problem where all those involved in club rugby (senior officials, coaches, managers, trainers, and the players) begin a self-monitoring process of players who are or have become more susceptible to the culture of binge drinking.

A way forward is to continue to investigate ways for both alcohol companies and club rugby in New Zealand to come to a mutual understanding about their responsibility towards reducing the culture of binge drinking in rugby. [40]

[32] Palmer, C. (2006) A bad start to the season: An analysis of the normalizing of sexual violence in Australian Football. Paper presented at the Australian Anthropological Society Conference, Perth, Australia.
[33] Kahu-Kauika, P.S. (2011). Exploring Players' Perceptions About Alcohol: The Impact of Alcohol on the Rugby Team Culture. Submission for Thesis, University of Waikato.
[34] Thomas, 2003, In Kahu-Kauika, P.S. (2011). Exploring Players' Perceptions About Alcohol: The Impact of Alcohol on the Rugby Team Culture.
[35] Kahu-Kauika, P.S. (2011). Exploring Players' Perceptions About Alcohol: The Impact of Alcohol on the Rugby Team Culture. Submission for Thesis, University of Waikato.

[36] Carron, A. V., & Chelladurai, P. (1981). The dynamics of group cohesion in sport. *Journal of sport psychology*, *3*(2), 123-139 in Kahu-Kauika, P.S. (2011). Exploring Players' Perceptions About Alcohol: The Impact of Alcohol on the Rugby Team Culture. Submission for Thesis, University of Waikato., *pg 114*
[37] Ibid, pg 115
[38] Kahu-Kauika, P.S. (2011). Exploring Players' Perceptions About Alcohol: The Impact of Alcohol on the Rugby Team Culture. Submission for Thesis, University of Waikato.*pg 115*
[39] Ibid. Pg 108
[40] Ibid, pg 108-9

11.3 ALCOHOL CONSUMPTION AND VIOLENCE

Evidence

The link between consumption of alcohol and aggressive or violent behaviour has long been established, although the bulk of the research has been conducted in the United States.[41]

Australian researchers reviewed any links between alcohol and sports participation. Soaring off season consumption rates, and occasional binge drinking, were identified as the 'hot spot' areas in terms of demonstrations of verbal and/or physical aggression.

A systematic review of research[42] on the association between sports participation, alcohol use and aggression and violence found that:

- Research on off-field violence and antisocial behaviour is sparse[43]

- Research from sources outside the US was rare, with 10 of the 11 studies reviewed being US-based studies

- Amongst AFL athletes, '*off season high-risk alcohol consumption by AFL athletes was significantly higher than that of the average Australian male* [with] *high-risk alcohol consumption correlated positively with instances of verbal and/or physical aggression*'[44]

- Risky/high-risk consumption for long-term harm was higher in AFL players during the end-of-season period (approximately two weeks - 54%) and vacation period (six to eight weeks - 41%) than in age-matched Australian men [45]

- Risky/high-risk drinking for short-term harm on a monthly basis was frequent at all times of the year (for example 395/560 [71%] in the pre-season period)

- The mean AUDIT [Alcohol Use Disorders Identification Test][46] score was 8.8

- Reports [from participants] of harmful effects of drinking and negative consequences, such as getting involved in a fight (physical or verbal) while drinking [26%], were common.

Sonderland and others noted that, '*Of the reviewed studies, only two directly examine the genesis of the observed relationship between sports participation, alcohol consumption and violence*'.[47] These are summarised below:

- The cognitive/emotional approach - drinking to alleviate the stress of competition[48]

- Factors related to social identity and norms[49], specifically a set of norms which may define the 'jock' – or sports-identity and in effect dictate the appropriate and expected behaviour of 'jocks'

- Demonstrations of masculinity through displays of sexist behaviour, excess alcohol consumption and verbal and physical abuse were common in many male team sports.[50]

In Australian research on alcohol related crime and violence in sport, there is evidence of 'determined drunkenness' or 'calculated hedonism'[51] which refers to a category of activities that are characterized by a 'controlled loss of control.'

End of season drinking trips, booze cruises, pub crawls, drinking safaris, 'skulling' competitions and 'boat races', alcohol fuelled celebrations and commiserations, and the recent account of a young Australian footballer who was handcuffed to a senior team-mate and forced to go drink-for-drink with him on a night out… all are illustrative of the kind of determined drunkenness that prevails in many sporting clubs.[52]

[41] Leichliter J.S. *et al*, Martens, M., *et al*, O'Brien, C., and O'Brien, K.S, *et al*, in Sonderland, A.L. *et al*, (2014)
[42] Sonderland, A.L. *et al*, (2014) The association between sports participation, alcohol use and aggression and violence: A Systematic review, *Journal of Science and Medicine in Sport, 17, 2-7*
[43] (2014), Kimble, Russo Bergman et al in Sonderland et al.
[44] Dietze, PM, Fitzgerald JL, Jenkinson RA. Drinking by professional Australian Football League (AFL) players (Quoted in Sonderland *et al*)
[45] Carron, A. V., & Chelladurai, P. (1981). The dynamics of group cohesion in sport. *Journal of sport psychology, 3*(2), 123-139 in Kahu-Kauika, P.S. (2011). Exploring Players' Perceptions About Alcohol: The Impact of Alcohol on the Rugby Team Culture. Submission for Thesis, University of Waikato., *pg 114*
[46] The AUDIT is a 10-item screening tool developed by the World Health Organization (WHO) to assess alcohol consumption, drinking behaviours, and alcohol-related problems.
www.drugabuse.gov/sites/default/files/files/AUDIT.pdf

[47] Sonderland, A.L. *et al*, (2014)
[48] Martens MP, Cox RH, Beck NC. Negative consequences of intercollegiate athlete drinking: the role of drinking motives. *Journal of Studies in Alcohol and Drugs*, 2003; 64:825–829.
[49] Miller KE, Melnick MJ, Farrell MP et al. Jocks, gender, binge drinking, and adolescent violence. *Journal of Interpersonal Violence* 2006; 21:105–120.
[50] Curary; Pappas, Mckenry and Catlett in Sonderland *et al.,* The association between sports participation, alcohol use and aggression and violence: A Systematic review, *Journal of Science and Medicine in Sport, 17, 2-7*
[51] Palmer, C. (2006) A bad start to the season: An analysis of the normalizing of sexual violence in Australian Football. Paper presented at the Australian Anthropological Society Conference, Perth, Australia.
[52] Szmigin, *et al*, (2007) in Palmer, C, (2011) Key themes and Research Agendas in the Sport-Alcohol Nexus, *Journal of Sport and Social Issues, 35*(2) 168-185.

… footballers[53] somehow seem immune from the everyday laws which apply to the rest of us.

This serves as a timely reminder that we must not make broad generalisations about elite sportsmen (or women) and drinking. Excessive consumption and the loss of impulse control plus outbursts of physical or verbal aggression are not 'typical' behaviours, but do occur amongst a percentage of sportspeople and it is at these times that abuse and/or assaults and criminal activity are most likely to occur.

11.4   ALCOHOL SPONSORSHIP

Evidence

Longitudinal studies consistently suggest that exposure to media and commercial communications on alcohol is associated with the likelihood that adolescents will start to drink alcohol, and with increased drinking amongst baseline drinkers. [54]

Young males exposed to a drinking culture in a climate of high level alcohol sponsorship are primed to become drinkers, or more serious drinkers.

A study of alcohol consumption amongst members of the Australian Football League[55] found that:

The high profile of professional AFL players in society means that in these settings players are often targeted for alcohol promotions. [the researchers] found that such promotions were also independently associated with risky drinking.

Australian Rugby League[56] undertook a randomised trial of alcohol management intervention programmes[57] with good results:

- Education for players on alcohol issues and quality decision-making

- Absolute reduction of 8% in risky alcohol consumption among members of sporting clubs in the intervention group, 37% differential reduction in the odds of risky drinking relative to the control group

- 16% absolute reduction in alcohol-related harm was also observed among members of intervention group clubs, a 42%

differential reduction in the odds of such harm relative to the control group

- Greater effect sizes were found for clubs in regional/rural areas compared to metropolitan areas, for soccer/association football clubs compared to other football codes, and for clubs that completed the full intervention according to protocol.

Intervention: alcohol use and abuse

Some of the interventions that may impact on the use and abuse of alcohol[58] and encourage sensible drinking are listed below:

- Education on impact of drinking and harm reduction

- Education for players on alcohol issues and quality decision-making

- Alcohol management intervention programmes with community sporting clubs

- Self-audit using Alcohol Use Disorders Identification Test (AUDIT)[59]

- Information about impact of alcohol on the brain, affect and cognition, and on the body, and on mental and physical performance

- Changes to drinking culture of rugby and other sports organisations

- Partnering with organisations skilled in identifying and changing hazardous drinking habits.

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[53] Roderick, M, (2006) The work of professional football; A labour of love? Quoted in Palmer, [2011] pg 177
[54] Anderson, P. *et al* (2009) Impact of Alcohol Advertising and Media Exposure on Adolescent Alcohol Use: A Systematic Review of Longitudinal Studies DOI: http://dx.doi.org/10.1093/alcalc/agn115 229-243 First published online: 14 January 2009

[55] Dietze, P. *et al, (2008)* www.mja.com.au/journal/2008/189/9/drinking-professional-australian-football-league-afl-players-prevalence-and-correlates-of-risk
[56] www.nrl.com/nrlcommunity/tabid/11678/contentid/29/default.aspx
[57] Kingsland, M., Wolfenden, L., Tindall, J., *et al*. (2015)., *Journal of Epidemiology and Community Health* 2015;69:993–999.
[58] Detailed information is available at: www.alcohol.org.nz.
[59] www.drugabuse.gov/sites/default/files/files/AUDIT.pdf

12 Prohibited Substances

12.1 PERFORMANCE ENHANCING DRUGS (PEDS)

Definition

A detailed definition of doping is available through WADA[60]; in essence, it is recognised as 'the presence of a prohibited substance or its metabolites or markers in an athlete's sample.' PEDs is an acronym for Performance Enhancing Drugs.

Evidence

There is a '*general belief among athletes that they [PEDs] are non-addictive and used for non-recreational reasons' and are solely used for performance.*'[61]

In male college athletes, the use of PEDs correlated with a general pattern of heavy alcohol use, more prevalent social/recreational drug use, and more negative consequences compared to non-PEDs using athletes.[62]

PED users exhibited high-risk profiles in both intra- and inter-personal factors '*… including higher sensation seeking, more coping and enhancement reasons for drinking and using marijuana, and less frequent use of protective factors.*'[63]

The Australian Crime Commission[64] has highlighted threats to the integrity of professional sport and concluded that there was potential for organised crime to infiltrate sport in Australia, as has occurred overseas. Their 2010 Illicit Drug Data report indicated that the market for PEDs has expanded. Some of the substances are undetectable, and use of these drugs has been identified, or is suspected in a number of professional sporting codes in Australia. [65] [66] [67]

Examination of the Sport Drug Control methods show that reporting doping in sport changed national level athletes' perceptions of their role in doping prevention:

- Track and field athletes would adopt the role of whistle-blower
- Rugby league players highlighted a moral dilemma, and would adhere to a code of silence [and refrain from reporting doping]
- Consider the context of sport; a one-size-fits-all approach to anti-doping is problematic.[68]

An internal NZ Rugby research report[69] included some relevant notes:

- Participants asked: If a mate is using something he shouldn't, what do I do about it? What can I do about it?
- Participants were unclear which specific supplements are safe/unsafe to use. Drug free sports are unable to supply a brand/product that is completely, or 100% safe. What is legal?
- 37% (out of 300 surveyed) acknowledge that players take supplements without approval, or that were not provided by the organisation
- Almost 20% acknowledged use of illicit drugs in part 12 months.

Interestingly nearly half of those surveyed said they did not know or were unsure about PEDs, which may indicate an unwillingness to discuss the issue.

[60] *https://www.wada-ama.org/sites/default/files/resources/files/wada-2015-world-anti-doping-code.pdf*
[61] Buckman, J, et al (2009) Risk Profile of Male Athletes who use PES, *Journal of Studies in Alcohol and Drugs* 70:6, https://doi.org/10.15288/jsad.2009.70.919
[62] Ibid.
[63] Ibid.
[64] Australian Crime Commission: Organised crime and drugs in sport new generation performance and image enhancing drugs and organised criminal involvement in their use in professional sport. www.clearinghouseforsport.gov.au
[65] Hanstad and Waddington (2009) Sport health and Drugs: A critical re-examination of some key issues and problems, *Perspectives in public Health,* July 2009,.Vol 129, no 4. Sage Publications

[66] Engelberg, T., Moston, S., & Skinner, J. (2015). The final frontier of anti-doping: a study of athletes who have committed doping violations. Sport *management review, 18*(2), 268-279.
[67] Dunn, M and Thomas, J (2011) A Risk profile of elite Australian athletes who use illicit drugs, *Addictive Behaviour* 2012 Jan; 37(1):144-7. doi: 10.1016/j.addbeh.2011.09.008. Epub 2011 Sep 10
[68]
http://drugfreesport.org.nz/uploads/site/assets/High_School_Rugby_Pilot_Report_Feb_2015.pdf
[69] NZR, (2016) Medical integrity issues – player survey summary of results

12.2 ILLICIT AND SOCIAL/ PARTY DRUGS

Definition

NZ Rugby Illicit Drugs Regulation[70] lists the following substances in Schedule 1: cannabis, cocaine, methamphetamine, MDMA (Ecstasy), opiates, or any derivatives [of these].

The WADA prohibited list contains many substances in the NZ Rugby Illicit Drugs Regulation[71], notably cocaine. The current policy framework addresses some of this, because of the view that[72] *"the use of illicit (illegal /recreational) drugs by persons involved in professional rugby is contrary to the best interests of the sport in New Zealand, and those persons themselves. As well as being illegal, use of illicit drugs, either casually or habitually can have significant health risks."*

NZ Rugby currently conforms to the WADA Code, known as the *NZR AntiDoping Regulations*. The World Anti-Doping Code Prohibited List includes Illicit Drugs which are prohibited In-Competition. The new *NZ Rugby Illicit Drug Regulations*[73] address use of Illicit Drugs more generally and testing will only be conducted Out-of-Competition.

Evidence

In Australian research on young athletes, findings suggested that older males with easy access to illicit drugs (which for these research projects specifically included PEDs) were the most likely to be users. The majority of the sample was male (72%) with a median age of 22 years. Almost half identified as full time athletes, some were also working and 21% identified as part-time athletes. The findings indicate that '*the relationships athletes have with members of their sportsnet [sports network]* [74] *may play an important role when it comes to understanding illicit drug use.*' [75]

The researchers found that:

- Identifying as a 'full-time' athlete was associated with an increased likelihood of engaging in illicit drug use
- Completing post-secondary education was associated with a lower likelihood of illicit drug use

- Increased focus has been given to athletes' on-and-off-field lives and how these interact
- [From the sample], those who used illicit drugs were more likely to be male, older, know other athletes who used illicit drugs and had been offered or had the opportunity to use drugs
- Previous research among other athletic populations have found that gender[76], other substance use, type of sport[77] and personal factors such as sensation seeking and religiosity[78] are also factors found to be associated with drug use
- One competitive cyclist[79] stated '*I'd like to give you one straight answer but I can't. Amateurs do it to turn professional. Professionals do it to keep a job. But then you've also got the high-end guys like guys who are winning Tours and are on multimillion dollar contracts are still doing it. You can't say it's for the money. You have to look a bit deeper and say it's probably not peer pressure but pressure to perform and pressure they put on themselves and pressure to win.*'

The use of party drugs such as Ecstasy, synthetic cannabis, P and cocaine is on the rise in sport as it is in society, and includes 'cocktails' such as sleeping pills and energy or caffeinated drinks. Issues have emerged through both the misconduct files and anecdotal reports that social and party drugs are used during after match functions by players and their partners.

12.3 SPORT HEALTH AND DRUGS

A few researchers[80] noted that elite athletes take and are *expected to take* – 'serious risks with their health.'

… by any measure, professional sport is a violent and hazardous workplace, replete with its own unique forms of 'industrial disease.' No other single milieu, including the risky and labour-intensive settings of miners, oil drillers or construction site workers, can compare with the routine injuries of

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[70] NZ Rugby Illicit Drugs Regulations effective from 1 December 2016, accessed from http://www.nzrpa.co.nz/pdf/Illicit-Drugs-Regulations-Final.pdf
[71] NZ Rugby Illicit Drugs Regulations effective from 1 December 2016, accessed from http://www.nzrpa.co.nz/pdf/Illicit-Drugs-Regulations-Final.pdf
[72] ibid
[73] NZ Rugby Illicit Drugs Regulations effective frm 1 December 2016, accessed from http://www.nzrpa.co.nz/pdf/Illicit-Drugs-Regulations-Final.pdf
[74] Nixon. H Volume: 16 issue: 2, page(s): 127-135 Issue published: September 1, 1992 DOI: https://doi.org/10.1177/019372359201600208 coins the phrase: 'sports networks (called "sportsnets"),'

[75] Matthew Dunn, Johanna O. Thomas (2012), A risk profile of elite Australian athletes who use illicit drugs, Addictive Behaviors, Volume 37, Issue 1, Pages 144-147
[76] Buckman, Yusko, et al., (2009), in Dunn
[77] Alaranta, Alaranta, et al., (2006) in Dunn
[78] Buckman et al., 2009; Zenic, Stipic, et al., (2011) in Dunn
[79] Hardie, M., Shilbury, D., Ware, I., & Bozzi, C. (2010). I wish I was twenty one now–beyond doping in the Australian peloton, Draft Version 1.0.
[80] Hanstad and Waddington (2009) Sport health and Drugs A critical re-examination of some key issues and problems, *Perspectives in public Health, July 2009,. Vol 129, no 4. Sage Publications*

team sports such as football, ice hockey, soccer, rugby and the like.[81]

Not only are there major health risks associated with elite sport, but it is also clear that athletes are expected to take serious – and arguably unnecessary – risks with their health, for there are considerable constraints on athletes to continue to compete when injured and in pain.

Some researchers question whether there is an inherent contradiction in the arena of elite sports, in the strict monitoring of use of drugs and their potential impact on an athlete's health, when athletes routinely injure themselves via their sport and this is considered acceptable. '*Why should we not allow athletes to run the health risks associated with drug use, when we allow – indeed require them to run what are probably much greater health risks associated with injury?*'[82]

… the ban on performance enhancing drugs is 'designed to protect the health of athletes' [which] sits very uneasily with the institutionalized expectation in elite sport that athletes will take serious risks with their health, and with the associated 'culture of risk' that is also an integral part of elite sport and that normalizes pain, injury and 'playing hurt.'[83]

Intervention

WADA best-practice suggests introduction of an anti-doping component in the formal education system, via a staged approach.[84] Several international governing bodies, particularly the International Amateur Athletics Federation (IAAF)[85] have committed to 'cleaning up' their sport, and have established integrity teams to protect the integrity of the sport although with a remit broader than doping – including match fixing, bribery and corruption, betting and age manipulation.

Some of the many factors described in good anti-doping practice include:

- Clarity in describing what is allowed/not allowed in terms of supplements

- Ensure players are clear about the definitions and what they mean

- Talk new players through the anti-doping test procedure prior to its occurring

- Focus support on those who are most *likely* to be at risk of using illicit drugs

- Ensure there is a clear pathway for self-reporting where drug abuse issues can be identified and players worked with in [motivational rather than confrontational communication][86]

- ASADA research-based education video that reinforces values, recognises the desire to improve, targets education, focuses on starting young, and involves everyone.

Coaches are integral to this mission[87], and the following need to be in place as clean sport essentials for coaches:

- Develop a coaching environment that nurtures a culture of personal excellence rather than win at all costs

- Develop positive values and beliefs in all athletes they coach and any other athlete support personnel you work with

- Ensure athletes are aware of the principle of strict liability

- Know what the 10 anti-doping rule violations are and how they apply to you and your athletes

- Be able to act as an athlete representative during a test

- Ask if they are unsure before advising athletes

- Know the risks of athletes using supplements

- Protect the integrity of sport by reporting doping in sport by contacting Drug Free Sport NZ[88] in confidence.

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[81] Young, 1993 in Hanstad and Waddington (2009)
[82] Savulescu, J., Foddy, B & Clayton, M. (2007), Why we should allow performance enhancing drugs in sport
Brit J Sports Med 2004;38:672–674. doi: 10.1136/bjsm.2004.012351
[83] Hanstad and Waddington (2009) Sport health and Drugs A critical re-examination of some key issues and problems, *Perspectives in public Health, July 2009. Vol 129, no 4. Sage Publications*
[84] https://www.wada-ama.org/sites/default/files/resources/files/WADA_MoE_Pilot_Best_Practices_EN.pdf

[85] International Amateur Athletics Federation, Athletics Integrity Unit, https://www.athleticsintegrity.org/
[86] Shapiro, B et al (2013), A Primary Care Approach to Substance Misuse, *American Family Physician,* 88:2
[87] http://ukad.org.uk/education/coaches/clean-sport-essentials/
[88] Drug Free Sport NZ doping reporting line: https://drugfreesport.org.nz/report-doping-in-sport

Online resources include:

- www.keeprugbyclean.worldrugby.org/ Educational Resource [Passport to site needed]
- http://passport.worldrugby.org/
- https://elearning.asada.gov.au/
- www.asada.gov.au/news/ethical-decision-making-sport
- https://elearning.asada.gov.au/mod/forum/discuss.php
- www.playbytherules.net.au/ Getting to grips with ethics in sport
- http://ukad.org.uk/education/coaches/ United Kingdom Anti-Doping organisation including e-learning for coaches, athletes, parents, and education partners on clean sport
- www.ukad.org.uk/resources/
- www.wada-ama.org/
- NZ Rugby Anti-Doping policy, information and fact sheets
- https://drugfreesport.org.nz/uploads/site/assets/DFS_Handbook_2016_for_mobile.pdf

13 Being Young

Young people are at a stage in the life-cycle where major changes are happening to their minds and bodies as well as in their lives. They may be leaving home, family, school and other supports at a time when they are still emotionally and intellectually developing. They may act as if invulnerable while they explore their new-found strengths and abilities, yet they are still vulnerable – to injury and accident, and to making poor decisions because of lack of impulse control, knowledge, or real understanding of what those decisions might mean later in life.

Recent research on the brain tells us that young people are still 'a work in progress' when it comes to cognitive and affective development. The pre-frontal cortex of the brain continues to develop through this period and well into the third decade of life.

Use and abuse of drugs and alcohol can potentially have devastating long-term effects on young people. Bad behaviour or criminality is only one potential outcome, their mental wellbeing can also suffer when they start to use alcohol or drugs as a way of disguising difficult emotions, anxiety or depression.

Concussion at this stage of life can also have deleterious effect on development of the young brain, and current treatment of concussion reflects the longer recovery period needed.

Young people need clearly defined boundaries and expectations that recognise what they can offer, whilst providing a secure environment in which to learn and grow. Consequences for 'bad behaviour' need to be spelt out and carried out. They need learning environments that reflect their different learning styles; opportunities to explore, practice what they've learned, and to make mistakes. They also need clear-headed guidance from excellent role models, coaches and mentors.

13.1 DEVELOPMENTAL STAGES FOR YOUNG PEOPLE

Adolescence is defined as between 14 and 19 years - but is now seen as a period which continues longer than previously thought in terms of brain development. This age range falls within the World Health Organisation's (WHO's) definition of young people, which refers to individuals between ages 10 and 24.[89]

Evidence

Adolescence is a pivotal stage in human development where the emerging adult is faced with several psychological 'tasks' in order to move forward, as a mature young adult, with 'a unified and consistent sense of self.'

Erikson[90][91] developed a comprehensive psychoanalytic theory incorporating eight stages of development. Those relating to young people are summarised in the table on the following page.

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[89] https://www.britannica.com/science/adolescence
[90] http://www.pcc.edu/staff/pdf/602/psy215chapter12ppt21507.pdf

[91] http://www.psychologycharts.com/erikson-stages-of-development-chart.html

Stage 5: Identity vs Role Confusion	(ages 12 - 18 years)
Identity	Identity confusion
• Defining who you are, what you value, and [your] direction in life • Commitments to vocation, personal relationships, sexual orientation, ethnic group, ideals • Resolution of 'identity crisis' [who am I?] or exploration	• Lack of direction and definition of self • Restricted exploration in adolescence • Earlier psychological conflicts not resolved • Society restricts choices • Unprepared for stages of adulthood
Stage 6: Intimacy vs Isolation	(ages 18 – 30 years)
Intimacy	Isolation
• Making a permanent commitment to intimate partner • Other close relationships: friends, work • Involves giving up some newfound independence, redefining identity • Strong identity helps • Successful resolution prepares for generativity [Caring for the next generation and improving society]	• Without independence, people define themselves in terms of their partner – sacrifice • Self-respect and initiative • Without intimacy – loneliness and self-absorption • A secure sense of intimacy enhances the quality of other close relationships • Hesitate to form close ties • Fear of losing identity • Compete • Reject differences • Threatened by closeness

Cognitive and affective development in adolescents

Steinberg[92] identifies change to the adolescent brain as: *developments [that] reinforce the emerging understanding of adolescence as a critical or sensitive period for a reorganization of regulatory systems, a reorganization that is fraught with risks and opportunities.*

In adults, advanced social thinking varies in relation to the social or emotional context. But in the developing adolescent brain, reasoning and responding about real-life social events is strongly affected by levels of arousal, motivation and emotion.

Hot thinking is 'thinking under conditions of strong feeling and high arousal'

This is often typical of situations young people find themselves in.

Development of regulatory capacities is a lengthy process - yet adolescents confront major emotionally laden life dilemmas from a relatively early age. [93]

This is particularly challenging where the young person is having to make big decisions about his or her future, which is the case for professional athletes or those on the pathway to professionalism.

[92] Steinberg, L. (2005) Cognitive and affective development in adolescence, *Trends in Cognitive Science,* 9:2, pp69-74.

[93] ibid.

The adolescent brain: a work in progress[94]

Changes in the brain during this period of life have a significant impact on behaviour. The pre-frontal cortex is one of the last areas of the brain to fully mature. It is not fully mature until the third decade of life. Multiple regions of the pre-frontal cortex that relate to information processes, underpin development in the areas of long term planning, metacognition, self-evaluation, self-regulation and the co-ordination of affect and cognition are still developing.

Teenagers differ from adults in a variety of key areas such as:

- Ability to make sound judgements when confronted by complex situations
- The capacity to control impulses
- The ability for the brain to plan effectively, adapt to the social environment, and imagine possible future consequences of action is still developing during this period of life
- Development of regulatory capacities (the ability to regulate levels of arousal and emotional response) is a lengthy process - yet adolescents confront *'major emotionally laden life dilemmas from a relatively early age.'*

Young people, motivations to study, and learning style

Young people coming into sport can be from any socio-economic background with a range of educational experiences already behind them; some positive and some not so good. Making educational opportunities available is not necessarily a motivating factor, and the opportunities that higher training and development offers also include some threats and challenges for these young people.

UK researchers examined the motivations of young working-class students in higher education[95], and found that:

Our data reveals the powerful influences of prior learning experiences and dispositions but also the dynamic between these and students' academic contexts as well as university strategies to 'bind in' the students. However, there are also problems with the strategy of 'integration' with the emphasis on the student to change rather than

the institution and its inherent practices; these... are classed, raced and gendered.

Lack of 'cultural capital' means that students can be hugely disadvantaged, and 'students' anxieties about what they do not know and the implications of this for their progress, is at times palpable.'

If they are going to engage in tertiary study, *'working class students are faced with middle class worlds and need to devise strategies of engagement or at least coping.'*[96]

They also referred to 'code switching' –

Not only do they need to 'code switch' between different sites and social milieu but more than that there are other possibly more challenging or complex strategies required such as turning away from old friends with whom they find they have nothing left in common, a concern expressed particularly by male students.[97]

It is fair to suggest that young rugby players from low socio-economic and working-class backgrounds are at a greater disadvantage when it comes to making sense of the middle-class *modus operandi*, and opportunities opened to them on entering the world of professional rugby.

Intervention

- Increase knowledge and understanding amongst coaches, team mates and other influencers of new research relating to the adolescent brain, changes its undergoing and associated risk factors
- Use evidence-based practice for how best to teach and assist with development of self-regulation, learn appropriate adult behaviour, have opportunities to practice making sound judgements and to learn the consequences of one's actions
- Provide recognition and support for factors which impact on levels of emotional arousal (stress, separation from home, relationships and so on) and opportunities to vent, share and discuss, in non-threatening environments
- Proven programmes and education models for working with youth from a range of academic and cultural backgrounds including an understanding of what is motivating for youth from low socio-economic status backgrounds and work with their goals and aspirations.

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[94] Weinberger, D., Elevag, B., Giedd, J. (2005) The Adolescent Brain: A work in progress (pdf), National Campaign to Prevent Teen Pregnancy, Washington DC.

[95] https://www.educ.cam.ac.uk/research/projects/downloads/ESRCFinalReportWorkingclass_studentsinHE.pdf
[96] Ibid.
[97] Ibid.

14 Gender Equity

Many sports, and in particular rugby, have been presented as for boys and men only. A large body of research investigates the impacts on women and the Rainbow community[98] and indeed on the development of young men in NZ culture. Research examines the factors that have reinforced the 'hegemonic masculinity'[99] of sports like rugby – including a media with fixed ideas about female identity, and sports with entrenched 'masculine cultures'. Also reviewed is what makes a difference, and enables typically male sports to change and become genuinely inclusive.

Women...have to be part of the fabric of the organisation from board level and throughout in order to make equity part of the organisational DNA... A deficit approach, where gender equity and women are seen as an 'issue', a problem to fix, is limited.

Diversity needs to be viewed from a different perspective focused firmly on what the contribution, knowledge, skill and assets women can bring to the equation.[100]

14.1   PERCEIVING SPORT AS A MALE PRESERVE

Eric Dunning, acclaimed researcher of sport and gender, explored in his classic article[101] the history of male-centric games like rugby, and noted that games like this [and he included football and hockey, which sprung from the same roots] were justified ideologically as training grounds for war and the education of military and academic leaders for Britain's expanding empire. They were seen as 'vehicles for the inculcation of manliness.' At the same time (1850s) as rugby was formalised as a game played in British public schools the suffrage

movement in the same social class (middle and upper middle) was well underway:

the power shift between men and women that first received public expression in the movement of the suffragettes may have been at least partly inherent in the 'civilising' development that accompanied Britain's emergence as an urban-industrial nation-state... [rugby] contributed in some sphere to the 'symbolic expression of machismo' Rugby as a male preserve where they [men] could 'bolster their threatened masculinity and at the same time, mock, vilify and objectify women, the principal source of the threat.'

This underlying assumption or expectation of the role of rugby as a purely male preserve is still a remnant aspect of rugby culture in New Zealand which is no longer considered socially or culturally acceptable, and is not tolerated by NZ Rugby.

Kidd[102] writes '*sports have a profound effect upon men, our sense of 'masculinity,' our relationships with other men (as well as with women) and our place in societies, whether we are players, spectators, or entirely ignorant of sports.*' Women athletes have also faced inordinate pressure to conform to the heterosexual expectations of most men.

Connell suggests that sports instruct men in two aspects of power: 'the development of force ('the irresistible occupation of space') and skill ('the ability to operate on space or the objects in it, including other humans').

NZ researchers exploring men's experience of rugby[103], found that:

- Regardless of whether New Zealanders celebrate, resist, or are ambiguous about rugby's influential position, the sport is an omnipresent reality in their lives.

- Rugby was subsequently played by a more select group of males: Typically those that were more skilled, confident, faster, stronger, and bigger. In the process, the

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[98] The term "Rainbow" encompasses people who are LGBTTI or lesbian, gay, bisexual, transgender, takatāpui and intersex. Source *http://www.rainbowtick.co.nz/*
[99] Connell, (1987, 1995): 'hegemonic masculinity': the dominant discourse of masculinity characterised by physical and emotional toughness, risk taking, predatory hetero- sexuality, being a breadwinner, and so on. Elements of hegemonic masculinity are commonly set up in binary opposition to their alternatives

[100] Pippos, A. (2017). *Breaking the Mould*. Simon and Schuster.
[101] Dunning, E. (1983, 1994) 'Sport as a Male preserve' Chapter 11, *Women Sport and Culture*, (1994) Birrell and Cole (Eds), Human Kinetics.
[102] Kidd, B. (2013). Sports and masculinity. *Sport in Society*, 16(4), 553-564. DOI: 10.1080/17430437.2013.785757
[103] Pringle, R., and Markula, P., (2005) No pain is sane after all: A Foucauldian Analysis of Masculinities and Men's Experiences in Rugby, *Sociology of Sport Journal*, 22, 472-497.

rugby players, particularly in the school's premier team, the First XV, became positioned as 'men.' Associated with this prized masculine subject position, the First XV players gained significant status.

- '... growing up in New Zealand you cannot help but feel a failure if you are not accepted into that rugby culture.'

- Men who played as adults appeared to accept pain and injury as relatively normal, they were not necessarily naïve or uncritical about corporeal damage. In fact, the men simultaneously normalized and problematized injury.

- The social problems associated with rugby, for example, stem primarily from the discourses that position rugby as New Zealand's national sport and as a sport specifically for males.

- ...rugby acts as a technology of dominance that encourages males into a set of normalizing practices, practices that many males might be critical of but, nevertheless, find difficult to resist publicly and disentangle themselves from.

- While young men unhesitatingly linked 'being a man' with playing rugby as this was the dominant discourse in their teenaged lives - and accepted the physical pain, level of aggression required on field and other factors without question - they later took a more nuanced view of the game, and indeed of what it meant to be a man in NZ.

The 'gendered sports processes' can be described as:[104]

- Defining sport as a male activity
- Maintaining male dominance in sport is by men directly controlling sport at a structural level
- Directly ignoring women in sport [for example the predominance of men in media sports coverage].

Potential interventions which would assist women's equity on and off the rugby field are the antithesis of this.

14.2 WOMEN IN RUGBY

Women's engagement with the game, as players, began more than 100 years before the Black Ferns won their first international tournament... and the masculinized team sport of rugby challenged dominant sensibilities but was not wholly resisted.[105]

The advent of women playing rugby was not enthusiastically embraced by all. The Editor of the Auckland Star in 1891 wrote:[106]

We subscribe most heartily to the doctrine that every sphere in which women are fitted to take their part should be as freely open to them as to men, but there are some things for which women are constitutionally unfitted, and which are essentially unwomanly. A travelling football team composed of girls appears to us to be of this character.

Despite barriers identified in the research, and having to navigate social complexities that might discourage many, women **are** playing rugby. In New Zealand, more women and girls are signing up than ever before. It is worth noting both the evidence that women *want to play* and being aware also of the barriers to participation that women still face in what has been a male-dominated sport. If anything, rugby defined the 'essence of being male' and as such, 'females' and 'homosexual males' were by definition excluded - intentionally or otherwise. The playing field might have changed but the attitudes and the barriers still largely remain – not just in rugby but in many [other sports].[107]

'Girl footballers' [in New Zealand] have appeared and reappeared, over time, acting as 'pioneers' of the female game, in ways that contested gender norms of femininity and, by association, masculinity. While these were momentary challenges, recognition of them helps adjust the collective historical memory, bringing women's contributions into view.[108]

[104] Hewitt, L. (2016) In the Game: Female Athletes Battle with Sexism, proceedings of the National conference on undergraduate research, University of North Carolina, USA.
[105] Curtin, J. (2017). Before the 'Black Ferns': Tracing the Beginnings of Women's Rugby in New Zealand. *The International Journal of the History of Sport*, 1-15.

[106] *Auckland Star*, 8 June 1891, 4. In Curtin, J. (2017). Before the 'Black Ferns': Tracing the Beginnings of Women's Rugby in New Zealand. *The International Journal of the History of Sport*, 1-15.
[107] Whannel, G, (2002), Media Sports Stars, Routledge
[108] Hess, R, 'Playing with "Patriotic Fire": Women and Football in the Antipodes During the Great War', *e International Journal of the History of Sport* 28, no. 10 (2011), 1388–1408. In Curtin, J. (2017). Before the 'Black

Evidence

In New Zealand, women and girls are taking up rugby at an increasing rate, and more of them are starting as players in their teenage years compared to the young men. NZ researchers noted:

- 30% increase in women and girls playing rugby over four years 2012-2015[109]

- They chose to participate because they liked the physical nature of the sport and they continued because they enjoyed it and the challenge

- Opinions regarding participation in a male-dominated sport were divided.

The Women's Sports Foundation[110] identified barriers for women in sport coaching, research, education, health professionals, sexual harassment and infrastructure/buildings, and strategies to overcome them.

French researchers wanted to investigate 'what has changed' since women started playing rugby in France 20 years ago [in 1989]). They interviewed 15 people who belong to the 'world of French rugby' and almost 200 female players.

The results show that people around the players are reserved, mainly for fear of the physical risk, the injuries they associate with rugby and, to a lesser extent, because they are afraid of a social risk that they [the women] may become more masculine. Our results also underline the fact that actors of the French rugby sphere do not seem to be afraid of the physical risk but that they have the perception of a social risk.

The women carefully negotiated the issue of getting drunk as part of the 'team bonding' experience, by faking their drunkenness, as they were painfully aware of how any out-of-control behaviour might be interpreted, or indeed what they might do and the repercussions of that. One study found that:

- The underlying message is that athleticism and femininity are contradictory, and females have to go out of their way to show that they can be athletic and be socially accepted

- (But) in less traditional sport settings, females are resisting, challenging, and transforming expectations of hegemonic femininity.[111]

14.3 INVESTING IN GIRLS AND WOMEN - THE BUSINESS CASE

Women as leaders

Research on the case for gender equity is unequivocal about the benefits to business. Elite sport is of course a business and future-focused sports organisations are taking this advice to heart.

… gender equity in the boardroom and in senior executive positions is not just about talent, diversity and equity – it simply makes bottom line business sense. The evidence… shows that increased female representation at the top levels of organisations is linked to better decision making, more effective organisational performance, higher rates of return, more effective risk management and even lower rates of bankruptcy and fraud.[112]

McKinsey has found that companies with higher degrees of gender diversity tend to enjoy operating margins twice as high as those of the least diverse organisations, and there is a strong positive correlation between the share of top female managers and return on assets and equity.

Women as players

Investing in women's sport makes great business sense, not least because the Black Ferns and Black Ferns Sevens are world-leading rugby players in their own right.

Fans are at the centre of the sports marketing equation and one of the primary reasons why sponsors invest in sport, and female fans are of particularly high value to some sponsors given their influence in purchase decisions. [113]

Ferns': Tracing the Beginnings of Women's Rugby in New Zealand. *The International Journal of the History of Sport*, 1-15.
[109] Chu, M. M., Leberman, S. I., Howe, B. L., & Bachor, D. G. (2003). The black ferns: The experiences of New Zealand's elite women rugby players. *Journal of Sport Behavior*, 26(2), 109.
[110] womenssportsfoundation.org/education

[111] Krane, V. (2001). We can be athletic and feminine, but do we want to? Challenging hegemonic femininity in women's sport. *Quest*, 53(1), 115-133.
[112] Grey-Thompson, Baroness, Chair (2011) *Big Deal Report: Investment in Women's Sport*, The Commission on the Future of Women's Sport, UK.
[113] Smith, P. (2017) Women and Sport Report, Nielson Sports.

The Big Deal report [114] listed nine reasons for investing in women's sport:

1. International success
2. Low cost-of-entry [for potential sponsors]
3. Large television audiences
4. Valuable audience profile
5. Positive perceptions
6. Strong demand
7. Uncluttered market
8. Unique dual differentiation
9. Social media: engagement and profile.

The findings are backed up in numerous online research and business forums.[115]

14.4   WOMEN, SPORT AND THE MEDIA

How women are portrayed in the media, and the amount of coverage that mainstream media chooses to give women's sports – including women playing at elite level – contributes to outdated ideas of what women should look like, and who plays what sports.

- While participating in athletics, the media chooses to harness its attention on aspects of a woman's 'femaleness' such as beauty or attractiveness rather than athletic knowledge or skill[116]

- The sport media denies power to female athletes. Because power is withheld from women and accorded to men, 'sport provides us with a model for the exercise of power in our society'[117]

- Although women have gained some ground as far as media visibility is concerned, especially in major sporting events, it is far too early for a 'victory lap'... the type of coverage female athletes get has still a long way to go[118]

- TV Coverage (in the USA) of women's sport declined over the last 20 years in one study[119] and [there was no reason this] should reverse unless producers decided it was in their own interests

- More women sports reporters and journalists, and sports organisations focusing on supplying more information to media outlets about women in sport would be a solution

- Notions of conventional masculinity and femininity persist. Sport, as a cultural and commercial production, constructs and markets gender [besides making money], making gender may be sports' chief function[120]

- Female athletes and women's sport still receive starkly disparate treatment by the sport media commercial complex compared to male athletes and men's sport.[121]

In one study girls and women were invited to view either performance images of women in sport, or sexualised images.[122] The following findings resulted:

- After viewing performance athletes, participants made instrumental evaluations of the athletes and themselves

- They also considered these athletes to be role models and remarked that they transgressed traditional gender stereotypes

- In contrast after viewing sexualised athletes, girls and women made objectified appraisals of the athletes and themselves

- They also levied critiques about women's status in society in response to sexualised athletes

- Participants viewed these images in a similar manner as general sexualised images of women

- Findings suggest the need for more performance imagery of female athletes in mainstream media.

One researcher identified what she called 'apologetic behaviour" in women's sport - where women somehow felt required to justify their behaviour, or reinforce stereotyped ideas about 'femininity.'[123]

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[114] Grey-Thompson, Baroness, (2011)
[115] https://blog.optimy.com/sponsors-should-invest-womens-sports/; http://nielsensports.com/women-sport/women-sport-sponsorship-news
[116] Eastman and Billings (2005) in Sheila Scraton, Anne Flintoff (Eds) (2002), Gender and Sport: A Reader, Routledge, UK. (pp86)
[117] Ibid.
[118] Alina Bernstein (2002), in Gender and Sport, A Reader
[119] Cooky, C. Messner, M, and Hextrum, R. (2013), Women Play Sport, but Not on TV: A Longitudinal Study of Televised News Media, Communication and Sport, 00(0) 1-28, DOI: 10.1177/2167479513476947

[120] Dworkin, S and Messner, M., in Gender and Sport: A Reader, (2002), Routledge, UK.
[121] Fink, J. (2015) Female athletes, women's sport, and the sport media commercial complex: Have we really "come a long way, baby"? Sport Management Review, 18:3, 331-342. doi.org/10.1016/j.smr.2014.05.001
[122] Daniels, E. A. (2012). Sexy versus strong: What girls and women think of female athletes. Journal of Applied Developmental Psychology, 33(2), 79-90.
[123] Hardy, E. (2014), The female 'apologetic' behaviour within Canadian women's rugby: athlete perceptions and media influences, Sport in Society, Vol 18, 2015 - Issue 2: Gender, Media, Sport Pp 155-167, http://dx.doi.org/10.1080/17430437.2013.854515

- Female apologetic behaviour in sport includes any behaviour by female athletes that emphasizes a female athlete's femininity
- This behaviour is in response to the masculine and/or lesbian stereotypes associated with female sport participation
- Female apologetic behaviour is commonly found in the media as an attempt to reinforce gender hierarchies
- The participants did not engage in apologetic behaviour despite being surrounded by media images that endorse this behaviour.

Recent NZ research on women rugby players based on the personal stories and experiences of female players, found the women 'treading a fine line as they try to manage the tension of playing to the ideal image of a rugby player on the field and maintaining their femininity after the game'.[124]

The researcher [Tovia] says:

The findings suggest that the pleasures of rugby found in physicality, roughness, drinking, and associated with masculine culture, are equally pleasurable for these women rugby players. [the women] also suggest that the various experiences of women rugby players, both positive and negative, need to be recognised so that women can be better valued as rugby players rather than as women who just play rugby.

Key findings from Tovia's research are:

- The influence of rugby culture carried more weight in certain areas than in others, for example, in areas in the Bay of Plenty, Taranaki and in the South Island where the influence was likely to be stronger
- Participants experienced less opposition to playing the sport from their fathers and more opposition from their mothers over their decision to play rugby
- They are playing a sport that is considered masculine[125] where male rugby players are seen as heterosexual and women rugby players seen as a team of lesbians
- They adopted an inclusive approach of being gay-friendly

- They experienced the physical empowerment, achieved by having control of their own bodies and are reproducing the dominant image of the ideal rugby player
- These everyday women rugby players undergo the norms of a rugby player by using their bodies as a weapon and they exhibit the self-control and self-restraint within the context of rugby culture
- They aspire to being valued in the same way as male rugby players and having their contribution to the game recognised.

14.5 WOMEN, ALCOHOL AND RUGBY[126]

A French study on women and alcohol in rugby found that:

Most of the women rugby players in this study resolve this problem [how they are perceived as women, how much they drink and how they are perceived as rugby players] by drinking ostentatiously whilst still maintaining overall control over the effects of this consumption of alcohol, both individually and collectively.

… it is not the act of drinking in itself that poses a problem in this context, but rather its consequences, which are considered to be a gender deviance. … they therefore create a version of femininity that is in collusion with masculinity, but with a few significant differences.[127]

We need to ask ourselves are we creating a game and a workplace where everyone can participate equally?[128]

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[124] Tovia, K., (2014) Making sense of the everyday women rugby player, A Thesis Submitted to the Victoria University of Wellington in Fulfilment of the Requirements for the Degree of Master of Arts http://researcharchive.vuw.ac.nz/bitstream/handle/10063/3202/thesis.pdf
[125] Messner, M. A. (1992). Reflection: White Men Misbehaving: Feminism, Afrocentrism, and the Promise of a Critical Standpoint. *Journal of Sport and Social Issues*, 16(2), 136-144.

[126] Fuchs, J., & Le Hénaff, Y. (2014). Alcohol consumption among women rugby players in France: Uses of the "third half-time". *International review for the sociology of sport*, 49(3-4), 367-381.
[127] Ibid.
[128] Pippos, A. (2017). *Breaking the Mould*. Simon and Schuster.

Intervention

Recommendations from the Women's Sports Foundation regarding the integration of women into the sports 'system' are as follows: [129]

- Women have to be part of the fabric of the organisation from board level and throughout in order to make equity part of the organisational DNA. This may require structural change to sports organisations, to hold balance of women and men at all levels from governance to players and supporters

- Avoid a deficit approach, where gender equity and women are seen as an 'issue', a problem to fix

- View diversity from a perspective focused firmly on what the contribution, knowledge, skill and assets women can bring to the equation

- Courageous leadership and sincere commitment is required to shift the culture of rugby to one where women are truly embraced as equals.

Other recommendations from the Women's Sports Foundation, focus more on treatment of women in sport, resourcing, promotion and media:

- Allow women athletes voices to be heard loud and clear

- Provide alternative modelling - women playing rugby, stories from the grassroots

- Provide imagery and material of strong women playing sport from community to elite level

- Support women and girls already playing rugby in terms of resourcing.

- Key stakeholders, such as media companies, commercial partners and competition organisers need to work together to develop a regular calendar of high quality events and competitions

- Greater clarity about the characteristics and commercial benefits of successful women's sport events and competitions should be established

- Women's events and competitions must be developed in a way that encourages fans to engage and connect with them.

Resources

- Gender Equity: What will it take to be the best? (2014)[130]

- Let's Talk Gender[131]

- Big Deal Report: Investment in Women's Sport – see recommendations[132]

- Women in Sport resources at https://www.womeninsport.org

- Good Sport: Why Sports need to engage female volunteers[133]

- https://www.womeninsport.org/resources/ transforming-local-sport-delivery-women-girls-workshop-toolkit/

- Understanding Women's Lives: Designing and Re-positioning Sport and Physical Activity to Engage Women [134]

- From Barriers to Benefits [135]

- Pride in Diversity: Engaging Allies for Change[136]

- NRL Inclusion Policy[137]

- Richmond Football Club and others[138] Gender equity initiative

- Recommendations include changes in Structural, Cultural, Leadership and Business practice publications

- Recommendations from McKinsey research[139]: persistence, CEO commitment, cascading down to all management levels and comprehensive transformation programmes.

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[129] Women in Sport (2014) Say Yes to Success-Investing in the Future of Women's Sport, UK

[130] http://www.richmondfc.com.au/club/gender-equity-project

[131] Pride in Diversity resource; http://www.prideinclusionprograms.com.au/resources/publications/

[132] Grey-Thompson, Baroness, Chair (2011) Big Deal Report: Investment in Women's Sport, The Commission on the Future of Women's Sport, UK.

[133] https://www.womeninsport.org/resources/good-sports-sports-needs-engage-female-volunteers/

[134] https://www.womeninsport.org/resources/understanding-womens-lives/

[135] https://www.womeninsport.org/resource_description/barriers-to-benefits/

[136] http://www.prideinclusionprograms.com.au/publication/engaging-allies-for-change/

[137] http://www.aru.com.au/Portals/1/PDFs/InclusionPolicy.pdf

[138] http://play-by-the-rules.s3.amazonaws.com/Gender_Report.pdf

[139] http://www.mckinsey.com/global-themes/women-matter/reinventing-the-workplace-for-greater-gender-diversity

15 Sexual and Gendered Diversity in Sport

The business case for diversity in organisations is widely accepted and its benefits are manifold.[140] Diversity in organisations makes for stronger, more effective, sustainable, relevant and responsive organisations.[141] The commercial benefits of diversity within organisations includes the potential to sell more, make better decisions, increase profits and contribute to the triple bottom line by having a wider fan base.

In this section, the case for sexual and gendered diversity is discussed. Ethnic diversity, cultural diversity and diversity of thought also impact on effectiveness and business savvy, as well as reflecting openness and a willingness to change.

Please note: Homophobia is discussed here and a range of non-accidental violence including homophobia is discussed in the section on Violence. Some recommendations for best practice will apply across the board in terms of making change.

Lesbians and gays in sport

Historically, there have been links between masculinity and athleticism which has made women athletes in particular susceptible targets of lesbian labelling. Two major themes emerge:[142]

(1) a silence surrounding the issue of lesbianism in women's sport, and

(2) athletes' internalisation of societal stereotypes concerning lesbians and women athletes. These two processes disempower women athletes as they detract from the self-actualizing potential of sport participation. Paralleling other socially marginalized groups, women athletes internalize their oppression and adopt blame the victim strategies.[143]

Key findings from Out in the Fields[144] – an international study on homophobia in sport, included:

- Majority of LGB said they played a variety of sports in NZ particularly in their youth
- 41% of all participants and 51% of gay men believed LGB people are 'not accepted at all' or only 'accepted a little' in sporting culture
- 58% of all participants and 69% of gay men believe homophobia is more common in New Zealand sports than the rest of society
- 78% of participants witnessed or experienced homophobia in sport (both straight and LGB)
- 19% of gay men and 4% of lesbians said they have received verbal threats of harm
- 32% of gay men and 9% of lesbians have been bullied
- 15% of gay men and 2% of lesbians have been physically assaulted
- 87% of gay men and 76% of lesbians have received verbal slurs such as 'faggot' or 'dyke'.

Research shows that concealing sexual orientation at work reduces productivity by up to 30%. Conversely, organisations that can embed Rainbow inclusion into their workplace culture have a higher chance of building customer and employee loyalty.

The lesbian, gay, bisexual, transgender and intersex (LGBTI) demographic is vulnerable to heightened stress and anxiety at work as a result of what academics refer to as an 'invisible stigmatised identity' – an identity an individual may choose to conceal for fear of stigmatisation.[145]

Sexual orientation diversity is posited to positively contribute to organizational effectiveness through three mechanisms: enhanced decision making capabilities, improved marketplace understanding, and goodwill associated with engaging in socially

[140] https://web.duke.edu/equity/toolkit/documents/DiversityMatters.pdf
[141] https://diversityworksnz.org.nz/why-diversity/
[142] Blinde, E. M., & Taub, D. E. (1992). Homophobia and women's sport: The disempowerment of athletes. *Sociological Focus*, 25(2), 151-166. Retrieved from http://www.jstor.org/stable/20831616
[143] Ibid.

[144] Denison E, Kitchen A. (2015). Out on the Fields: The first international study on homophobia in sport. Repucom, Australian Sports Commission, Federation of Gay Games. Accessed through: www.outonthefields.com
[145] Ross Flett (2012) "To tell or not to tell?" Managing a concealable identity in the workplace, *Vulnerable Groups & Inclusion*, 3:1, 16145, DOI: 10.3402/vgi.v3i0.16145

responsible practices. We also propose two approaches to leveraging the benefits of sexual orientation diversity: targeting the categorization process and creating a proactive and inclusive diversity culture.[146]

In this community, there are particularly high levels of depression, suicidal ideation and other manifestations of poor mental health. Drugs and alcohol may be used as a way to deal with the associated stress factors.[147]

On a more positive note male homophobia, in university sport at any rate, appears to be largely on the decrease. British researchers noted 'these findings of homosocial tactility and an absence of homophobia speak to the changing stratification and estimation of masculinities in wider culture [148]… these men are less oppressive and more emotionally bonded than in previous research.'[149]

The term Rainbow is now in common usage in sport and NZ society, reflecting a change in thinking:

[It] encompasses people who are LGBTTI or lesbian, gay, bisexual, transgender, takatāpui and intersex. The idea of ethnic and gender equity matters to New Zealanders but equity for the Rainbow community is a work in progress.[150]

Intervention

The solutions from the *Out in the Fields* research[151] were:

- Start early with schools, coaches and parents taking homophobia and bullying seriously in sporting environments

- National sporting organisations need to adopt and promote clear anti-homophobia and LGB inclusion policies for professional and amateur players

- More LGB professional sporting stars need to come out of the closet to set an example

- Coaches, physical education teachers and sport officials need mandatory training on how best to support LGB athletes

- Sporting organisations, schools and teams need to adopt a zero tolerance for players

and fans who engage in homophobic behaviour.

As well, there is considerable information available to support education and interventions including:

- Pride in diversity focusing on diversity in the workplace, For example Sexual Orientation and Gender Diversity at Work[152]

- Bullying Prevention and Response, a Guide for Schools [153]

- Sport for Everyone – Diversity and Inclusion: A framework for diversity and inclusion and agreed areas of focus

- Promoting Diversity and Inclusion in Australia: the ACON's Pride Inclusion Policies[154]

- https://www.olympic.org/sha.

Benchmarking

The Australian Pride in Sport Index™ (PSI) [155] *is the first and only benchmarking instrument specifically designed to assess the inclusion of lesbian, gay, bisexual, transgender, intersex (LGBTI) people within Australian sport and sporting organisations. Participating in the index will allow Australian sporting organisations to not only assess their own practice, but determine that which constitutes good practice, along with the ability to benchmark their own initiatives against an external measure and other sporting organisations.*

If we have a regularly updated national benchmark on what currently constitutes good practice, then we have a road map, a current roadmap, a local roadmap to guide us.

Benchmarks identify current and leading practice, provide quantitative and qualitative feedback, and track progress. Important in any benchmark is the ability to measure not only what the organisation does in order to meet the current standard, but the impact that it is having on the lived experiences of those on the ground; whether they belong to a diverse community or not… combined with comprehensive metrics we can then track the impact that these initiatives have on retention, engagement, promotions, team compilation and leadership representation.

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[146] Cunningham, G. and Melton, E.N (2011) The benefits of sexual orientation diversity in Sport organisations, *J of Homosexuality, Vol 58, pp647-663*

[147] From an article featured in the *Australian Institute of Company Director's magazine, December 2016- January 2017 edition*, authored by Domini Stuart. http://www.prideindiversity.com.au/a-mental-health-check/

[148] Anderson (2009) in Anderson, E., McCormack, M., & Lee, H. (2012). Male team sport hazing initiations in a culture of decreasing homohysteria. *Journal of Adolescent Research*, 27(4), 427-448.

[149] Ibid.

[150] http://www.rainbowtick.co.nz/

[151] http://www.outonthefields.com/wp-content/uploads/2016/04/Summary-of-NZ-Results-Out-on-the-Fields.pdf

[152] http://www.prideinclusionprograms.com.au/resources/publications/

[153] Bettina Rulofs, Gitta Axmann, Anno Kluß, Meike Schröer (2015) German Sport University Cologne, Institute of Sociology and Gender Studies, Published in: *Sport respects your rights – Project brochure, February 2015*, http://sport-respects-your-rights.eu/outcomes/

[154] http://www.prideindiversity.com.au/why-benchmarking-is-so-critical-in-diversity-and-inclusion/

[155] http://www.prideindiversity.com.au/psi/

16 Ethnic Identity and Sport

For the first century of rugby in New Zealand, the predominant players, particularly for the All Blacks, were Pākehā. That has changed significantly, and the current profile indicates that Māori and Pasifika players combined comprise more than 50% of players in the All Blacks. The number of Māori and Pasifika professional rugby players is above and beyond the demographic distribution of Māori and Pasifika peoples in NZ, and has changed over time.[156]

Understanding the community, particularly the values and beliefs of those communities that contribute players and a pool of volunteers and leaders to the professional teams and rugby in general, is critical.

If the environment is the third teacher what language does she speak?' We believe the environment gives important messages and cues to learners. In other words, the environment 'speaks' to the learner; about what they can do, how and where they can do it and how they can work together.[157]

Indicators of inequality for Māori and Pasifika are discussed below, and summarised by Researchers from Victoria University:

Despite considerable attention paid to the issue, the data … indicates that New Zealand's strategy to address inequality as it relates to Māori and Pasifika people has not been successful. Some indicators have improved, but the majority have not.

Although rugby might be seen as a 'way out' of poverty and a leap towards a better standard of living, sometimes the success of individual players and the pressures that come with it, comes at great personal cost.[158]

[156] Hapeta, J. (2017) Presentation to the World in Union Conference 2017, NZ.
[157] Pairman and Terreni, (2001) quoted in Implementing Bi-Cultural Practice, UCol and NZ Childcare Assn, NZ
[158] http://www.stuff.co.nz/sport/8718872/Polynesian-men-a-global-sports-commodity

Figure 10 Ethnicity of Professional Players
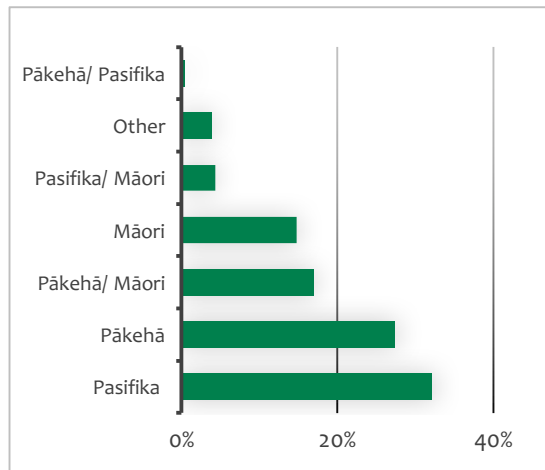
Source: Information provided by NZ Rugby

Figure 11 Number of Māori and Pasifika and Pākehā players in All Black Teams from 1880 - 2015
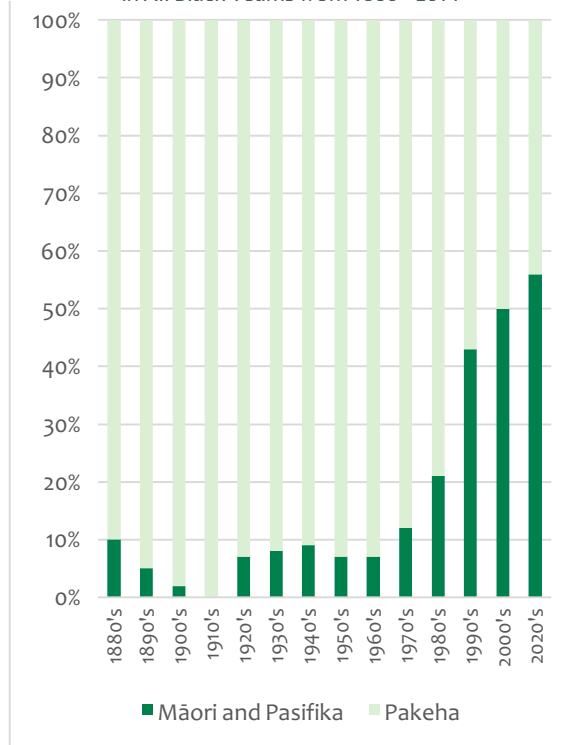
Source: Hapeta, Kuroda & Mulholland, 2015

17 Māori

17.1 A SNAPSHOT OF MĀORI IN NEW ZEALAND

Salient aspects of the NZ Māori population which are important to consider are listed below. Note that those who identify as Māori are more likely than other ethnicities to identify with one other ethnic group (Census 2013): [159]

- The Māori population will not age as quickly as the NZ population

- Dependency rates for Māori are more favourable with more working age and fewer older Māori

- Membership of the Māori ethnic group will become a more dynamic process

- The gap between Māori generations is smaller than for Pākehā New Zealanders

- Māori collectives are culturally and practically important

- Improved health trajectories have the potential to contribute [to] Māori longevity

- Māori youth aged 15–24, have suicide rates which are two to three times higher than non-Māori youth suicide rates[160]

- The Treaty of Waitangi reflects the unique place of Māori as tangata whenua and the principle of partnership inherent therein

- The Māori economy and asset base has grown significantly over the last 100 years. As such Māori and Iwi increasingly contribute and play a key and multifaceted role in New Zealand's economy including the primary sector, natural resources, small and medium enterprises and tourism[161]

- There is still a gap in life expectancy between Māori and European males and females of more than seven years.[162]

Inequality indicators[163] show that large gaps still exist between Māori and European outcomes in many areas, with the greatest disparity found in the measures of health, paid work and economic standard of living. …the access of Māori to the key services of health, social support and education, and the effectiveness of those services for Māori, is of crucial importance in reducing disadvantage and the problems it confers.[164]

17.2 TANGATA WHENUA AND RUGBY IN NZ

In many respects [sport] has had a positive role in promoting understanding and positive relations among and between ethnic groups but there are still issues of racism that need to be acknowledged and explored.[165]

Māori have had a key role to play in the establishment of rugby in New Zealand, for example the 1888-89 Native Representatives Team. Māori have been players, leaders and influencers of the game for some time. For example, the use of silver fern logo, wearing black, the haka, game tactics, and other elements. The New Zealand Māori Rugby Board was established as an as an incorporated society in June 2000, under its own Constitution, though the origins of the Board extend back to the 1870s.

While no one would question the individual benefits of playing at a high level, for Māori players, at elite level success can be something of a double-edged sword. Some of the issues explored here relate to how Māori are portrayed as players, and the negative impact of reinforcing cultural stereotypes.

Hokowhitu[166] says that the myth of the Māori male equaling strength, spirituality and sporting process is 'a damaging post-colonial stereotype. Callabro[167] comments that in terms of the Māori All Blacks:

[159] Cunningham. C (2012) *Aotearoa's Long Term Fiscal Position,* Massey University, NZ
[160] Ministry of Health (2010). Suicide Facts: Deaths and intentional self-harm hospitalisations. Wellington: Ministry of Health. In WP09_2014_Indicators-of-Inequality.pdf
[161] http://www.treasury.govt.nz/economy/māorieconomy
[162] http://www.victoria.ac.nz/sacl/centres-and-institutes/cpf/publications/pdfs/2015/WP09_2014_Indicators-of-Inequality.pdf
[163] ibid
[164] http://www.corrections.govt.nz/__data/assets/pdf_file/0004/672574/Over-representation-of-Māori-in-the-criminal-justice-system.pdf

[165] Watson,G., Palmer, F.R., & Ryan, G. (2016). Sport and Ethnicity in NZ. In Nauright, J. & Wiggins, D.K., (Eds). (2016). Routledge Handbook of Sport, Race and Ethnicity. Taylor & Francis. pp 131-145.
[166] Hokowhitu, B., (2004) Tackling Māori Masculinity: A Colonial Genealogy of Savagery and Sport, *The Contemporary Pacific*, Volume 16, Number 2, Fall 2004, 259–284, University of Hawai'i Press
[167] Callabro, D.,(2012), The Indigenization of rugby in New Zealand: Express [sic] of Māori rugby in contemporary society, *HUMANITIES* – Anno 1, Numero 1, Gennaio 2012

- Mana moulds their perception of winning and is expressed via the haka and how the game is played

- The team members are expected to behave with respect and to enhance their prestige

- Māori players from strong cultural contexts who reach top levels tend to maintain and preserve their relationship with the community.

She also notes that for Māori rugby players generally:

Many Māori players may not be fluent [Te Reo] speakers… yet there will be many aspects in their lives that they are likely to take for granted and non-Māori are not aware of.

The myth of the natural athleticism of Māori men has been articulated through tāne achieving in sport more than in any other area of society— so much so that sport has come to be viewed as a 'traditional' characteristic of Māori masculinity.[168]

Cunningham summarises Māori development:

Themes for Māori development can be summarised as 'diversity, inclusiveness and equity', yet this represents a major shift from the theme of 'universality' which has been a foundation of many of NZ social policies. Rather than treating Māori as a different but homogenous group, the future success depends upon the ability of government to recognise Māori ensure that all Māori are included in NZ development, and that outcomes are more equitable than has been evident in our past.[169]

17.3   HAKA AND THE POLITICS OF IDENTITY; WHO OWNS THE HAKA?

For some researchers, particularly Brendan Hokowhitu, the haka (predominantly the Ngāti Toa haka 'Ka Mate' composed by Te Rauparaha) performed at the start of All Black games, and now synonymous with the All Blacks, has been commodified by NZ Rugby and various sponsors as a key element in transnational sport advertising[170] and as it is presented via the media as exploitation of indigenous culture.[171] Generally,

'*the haka represents much more than a national sporting ritual. It is contested terrain, perhaps the key site where Māori culture gains more global exposure than any other aspect of Māori identity.*'[172]

'*it is important to consider the implications with respect to the global image of Māori…the ambivalent and contradictory signifiers and discourse made available through the media… reinforce stereotypes of Māori as the 'primitive savage warrior, the immoral sexual predator, the naïve comical simpleton, the spiritual/irrational environmentally aware tribesperson.*'[173]

Intervention

'Is the valued knowledge of home and of communities represented in the valued knowledge of the workforce?'[174]

People learn better and can become their best when their culture and language is recognised and reflected in the practice of organisations where they work and learn. Māori in sporting organisations and especially young Māori entering the rugby system are better able to learn and grow where they do not experience conflict between who they are and who the organisation expects them to be. They will thrive where their identity as Māori is acknowledged and reflected and they do not have to 'switch modes' to a mono-cultural environment, or suppress the very things they value the most.

Interventions which will help with this include:

- Bi-cultural practice[175]

- Acknowledgement of difference

- Celebration of cultural identity

- Recognition and respect for Māori values, Kaupapa Māori and Mātauranga Māori[176]

- Diversity and inclusion – Māori in coaching, management and governance of sporting organisations reflecting the bi-cultural foundation of NZ society.

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[168] Hokowhitu, B., (2004) Tackling Māori Masculinity: A Colonial Genealogy of Savagery and Sport, *The Contemporary Pacific*, Volume 16, Number 2, Fall 2004, 259–284, University of Hawai'i Press
[169] Cunningham. C (2012) *Aotearoa's Long Term Fiscal Position*, Massey University, NZ
[170] Steven Jackson, Brendan Hokowhitu, (2002), Sport, Tribes, and Technology: The New Zealand all Blacks Haka and the Politics of Identity, *Journal of Sport and Social Issues*, Vol 26, Issue 2, 2002, pp 125-139
[171] Callabro, D.,(2012), The Indigenization of rugby in New Zealand: Express [sic] of Māori rugby in contemporary society, *HUMANITIES* – Anno 1, Numero 1, Gennaio 2012
[172] Ibid.

[173] Wall, (1997) quoted in Jackson and Hokowhitu, 2002), Sport, Tribes, and Technology: The New Zealand all Blacks Haka and the Politics of Identity.
[174] Dr Rae Si'ilata, lecturer in biliteracy – Pasifika, at the University of Auckland. Original comment says "school" not "workforce", sourced from: http://nzcurriculum.tki.org.nz/Principles/Cultural-diversity
[175] Stephanie Geddes, (date) What does it mean to be bi-cultural in your practice? Presentation, Massey University
[176] Mātauranga Maori refers to Māori knowledge - the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and cultural practices. Accessed from www.maoridictionary.co.nz

Other interventions:

- Emphasise career development and education for young Māori players entering the system
- Identify where the organisation lies on the cultural continuum[177]
- Develop cultural competence in NZ Rugby[178]
- Attitudes behaviours and congruent policies that enable people and organisations to work effectively in cross-cultural situations, accepts and respects difference
- Continual self-assessment regarding culture, careful attention to the dynamics of difference and a variety of adaptation to models to meet the needs of minorities.

Aim for Cultural Proficiency:

- Recognise the importance of culture and hold it in high esteem
- Enrich knowledge about cultural difference through research, dissemination of information, education, hiring specialists, advocating for cultural competence and improving ethic and race relations [within the organisation and throughout wider society].

Values-based practice – a model [179]

- **Decisions are values-based**: an understanding that all decisions should rest on values as well as facts, including decisions about diagnosis
- **Person-centred perspective**: the first source for information on values in any situation is the perspective of the service user concerned
- **Attention to language**: awareness of values can be developed through careful attention to language use in context
- **Respect for diversity of values**: ethical reasoning is used in values-based practice primarily to explore differences in values rather than to determine 'what is right'
- **Good communication skills**: communication skills (such as active listening skills and the ability to explore values through discussion) are crucial to come to a balanced view, including within situations of conflict

- **Partnership approach**: although working within a framework of shared values defined by ethics and law, values-based practice is a partnership approach that places decision-making with service users and providers.

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[177] Slide 9. Stephanie Geddes; What does it mean to be bi-cultural in your practice? Presentation, Massey University
[178] Hapeta, Jeremy, Presentation to the World in Union Conference 2017, NZ.
[179] https://www.tepou.co.nz/uploads/files/resource-assets/Position-Paper-Values-based-practice.pdf

18 Pasifika Peoples

Pasifika people make up 16% of NZ's population, but contribute over 50% of the provincial players in New Zealand; 180 Pasifika men and women, either residents or on visas to New Zealand, are playing and playing at all levels of professional rugby.

At the same time, Pasifika people in NZ are still overly represented in a range of indicators for poor health and employment outcomes, and proportionally do not enjoy the same economic standard of living as European New Zealanders.

Although rugby might be seen as a 'way out' of poverty and a leap towards a better standard of living, sometimes the success of individual players and the pressures that come with it, comes at great personal cost.[181]

18.1 A SNAPSHOT OF PASIFIKA PEOPLES IN NZ [182] [183]

Researchers from Victoria University concluded:

Despite considerable attention paid to the issue, the data outlined in this research indicates that New Zealand's strategy to address inequality as it relates to Māori and Pasifika people has not been successful. Some indicators have improved, but the majority have not. Indicators included the following:[184] [185]

- Economic standard of living including housing and housing affordability continue to have large gaps between European and Māori, and European and Pasifika people, with Pasifika home ownership rates dropping

- Median weekly income shows an increasing gap between European and Pasifika New Zealanders

- Health disparities are evident in the increasing gap in overweight and obesity rates [186] [increasing percentage, 2011-2012

87% of population], and prevalence of cigarette smoking (European and Pasifika people)

- Life expectancy at birth is improving with the gap between European/Pasifika gap closing

- Pasifika early childhood education participation rates have improved to 91.8%, but still sit at 6.3 percentage points below Europeans, who have the highest rate

- 20.4% of Pasifika school leavers achieve university entrance, compared to 38.4% of total leavers.[187]

- Employment rates for both Pasifika men and women have improved in the last few years. [188]

The Organisation for Economic Co-operation and Development (OECD) suggests that focusing on ensuring people can engage effectively in employment is crucial to reducing inequality. One way to achieve this is through education and skill development.

18.2 PASIFIKA PEOPLE AND RUGBY

The values that underpin Pasifika peoples differ between islands and cultures, however they are commonly reflected in concepts such as Fa'aSamoa which relates the *aiga (kin group) that provides the social structure of Samoan society based upon service and loyalty, obligation and reverence, love compassion and respect* and highlights *… the extended family is the most powerful and resilient force in Polynesian society.*[189] However each Pacific nation has its own language and cultures which are unique to them.

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[180] http://www.stuff.co.nz/sport/8718872/Polynesian-men-a-global-sports-commodity
[181] Ibid.
[182] Marriot and Sime, (2014) Indicators of Inequality for Māori and Pacific People: working paper 09/2014, Victoria University of Wellington. http://www.victoria.ac.nz/sacl/centres-and-institutes/cpf/publications/pdfs/2015/WP09_2014_Indicators-of-Inequality.pdf
[183] http://www.mbie.govt.nz/info-services/infrastructure-growth/pacific-economic-development/documents-image-library/pacific-economic-trends-2016.pdf
[184] Summary of Indicators and Findings, Appendix 1, in Indicators of Inequality
[185] Ministry of Health; http://www.mbie.govt.nz/info-services/infrastructure-growth/pacific-economic-development/documents-image-library/pacific-economic-trends-2016.pdf

[186] Ministry of Health, New Zealand Health Survey. Available at www.health.govt.nz, Retrieved 19 May 2014. Obesity is defined as having a Body Mass Index higher than 30 for New Zealand European/other ethnicities, or greater than 32 for Māori and Pacific people. The measure is for those aged 15 years and over. In: Indicators of Inequality.
[187] http://www.mbie.govt.nz/info-services/infrastructure-growth/pacific-economic-development/documents-image-library/pacific-economic-trends-2016.pdf
[188] ibid.
[189] Lena Rodriguez and Brent McDonald, (2013), After the whistle: issues impacting on the health and wellbeing of Polynesian players off the field, *Asia-Pacific Journal Of Health, Sport And Physical Education* Vol. 4, Iss. 3.

Specifically, there are core values of motivation from a Pasifika perspective that, alongside other minority cultures, have not yet been acknowledged in Western motivation theories.[190]

A recent Stuff.co.nz article notes: 'Immigration NZ was unable to provide precise details of how many Pacific Island rugby players have come here – only that more than 130 visas were issued to 'footballers' since 2011.' The article also noted that ten years ago, seeing Pacific Island men playing in South Island teams was rare, now 'they can't get by without them.'[191] Pasifika players have played a key role in the development of the All Black's history.

Pasifika women are also playing professional rugby in NZ and nine players were selected from a Ponsonby team to play for Samoa since 2002.[192] Eighteen Black Ferns have been chosen from the Ponsonby Club, and the greater proportion of these women are Pasifika.[193]

Since the introduction of professionalism into rugby in 1995, increasingly Pasifika players have viewed rugby as a site where they can achieve success and monetary reward within a mainstream New Zealand context. Indeed, Pasifika players now dominate Auckland (and to a lesser extent Wellington) rugby, especially, and are more and more gaining All Black honours.[194]

Peter Horton notes that rugby is seen as a means not just of individual advancement but as a potential source of financial security for players' families and their wider communities in the Pacific Islands and in their adopted countries.

They will do so [attempt to pursue a sporting career] with the knowledge that their success, both in the sporting and financial sense will be a success for their family and the wider community. They will, as working adult males, be expected to 'put in' to the family coffers and probably to their church.[195]

Recent research confirms the impact of rugby for Fijian families, where Fijian rugby athletes are described as 'a sub-group of economic migrants'.[196]

Findings suggest that for many families, rugby-generated remittances are an extremely important income source that helps them meet consumption needs and wants, and allows for asset accumulation in the short term. However, the costs of remitting, cultural expectations, high demands from family, limited business opportunities at home and poor financial literacy are impacting athletes and their families from maintaining livelihoods goals into the future.

18.3 PASIFIKA MEN IN GLOBAL SPORTS

For some of the many Pasifika players world-wide, the clash between their own culture and the organisational culture of elite sport is too great. Australian researchers found that Pasifika/Polynesian players in the NRL experienced 'dislocation and isolation' especially when they had left their home country to play for Australia. Other factors noted by the researchers included:[197]

- Polynesian men were perceived in terms of excellence in sports, creating racial stereotypes

- Sport excellence [is] pursued at the expense of a decent education

- [the] Collective identity of Pasifika culture means responsibility for the group, supporting the group financially, and the glory of achievement reflecting on the group (as opposed to Pākehā culture *individual identity*)

- Avoidance of dealing with injury from sport or taking time off work because not able or willing to take time off work and lose income.

Because the NRL was predominantly European (administrators, coaches and trainers), young Pasifika men in rugby league created their own support networks where they could speak their language, eat their food, and so on. They felt bound to the game through their social ties as well as sporting prowess.

[190] Schaaf, M. (2003, October). Polynesian rugby player's perceptions and experiences of professional rugby (Thesis, Doctor of Philosophy). Retrieved from http://hdl.handle.net/10523/5153
[191] http://www.stuff.co.nz/sport/rugby/76391895/from-grassroots-to-the-top-pacific-island-players-are-keeping-nz-rugby-alive
[192] http://www.ponsonbyrugby.co.nz/pacific-islands-women/
[193] http://www.ponsonbyrugby.co.nz/black-ferns-1/
[194] Schaaf, M. (2003, October).

[195] Horton, Peter (2014) Pacific Islanders in Global Rugby, *Asia Pacific Journal of Sport and Social Science,* Vol 3:3
[196] Stewart-Withers, R., Sewabu, K., & Richardson, S. (2017). Rugby union driven migration as a means for sustainable livelihoods creation: A case study of iTaukei, indigenous Fijians. *Journal of Sport for Development,* 5(9), 1-20.
[197] Horton, Peter (2014) Pacific Islanders in Global Rugby, *Asia Pacific Journal of Sport and Social Science,* Tustralian Rugby Code of Conduct 2014 coaches, and trainers], Vol 3:3

Their mental wellbeing however, reflected the conflicting expectations between the sport culture and their own ethnic culture:

One of the big things is probably the background to a lot of the Pacific Island athletes, it is a lot different to most of the mainstream athletes, the way they view the world and their responsibilities and commitments away from the field. The responsibilities they deal with, everything is more high-stakes for them. Coming from the statistics as we can see, a lot of them are coming from lower socio-economic areas and stuff.

It is not just about the individual. There is a lot around them and a lot of things that are real important to them that they also have to deal with. Giving back to family. Being seen as role models in the community. There is a lot of pressures that some other athletes don't have. For Pacific athletes, in our communities, they are the leaders. Their experience in elite sport is a lot different from some of the other athletes out there. The way they view well-being as well is a lot different than the mainstream views of things.[198]

In recent NZ research on Pasifika men in sport, 100% of participants stated 'family has been the most influential factor in their success as a professional athlete,' with 55% saying they felt pressure to become the breadwinner for the extended family.[199] Family connections and expectations can be both a source of support and a source of anxiety.

18.4   INTERVENTION

Awareness and understanding of cultural mores and background is paramount to supporting young Pasifika players. Even if they are second or third generation New Zealanders, their sense of family and aiga may well be informed by their cultural heritage, and a sense of duty and obligation to extended family.

Interventions which will help with this include:

- Acknowledgement of difference
- Celebration of cultural identity
- Recognition and respect for Pasifika values
- Diversity and inclusion – Pasifika people in coaching, management and governance of sporting organisations
- Partnerships with Pasifika programmes
- Educational programmes aimed at providing an understanding of the role of family, religion, education and customs, and an appreciation of the cultural values that characterise Pasifika communities[200]
- Emphasise career development and education for young Pasifika players entering the system, and provide necessary support for players engaging in study.

Acknowledge Le Va' – 'the space between us' – suggests Pasifika working in partnership with NZ Rugby in supporting Pasifika players and families. The 'Va' space relationships are described as:

'Courteous, polite, service, gratitude, communication, listening, body position, response, language, your role'[201]

Le Va's purpose is to support Pasifika families and communities to unleash their full potential. We support and encourage this by carefully designing and developing evidence-based resources, tools, information, knowledge and support services for the best possible health and wellbeing outcomes.[202]

[198] Caleb Marsters interview with RNZ regarding his research (started 2016) on young Pasifika sports stars' mental health, from Dateline Pacific, 4:04 pm on 30 November 2016
[199] http://www.stuff.co.nz/sport/8718872/Polynesian-men-a-global-sports-commodity
[200] Panapa, L., & Phillips, M. (2014). Ethnic Persistence: Towards Understanding the Lived Experiences of Pacific Island Athletes in the National Rugby League. *The International Journal of the History of Sport*, 31(11), 1374-1388.
[201] NZ Rugby Fono Notes, May 2017, from Pacific Island Fono as part of the Respect and Responsibility Review.
[202] https://www.leva.co.nz/

Suggestions for change from the Pasifika Fono held as part of the Respect and Responsibility Review include the following.

Coaching/coaches

Areas to develop or change are:

- Coaches should be trained or encouraged to focus on values
- Give women's rugby more recognition and opportunity
- Pastoral care role of coaches is critical.

Administrators

Areas to develop or change are:

- Start good role modelling of cultural understanding/awareness courses in rugby clubs, PUs, and schools
- Flatten the structure – our communities need to keep up with the play
- Taking some of the rugby courses to Pasifika communities, and in doing so increase connections at grassroots
- Women and Pasifika representation on boards, committees, interview panels, as referees.

Managers

Areas to develop or change are:

- Knowledge of future pathways that include facilitating the support for players/family
- Acknowledging the role and contribution of managers.

Players

Areas to develop or change are:

- Responsible drinking – with peers and with family
- Being grateful for what's provided by rugby
- Making sure women have their fair share of support and opportunities
- Looking after club and changing rooms.

19 Disability and Sport

There are a range of different perspectives on disability: the social, medical or environmental model. *For instance, the Social model of disability: Impairment + social barriers/attitudes = disability.* [203]

Disability is not something individuals have. Individuals have impairments and they are disabled by their environments. They may be physical, sensory, neurological, psychiatric, intellectual or other impairments.

Disability relates to the interaction between the person with the impairment and the environment.[204]

Whatever the language used, the principles behind provision for disabled people are that the **environment** rather than the **person** is the disabling factor, and changes to the environment, physical, social, and built, as well as appropriate supports will ensure disabled people can participate in sport at all levels.

19.1 DISABLED PEOPLE IN NZ

'Disabled people' as a term is used deliberately rather than people with disabilities and references the social model of disability. The social model challenged the dominant individual model view by identifying disability as an unequal social relationship.[205]

Disabled Peoples International defined 'disability' in 1981 as: *the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers.* [206]

Disabled people experience significant discrimination, exceptionally lower levels of employment and significantly higher levels of poverty than the general population.[207]

In the NZ Disability Survey (2013), when people with intellectual disability (7%) and people with 'other disability'[208] (54%) are combined, more than half of all New Zealanders identifying as disabled may have impairments that are not necessarily visible to others.[209] Only 7% of all survey participants identified themselves as having primarily a physical impairment. But the former group [with less visible impairments] are the least likely to be involved in sports.

Although progress has been made, disabled people are very often the 'poor relation' of sports participation and the reasons for this are varied.

19.2 CONSTRAINTS TO PARTICIPATION

Researchers found that the level of support needs is a more useful predictor of constraints to participation than other factors'[210]. It was also clear from the research that: *[Disabled people] do not inherently regard their impairment as an intrapersonal constraint. Instead, they seek enabling policy, sport or attendant support in a sporting environment to participate.* [211] [212]

Intrapersonal constraints	Interpersonal constraints	Structural constraints
• Lack of knowledge • Social ineffectiveness • Health-related issues • Physical and psychological dependency • Skill/challenge gaps	• Others to participate with • Communication	• Attitudinal • Architectural • Rules and regulations • Transport • Economic • Omission

[203] https://www.scope.org.uk/about-us/our-brand/social-model-of-disability
[204] Sport NZ (2005) No Exceptions Strategy and Implementation Plan 2005-2009
[205] http://www.disabilityartsonline.org.uk/why-we-are- disabled-people-not-people-with-disabilities -than Non-Maori youth suicide rates.
[206] Barnes, (1992) from http://www.disabilityartsonline.org.uk/why-we-are-disabled-people-not-people-with disabilities
[207] World Health Organization & World Bank, 2011
[208] Other disability includes: impaired memory, learning, speaking and developmental delay

[209] Statistics NZ, Key Findings from the 2013 NZ Disability Survey, http://www.stats.govt.nz/browse_for_stats/health/disabilities/other-versions-disability-survey-2013.aspx
[210] Darcy, S., Lock, D., & Taylor, T. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. *Leisure Sciences*, 39(1), 20-41.
[211] Ibid.
[212] Darcy, S. and Lock D. Paralympic Success? Research and Observations on Constraints, Benefits and Sports Development Pathways, presentation to Paralympic Symposium, 2015.

19.3 DISABLED PEOPLE AND SPORT IN NZ

The No Exceptions Strategy and Implementation plan [213] was developed in 2005 for Sport NZ and *'to guide the strategies and actions of all agencies involved in the provision of physical recreation and sport opportunities for disabled people.'* The principles underlying Sport NZ's No Exceptions Strategy are:

- Enabling attitude
- An enabling environment where all barriers are removed
- Access that is real and equitable
- All people participating.

The key goals of the strategy include: equitable access, improved service provision and promotion, advocacy and recognition.

Success stories

The Halberg Disability Sports Foundation aims to enhance the lives of physically disabled New Zealanders by enabling them to participate in sport and recreation.[214] They provide advice, training, financial support and a club finder tool enabling physically disabled young people and their families to find an accessible club. There are currently no rugby clubs listed.

In addition, through the Halberg Awards and the various Regional Sports Awards, successful [physically] disabled athletes have been recognised and celebrated. Parafed, a regional network of organisations,[215] helps young people and adults participate in a range of sport and leisure activities, and work closely with the Wheelchair rugby, which is a recognised Paralympic Sport[216] is alive and well in NZ.[217] The Wheel Blacks are currently ranked 10th internationally and continue to showcase themselves strongly. The team have a long history of punching above their weight on the world stage.[218]

Special Olympics is a sports organisation for people with an intellectual disability, providing athletes with the physical benefits of sport as well as a sense of belonging, wellbeing and achievement.[219] Rugby is not listed as a sport that

is partnering with Special Olympics unlike the Oceania Football Confederation and Snowsports New Zealand.

Some sports organisations are making progress in including people with intellectual disability, and a notable example is the Victorian FIDA, *(Football Integration Development Association) Football League exists to provide Victorians with an intellectual disability the opportunity to participate in Australian Rules Football, at a competitive level.* [220]

Interventions

'Think Differently'[221] is a social change campaign funded by the Ministry of Social Development; and a summary of project outcomes are:

- Increased awareness of the exclusion of disabled people
- Changes in attitudes and behaviours towards disabled people
- Increased participation and inclusion of disabled people
- Increased knowledge of how to reduce the exclusion of disabled people
- Commitment to making a change to reduce the exclusion of disabled people
- Changes in the social or cultural norms about disability and difference.

The following approaches can overcome the identified barriers to participation in sports for disabled people:

- Play and train approach... at beginning
- Collaborative engagement across providers – disability service organisations, sports organisations, schools, community sports organisations
- Matching players with sport opportunities at local level.[222]

Managers need to consider the implications of a matrix of disability type and support[223] needs across their operations. While this prospect may seem daunting, enabling environments for access needs are well documented and could start by addressing the set of core inclusions for mobility, vision, hearing and intellectual impairments that

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[213] Ibid.
[214] http://www.halberg.co.nz/
[215] https://nzspinaltrust.org.nz/parafed-organisations-in-nz/
[216] http://www.paralympics.org.nz/Para-sport/About-Para-sport
[217] http://www.wheelblacks.com/info/
[218] http://hpsnz.org.nz/sites/all/modules/filemanager/files/Rio_2016/CHEAT_SHEET__Wheelchair_Rugby_FINAL.pdf

[219] http://www.specialolympics.org.nz/
[220] http://www.fida.org.au/
[221] Ministry for Social Development (2015) Think Differently: Case Study Summary Report.
222 Ibid
[223] Ibid., Slide 23: Understanding Complexity.

are entrenched within built environment legislation (see Australian Sports Commission and Sport England).

A Matrix of support[224] includes:

- Macro social policy regarding inclusion (such as No Exceptions[225])

- Interpersonal skills (skill development for disabled people) and in sports organisations (communications, staff training, specialist coaching, programme inclusion, marketing)

- Structural change – funding for support, flexible policy attendant, specialist equipment

- Sport organisation change – built environment, budget inclusions, inclusive equipment, transport.

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[224] Ibid., Slide 9. Constraints Policy Matrix.

[225] Sport NZ (2005) No Exceptions Strategy and Implementation Plan 2005-2009

20 Mental Wellbeing

Mental health as an issue for players was identified in NZ Rugby's *Review of Player Welfare* (2013) and in recent in-house research[226]. It is widely accepted now that high performance athletes are particularly susceptible to anxiety and depression[227], though sports organisations are still grappling with how to deal with this and support players both during, and after, their playing careers.

20.1 HIGH PERFORMANCE ATHLETES AND MENTAL WELLBEING

Evidence

In house research has been conducted by NZ Rugby as part of ongoing work to address players' welfare. Some of the findings are noted below.[228]

Perhaps former Wallaby Clyde Rathbone puts it best when he states 'Here we have an environment in which athletes are provided with every possible means to optimise performance. Virtually unlimited budgets, finely tuned training programmes and nutrition strategies, recovery specialists, sports psychologists and yet none of this appears to mitigate the risk of ill health, physical or mental.'

- NZ Rugby works with a high risk group - that is young people, male, Māori and Pasifika operating in a pressured and at times insulated environment

- Over 75% of serious mental health problems start before the age of 25, highlighting the importance of mental health and wellbeing programmes being available to young people

- Depression rates are steadily increasing in New Zealand

- At some point in every New Zealanders life 40% will suffer some kind of mental crisis

- New Zealand has a high suicide rate in comparison to the rest of the world, one that currently exceeds the national road toll by some way

- Elite athletes experience a broadly comparable risk of high-prevalence mental disorders (i.e. anxiety and depression) relative to the general population[229] but this population is vulnerable to a range of mental health problems[230]

- One study completed by the NZ Rugby Players Association (NZRPA) of 123 recently retired players pointed to 35% of players reporting feeling depressed or feelings of despair, 30% experienced high levels of anxiety or stress and 23% experienced alcohol or substance abuse[231]

- Rugby League (NRL) has had five young contracted players take their own life in a two year period.[232]

Hard data on the mental wellbeing of players over a period of time, and its impact on their lives and their families' lives is not available at the time of writing, but this is information that could be collected. Australian researchers found that one in five elite Australian athletes experience depression.[233] Researchers note that participation in an elite sport can be a particularly isolating experience, and to date, there does not appear to be a great deal of research on:

- The impact of high performance sport on the mental wellbeing of sportspeople

- The impact of the elite sports lifestyle, stress etc, on the partners and families of athletes.

These lie alongside other pressures and expectations on young players as they rise up through the playing ranks to elite levels.

The adversity faced by athletes includes risk of injury, high levels of psychological distress, perceived pressure, and isolation amongst others.[234] These adversities may cause a high level of perceived pressure which could in turn lead to athletes engaging in behaviours which would be considered unsporting.[235]

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[226] NZ Rugby Internal Report: Mental Health and Wellbeing Initiative Proposal 2.
[227] Gulliver, Amelia, et al. "The mental health of Australian elite athletes." Journal of Science and Medicine in Sport 18.3 (2015): 255-261, in Agnew, D, Henderson P. and Woods, C. (2017). Ethics Integrity and Wellbeing in Elite sport a systematic review, The Sport Journal, Australia.
[228] NZ Rugby Internal Report: Mental Health and Wellbeing Initiative Proposal 2.
[229] Gulliver et al, (2015) in Agnew, D, Henderson P. and Woods, C. (2017). Ethics Integrity and Wellbeing in Elite sport a systematic review, *The Sport Journal,* Australia

[230] Gulliver et al, (2015)
[231] NZRPA (2009). New Zealand Rugby Players' Association Retired Player Survey.
[232] www.theaustralian.com.au/life/weekend-australian-magazine/rugby-league-suicides-is-the-nrl-doing-enough-for-its-young-players/news-story
[233] Gulliver et al, (2015)
[234] Verkooijen et al., 2012; Smith et al., 2015; Macdougall et al., 2016; Schinke et al., 2016; Tamminen et al., 2013 in Agnew, Henderson and Woods.
[235] Agnew, D., Henderson P, and Woods, C., (2017)

Interventions

NZ Rugby have established the Headfirst.co.nz website with a significant number of resources, and additional resources are listed below.

- **State of Mind** programme:[236] [237]
- Use the Game's reach, profile, Clubs and players to reduce stigma around mental illness
- Stimulate help seeking behaviours
- Connect Rugby League communities with our expert partners
- A program to educate and inform players of the multicultural nature of Australian society and the many backgrounds that combine to form the 'Rugby League product'
- A summary of the programs being delivered by the Australian NRL across different areas of the game [238]
- **Elite Junior Players** – Putting Youth in the Picture program
- **National Youth Competition Players** – Respectful Relationships
- **National Rugby League Players** – Sex and Ethics
- **NRL Education Ambassadors** – Sex and Ethics Training
- **NRL and Club Staff** – Putting Workplace in the Picture
- Welfare and Education Manager, Careers Coach
- Counselling
- Referral service
- Mental First Aid- qualified staff
- Research base for this programme would be useful.

Welfare and education programmes

NRL Welfare and Education programme: [239]

- Relocation - Is the player prepared?
- Released - Has the player prepared himself for a vocation away from Rugby League?
- Retired - Does the player have a transition plan which will provide him with a purpose and identity away from being a professional player?

- Expectations - Does the player have realistic expectations of the commitment required, intensity of training and chance of moving up to the next level?
- Supported - Does the club have a strong support structure that allows a player to develop in all aspects of his life?
- Injuries - Does the player and club have strategies to manage a players injuries with regard to off field engagements?
- Behaviour - Is the player prepared, appreciative and capable of fulfilling the behavioural standards required in the elite Rugby League environment?

The NRL also focuses on the following indicators of wellbeing:[240]

- **Physical wellness** - Having sufficient energy, vitality, mobility and functional capacity to undertake all daily activities
- **Psychological wellness** - Possessing the cognitive and emotional resources to express feelings and ability to adjust to life's challenges with general feelings of positive self-worth
- **Socially and community engaged** - Possessing an interest and building relationship inside and outside of football
- **Culturally connected with their origins** - Feeling a sense of cultural pride, and belonging to one's culture of origin beliefs, common customs and values
- **Vocationally engaged** - Having a plan for personal career goals away from the playing field that will provide with purpose, income and fulfilment
- **Financially grounded** - Possessing the economic understanding of satisfying their current and future financial needs
- **Spiritually nurtured** - Having guiding beliefs, principals, values and behaviours that give meaning and purpose to one's life.

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[236] http://www.nrlstateofmind.com.au/about-us/
[237] http://www.rugbyleague.com.au/nrlwelfare/nrl_leaguewise_brochure.pdf
[238] http://www.rugbyleague.com.au/nrlwelfare/social.html

[239] http://www.nrlstateofmind.com.au/about-us/
[240] ibid.

20.2 CONCUSSION

Definition

The following definition of what is now known as SRC or Sport Related Concussion is from the Berlin expert panel, reporting to the 5th International conference on concussion in sport.[241] Sport related concussion is a traumatic brain injury induced by biomechanical forces. Several common features that may be utilised in clinically defining the nature of a concussive head injury include:

- SRC may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an impulsive force transmitted to the head

- SRC typically results in the rapid onset of short-lived impairment of neurological function that resolves spontaneously. However, in some cases, signs and symptoms evolve over a number of minutes to hours

- SRC may result in neuro-pathological changes, but the acute clinical signs and symptoms largely reflect a functional disturbance rather than a structural injury and, as such, no abnormality is seen on standard structural neuroimaging studies

- SRC results in a range of clinical signs and symptoms that may or may not involve loss of consciousness. Resolution of the clinical and cognitive features typically follows a sequential course. However, in some cases symptoms may be prolonged.

The clinical signs and symptoms cannot be explained by drug, alcohol, or medication use, other injuries (such as cervical injuries, peripheral vestibular dysfunction, and so on) or other comorbidities (for example, psychological factors or coexisting medical conditions).

Evidence

The suspected diagnosis of SRC can include one or more of the following clinical domains:[242]

- Symptoms: somatic (for example headache), cognitive (for example feeling like in a fog) and/or emotional symptoms (for example irritability)

- Physical signs (for example loss of consciousness, amnesia, neurological deficit)

- Balance impairment (for example gait unsteadiness)

- Behavioural changes (for example irritability, aggression)

- Cognitive impairment (for example slowed reaction times)

- Sleep/wake disturbance (for example sleepiness, drowsiness).[243]

Concussion and brain development in young players

The expert panel noted some particular points in relation to young athletes and concussion.[244]

Children, adolescents and young adults with a pre-injury history of mental health problems or migraine headaches appear to be at somewhat greater risk of having symptoms for more than one month. Those with attention deficit hyperactivity disorder or learning disabilities might require more careful planning and intervention regarding returning to school, but they do not appear to be at substantially greater risk of persistent symptoms beyond a month. Very little research to date has been carried out on children under the age of 13. There is some evidence that the teenage years, particularly the high-school years, might be the most vulnerable time period for having persistent symptoms—with greater risk for girls than boys.

Concussed adolescents have difficulty recovering executive function after injury and may require extended recuperation time before full recovery is achieved. [245]

NZ Rugby's *Blue Card* system recognises this and the extended period for younger players to be stood down from playing reflects their greater vulnerability to long-term damage.

[241] McCrory P, Meeuwisse W, Dvorak J, *et al.*, Consensus statement on concussion in sport—the 5th international conference on concussion in sport held in Berlin, October 2016 *Br J Sports Med* Published Online First: 26 April 2017, 21`doi:10.1136/bjsports-2017-097699
[242] Ibid.
[243] Cara Camiolo Reddy, Michael W. Collins, Gerald A. Gioia, (2008) Adolescent Sports Concussion, *Phys Med Rehabilitation Clinic N Am* 19 (2008) 247–269

[244] McCrory P, Meeuwisse W, Dvorak J, *et al* Consensus statement on concussion in sport—the 5th international conference on concussion in sport held in Berlin, October 2016 *Br J Sports Med* Published Online First: 26 April 2017. doi: 10.1136/bjsports-2017-097699
[245] Howell, D *et al., (2012)* Effects of Concussion on Attention and Executive Function in Adolescents, *Medicine and science in sports and exercise*

Concussion and reporting

Researchers have found that athletes generally under-report concussion symptoms even when continuing to suffer from cognitive deficits (Maroon, 2001). Thus, neuropsychological testing data and behavioural assessments may be the most reliable measure for determining return to play.[246]

Interventions

NZ Rugby Current practice and resources on managing concussion include:

- Recognise, Remove, Recover and Return journey process as part of *RugbySmart*[247]

- *RugbySmart* Coaching Toolbox[248]

- Concussion information [249]

- Side-line Concussion checklist

- Graduated Return to Play[250] information ACC/NZ Rugby combined initiative

- Blue Card initiative[251]

- NZRPA/NZ Rugby Tip Sheet 10: Concussion – provides information for players to recognise their own, or another's concussion and what to do about it

- Increased awareness for young players entering the system on the impact of concussion short and long-term and buy-in to concussion management/practice

- Young players are strongly encouraged to report concussions and symptoms of concussion.

- Role modelling from coaches, and older players.

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[246] Contos, A., Collins, M., Russo S., (2004) An Introduction to Sports Concussion for the Sport Psychology Consultant, *Journal of Applied Sport Psychology*, 16: 220–235, 2004
[247] http://www.nzrugby.co.nz/rugbysmart/concussion
[248] https://www.coachingtoolbox.co.nz/rugbysmart

[249] http://nzrugby.co.nz/rugbysmart/concussion
[250] http://files.allblacks.com/concussion/concussion_documentv4.pdf
[251] https://www.coachingtoolbox.co.nz/rugbysmart/coach-and-referee-education/blue-card-for-concussion

21 Social Mobility in Elite Sport

'It is not only the joy of playing: football is a way of changing their fate.'[252]

'Habitus dislocation' is a term used in sociology and 'it occurs when young people from a working-class background attend university and their working-class habitus comes in conflict with the middle-class norms of educational institutions'.[253] NZ research on how players negotiate 'habitus dislocation' or social mobility was difficult to find, but there is some research on the impact on young Pasifika men who are 'recruited' for elite rugby, and dislocated from their family and support networks.

It is arguable that for some players, some of this 'dislocation' may occur when they enter the middle-class world of elite sport, or enter tertiary study as a result. Sport can potentially transform their lives, but not everyone will be ready or willing to change if this means losing connection with important aspects of their past and identity. In fact, in New Zealand an increasing number of young players are being offered places at 'rugby schools' often with significant scholarships enabling them to study and play rugby.

Evidence

New opportunities for class mobility provides both opportunities and pressures.[254] A Model of Cultural Identity for football stars developed by two UK researchers examined the different ways that working class footballers changed, following the trappings of stardom.[255]

1 Transitional/located - embedded in the working class communities from which they came and represented/drew upon traditional respectable working class culture

2 Transitional/mobile - new affluence, greater degree of social mobility. The working-class gentleman who has made it to nob hill.

3 Incorporated - new opportunities that came with greater affluence and social mobility, for example participants are conscious of their own social mobility and using opportunities (financial, educational and so on)

4 Superstars/Dislocated - players of great talent, unable to negotiate and manage the dislocation produced by these transformations [of money and status] remaining a working class bloke no longer an option, while incorporation... was resisted or could not be attained.

Intervention

- Appropriate support front-loaded for young players

- Mentoring from older players or others engaged in training or study

- Assistance available for negotiating challenges at university or other tertiary study

- Encouragement and support for retaining connections to family, aiga, whanau and friends

- Within teaching and coaching: identifying 'what's important to me' and how to include this in a different kind of life

- Respecting and supporting players' connections with existing support networks, family, whanau, aiga and friends.

[252] Archetti, E, (2001) The Spectacle of a Heroic Life: Diego Maradona. In David L. Andrews and Steven Jackson (eds), *Sports Stars: The Cultural Politics of Sporting Celebrity*, 151-163, London: Routledge.
[253] Baxter and Britton, 2001 and Lehmann, 2012a in Contemporary Debates in the Sociology of Education

edited by R. Brooks, M. McCormack, K. Bhopal (2013)
[254] Whannel,G., (2002), , Media Sports Stars, Routledge
[255] Chricter, C, in Whannel,G., (2002), , Media Sports Stars, Routledge, pp50-51

22 Stardom and its Impact

Elite athletes who succeed in the dominant sport are perceived as stars, whose daily living is dislocated from the everyday, where training and touring operate within a bubble, and where a high profile social media account brings with it lucrative commercial deals associated with public ownership and comment. Money does not come without attention, and for many stars, it also comes with a sense of entitlement.

….what we are confronting here is the barbarism of private life reflecting back the increased barbarism of public life, as contemporary capitalism continues to chisel out its hierarchies along the familiar grooves of class, race and gender.[256]

Evidence

The representation of sports stars, their play and their lives [or certain aspects of their lives] in the popular media[257] has since the 1990s been overtaken by the internet, online news, and a range of social media sites.

The media, in order to make events meaningful, characteristically turn them into a narrative… Sport coverage is dominated by stars who… play a central role in the strategies employed by media organisations to win and hold audiences.

The 'narrativisation' has extended far beyond this, to the point where the stars themselves, and their fans are adding to the story - whether factual or otherwise – of their own exploits, in a layered, complex selection of images, comments, and reflections which serve only to progress 'a story', not 'the story'. In adding to or creating their narrative sports stars and their fans can both contribute to their image as a hero on the field, or detract from it - but the impact of media in the lives of these very public figures can't be disputed. No stone is left unturned, and under some of the stones lurk things that might have better been left undisturbed.

Sports stars are at one and the same time, the producer and the product. They are the providers of the magic moments and the golden memories that allow their elevation into the heroic and mythic, whilst at the same time they are turned into

familiar figures, household names, icons, producing an immense public desire to know the 'real' person.[258]

The elements which contribute to sports stardom:

Flamboyance and aggression, individualism, idiosyncrasy and unpredictability, the loss and recovery of magical powers and vulnerability… all play a part… The hardness of masculinity, is 'forged through adversity' and 'real men work hard and play hard.'

Indestructability is a major element in the appeal of major stars, and an ability to return to their best, after a period of adversity. Heroes are complex, so the narrative must reflect occasional failure [which we forgive], a propensity to 'sometimes be the villain' and an element of self-destructiveness.[259] All of these elements are at play in the narrative – the sporting public is lapping it up and the 'stories' of these men-become-heroes are internalised, not only by sports fans but perhaps by the players themselves.

Is this the image of the sports star that's reflected in the NZ media, the story told by news outlets, sports reporters, and a raft of social media platforms?

the ideology of masculine individualism is a significant part of the mythologised narratives of such stars… [it celebrates] a masculine fantasy of defying constraint and advice. For sports stars, though, the contradictory tension of course, is that modern elite sport is a highly disciplined practice subject to intense surveillance, in which maverick masculine individualism is something that coaches, and governing bodies are concerned to root out.[260]

Young and inexperienced players may suffer from the considerable pressure and 'the constant threat of making mistakes'[261] which contributes to other stress factors when they are still maturing.

Intervention

- Front load support for young players

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[256] Segal, (1990) quoted in Whannel, Ibid. Media Sports Stars, Routledge
[257] Whannel, G, (2002), Media Sports Stars, Routledge
[258] Ibid
[259] Ibid
[260] Whannel,G., (2002), Media Sports Stars, Routledge

[261] Palmer, Riley and Gregson (2014), Stressed out! Psychology of performance. In C. Palmer (Ed), The Sports Monograph (2014) chapter 17, SSTO Publications, School of Sport Tourism and The Outdoors, University of Central Lancashire.

- Both formal and informal (mentoring and role modelling) support for the 'right' behaviour
- Training on how to manage social media sites
- Open information and discussion about impact on mental wellbeing
- Family inclusive activities
- Identifying addictive behaviours, and clearly visible pathways for support to change
- Mentoring and stories from old hands about how to manage fame and stay sane
- Risk assessment process for existing or potential mental wellbeing or other support needs
- Longitudinal monitoring of identified 'hot spots' for young players via a player database
- Training and support for managing media profiles.

Being a real man 'also means inhabiting a male defined world in which, for much of the time, women are marginalized or excluded. [262]

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[262] Whannel, G. (1999) Sports stars, narrivization and masculinities, *Leisure Studies*, 18:3, 249-265.

23 Sexual Behaviour

One of the many challenges for those working with young males relates to their relationships with women. They are at a life stage where forming sexual, and/or social relationships with others is a prime driving force. For the heterosexual males, the nature of their relationships with women – sexual or otherwise – will be influenced by many things. These include the extent of their pro-social relationship skills; their parenting and familial relationships, the role modelling of those teaching and managing them, their peer group, and external influences such as pornography, newfound wealth, and possibly an over-developed sense of entitlement due to fame and social media attention.

23.1 SEXUAL ORIENTATION AND IDENTITY DEVELOPMENT

Researchers are agreed that developing sexual identity is a key component of this developmental phase, saying that 'developing meaningful sense of one's sexual orientation and identity is an important undertaking during emerging adulthood'[263]

The distinctive features of emerging adulthood include negotiating experiences of instability, feelings of transition, heightened self-focus, and identity exploration. Exploring identity options and maintaining flexible commitments in identity domains, such as education, work, politics, and religion, is commonplace in emerging adulthood and sexuality is no exception… it is clear that traditional sexual orientation labels do not resonate with all contemporary adolescents and emerging adults for a variety of reasons, perhaps most notably the restrictiveness of the terms.[264]

It is highly important to legitimize nonexclusive patterns of sexual orientation, given that conventional cultural models of sexual orientation continue to stigmatize nonexclusive same-sex attraction and behaviour as a "transitional' orientation or identity.[265]

This reinforces the need for open-minded, and sensitive approaches to the subject of sexual identity and sexual orientation for those working with young men and women under 21 years of age. They are not only negotiating the complexity of relationships with 'other' but also the complexity of relationship with 'self' and questions of identity. It is a complex, fluid and fragile process.

There is anecdotal evidence that some people 'fear' that girls and women who play rugby will 'turn' into lesbians, and this is reinforced through:

…the perceived sexuality of the women rugby players and on-going dominant image of the unfeminine butch and lesbian lead to questions about their sexuality, largely because these characteristics are customarily constructed as masculine and threaten the traditional gender order, and also because they do not fit the heterosexual male images of how females should look and behave.[266] [267] [268]

23.2 THE INFLUENCE OF PORNOGRAPHY

Evidence

The impact of pornography on behaviour relates to the consequences of over-exposure to pornography, especially to young and sexually inexperienced males, and cannot be over-stated. Young men are exposed to imagery and actions of women in a fantasy world which does not relate in any way to the real women in the real world. These young men need to be able to negotiate

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[263] Morgan, E. (2012) Contemporary Issues in Sexual Orientation and Identity Development in Emerging Adulthood, J of Emerging Adulthood, Vol 1 pp 52-66

[264] Arnett (2000, 2004, 2006, 2007) in Morgan, E. (2012) *Contemporary Issues in Sexual Orientation and Identity Development in Emerging Adulthood,* J of Emerging Adulthood, Vol 1 pp 52-66.

[265] Ibid.

[266] Lenskyji, 1995; Rankin, 1995 cited in Tovia, Katerina. *(2014) Making sense of the everyday women rugby player.,* PhD thesis submission, Victoria University

[267] Lenskyj, H.J. (1995). Sexuality and femininity in sport contexts: Issues and alternatives. Journal of Sport and Social Issues, 18:4, cited in Tovia, Katerina. *(2014) Making sense of the everyday women rugby player.,* PhD thesis submission, Victoria University

[268] Rankin, J. (1995). Golf is a woman's game. Chicago, Contemporary Books, cited in Tovia, Katerina. *(2014) Making sense of the everyday women rugby player.,* PhD thesis submission, Victoria University

their way through this area, with a strong sense of self, great boundaries, an understanding of women, good role models, and peers. Similarly, young women need to understand about safe and healthy behaviours.

- 90% of boys (secondary school age) have seen online porn[269]

- More than 60% of girls have seen online porn[270]

- 88% of the scenes of the most popular porn include physical aggression[271]

- About 30% of all internet traffic is porn related.[272]

A survey[273] of nearly 5000 young people in European countries confirmed the link between viewing of pornography and attitudes towards women, although it is pre-emptive to suggest that one *causes* the other.

Boys' perpetration of sexual coercion and abuse was significantly associated with regular viewing of online pornography. Viewing online pornography was also associated with a significantly increased probability of having sent sexual images/messages for boys in nearly all countries. In addition, boys who regularly watched online pornography were significantly more likely to hold negative gender attitudes.[274]

Intervention

- http://www.itstimewetalked.com.au/resources/

- In the Picture: Supporting Young People in the era of explicit sexual imagery (a secondary school resource)

- Love and Sex in an age of Pornography (documentary film)

- Playing by the rules: researching, teaching and learning sexual ethics with young men in the Australian National Rugby League [275]

- An evaluation of the NRL programme[276]

- Less to lose and more to gain: Men and Boys Violence Prevention Research Project Final Report July 2014 - see Best Practice, Section 4.

[269] Fleming, M. J., Greentree, S., Cocotti-Muller, D., Elias, K. A., & Morrison, S. (2006). Safety in cyberspace: Adolescents' safety and exposure online. *Youth & Society, 38*(2), 135-154 accessed from www.itstimewetalked.com.au
[270] Ibid
[271] Bridges, A. J., Wosnitzer, R., Scharrer, E., Sun, C., & Liberman, R. (2010). Aggression and sexual behavior in best-selling pornography videos: A content analysis update. *Violence Against Women, 16*(10), 1065-1085 accessed from www.itstimewetalked.com.au
[272] Anthony, S. (2012). Just how big are porn sites. *Extreme Tech, 4.*
[273] Stanley, N., Barter, C., Wood, M., Aghtaie, N., Larkins, C., Lanau, A., & Överlien, C. (2016). Pornography, sexual coercion and abuse and sexting in young people's intimate relationships: a European study. *Journal of interpersonal violence*, 0886260516633204.

[274] Stanley, N., Barter, C., Wood, M., Aghtaie, N., Larkins, C., Lanau, A., & Överlien, C. (2016). Pornography, sexual coercion and abuse and sexting in young people's intimate relationships: a European study. *Journal of interpersonal violence*, 0886260516633204.
[275] Kath Albury, Moira Carmody, Clifton Evers & Catharine Lumby Sex Education Vol. 11, Iss. 3, 2011.
[276] Carmody, M., Salter, M., Presterudstuen, G.H. (2014). Less to lose and more to gain? Men and Boys Violence Prevention Research Project Final Report, University of Western Sydney, Australia.

24 Violence: In Relationships and in Sport

Violence within families in NZ is still at unacceptably high levels. The Human Rights Commission in a recent report states:

Violence against women and children in New Zealand is pervasive … this is New Zealand's most widespread human rights issue. As Kofi Annan has noted, perhaps the most shameful human rights violation…. Studies quoted by the Ministry of Women's Affairs (now Ministry of Women) show the gender of victims of sexual violence as being between 92 and 95% female. The groups most at risk of sexual violence are young women, Māori women, women who have been victimised before and people with disabilities… Urgent and ongoing attention is required to address violence in the home and the wider community. [277]

Evidence

Violence against women [278] [279] [280]

Indicators suggest that almost 90% of protection orders in NZ are sought for women against men.

- One in three New Zealand women who have at any stage had a partner report having experienced physical and/or sexual IPV [Intimate Partner Violence] in their lifetime.

- When psychological/emotional abuse is included, 55% report having experienced IPV in their lifetime. In the 12 months prior to the survey, 5.2% had experienced physical and/or sexual IPV.

- When psychological/emotional abuse was included, 18.2% had experienced one or more forms of IPV.

The first findings from the *New Zealand Violence Against Women Study*[281] examined the prevalence of non-partner and partner violence and the associated health consequences.

- Among women who had ever had male partners, at least one third had experienced at least one act of physical or sexual violence from a partner in their lifetime, some of whom had experienced severe physical violence from a partner during their lifetime[282]

- Over 40% of those who had experienced moderate or severe physical violence also experienced sexual coercion, rape or assault of some kind

- The lifetime experience of partner violence is a major contributor to a range of poor health outcomes for women, with intimate partner violence being significantly associated with current self-perceived poor health, physical health problems, such as pain, and mental health problems, as well as higher health service needs and higher use of medication.[283]

While general risk factors exist, such as age and familiarity with the person, the vast majority of perpetrators have adopted behaviours, be it learned behaviours or societal beliefs that increase their likelihood of committing sexual assault, stalking, and domestic violence.

The three main traits shared by men who commit violence against women are:

- Previous acts of violence against women
- Traditional gender role beliefs
- Personal history of or exposure to abuse.

In 2014, almost one quarter of New Zealand women reported having experienced sexual assault in their lifetime.[284] Of those, 17% reported having experienced sexual violence by an intimate partner in their lifetime.

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[277] Human Rights Commission (2016), New Zealand's 6th periodic review under the International Covenant on Civil and Political Rights, Submission of the New Zealand Human Rights Commission to the Human Rights Committee
[278] All data on family violence in NZ sourced from: NZ Family Violence Clearinghouse (NZFVC) Data Summaries Snapshot, July 2016, https://nzfvc.org.nz/sites/nzfvc.org.nz/files/Data-summaries-snapshot-2016.pdf
[279] Farnslow, Janet l., Robinson, Elizabeth (2004) Violence against women in New Zealand: prevalence and health consequences, *New Zealand Medical Journal* 117(1206) 2004

[280] Perpetrator Risk Factors Fact Sheet 2013.pdf, https://www.futureswithoutviolence.org
[281] A population-based cluster-sample study of face-to-face interviews with 2,855 women aged 18-64, started in 2004
[282] i.e. they were hit, beaten up, kicked, dragged, choked, burned threatened with a gun, knife or other weapon, or had a weapon used against them
[283] Farnslow, Janet l., Robinson, Elizabeth (2004)
[284] Ministry of Justice. (2015). 2014 New Zealand Crime and Safety Survey – Te Rangahau o Aotearoa mō te Taihara me te Haumarutanga 2014: Main Findings. Wellington: Ministry of Justice. Retrieved 15 June 2016

24.1 VIOLENCE IN SPORT

Definitions

Definitions from the International Olympic Committee Consensus statement [285] on violence in sport:

- **Bullying** - Unwanted, repeated and intentional, aggressive behaviour usually among peers, and can involve a real or perceived power imbalance. Bullying can include actions such as making threats, spreading rumours or falsehoods, attacking someone physically or verbally and deliberately excluding someone.

- **Hazing** - An organised, usually team-based, form of bullying in sport, involving degrading and hazardous initiation of new team members by veteran team members.

- **Homophobia** - Antipathy, contempt, prejudice, aversion or hatred towards lesbian, gay or bisexual individuals.

- **Neglect** - The failure of parents or care givers to meet a child's physical and emotional needs or failure to protect a child from exposure to danger. This definition equally applies to coaches and athlete entourages.

- **Negligence** - Acts of omission regarding athlete safety. For example, depriving an athlete of food/or drink, insufficient rest and recovery, failure to provide a safe physical training environment; or developmental age-inappropriate or physique-inappropriate training methods.

- **Physical abuse** - Non-accidental trauma or physical injury caused by punching, beating, kicking, biting, burning or otherwise harming an athlete. This could include forced or mandated inappropriate physical activity (for example age-inappropriate or physique-inappropriate training loads; when injured or in pain), forced alcohol consumption; or systematic doping practices.

- **Psychological abuse** - A pattern of deliberate, prolonged, repeated non-contact behaviours within a power differentiated relationship. This form of abuse is at the core of all other forms. Some definitions refer to emotional or psychological abuse interchangeably. In this document, we refer to psychological abuse in recognition that the psyche consists of more than emotions. It also consists of cognitions, values and beliefs about oneself, and the world. The behaviours that constitute psychological abuse target a person's inner life in all its profound scope.

- **Sexual Abuse** - Any conduct of a sexual nature, whether non-contact, contact or penetrative, where consent is coerced/manipulated or is not or cannot be given.

- **Sexual Harassment** - Any unwanted and unwelcome conduct of a sexual nature, whether verbal, non-verbal or physical.

Figure 13 A Conceptual model of harassment in sport
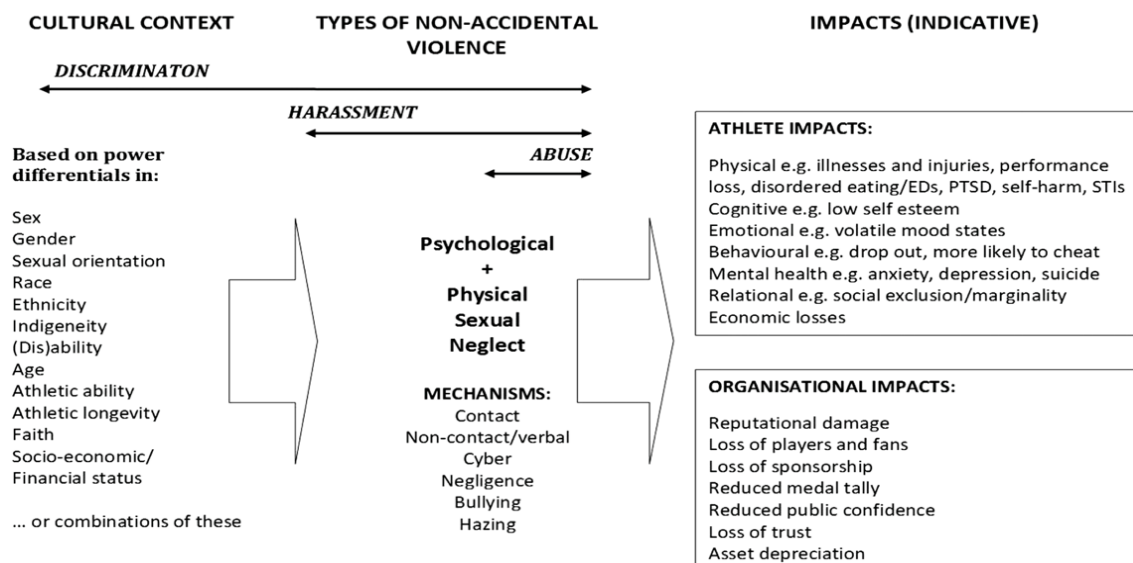
[285] Mountjoy, M. Brackenridge, C., *et al. British Journal of Sports Medicine*, IOC consensus statement: harassment and abuse (non-accidental violence) in sport, 2016;**50**, 1019-1029.

24.2 PREVALENCE OF VIOLENCE IN SPORT

The IOC statement on harassment and abuse in sport notes that, while the impacts of non-accidental violence towards athletes, such as concussion and other injuries, are recognised and many strategies are in place to mitigate damage what is less well-recognised *'is the potential negative influence on athlete health and well-being if his/her integrity is challenged by non-accidental violence or maltreatment through harassment and abuse.'*[286]

- All ages and types of athletes are susceptible (to forms of harassment and abuse) but elite, disabled, child and lesbian/gay/bisexual/transgender (LGBT) [Rainbow] athletes are at highest risk, and psychological abuse is at the core of all other forms [of abuse]

- Athletes can also be perpetrators, and the risk of experiencing psychological, physical and sexual violence rises as the athlete progresses up the talent ladder and performance pathway[287]

- Exposure to an elite sport culture can lead to a range of mental health difficulties and other negative impacts [288]

- Cultural context of harassment and abuse is rooted in discrimination based on power differences across a range of social and personal factors.

In Canadian and Norwegian studies[289], researchers found that the consequences of exposure to sexual abuse and harassment for women can include:

…anxiety, fear, a sense of vulnerability and helplessness, fear of rape, decreased ability to concentrate, poor sports performance, depression, lower self-esteem, negative effects on family life, absence from work or studies, feelings of guilt and shame, negative effects on social activities, and the premature end of their sporting career.

> *… the lack of reporting of abuse, often due to the unequal power relations between women athletes, coaches and others who may be perpetrators.*

'If we train athletes to be violent through sport, this training invariably affects the way they think and act off-field.'[290] and the research identified that the relationship between crimes [against women] and masculinity, hinged on the following as factors:

- Alcohol consumption
- Links between head injury, damage to the frontal cortex and six fold increases in marital violence[291]
- Social learning and socialisation
- Peer support
- Institutional support
- Crime as a way of 'doing masculinity'[292]
- Forms of 'discrete subordination' of women who are the victims of sexual assault in football codes.[293]

Violence towards women in sport has in some cases been linked to a sense of entitlement or invincibility that can occur with fame and money:

> **[the stories about male sports stars and assault] are all about power …the power of men over women, the assumption that they should control women, and their anger at any loss of that control. Second, they are linked to the power of sporting stars. Third, they are media stars.**[294]

[286] Brackenridge CH. Violence and abuse prevention in sport. In: Walsh K, Zwi K, ed. The prevention of sexual violence: a practitioners' sourcebook. Holyoke, MA: NEARI Press, 2010:401–13. 4
[287] Fasting, K, Brackenridge. CH, Miller KE et al., in Mountjoy, M. Brackenridge, C., *et al. British Journal of Sports Medicine,* IOC consensus statement: harassment and abuse (non-accidental violence) in sport, 2016;**50**, 1019-1029
[288] Douglas, K and Carless D, in . in Mountjoy, M. Brackenridge, C., *et al. British Journal of Sports Medicine,* IOC consensus statement: harassment and abuse (non-accidental violence) in sport, 2016;**50**, 1019-1029.

[289] Fasting, K, (2014) Women and Sport: Sexual Harassment and Abuse in Sport: Prevalence and Prevention, Scientific Report Services, Issue 1.4,, SSISU Sport Books
[290] Crosset, Todd., (1999) Male Athletes Violence towards women; A Critical Assessment of the Athletic Affiliation, Violence Against women debate, *Quest, 51:3, 244-257*
[291] Rosenbaum and Hoge. in Crosset, Todd., (1999)
[292] Messerschmitt, J. in Crosset, Todd., (1999)
[293] Palmer, C (2011) Key themes and research agendas in the Sport-Alcohol Nexus, *Journal of Sport and Social Issues, 35 (2) 168-185*
[294] Whannel, G. (2001), Media Sports Stars: Masculinities and Moralities, Routledge

24.3 SEXUAL HARASSMENT AND WOMEN IN SPORT

Research is scarce, but there is a growing body of athletes, both male and female, who have experienced sexual abuse in their sport. A surprising number had chosen to move to a different sport or to drop out of elite sport altogether because of the harassment.[295]

Comparisons of harassment of women in sport with women in other contexts[296] identified that while harassment or abuse levels were similar, the athletes experienced significantly more harassment from male authority figures than did the controls. The athletes reacted with disgust, fear, irritation, and anger when the sexually harassing incidents occurred. They also demonstrated individual, internally focused responses to the harassment rather than collective, externally focused ones.

This suggests that sport organisations have much work to do on both education and organisational change if sexual harassment is to be challenged and eradicated.

The impact of violence is at a personal and persistent level. As well as impacts on mental and physical health, many athletes suffer performance detriments, opportunity costs, reduced medal [or winning] chances and loss of sponsorship.[297]

Interventions

- Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia[298]

- Our watch: Respectful Relationships Education Toolkit [299]

- It's Not OK: An Innovative Approach to Changing Social Attitudes Around Family Violence in NZ [300]

- White Ribbon Campaign: Sexual Violence and the Issue of Consent Toolbox [301]

- https://www.facebook.com/chennai.usconsulate/videos/vb.281945680816/10154282157265817/?type=2&theater

The IOC recommends the following actions to protect athletes from non-accidental violence [including bullying, hazing, homophobia, and psychological abuse]:[302]

- Policies and procedures for safe sport

- Education programmes for all main stakeholders

- Qualified designated personnel for safe programming and athlete welfare

- A voice for athletes in decision-making about their own protection

- Strong partnerships developed with [younger] athletes' parents/caregivers to promote safe sport

- Partnerships with expert groups and stakeholders to follow a multi-disciplinary, multi-agency approach.

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[295] Fasting et al, (2005) Fasting, K., (2014) Women and Sport: Sexual Harassment and Abuse in Sport: Prevalence and Prevention, Scientific Report Services, Issue 1.4,, SSISU Sport Books
[296] Fasting, K., (2014) Women and Sport: Sexual Harassment and Abuse in Sport: Prevalence and Prevention, Scientific Report Services, Issue 1.4, SSISU Sport Books
[297] Mountjoy, M. Brackenridge, C., *et al. British Journal of Sports Medicine,* IOC consensus statement: harassment and abuse (non-accidental violence) in sport, 2016;**50**, 1019-1029.

[298] https://www.ourwatch.org.au/Media-Resources
[299] Ibid.
[300] It's Not OK: An Innovative Approach to Changing Social Attitudes Around Family Violence in NZ (2010), Centre for Social Research and Evaluation Te Pokapu Rangahau Arotake Hapori
[301] https://whiteribbon.org.nz/sexual-violence-and-the-issue-of-consent/toolbox/
[302] Mountjoy, M. Brackenridge, C., *et al. (2016)*

From the **Sport- Respect Your Rights programme** (EU), general recommendations helpful for sport federations and clubs:[303]

- Integrate a culture of respect and the prevention of gender harassment and sexualised violence into the organisation's vision and policy plan
- Sensitise for the topic through information and awareness- raising campaigns (for example look at the examples from *Sport respects your rights*)
- Develop procedures for dealing with complaints and concerns (have a 'First Aid Plan' in place)
- Identify two members (ideally male and female) as responsible for the topic ('Child Protection Officers,' 'Safeguarding Managers')
- Offer education and training for coaches and other members of the organisation (parents, athletes, …)
- Include standards for safeguarding into recruiting processes for coaches and staff members
- Collaborate with other stakeholders (national, regional or local) from within and outside the sport domain.

Prevention of sexual harassment and abuse

The Norwegian Olympic and Paralympic committee (NIF)[304], adopted the following guidelines, which apply to all Norwegian sports, to prevent sexual harassment and abuse:

- Treat everyone with respect, and refrain from all forms of communication, action or behaviour that may be perceived as offensive
- Avoid body contact that may be perceived as unwanted
- Avoid all types of verbal intimacy that may be perceived as sexually charged
- Avoid expressions, jokes and opinions that relate to the athlete's gender or sexual orientation in a negative way
- Seek to have both sexes represented in the support network
- Avoid contact with the athletes in private spaces unless there are several persons present, or in agreement with parents/guardians or the sports management
- Show respect for the athletes', coaches' and leaders' private life
- Avoid dual relationships. If a reciprocal relationship is established, the situation should be raised and clarified openly in the milieu.

[303] Bettina Rulofs, Gitta Axmann, Anno Kluß, Meike Schröer (2015) German Sport University Cologne, Institute of Sociology and Gender Studies, Published in: *Sport respects your rights – Project brochure, February 2015*

[304] from: Norwegian Olympic and Paralympic committee (NIF),

25 Education and Post-Rugby Careers

When athletes retire, whether by choice or for reasons such as injury or other factors, they do not just leave 'a job.' Researchers agree that elite sportsmen and women usually have a great deal more of their dreams, aspirations and self-worth tied up in their work than the average person. They have lived and breathed their particular sport for years, often since a very young age. Very often, even had they wanted to explore other interests or training options, there was no time, or their sporting commitments were such that it wasn't possible. In the worst case scenarios, after leaving their chosen sport athletes may struggle with poor physical or mental health, or trying to manage addictions which can be the result of an attempt to mask feelings of loss and grief. The sports industry is increasingly taking notice of such situations, and attempting to address the issue of 'life after sport' with their athletes.

Young players who have not yet obtained an education or a qualification are at risk of emerging from sport with nothing but what they have managed to hold onto in their golden years of earning. They can be ill-equipped for life after sport, and end up back in the same socio-economic situation they came from. If they do not perceive education as 'important' and no one tells them how important it is, many of them won't see the opportunities for growth, and development that come with money and success.

Evidence

There is considerable evidence that job loss at any stage of life can have enormous impact on mental wellbeing, and the more the person's job role is associated with their sense of self, the greater the grief experienced on losing that job.[305]

In one study, the experience of loss of a job can be similar to the grief experienced when someone dies and this is particularly so, when the job (for example, being an elite athlete) is strongly linked to a social role and the person's identity. Following job loss for any reason, people experienced a range of grief, depression and anxiety.

We suggest that grief can be a result of the loss of a significant other or a significant social role inasmuch as that person or role was essential for a primary relational self.[306]

Research suggests that without the input from their sport, retired athletes have little to support their sense of self-worth.[307] Much of this self-worth has been gained through public adulation for their sporting performances. Performing one's role as an athlete carries a public visibility and evaluation unlike most other roles and the athlete's public reputation becomes part of that athlete's overall identify. Retirement results in the loss of that collective approbation, a loss which many athletes feel is unlikely to be replicated in other roles.[308]

There is clearly a relationship between athletic identity and mental wellbeing outcomes.[309]

Preparation for life after rugby begins during a player's career and comprehensive support is provided during the transition period, before, during and after retirement from the game.

Athletes in the high athletic identity group reported experiencing significantly more depressive symptoms than athletes with lower athletic identity. This is consistent with findings[310] [311] that strong and exclusive athletic identity leaves an athlete vulnerable to emotional difficulties, including depressive symptoms, following athletic career termination.

[305] Papa, A., & Maitoza, R. (2013). The role of loss in the experience of grief: The case of job loss. *Journal of Loss and Trauma*, *18*(2), 152-169.
[306] Ibid.
[307] Pearson and Papitas (1990), Sparkes (2000) in Price, N. (2007). Game of two halves: preparing young elite rugby players for a future beyond the game. http://ro.uow.edu.au/theses/46/
[308] Gorbett, (1985) in Price, N. (2007). Game of two halves: preparing young elite rugby players for a future beyond the game. http://ro.uow.edu.au/theses/46/ (p 91)

[309] Giannone, Z. A. (2017). Life after sport: the relationship between athletic identity and mental health outcomes after sport retirement (Doctoral dissertation, University of British Columbia).
[310] Good, A. J., Brewer, B. W., Petitpas, A. J., Van Raalte, J. L., & Mahar, M. T. (1993). Identity foreclosure, athletic identity, and college sport participation. *The Academic Athletic Journal*, *8*, 1-12.
[311] Brewer, B. W., Van Raalte, J. L., & Linder, D. E. (1993). Athletic identity: Hercules' muscles or Achilles heel? *International journal of sport psychology*.

- Elite gymnasts[312] experienced disorientation, disillusionment, and confusion following retirement. They described losing meaning in the things that used to be central to their self-concepts (that is sport competition) and were no longer able to extract purpose from their former experiences as competitive athletes.

- The use of positive reframing was positively correlated with all three well-being outcomes, indicating that this coping strategy may be critical in achieving positive adaptation in sport retirement.

- Particularly, the use of self-distraction, denial, substance use, behavioural disengagement, and self-blame, were positively correlated with both depressive symptomology and state anxiety, indicating that these coping strategies may decrease athletes' abilities to manage symptoms of depression and anxiety in sport retirement.

In a game that retires its players when they are just out of their twenties, sometimes following a period of intense pressure as well as fame and public scrutiny, the issue of 'what's after rugby?' is one which has to be faced. The evidence on grief and loss supports the need for intensive post-retirement support. The impact of leaving behind the 'elite' or 'elite athlete' role cannot be underestimated.

French research in 2009 noted an absence of data on retired rugby players, despite the fact that France is one of the so-called 'rugby playing nations' of the world. The researchers concluded that the professionalisation of rugby was not a bad thing. They reviewed the case of Marc Cecillon, a one-time successful elite player who was unable to make the transition from rugby to anything else and without any formal education or support, became an alcoholic- with tragic results. The researchers said:

'he suffered under the pressure of the rugby family with its discreet paternalistic functioning.'[313]

The researchers demonstrate why the career of elite athletes cannot be divorced from their social trajectory. Rather than acknowledging this, however, the sports institutions concerned are seen to attribute blame for any ills affecting French rugby to exterior causes, such as individual weakness.[314]

The *NZ Retired Rugby Players Survey*[315] of 123 past professional players found the following:

- Average retirement age was 32 years

- 9% felt they were not prepared for their eventual retirement

- 27% struggled to manage the transition in their first three months out of professional rugby citing depression, feelings of despair, lack of self-esteem and anxiety issues

- 40% faced complications during their transition – including work, study, financial, physical and mental

- 60% took six months or longer to 'gain control' post retirement

- Approximately 50% felt they were not well-supported during their initial retirement with 29% finding it difficult to talk to people about their transition [the 123 included players who had elected to retire as well as those who had been forced to for various reasons].

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[312] Kerr, G., & Dacyshyn, A. (2000). The retirement experiences of elite, female gymnasts. *Journal of applied sport psychology*, 12(2), 115-133.
[313] Fleuriel and Vincent, (2009) The quest for a successful career change among elite athletes in France: a case study of a French rugby player, *Journal of Leisure Studies*.

[314] ibid
[315] NZRPA (2009). New Zealand Rugby Players' Association Retired Player Survey.

Intervention

Recommendations from the NZ Rugby Review of Existing Education and Lifeskills Report[316] include:

- Front load development for young players entering the system

- Identify key attributes and characteristics, use *Personal Development Progression Model*

- Develop Induction Framework

- Compulsory and consistent topics across NZ Rugby in programme delivery

- Appropriate delivery mediums for age and stage of players

- On-line education portal

- Post-compulsory education (that is at tertiary level)

- Front-foot the future issues

- The Australian NRL *CAREERWISE* program Australian NRL[317] has been designed to enhance performance, to help our athletes play a better game on the field and in every area of life, including work, school and further education

- *No Work, No Study, No Play* policy works by mandating that all players must work and/or study for at least 24 hours per week to be eligible to play[318]

- Education grants are available to players

- Preparation for life after rugby begins during a player's career and comprehensive support is provided during the transition period, before, during and after retirement from the game.

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[316] Price, N. (2016), Education and Life-skills for Emerging Professional Rugby Players in the 15-19 age group, NZ Rugby internal document
[317] http://www.rugbyleague.com.au/nrlwelfare/nrl_leaguewise_brochure.pdf

[318] In his report to NZR, Jeremy Curragh identified this as one of 3 recommendations for the NZ Rugby to adopt

26 A Summary of Potential Interventions

The following potential interventions arise from the research that has been conducted.

Alcohol

- Education on impact of drinking and harm reduction
- Education for players on alcohol issues and quality decision-making
- Alcohol management intervention programmes with community sporting clubs
- Self-audit using Alcohol Use Disorders Identification Test (AUDIT)[319]
- Information about impact of alcohol on the brain, affect and cognition, and on the body, and on mental and physical performance
- Changes to drinking culture of rugby and other sports organisations
- Partnering with organisations skilled in identifying and changing hazardous drinking habits.

Illicit substances

Some of the many factors described in good anti-doping practice include:

- Clarity in describing what is allowed/not allowed in terms of supplements
- Ensure players are clear about the definitions and what they mean
- Talk new players through the anti-doping test procedure prior to its occurring
- Focus support on those who are most *likely* to be at risk of using illicit drugs
- Ensure there is a clear pathway for self-reporting where drug abuse issues can be identified and players worked with in [motivational rather than confrontational communication][320]
- ASADA research-based education video that reinforces values, recognises the desire to improve, targets education, focuses on starting young, and involves everyone.

Coaches are integral to this mission and the following need to be in place as clean sport essentials for coaches:

- Develop a coaching environment that nurtures a culture of personal excellence rather than win at all costs
- Develop positive values and beliefs in all athletes you coach and any other athlete support personnel you work with
- Ensure athletes are aware of the principle of strict liability
- Know what the 10 anti-doping rule violations are and how they apply to you and your athletes
- Be able to act as an athlete representative during a test
- Ask if you are unsure before advising athletes
- Know the risks of athletes using supplements
- Protect the integrity of sport, report anything Drug Free Sport NZ.[321]

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[319] The Alcohol Use Disorders Identification Test (AUDIT) is a 10-item screening tool developed by the World Health Organization (WHO) to assess alcohol consumption, drinking behaviors, and alcohol-related problems. See https://www.drugabuse.gov/sites/default/files/files/AUDIT.pdf

[320] Shapiro, B et al (2013), A Primary Care Approach to Substance Misuse, *American Family Physician,* 88:2
[321] https://drugfreesport.org.nz/report-doping-in-sport.

Youth programmes

Recommendations for projects aiming at empowering young people through youth-led campaigns:[322]

- Prepare the campaigns by a profound and intense training that focuses on human rights, different forms of discrimination and violence as well as the prevention of harassment and violence in sport

- Listen closely to the young people's stories and interests and agree democratically upon the focus of their campaign (sexual harassment, emotional abuse, physical violence, racism, homophobia …)

- Install and use a local network to support the qualifying process, for example experts from your local community (for example child protection officers, human rights activists, scientists, politicians …)

- Take care of the proactive energy in the process by offering assistance, emotional support and supervising raise mutual trust and an atmosphere of respect within the campaign group - empower them to act respectfully among each other, so that they can convey an authentic campaign to their peers

- Rely on the young people's potentials to create a campaign, let them use their language and skills in dealing with the topic and contacting their peers

- Be aware that empowering young people for a culture of respect is rather a vivid, dialogue based process than just transmitting knowledge or certain skills to the youth

- Find a balance between handing over the initiative to the young people and taking over the responsibility for their safety and the content of the campaigns

- Support and accompany the young people in producing the campaign, but do not direct them to your result or do not leave them alone

- Agree on and take care of the following standards for campaigns that raise awareness for problems of discrimination and violence in sport, for example for sexualised violence and gender harassment and avoid the underlying message that a victim of sexual harassment and abuse has any responsibility for the assault

- Produce a positive, constructive and empowering perspective instead of threatening the target group

- Do not only present problems, develop ideas for their solutions

- Present good examples for a culture of respect and integrity in sport.

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[322] Bettina Rulofs, Gitta Axmann, Anno Kluß, Meike Schröer (2015) German Sport University Cologne, Institute of Sociology and Gender Studies, Published in: *Sport respects your rights – Project brochure, February 2015*

Gender equity

- Women have to be part of the fabric of the organisation from board level and throughout in order to make equity part of the organisational DNA, and this may require structural change to sports organisations, to hold balance of women and men at all levels from governance to players and supporters

- Avoid a deficit approach, where gender equity and women are seen as an 'issue', a problem to fix

- View diversity from a perspective focused firmly on what the contribution, knowledge, skill and assets women can bring to the equation

- Courageous leadership and sincere commitment is required to shift the culture of rugby to one where women are truly embraced as equals

- Allow women athletes' voices to be heard loud and clear

- Provide alternative modelling - women playing rugby, stories from the front

- Provide imagery and material of strong women playing sport from community to elite level

- Support women and girls already playing rugby in terms of resourcing.

Recommendations from the Women's Sports Foundation: [323]

- Key stakeholders, such as media companies, commercial partners and competition organisers need to work together to develop a regular calendar of high quality events and competitions

- Greater clarity about the characteristics and commercial benefits of successful women's sport events and competitions should be established

- Women's events and competitions must be developed in a way that encourages fans to engage and connect with them.

Resources

- Gender Equity: What will it take to be the best? (2014)[324]

- Let's Talk Gender[325]

- Big Deal Report: Investment in Women's Sport – see recommendations[326]

- Women in Sport resources at https://www.womeninsport.org

- Good Sport: Why Sports need to engage female volunteers[327]

- https://www.womeninsport.org/resources/transforming-local-sport-delivery-women-girls-workshop-toolkit/

- Understanding Women's Lives: Designing and Re-positioning Sport and Physical Activity to Engage Women [328]

- From Barriers to Benefits [329]

- Pride in Diversity: Engaging Allies for Change[330]

- NRL Inclusion Policy[331]

- Richmond Football Club et al[332] Gender equity initiative.

- Recommendations include changes in Structural, Cultural, Leadership and Business practice publications

- Recommendations from McKinsey research[333]: persistence, CEO commitment, cascading down to all management levels and comprehensive transformation programmes.

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[323] Women in Sport (2014) Say Yes to Success-Investing in the Future of Women's Sport, UK

[324] http://www.richmondfc.com.au/club/gender-equity-project

[325] Pride in Diversity resource; http://www.prideinclusionprograms.com.au/resources/publications/

[326] Grey-Thompson, Baroness, Chair (2011) *Big Deal Report: Investment in Women's Sport*, The Commission on the Future of Women's Sport, UK.

[327] https://www.womeninsport.org/resources/good-sports-sports-needs-engage-female-volunteers/

[328] https://www.womeninsport.org/resources/understanding-womens-lives/

[329] https://www.womeninsport.org/resource_description/barriers-to-benefits/

[330] http://www.prideinclusionprograms.com.au/publication/engaging-allies-for-change/

[331] http://www.aru.com.au/Portals/1/PDFs/InclusionPolicy.pdf

[332] http://play-by-the-rules.s3.amazonaws.com/Gender_Report.pdf

[333] http://www.mckinsey.com/global-themes/women-matter/reinventing-the-workplace-for-greater-gender-diversity

Diversity in sport

Inclusive environments

The solutions from the *Out in the Fields* research[334] were:

- Start early with schools, coaches and parents taking homophobia and bullying seriously in sporting environments

- National sporting organisations need to adopt and promote clear anti-homophobia and LGB inclusion policies for professional and amateur players

- More LGB professional sporting stars need to come out of the closet to set an example

- Coaches, physical education teachers and sport officials need mandatory training on how best to support LGB athletes

- Sporting organisations, schools and teams need to adopt a zero tolerance for players and fans who engage in homophobic behaviour.

As well, there is considerable information available to support education and interventions including:

- *http://www.prideindiversity.com.au/resources/publications/* focusing on diversity in the workplace, for example Sexual Orientation and Gender Diversity at Work[335]

- Bullying Prevention and Response, a Guide for Schools [336]

- Sport for Everyone – Diversity and Inclusion: A framework for diversity and inclusion and agreed areas of focus

- Promoting Diversity and Inclusion in Australia: the ACON's Pride Inclusion Policies[337]

- https://www.olympic.org/sha

Australian Pride in Sport Index[338]

The *Pride in Sport Index*™ (PSI) is the first and only benchmarking instrument specifically designed to assess the inclusion of lesbian, gay, bisexual, transgender, intersex (LGBTI) people within Australian sport and sporting organisations. Participating in the index will allow Australian sporting organisations to not only assess their own practice, but determine that which constitutes good practice, along with the ability to benchmark their own initiatives against an external measure and other sporting organisations.

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[334] http://www.outonthefields.com/wp-content/uploads/2016/04/Summary-of-NZ-Results-Out-on-the-Fields.pdf
[335] http://www.prideinclusionprograms.com.au/resources/publications/
[336] Bettina Rulofs, Gitta Axmann, Anno Kluß, Meike Schröer (2015) German Sport University Cologne, Institute of Sociology and Gender Studies,

Published in: *Sport respects your rights – Project brochure, February 2015, http://sport-respects-your-rights.eu/outcomes/*
[337] http://www.prideindiversity.com.au/why-benchmarking-is-so-critical-in-diversity-and-inclusion/
[338] http://www.prideindiversity.com.au/psi/

Māori

People learn better and can become their best when their culture and language is recognised and reflected in the practice of organisations where they work and learn. Māori in sporting organisations and especially young Māori entering the rugby system are better able to learn and grow where they do not experience conflict between who they are and who the organisation expects them to be. They will thrive where their identity as Māori is acknowledged and reflected and they do not have to 'switch modes' to a mono-cultural environment, or suppress the very things they value the most.

Interventions which will help with this include bi-cultural practice:[339]

- Acknowledgement of difference
- Celebration of cultural identity
- Recognition and respect for Māori values, Kaupapa Māori
- Diversity and inclusion - Māori in coaching, management and governance of sporting organisations reflecting the bi-cultural nature of NZ society.

Values-based practice – a model [342]

- **Decisions are values-based**: an understanding that all decisions should rest on values as well as facts, including decisions about diagnosis
- **Person-centred perspective:** the first source for information on values in any situation is the perspective of the service user concerned
- **Attention to language:** awareness of values can be developed through careful attention to language use in context
- **Respect for diversity of values:** ethical reasoning is used in values-based practice primarily to explore differences in values rather than to determine 'what is right'.
- **Good communication skills:** communication skills (such as active listening skills and the ability to explore values through discussion) are crucial to come to a balanced view, including within situations of conflict

Other interventions:

- Emphasise career development and education for young Māori players entering the system
- Identify where the organisation lies on the cultural continuum [340] [benchmark current practice]
- Develop cultural competence in NZ Rugby[341]
- Attitudes behaviours and congruent policies that enable people and organisations to work effectively in cross-cultural situations, accepts and respects difference
- Continual self-assessment regarding culture, careful attention to the dynamics of difference and a variety of adaptation to models to meet the needs of minorities.

Aim for cultural proficiency:

- Recognise the importance of culture and hold it in high esteem
- Enrich knowledge about cultural difference through research, dissemination of information, education, hiring specialists, advocating for cultural competence and improving ethic and race relations [within the organisation and throughout wider society].

  - **Partnership approach**: although working within a framework of shared values defined by ethics and law, values-based practice is a partnership approach that places decision-making with service users and providers.

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[339] Stephanie Geddes, (date) What does it mean to be bi-cultural in your practice? Presentation, Massey University
[340] Ibid, Slide 9.

[341] Hapeta, Jeremy, Presentation to the World in Union Conference 2017, NZ.
[342] https://www.tepou.co.nz/uploads/files/resource-assets/Position-Paper-Values-based-practice.pdf

Pasifika peoples

Interventions which will help with this include:

- Acknowledgement of difference
- Celebration of cultural identity
- Recognition and respect for Pasifika values
- Diversity and inclusion – Pasifika peoples in coaching, management and governance of sporting organisations
- Partnerships with Pasifika programmes
- Educational programmes aimed at providing an understanding of the role of family, religion, education and customs, and an appreciation of the cultural values that characterise Pasifika communities[343]
- Emphasise career development and education for young Pasifika players entering the system, and provide necessary support for players engaging in study.

Coaching/coaches

Areas to develop or change are:

- Coaches should be trained or encouraged to focus on values
- Give women's rugby more recognition and opportunity
- Pastoral care role of coaches is critical.

Administrators

Areas to develop or change are:

- Start good role modelling of cultural understanding/awareness courses in rugby clubs, PUs, and schools
- Flatten the structure – our communities need to keep up with the play
- Taking some of the rugby courses to the Pasifika communities, and in doing so increase connections at grassroots
- Women and Pasifika representation on boards, committees, interview panels, as referees.

Managers

Areas to develop or change are:

- Knowledge of future pathways that include facilitating the support for players/family
- Acknowledging the role and contribution of managers.

Players

Areas to develop or change are:

- Responsible drinking – with peers and with family
- Being grateful for what's provided by rugby
- Making sure women have their fair share of support and opportunities
- Refraining from aggressive and/or homophobic behaviour
- Looking after club and changing rooms.

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[343] Panapa, L., & Phillips, M. (2014). Ethnic Persistence: Towards Understanding the Lived Experiences of Pacific Island Athletes in the National Rugby League. *The International Journal of the History of Sport*, 31(11), 1374-1388.

Mental wellbeing

Headfirst.co.nz

State of Mind programme[344] [345]

- Use the Game's reach, profile, clubs and players to reduce stigma around mental illness
- Stimulate help seeking behaviours
- Connect rugby league communities with our expert partners
- A program to educate and inform players of the multicultural nature of Australian society and the many backgrounds that combine to form the 'rugby league product'
- A summary of the programs being delivered by the Australian NRL across different areas of the game [346]
- **Elite Junior Players** – Putting Youth in the Picture program
- **National Youth Competition Players** – Respectful Relationships
- **NRL Players** – Sex and Ethics
- **NRL Education Ambassadors** – Sex and Ethics Training
- **NRL and Club Staff** – Putting Workplace in the Picture
- Welfare and Education Manager, Careers Coach
- Counselling
- Referral service
- Mental first aid - qualified staff
- Research base for this programme would be useful.

Concussion

NZ Rugby current practice and resources on managing concussion include:

- Recognise, Remove, Recover and Return journey process as part of *RugbySmart*[347]
- *RugbySmart* Coaching Toolbox[348]
- Concussion information [349]
- Side-line Concussion checklist
- Graduated Return to Play[350] information ACC/NZ Rugby combined initiative
- *Blue Card* initiative[351]
- NZRPA/NZ Rugby Tip Sheet 10: Concussion – provides information for players to recognise their own, or another's concussion and what to do about it
- Increased awareness for young players entering the system on the impact of concussion short and long-term and buy-in to concussion management/practice
- Young players are strongly encouraged to report concussions and symptoms of concussion
- Role modelling from coaches, and older players.

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[344] http://www.nrlstateofmind.com.au/about-us/
[345] http://www.rugbyleague.com.au/nrlwelfare/nrl_leaguewise_brochure.pdf
[346] http://www.rugbyleague.com.au/nrlwelfare/social.html
[347] http://www.nzrugby.co.nz/rugbysmart/concussion
[348] https://www.coachingtoolbox.co.nz/rugbysmart

[349] http://nzrugby.co.nz/rugbysmart/concussion
[350] http://files.allblacks.com/concussion/concussion_documentv4.pdf
[351] https://www.coachingtoolbox.co.nz/rugbysmart/coach-and-referee-education/blue-card-for-concussion

Welfare and education programmes

NRL Welfare and Education programme [352]

- Relocation - Is the player prepared?
- Released - Has the player prepared himself for a vocation away from rugby league?
- Retired - Does the player have a transition plan which will provide him with a purpose and identity away from being a professional player?
- Expectations - Does the player have realistic expectations of the commitment required, intensity of training and chance of moving up to the next level?
- Supported - Does the club have a strong support structure that allows a player to develop in all aspects of his life?
- Injuries - Does the player and club have strategies to manage a players injuries with regard to off field engagements?
- Behaviour - Is the player prepared, appreciative and capable of fulfilling the behavioural standards required in the elite rugby league environment?

The NRL also focuses on the following indicators of wellbeing:[353]

- **Physical wellness** - Having sufficient energy, vitality, mobility and functional capacity to undertake all daily activities
- **Psychological wellness** - Possessing the cognitive and emotional resources to express feelings and ability to adjust to life's challenges with general feelings of positive self-worth
- **Socially and community engaged** - Possessing an interest and building relationship inside and outside of football
- **Culturally connected with their origins** - Feeling a sense of cultural pride, and belonging to one's culture of origin beliefs, common customs and values
- **Vocationally engaged** - Having a plan for personal career goals away from the playing field that will provide with purpose, income and fulfilment

- **Financially grounded** - Possessing the economic understanding of satisfying their current and future financial needs
- **Spiritually nurtured** - Having guiding beliefs, principles, values and behaviours that give meaning and purpose to one's life.

Education and post-rugby careers

Recommendations from the NZ Rugby *Education and Life-skills* report[354] include:

- Front load development for young players entering the system
- Identify key attributes and characteristics, use *Personal Development Progression Model*
- Develop Induction Framework
- Compulsory and consistent topics across NZ Rugby in programme delivery
- Appropriate delivery mediums for age and stage of players
- On-line education portal
- Post-compulsory education (that is at tertiary level)
- Front-foot the future issues
- The Australian NRL *CAREERWISE* program Australian NRL[355] has been designed to enhance performance, to help our athletes play a better game on the field and in every area of life, including work, school and further education
- *No Work, No Study, No Play* policy works by mandating that all players must work and/or study for at least 24 hours per week to be eligible to play[356]
- Education grants are available to players.

[352] http://www.nrlstateofmind.com.au/about-us/
[353] ibid
[354] Price, N. (2016), Education and Life-skills for Emerging Professional Rugby Players in the 15-19 age group, NZ Rugby internal document

[355] http://www.rugbyleague.com.au/nrlwelfare/nrl_leaguewise_brochure.pdf
[356] In his report to NZR, Jeremy Curragh identified this as one of 3 recommendations for the NZ Rugby to adopt

Social mobility in elite sport

- Appropriate support front-loaded for young players
- Mentoring from older players or others engaged in training or study
- Assistance available for negotiating challenges at university or other tertiary study
- Encouragement and support for retaining connections to family, whanau and friends
- Within teaching and coaching: Identifying 'what's important to me' and how to include this in a different kind of life
- Respecting and supporting players' connections with existing support networks, family, whanau and friends.

Stardom and its impact

- Front load support for young players
- Both formal and informal (mentoring and role modelling) support for the 'right' behaviour
- Training on how to manage social media sites
- Open information and discussion about impact on mental wellbeing
- Family inclusive activities
- Identifying addictive behaviours, and clearly visible pathways for support to change
- Mentoring and stories from old hands about how to manage fame and stay sane
- Risk assessment process for existing or potential mental wellbeing or other support needs
- Longitudinal monitoring of identified 'hot spots' for young players via a player database
- Training and support for managing media profiles.

Sexual behaviour

- http://www.itstimewetalked.com.au/resources
- In the Picture: Supporting Young People in the era of explicit sexual imagery (a secondary school resource)
- Love and Sex in an age of Pornography (documentary film)
- Playing by the rules: researching, teaching and learning sexual ethics with young men in the Australian National Rugby League [357]
- An evaluation of the NRL programme[358]
- Less to lose and more to gain: Men and Boys Violence Prevention Research Project Final Report July 2014 - see Best Practice, Section 4

Violence – in relationships and in sport

Resources such as:

- Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia[359]
- Our watch: Respectful Relationships Education Toolkit [360]
- It's Not OK: An Innovative Approach to Changing Social Attitudes Around Family Violence in NZ [361]
- White Ribbon Campaign: Sexual Violence and the Issue of Consent Toolbox [362]
- https://www.facebook.com/chennai.usconsulate/videos/vb.281945680816/10154282157265817/?type=2&theater.

The IOC recommends the following actions to protect athletes from non-accidental violence [including bullying, hazing, homophobia, and psychological abuse]:[363]

- Policies and procedures for safe sport
- Education programmes for all main stakeholders
- Qualified designated personnel for safe programming and athlete welfare
- A voice for athletes in decision-making about their own protection
- Strong partnerships developed with [younger] athletes' parents/caregivers to promote safe sport
- Partnerships with expert groups and stakeholders to follow a multi-disciplinary, multi-agency approach.

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[357] Kath Albury, Moira Carmody, Clifton Evers & Catharine Lumby Sex Education Vol. 11, Iss. 3, 2011.
[358] Carmody, M., Salter, M., Presterudstuen, G.H. (2014). Less to lose and more to gain? Men and Boys Violence Prevention Research Project Final Report, University of Western Sydney, Australia.
[359] https://www.ourwatch.org.au/Media-Resources
[360] Ibid.

[361] It's Not OK: An Innovative Approach to Changing Social Attitudes Around Family Violence in NZ (2010), Centre for Social Research and Evaluation Te Pokapu Rangahau Arotake Hapori
[362] https://whiteribbon.org.nz/sexual-violence-and-the-issue-of-consent/toolbox/
[363] Mountjoy, M. Brackenridge, C., et al. British Journal of Sports Medicine, IOC consensus statement: harassment and abuse (non-accidental violence) in sport, 2016;**50**, 1019-1029.

From the **Sport- Respect Your Rights programme** (EU), general recommendations helpful for sport federations and clubs:[364]

- Integrate a culture of respect and the prevention of gender harassment and sexualised violence into the organisation's vision and policy plan

- Sensitise for the topic through information and awareness- raising campaigns (for example look at the examples from *Sport respects your rights*)

- Develop procedures for dealing with complaints and concerns (have a 'First Aid Plan' in place)

- Identify two members (ideally male and female) as responsible for the topic ('Child Protection Officers,' 'Safeguarding Managers')

- Offer education and training for coaches and other members of the organisation (parents, athletes, …)

- Include standards for safeguarding into recruiting processes for coaches and staff members

- Collaborate with other stakeholders (national, regional or local) from within and outside the sport domain.

Prevention of sexual harassment and abuse

The Norwegian Olympic and Paralympic committee (NIF)[365], adopted the following guidelines, which apply to all Norwegian sports, to prevent sexual harassment and abuse:

- Treat everyone with respect, and refrain from all forms of communication, action or behaviour that may be perceived as offensive

- Avoid body contact that may be perceived as unwanted

- Avoid all types of verbal intimacy that may be perceived as sexually charged

- Avoid expressions, jokes and opinions that relate to the athlete's gender or sexual orientation in a negative way

- Seek to have both sexes represented in the support network

- Avoid contact with the athletes in private spaces unless there are several persons present, or in agreement with parents/guardians or the sports management

- Show respect for the athletes', coaches' and leaders' private life

- Avoid dual relationships. If a reciprocal relationship is established, the situation should be raised and clarified openly in the milieu

- Do not offer any form of reward with the purpose of demanding or anticipating sexual services in return

- Take action and give notice if a breach of these rules is experienced.[366]

[364] Bettina Rulofs, Gitta Axmann, Anno Kluß, Meike Schröer (2015) German Sport University Cologne, Institute of Sociology and Gender Studies, Published in: *Sport respects your rights – Project brochure, February 2015*
[365] from: Norwegian Olympic and Paralympic committee (NIF),

[366] Fasting, K., (2014) Women and Sport: Sexual Harassment and Abuse in Sport: Prevalence and Prevention, Scientific Report Services, Issue 1.4, SSISU Sport Books.

27 Change – Evidence into Action

The Review undertook its research in a range of ways, examining published papers, collecting quantitative evidence, hearing stories and interviewing stakeholders throughout the rugby system.

The Respect and Responsibility Panel has identified six aspirational goals that deliver a range of outcomes. The recommendations include specific areas of implementation, underpinning principles and action.

We believe that the plan clearly outlines the aspirations of people in the rugby community and beyond, and identifies areas for change. By living its vision and leading change in rugby, NZ Rugby can inspire and unify beyond the bounds of rugby; taking a lead in creating positive change in the wider New Zealand society.

The following section of the Review presents:

- The **current situation**, based on the interviews, focus groups, workshops and online mailbox, and referencing evidence and good practice

- The **rationale** summarises the key reasons why change is necessary

- **Underpinning principles** provide some foundation statements that should guide planning, decision making and implementation

- The **outcomes** are a description of the end state, enabling NZ Rugby to understand what success looks like

- **Implementation** summarises the key areas of work to achieve this.

Each goal also has an action plan, separated into short, medium and long term actions.

Respectful and responsible people can unify and inspire individuals and communities, and help shape our identity and our nation.

Undertaking a significant culture change in any organisation is complex and takes time and NZ Rugby needs to set a long-term programme for action. The following outcomes reflect the Panel's view of where NZ Rugby should be in the short, medium and long-term aligning with the current mid-term review of the 2020 plan and contributing to the next strategic planning cycle focused on 2025. The following recommendations cover areas for development and align with NZ Rugby's values.

28 Goal One: Inclusive Leadership

NZ Rugby is committed to pursuing inclusive leadership

NZ Rugby is at a turning point in its 125 year existence. Increasing demands on the professional game and changing societal expectations have created an opportunity for the Board and staff to lead significant organisational change, change that could ripple out to the wider community.

28.1   CURRENT SITUATION

NZ Rugby has established values, but full understanding of those values in action is lacking. People need to understand the values and how these are expressed in action, language, attitudes, and ways of being, and for this to be reflected in the organisational culture. They need to be brought to life.

Figure 12 *NZ Rugby Strategic Plan 2020* Values

Respectful	Progressive	Inclusive
Empower	World leading	Integrity

Organisational cultures may develop in unplanned ways, largely because of fast organisational development or expansion. In 1995, NZ Rugby rapidly became an organisation managing paid players and a greater network of staff when rugby went professional. To some extent, its organisational culture has gone along for the ride – some elements have remained which needed to be dropped, other elements (such as gender and ethnic diversity in management) have not fully developed. Some excellent values were established, but how these values are practiced still reflects a game for men, played by men, and predominantly managed and governed by men. As well, the methods to drive out those values – language, imagery, clearly articulated expected behaviours and actions – have been somewhat ad hoc, and the messages inconsistent. Some of the basic assumptions that were accurate when rugby started may no longer be true or accurate. All forms of communication and actions, spoken and unspoken, open or covert, reflect the values of the organisation.

Comments made by people at all levels of rugby tell us that the positive culture of rugby in many areas is alive and well. They believe that rugby values are:

- Great camaraderie and a sense of community.
- A sense of community and family is felt in many a clubroom.
- Rugby has the teaching of being humble in both victory and defeat.

I enjoy the camaraderie within our local club, and in general the inter-club relations are good here. There is lots of friendly banter, and losing sides take their losses reasonably well. In general refs are respected (although they are 'guided' from the sidelines like everywhere).

Online Mailbox Respondent

Leadership

NZ Rugby is credited with being a leading organisation, both in New Zealand and internationally. There are clear expectations within the rugby community that the *Respect and Responsibility Review* will be an opportunity to courageously step forward and be a champion of change. This will require commitment, conviction and the collective efforts of all those engaged in rugby.

Inconsistent expectations about conduct and behaviour result in a range of behaviours from responsible to irresponsible. Lack of clarity also results in inconsistent responses to issues or concerns regarding disrespectful and irresponsible behaviour.

A *Charter* will clarify expectations around conduct and behaviour and articulate a process for consistent application.

I think the positive aspect of this rugby culture in New Zealand is the community and commitment around the game. Everyone volunteers their time for the love of the sport… It is an exciting thing to see so many people willing to do things like referee for nothing but the pure joy of pouring into the sport. Online Mailbox Respondent

Diversity

Diversity in organisations makes for stronger, more effective, relevant and responsive organisations. In addition, NZ Rugby has a cohort of staff with extensive experience in the organisation and within the rugby community. A balance of fresh, external approaches and people who know the game and organisation is critical to ongoing success – at commercial and community levels.

NZ Rugby has already identified diversity as a key issue for development. The Diversity Report noted that 'the fabric of our country is changing rapidly and today presents a far more intricate and diverse pattern than ever before'[367] and this will '*require some fundamental changes in the way New Zealand Rugby thinks and acts.*'

NZ Rugby has produced a *Respect and Inclusion Protocol*[368] which commits those operating in the professional rugby environment to act with dignity and respect towards others and not discriminate against any person on the grounds of: gender, marital status religious or ethical belief, colour, race, ethnicity or nationality, disability (whether mental or physical), age, political opinion, employment status, family status, or sexual orientation.

Gender

While changes are slowly happening, the current executive team and Board of NZ Rugby are not a reflection of the gender distribution or ethnic diversity in NZ society, nor of the people playing and supporting professional rugby. Better gender and ethnic diversity in coaching, refereeing and management is also needed. Diversity of thought is a priority, and gender, ethnicity and age are good proxies for this.

The language and imagery in common use still tend towards a 'traditional' (old days) rugby played by men, for men. Media representation of women is biased towards traditional views of what is valued with regards to masculinity and femininity.

Sexuality

Gender identity has changed significantly in the past decades, and we are now a more accepting society where homosexuality is acceptable, Civil union for same-sex couples has been possible for over a decade,[369] and people get to choose the gender they relate to. Workplaces, including NZ Rugby value and promote diversity. Although there is support for gay rugby tournaments, and the NZ Falcons, there is still room to develop more acceptance in the community rugby contexts and high performance rugby, to the extent where the Rainbow community is visible within rugby.

A recent international study of lesbian, gay and bi-sexual people in sport found that homophobia in all its forms is common in sport. Almost three-quarters of the people in the study reported that their sport 'did not feel safe or welcoming' in terms of their sexual orientation. Many had experienced abuse, varying from verbal abuse and bullying to physical beatings.[370] Many had not come out as being lesbian, gay or bi-sexual because they were afraid of the reaction.[371] Increasingly, homosexual players who hide their sexuality suffer greater mental pressure and experience greater mental illness.[372] NZ Rugby has taken a lead role in addressing homophobia in sport, via workshops with several other large sports organisations to look at homophobia and inclusion in New Zealand sport. Sport NZ's report on anti-homophobia addresses the key issues and makes recommendations for all national sports organisations.

In July 2017, NZ Rugby was the first national sports organisation to be awarded the *Rainbow Tick*. This achievement is to be applauded, however as attitudes can be held unconsciously and be deeply ingrained more work needs to be done. There is clearly evidence of both conscious and unconscious bias occurring throughout the rugby system, and some way to go in terms of a rugby culture that values and reflects diversity.

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[367] NZ Rugby Achieving Diversity on the Board, (2016) Working group
[368] NZ Rugby, Respect and Inclusion Protocol, 2016
[369] The Civil Union Act 2004 to establish the institution of civil union for same-sex and opposite-sex couples was passed by the Parliament on 9 December 2004.
[370] Denison and Kitchen (2015) *Out on the Fields,*

[371] The researchers noted that while there are many similarities between homophobia and transphobia, transgender people also experience forms of discrimination unique to them. The authors decided to focus on issues of sexuality, hence the focus on LGB people. (pg3)
[372] http://www.prideindiversity.com.au/a-mental-health-check/

Issues emerging from the *Respect and Responsibility Review* have included:

- Homophobia is still in evidence – covert if not overt
- Change the language and 'joke culture' around being gay
- NZ Rugby may not yet be a safe place to be 'out and proud'
- Assumptions made about women who play rugby – at any level
- Language describing discrimination, bullying and other forms of non-physical violence is inconsistent.

Disability

To date there is little evidence of any proactive engagement with the disability sector. There are a considerable number of areas for development including: promotion and support of wheelchair rugby, development of policies and procedures making school and youth rugby accessible by providing opportunities for participation referencing the *Matrix of Support,*[373] and training coaches in understanding disability – physical, intellectual and social. NZ Rugby can welcome disabled people through education, promotion and partnerships with organisations such as the Halberg Trust[374] and Special Olympics.[375]

Ethnicity

New Zealand, is a nation founded on a bicultural covenant, so organisations such as NZ Rugby need to recognise the status of Māori as tangata whenua and partners in the development of rugby. NZ Rugby however is unclear about what being bi-cultural means and how this is different from responding to the multi-cultural communities in New Zealand. There is little indication that the bi-cultural heritage and diverse cultural make-up and influences of communities are reflected in all facets of the game – that is, Māori, Pasifika or Asian people playing, coaching, managing, being fans, supporters, and decision makers in rugby.

The ethnicity of the players (Super Rugby Clubs and Sevens) is approximately one third (32%) Pasifika, one third (32%) Māori and Māori/Pākehā, and one third (27%) Pākehā.

Media representation of Māori (and Pasifika) players could be less clichéd, reflecting a wider range of ways of 'being Māori' or 'being Pasifika' rather than stereotypes. Hokowhitu[376] says the stereotype of the Māori male equaling strength, spirituality and sporting prowess is 'a damaging post-colonial stereotype'. Māori and Pasifika peoples in NZ have a recognised profile, are significant members of our communities and have influence – particularly in the quality and style of rugby played in New Zealand.

I refereed a game between [two Māori teams and] suggested that the game be played with all communications in Te Reo Māori. It was great to have the Union and teams jump on board and support the game being played in Māori, which was the first time at that level. I believe we need to be more inclusive in all rugby around keeping the principles of the Treaty of Waitangi and not just in Māori games but all games.

Online Mailbox Respondent

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[373] Darcy, S., Lock, D., & Taylor, T. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. *Leisure Sciences, 39*(1), 20-41.
[374] http://www.halberg.co.nz/

[375] http://www.specialolympics.org.nz/
[376] Hokowhitu, B., (2004) Tackling Māori Masculinity: A Colonial Genealogy of Savagery and Sport, *The Contemporary Pacific*, Volume 16, Number 2, Fall 2004, 259–284, University of Hawai'i Press

28.2 RATIONALE

Values and organisational culture

The culture of an organisation is driven by a core set of values. Results of those values can be positive or negative. Where the organisation is clear about its values, lives them, and communicates them to all involved results will match those values. NZ Rugby has established certain values, but full understanding of what those values mean in action seems to be lacking.

Organisational culture[377] has three levels:

- Observable artefacts (such as language and jargon, interpersonal relationships and ceremonies and rituals)

- Values and attributes – espoused values (those written into the mission) and enacted values (those actually exhibited)

- Basic assumptions – the core beliefs deeply embedded in an organisation that are largely invisible, for example the idea that rugby is accessible for all.

NZ Rugby needs to have clarity across the rugby family about what the organisational values mean, and how they look in action, language, attitudes, and ways of being. All forms of communication and actions, spoken and unspoken, open or covert, need to reflect the values of the organisation.

Organisational Cultures that support the whole person, body mind and spirit are cultures where people thrive.[378] From a purely business perspective, how people feel about the climate of the organisation they work for can account for nearly 30% of business performance.[379]

Even the most inspiring values are not easy to sustain over time, when everyone is under a lot of pressure… Creating a great company means paying attention to the emotional reality of the organisation and deliberately creating a great culture.[380]

To create, and sustain culture change is a challenge but the benefits are manifold, because

these kinds of leaders 'create healthy, vibrant cultures and climates, and they get results.'[381]

The challenge for NZ Rugby is to change its culture to reflect its values, its client base, its players, and stakeholders – and the ethnically, culturally, and gender-diverse world in which it is a key player.

Figure 12 Schein's Three Levels of Culture
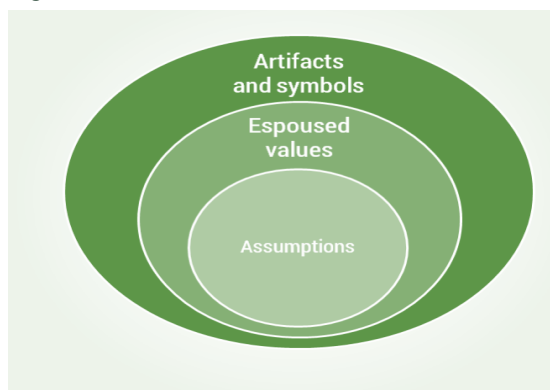
Diversity

NZ Rugby – as a modern, responsive, world-leading organisation – needs to reflect a culture of diversity. It is an organisation that values the right things (human rights) and is committed to diversity and fairness.

Sport has always prided itself on being inclusive, but rugby is not consistently welcoming and including all-comers from all walks of life.[382] [383] Culture, sexual orientation, age and gender are all powerful internal drivers of people's actions and motivations, so most people thrive in environments where these things are respected and acknowledged. New Zealand is, at our foundation, a bi-cultural nation, and contemporary themes for Māori development are 'diversity, inclusiveness and equity.'[384] Supporting the Māori Rugby Board to complete their own strategy is a priority. NZ Rugby needs to reflect Māori participation in all roles, at all levels, not just as players.

Beyond this, NZ Rugby needs to address the broad range of cultures of New Zealand society, those that are currently prevalent within the

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[377] Schein, E, Organisational culture and leadership, in McKee, Kemp and Spence (2013) Management, A focus on leaders, pg 461-2
[378] Mckee, Kemp and Spence (2013) Management, A focus on leaders, pg 470-471
[379] 'With Daniel Goleman, we have presented numerous studies of the impact of EI and results in *Primal Leadership' (note 4, chapter 2)* Boyatzis and McKee, (2005), Resonant Leadership, Harvard Business School Press.
[380] Boyatzis and McKee, (2005), Resonant Leadership, Harvard Business School Press.

[381] Ibid.
[382] Shaw, S. and Zink, R., (2016) Anti-homophobia and inclusion policies in New Zealand National Sport Organisations.
[383] Walsh, T. Chair of Working Group (2016). Achieving Diversity on the Board of NZR, NZ Rugby internal report
[384] Cunningham, C. (2012) Aotearoa's Long Term Fiscal Position, Massey University, NZ.

pathway to professionalism and those who will come through the pipeline as they become 'New Zealanders'.

The benefits to NZ Rugby are manifold and include:

- Diversity in organisations makes for stronger, more effective, sustainable, relevant and responsive organisations

- Commercial benefits - the potential to sell more, make better decisions, increase profits and contribute to the triple bottom line by having a wider fan base. The cost of NOT embracing the talent of 51% of the population

- Expand the diversity amongst the fan base, supporters and players reflecting the rugby motto that 'rugby is for all'

- Value the strength and vulnerability of young people: they could be the players and supporters of today and will be the leaders of tomorrow

- World Rugby has a current focus on building the participation, and visibility of women in rugby, at all levels from players to decision-making. Gender diversity in the organisation, particularly at decision-making level will strengthen its position in the world rugby scene and as a global organisation

- An inclusive organisation which includes disabled people

- NZ Rugby has a cohort of staff with extensive experience within the rugby community and in the organisation. A balance of personnel who are familiar with the game and those who bring an external approach and diverse ways of thinking, is critical to ongoing success.

Disability

Considerations for focusing on disabled people [385] include:

- Policies and procedures making school and youth rugby accessible using a *Matrix of Support*[386]

- Information provision and training coaches and others in understanding disability – physical, intellectual, social

- Identifying structural barriers to participation that can be addressed in short and medium-term and providing support to clubs

- Inclusive programming that enables disabled people to participate as part of everyday rugby

- Support to participate including trained support staff.

Think Differently[387] is a social change campaign funded by the Ministry of Social Development; and a summary of project outcomes is noted in the chart below.

Increased awareness of the exclusion of disabled people	Changes in attitudes and behaviours towards disabled people	Increased participation and inclusion of disabled people	Increased knowledge of how to reduce the exclusion of disabled people	Commitment to making a change to reduce the exclusion of disabled people	Changes in the social or cultural norms about disability and difference

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[385] http://www.disabilityartsonline.org.uk/why-we-are-disabled-people-not-people-with-disabilities
[386] Darcy, S., Lock, D., & Taylor, T. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. *Leisure Sciences*, 39(1), 20-41.

[387] Ministry of Social Development (2015) Think Differently: Case Study Summary Report

28.3 UNDERPINNING PRINCIPLES

NZ Rugby needs to create organisational and cultural change in a sustainable way, reflecting the diversity of its community and the priority it places on being inclusive.

The *Charter* is the foundation for NZ Rugby's strategic plan, organisational key performance indicators (KPIs), employment contracts, Super Rugby club and funding agreements and the performance management/appraisal systems that support these.

As Tangata Whenua, Māori have a unique position in New Zealand that requires continued recognition and effort by NZ Rugby to foster this relationship.

The *Charter* fosters, promotes and maintains empowering, positive rugby environments at all levels of rugby. These reflect and respect gender, Māori values (for example, tikanga, manākitanga, wairua, whanau, mana, kaitiakitanga, whakapapa), Pasifika values (for example, honour, respect, service, aiga, faith, honesty, discipline, perseverance, the Va'), ethnic and cultural difference, sexual orientation and faith.

NZ Rugby as a positive presence complies with the *Human Rights Act 1993* which prohibits discrimination on the grounds of: sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation.

Leadership starts at the top, with the Chair, Board, Chief Executive and executive team all championing the change. It reinforces expectations in plans, programmes and contracts, and reports against performance indicators as part of business as usual.

NZ Rugby uses its power and influence to guide internal and external change in New Zealand and internationally. It expects everyone in rugby to demonstrate the rugby values in their actions and behaviours, understanding personal and institutional bias and working to reduce this.

NZ Rugby builds wide engagement within the wider rugby family, promoting awareness of an inclusive rugby culture and brand. NZ Rugby and the rugby family actively welcome women, people of all ethnicities, particularly Māori and Pasifika people.

NZ Rugby has a contractual, funding and governance relationship with PUs and Super Rugby clubs. Effecting change will require NZ Rugby to work collaboratively with each of these, although it also has the option to use the funding model to drive change.

Rugby does bring people of all levels and sizes together….

People from all walks of life coming together for the same reason, helping one another

Online Mailbox Respondents

28.4 OUTCOMES

Rugby in New Zealand is an inclusive, dynamic, influential and respected code driven by a clearly articulated *Charter* of values.

NZ Rugby partners with Māori as Tāngata Whenua.

Leaders and champions throughout rugby reflect the diversity of New Zealand society and model respect and responsibility and the values of NZ Rugby.

NZ Rugby actively celebrates women and girls, men and boys, people of all ethnicities particularly Māori and Pasifika peoples, disabled people and the Rainbow[388] community.

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[388] "Rainbow" is an umbrella term that covers all forms of sexual and gender minorities. This is used to identify a community, not an individual http://www.Rainbowtick.co.nz/files/2013/11/Some-Common-Terms-used-in-New-Zealand.pdf]

28.5   IMPLEMENTATION

NZ Rugby commits to leading change, using executive leadership and an internal stakeholder steering group to plan and report through to the Board.

NZ Rugby builds internal collaboration for change with Super Rugby clubs and PUs supported by incentives in the funding model.

NZ Rugby develops a *Charter* which is the foundation for NZ Rugby's plans and performance. It captures NZ Rugby's aspirations that rugby is for all – inclusive, dynamic and respectful/humble.

The *Charter* underpins leadership, policies, procedures and programmes at all levels of the game.

NZ Rugby effectively engages Māori through the Māori Rugby Board, Māori development and participation pathways.

NZ Rugby builds a whole of system diversity that reflects gender, ethnicity, sexual orientation and disability addressing unconscious bias.

Leaders and champions for change are identified within NZ Rugby at all levels.

28.6 ACTION

Timeframe	Inclusive Leadership
Short (2017-19)	• Commit to leading change within rugby with project resourcing at the executive level • Develop a *Charter* which captures NZ Rugby's values and aspiration that rugby is for all – inclusive, dynamic and respectful/humble • Undertake a stocktake of diversity (including gender, Māori, Pasifika) at all levels – Board, NZ Rugby HQ, Super Rugby clubs, PUs) and develop goals and set targets for the future • The Board and executive team undertake unconscious bias training • Recruit Black Jersey and Black Jacket representatives to act as leaders in changing the culture of rugby • Create strategies that increase engagement of Māori and Pasifika in participation and performance pathways • Complete the review of the NZ Māori Rugby Board's constitution in relation to that of the NZR Constitution • CEO and Board must lead and set clear expectations that the Rainbow Tick will apply at all levels of the game and organisation
Medium (2019-20)	• Ensure coaches and team management understand and model the values contained in the *Charter*, and expect others to demonstrate respectful and responsible behaviours that reflect the values of rugby • Build an inclusive ethos into teams, valuing the role and contribution of whanau, aiga and families • Develop greater understanding of unconscious bias and implement strategies to address stereotypes throughout rugby including use of appropriate skills matrices • Develop a *No Exceptions Strategy* that envisions 'all people participating in rugby activities of their choice' • Monitor misconduct to identify vulnerabilities at an individual, team, club, Super Rugby club or PU level, responding to hot spots of concern. Use the case management approach to identify risks and provide more support for those players who are predisposed to poor decision making.
Long-term (2025)	• Work with Super Rugby clubs, PUs and local clubs to redevelop social environments and entertainment options to become more family-friendly and appropriate for a more diverse community including young people and women.

29 Goal Two: Developing people

As a progressive organisation, NZ Rugby is committed to developing the capability and success of its people along the participation to performance pathway.

29.1   CURRENT SITUATION

Key roles

There are several key roles that are critical to the establishment of behavioural expectations within rugby:

- Coaches drive the programme of development and are critical in setting expectations and managing performance

- Team management are close to the players, have a unique role in facilitating off-field activities, and can provide both guidance and decide on consequences where behaviour is not to the required standard

- Players are bound by contract and their allegiance to their team, and those players identified as leaders are role models as well as providing a critical performance management function.

There is considerable investment made by NZ Rugby in player and coach development, with a comprehensive system of recruitment, selection, performance planning, training and development, and performance review. There is no formalised system in place for team management.

Feedback from the Online Mailbox identified that there were some critical features that contributed to positive experiences of respect and responsibility. Primarily these relate to rugby as a community of people, with strong team culture, family/whanau support, friendships and community care/support.

The key to these communities are people providing leadership, as positive role models and mentors.

From my personal experiences, I believe that there are clubs who are happy to remain social therefore the culture of boozing and yelling remains the same. I have also seen many clubs recently who have moved forward and want to be professional and have changed the whole culture of the club on and off the field.

Online Mailbox Respondent

Training and development

Rugby is in the business of building human capital – as players, coaches, team management, referees, administrators and governors. Significant investment is made in the player pathway and in coaches and referees. There is currently no pathway or capability framework for team management.

A comprehensive development framework which includes the values, attitudes and behaviours that underpin respect and responsibility is missing that enables the power of that investment to be leveraged.

Personal development

Players are entering the pathway to professionalism at a younger age, and if successful can be in professional rugby, earning good money, while their brains are still developing and their ability to make decisions is not fully evolved.[389] When media and social media fame, alcohol or drugs, periods of high stress,[390] and long periods of time away from the supporting-and-moderating influence of home and family are added to the mix, troublesome situations may result. Conversely, there is evidence from the analysis of misconduct that some of the worst and sometimes repeat offenders have home and family environments that lacked support and in some cases caused issues that resulted in poor decision making and inappropriate or unlawful actions.

NZ Rugby and NZRPA have a partnership that delivers the *Personal Development Programme* (PDP) through a network of Personal Development Managers (PDMs). They are full time at the Super Rugby level, part-time at the PU level, and do some work with the Academy players (who are fresh out of the secondary school system). This focus is primarily on the male players who are part of the professional rugby pipeline, with little delivery of personal development to any contracted women's players. The PDM roles have been slowly increasing in number and contract hours over time, with an additional investment agreed as part of the recent Collective Employment Agreement.

PDMs have complex roles, requiring multiple competencies, in addition to the challenge of balancing the PDP with the expectations coaches and trainers have on players as part of their rugby preparation. There is some evidence that there is lack of consistent support by Super Rugby clubs and PUs for the PDP throughout the country and some PDMs are not well supported by the coaches and management of the teams they're working with. This leads to sub-optimal, one off sessions, without quality assurance measures - and learning gaps and patchy outcomes for some players.

The PDP has four strands, one of which focuses on career development and includes: CV development, career/study plans, numeracy and literacy and interview skills.

Delivery of this is however, *'largely at the discretion of each PDM to decide what content to deliver within these pillars and the distribution of weighting given to each one.'*[391]

Retirement from rugby, whether planned or forced, comes with a known set of challenges that should be identified prior to the event, and proactive planning, development and support provided.

Monitoring and evaluation of the effectiveness of the PDP isn't always completed, in part because of limited resourcing and access to players, which means that exit interviews are not always occurring.

Personal Development Programme

There is clear evidence that the contribution of the PDP has a positive impact on players. This is, however, not fully realised because of several key factors.

The PDP's value is not clearly understood in the high performance environment, amongst the coaching, strength and conditioning, and management teams, which results in the programme and staff being sidelined or undervalued.

There has been little research into the evidence that the PDP clearly contributes to the high performance of teams and individuals, and enhances prospects for sustained team success.

Lastly, there is no clear understanding of the impact of the programme on players during and after their rugby careers.

The Personal Development Programme has several roles:

- It takes a holistic focus on developing players as individuals
- It helps to mitigate or manage risks associated with people having to prepare for and perform in a high pressure, high performance environment
- It provides players with the support to maintain their life as a professional player and be equipped with the skills, knowledge and resources to successfully manage a professional career and transition into a life after rugby

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[389] Weinberger, D., Elevag,B., Giedd, J. (2005) The Adolescent Brain: A work in progress (pdf), National Campaign to Prevent Teen Pregnancy, Washington DC.

[390] https://www.psychologytoday.com/blog/the-athletes-way/201402/chronic-stress-can-damage-brain-structure-and-connectivity
[391] Report of Education and Life-skills for Under 19 NZ Rugby (2016)

- It supports players during and after their careers, in some cases helping to ensure that NZ Rugby and its PUs and Super Rugby club partners get a good return on their player development investment.

There is still work to be done to get coaches and administrators to 'buy' into the programme, understanding its value and the role and skills of the people involved in its development and delivery. To this end, there is considerable work to be done to address the current dis-location between the programme, coaches, and high performance management.

The next phase of the programme and its development will need to address: programme quality and delivery, increased ownership and buy-in, and expansion of the programme. Areas for development are detailed below.

Quality programme and delivery

- Quality people (PDMs and support staff, including qualifications, experience), delivered through robust processes

- A consistent nationwide curriculum, appropriately catering for age and stage

- Use of best practice pedagogy (potentially aligned to industry standards) and engagement techniques (for example multi-modal, not just classroom)

- More robust quality assurance.

Progressing to a higher level requires buy-in/greater 'ownership' of the programme throughout rugby

- Greater ownership of the principles and processes of the PDP throughout rugby makes the programme and its impact more powerful for the players and others in the system

- Broader ownership and involvement of learning and development in the rugby sector

- Players and the PDP have led the way in many regards, but the programme needs greater 'buy-in' from all rugby people – coaches, management and Chief Executives.

- Multi-party leadership and direction (for example: players, coaches, team management, administrators and directors).

Programme expansion

- Positive alignment and integration into the high-performance pathway from school through to the national teams

- Front-load the programme to younger players

- Extend the programme to include women in the pathway to professionalism

- Consider the programme having components that include coaches and team management.

Coach development

In the wider context, there is comprehensive coach development occurring at the high performance end, with an online learning management system supported by downloadable resources, online and personalised coaching and mentoring, and funds available to support external learning as required.

This programme is currently targeting only a few of the top coaches, and yet has processes of self-review and downloadable modules that could be accessed by a wider range of performance coaches.

There are seven women who have been identified as 'high potentials,' working on developing their coaching skills through the upper end of the community coach development structure, and three of these are being inducted into the *Performance Coach Advance programme* which is run by High Performance Sport New Zealand.

Secondary school rugby

Rugby in secondary schools has several different dimensions.

For some schools, the strength of the 1st XV is part of the school's brand and competitive advantage, and some are known as 'rugby schools.' Professional coaches work with strength and conditioning experts to prepare students, some of whom are on rugby scholarships, for competition and televised games. The 'traditionals' against other rugby schools are fierce encounters with the whole school turning out to watch. Team results and individual moments of glory feature in the school assembly and are often reported in the local and national news.

Some schools extend the reach of their programme by having students stay on for a Year 14 so they can play rugby. The New Zealand Schools Rugby Union (NZSRU) changed the rules in 2016 so that 19-year-old non-domestic players could no longer compete, however this does not impact on domestic players. There are still concerns as articulated by a headmaster: *Over-professionalisation of sport is not helping, it's not helping the game, it's not helping the boys, it's undermining the values we're supposed to be about. We're trying to create better kids. The arms race in secondary schools' sport is not creating better kids, it's not actually creating better rugby players.*[392]

Rules around a full curriculum are interpreted flexibly by some, with some students participating in weight training and physiotherapy rather than English or mathematics.

The NZ Secondary Schools Sports Council has developed an Integrity Framework including a Code of Conduct, 'to protect the heritage and values of school sport on behalf of all NZ schools'.[393]

Some agents from rugby and rugby league in both New Zealand and Australia have been known to actively recruit young players for their books, with the lure of gear, opportunities and ultimately professional contracts. Some of these talented students may be involved in Academy programmes, sometimes training before and after school at the local PU or Super Rugby club. NZ Rugby has attempted to engage with schools, providing education and information about the challenges and opportunities for the professional game, and how best to maintain the performance and wellbeing of players.

In some of the 'rugby schools' there is lowering participation – the high-performance expectations turning off players who are keen for a fun game on Saturday. Other schools pride themselves on working with all-comers, providing rugby opportunities across the age and weight grades, and supporting their senior teams with keen staff who have experience in rugby and coaching. The fortunes of these teams vary year to year, and for some schools this depends on whether their talented players have accepted a scholarship to a 'rugby' school or not.

There is an increase in girls playing rugby at secondary schools, which is against the trend of other sports. However there is still a drop off from Rippa Rugby to secondary school rugby and some girls report that their opportunities to play rugby had been diminished as a result. The increase in girls playing compares also with an overall decline in the number of boys playing secondary school rugby. The challenge for schoolgirls' rugby is the availability of competitive teams, and the response across the country has been to offer a range of different rugby formats (Sevens, Tens and XVs).

Too many young players are being enticed to one or 2 schools/clubs, which means there are a large number of mismatches. Great that the dominating clubs and schools are waxing lyrical about their success, however their narrow minded, win at all cost attitude is killing the game for those of less ability. In order for our amateur game to survive, the NZRFU must seriously explore methods of spreading talent across more teams. When you scrape the top level players from our game, you will find that below that the game is in real trouble.

Online Mailbox Respondent

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[392] Nic Hill, Christchurch Boys' High School headmaster, quoted in Sherwood, S. and Mitchell, C. (2017) *Principals take aim at 'professionalisation' of schoolboy rugby*, accessed from:

http://www.stuff.co.nz/sport/rugby/92607026/principals-take-aim-at-professionalisation-of-schoolboy-rugby

[393] NZSSC Integrity Framework, Code of Conduct and Disciplinary procedures.

Sense of entitlement

Rugby reflects two levels of values – those of Rugby Inc., an international business raising revenue to fund the game at all levels and Community Rugby, where rugby is played, and supported at all levels by people of all shapes, sizes, genders and ethnic or cultural backgrounds.

The role that rugby has in helping to shape our identity as New Zealanders in the 21st Century requires NZ Rugby to have a clear sense of what makes a better person – how to think big, set goals and support development. In this regard, NZ Rugby has an opportunity to show leadership in national and international sport, modelling a unique, many-faceted, NZ where difference is valued for its own sake, and for its competitive advantages.

The Online Mailbox also identified those features that were more likely to contribute to negative experiences. The most significant aspect of this was having a 'sense of entitlement' (59% of respondents). 'Sense of entitlement' and 'stardom', both feature in the top eight (of 21 issues).

I believe it was a direct result of creating a culture of respect in the club, and the clubs that are doing that here are always the ones that perform well. I firmly believe it has more to do with attitude than results… I believe that respect starts with me and is a two way street. It is easy to be abusive to someone who acts disrespectfully, but it is hard to abuse someone who treats you with dignity and honour. A club with a culture of honour will be a successful club.

Online Mailbox Respondent

Career development

Rugby is for now, but is not for life, with the estimated career of a professional rugby player being 7 years. Retirement from rugby comes with a known set of challenges that should be identified prior to the event, and there is evidence that players leaving rugby without any formal qualification are disadvantaged. Case management systems assist with future planning for players and 'life after rugby.'

In community rugby, some may play rugby into their 50s and enjoy tournaments and games such as 'golden oldies', and estimates indicate that recreational players enjoy rugby for 10 – 12 years.

Career paths within the workforce for all staff affect motivation and commitment, and staff retention rates.

Performance management

NZ Rugby directly and indirectly has a large number of 'personnel' contracted to the organisation. The performance expectations are embedded in a range of policies, contracts and protocols. There is no 'whole of organisation' system of performance management that records and tracks performance issues, and uses these as the basis for performance improvement or consequences.

29.2   RATIONALE

Rugby relies on quality volunteers and workers, players, referees and coaches, team management and club administrators, board members at all levels. To continue to develop the rugby system in an increasingly complex environment requires ongoing investment to equip people for their role, enhance their work/volunteer satisfaction and contribute to wider positive outcomes.

Focusing on the pathway to professionalism, the demands on people are such that they require multiple competencies and the support to balance diverse and sometimes competing responsibilities and expectations, all the while performing at a high level of competition.

For players in particular, the key message is that rugby is for now, but is not for life. Players don't know when their rugby playing career will end, and what that will mean for them. It is critical that they have the skills, attitudes and support to make the most of their playing career and be equipped for life after rugby.

Players are entering the professional pathway at a younger age than ever before. Young people (19 years and under) are at a stage in the life-cycle where major changes are happening inside their minds and bodies as well as in their lives. They may be leaving home, family, school and other supports at a time when they are still emotionally and intellectually developing. They may act as if invulnerable while they explore their new-found strengths and abilities, yet they are still vulnerable – to injury and accident, and to making poor decisions because of lack of impulse control, knowledge, or real understanding of what those decisions might mean later in life.

Recent research on the brain tells us that young people are still 'a work in progress' [394] when it comes to cognitive and affective development. The pre- frontal cortex of the brain continues to develop through this period and well into the third decade of life. Researchers are agreed that developing sexual identity is a key component of this developmental phase, saying that 'developing meaningful sense of one's sexual orientation and identity is an important undertaking during emerging adulthood.' [395]

Rugby develops people

NZ Rugby needs to deliver consistent messages to its players, staff, and stakeholders. Many in the rugby community want people to have attitudes and behaviours that are visibly recognised and at least meet, but preferably exceed society's norms – being kind, grateful, polite, generous and inclusive. To be better people, they need to be honest, use spiritual strength, be disciplined, demonstrate perseverance and resilience, show forgiveness, love, humility, humour, aroha, respect for Tipuna, have mana, show respect for whanau, be supportive and sharing, engender a sense of belonging, value self and others, be committed, value unity, equality and confidence, service, aiga, the 'va'. [396].

NZ Rugby therefore needs to identify, recruit, develop, retain and reward people that model rugby values and educate and support people who do not do so to change their behaviour. Conversely, NZ Rugby needs to send a strong message to those who continually behave in ways that reflect negatively on rugby letting them know that inappropriate behaviours are not acceptable and informing them of the consequences.

29.3   UNDERPINNING PRINCIPLES

Sport makes a positive contribution to people's lives, promoting a wide range of values and building positive character. People can benefit from this at any point along the participation to performance continuum.

Leadership and change start at the top of an organisation. The Board of NZ Rugby needs to reflect its commitment to inclusion by being more diverse itself.

NZ Rugby has a strong framework of development for some people in the rugby system, and this needs to extend across different roles and to different levels. It needs to reflect the unique cultural context of New Zealand and rugby, including understanding of Māori and Pasifika values and systems.

Team management are key to establishing inclusive environments, setting expectations for values-based behaviour and managing issues and concerns. They work in complex environments, with expectations from senior managers and coaches. There is currently no programme of training and development to build their capability and ensure consistency.

NZ Rugby has a fair, transparent and robust *Disciplinary and Performance Management Framework* including the use of independent investigators where necessary.

Ensure systems are in place for pastoral care before punishment through the pathway to professionalism and, where appropriate, work with families as part of any process. Use restorative practices that support young people to repair the harm caused by poor decisions.

The most vulnerable people in the rugby system are the young players on the cusp of the professional pathway. Understanding more about them and their whole-of-person development is critical.

The elevation of 1st XVs as a key entry point for players to the professional rugby pathway generates competition within and between schools for players in pursuit of the winning team. Some players are being pursued at an increasingly

[394] Weinberger, D., Elevag, B., Giedd, J. (2005) The Adolescent Brain: A work in progress (pdf), National Campaign to Prevent Teen Pregnancy, Washington DC.

[395] Morgan, E. (2012) Contemporary Issues in Sexual Orientation and Identity Development in Emerging Adulthood, J of Emerging Adulthood, Vol 1 pp 52-66.
[396] Information generated throguh the hui and fono.

young age by player agents – whether formally qualified, accredited or otherwise – and given the hope or expectation of a future professional career. Due to school and agent-driven behaviour, some of these players develop a sense of entitlement that can result in disrespectful and irresponsible attitudes and behaviours.

Seduction by the perceived glamour of being involved with international rugby make people think they can do whatever they want.

Online Mailbox Respondent.

NZ Rugby has levers that can drive change in schools including health and safety, education about performance enhancing substances, talent pathways and player and coach recruitment. A priority for intervention is education about the key issues, challenges and appropriate responses to these.

NZ Rugby should promote positive case studies.

29.4   OUTCOMES

Engagement in rugby creates better people, who are skillful, well rounded, values-driven, respectful, self-aware and responsible. This covers everyone who participates in the game including: players, coaches, managers, administrators, governors, player agents and supporters.

Team management provide support to ensure that players make wise and well-informed decisions at critical times.

Expectations of all rugby personnel regarding behaviour are clear and there are clear processes and consequences when these are not met.

29.5   IMPLEMENTATION

Implement change within NZ Rugby to ensure that it reflects the diverse nature of its people and of New Zealand society.

Implement the recommendations of the *Diversity Report* in line with current willingness by PUs to change.

Develop and implement a *Secondary School Rugby Strategy* to address the challenges of elitism and sense of entitlement that currently permeate the elite schools' rugby.

Design and implement a *Whole of Rugby Learning and Development Framework* with clear career pathways.

Support accreditation of agents to ensure that players have access to better quality representatives.

Rationalise and implement a fair, transparent and robust *Disciplinary and Performance Management Framework* that explicitly outlines rugby's expected behaviours and attitudes and the process and consequences if these are not demonstrated.

29.6 ACTION

Timeframe	Developing People
Short (2017-19)	• Simplify the policies and procedures (including protocols, contracts, codes, agreements) within NZ Rugby and NZRPA to ensure that they are clear, consistent and communicated as part of an effective, fair, transparent and robust *Disciplinary and Performance Management Framework* including the use of independent investigators where appropriate. • Design and implement a comprehensive *Team Management Capability Development Programme*, using key attributes from the *Coaching Framework.* • Promote the benefits of using accredited agents to all players in the talent pipeline. • Work with NZRPA to review and develop the agent accreditation criteria, process and promotion. • Continue education of coaches and team management throughout the rugby system about their responsibilities and approaches to model and uphold respectful and responsible behaviours. • Actively engage with the NZ Secondary School Sports Council and the NZ Schools Rugby Union to adopt and implement the *Charter* in school rugby. Support schools to build programmes that incorporate the *Individual Development Plan's Six Pillars* competencies. Build expectations of academic participation and performance. Educate key personnel involved in school rugby about issues and appropriate strategies to address these. Clearly define the processes for and consequences of non-compliance in the *Disciplinary and Performance Management Framework*. • Build alignment between schools and the performance pathway including clearly defined and *Charter* aligned player, coach, and team management expectations. • Implement the *Illicit Drug Regulations* through education sessions, testing, investigations, and appropriate consequences. • Undertake training in unconscious bias and its impact, enabling people to recognise bias and develop and implement strategies to address stereotypes. Systems to reduce unconscious bias are in place.
Medium (2019-20)	• Map out and support pathways for Māori and Pasifika people to engage – as players, coaches, board members and team management. Proactively recruit and develop the capacity and capability of Māori and Pasifika people in leadership roles. • Manage the design and implementation of the *Learning and Development Framework*, with an initial priority being the pre-professional and emerging professional players, coaches, team managers and include the corporate team. • Apply a career development model including transparent career pathways for everyone in rugby's pathway to professionalism: volunteers, support staff, players, managers, coaches, Academy and High Performance managers and others. Promote the attainment of qualifications. Make visible career pathways for volunteers, staff and players, including where these link with opportunities outside of rugby.

Timeframe	Developing People
	• Build greater cultural awareness throughout rugby, but particularly in the pathway to professionalism, using proactive talent identification and development system to create an NZ Rugby system that reflects the cultural diversity of players.
	• Embed a strong focus on leadership development in those engaging with young people, and provide resources, training and development to support this. Extend the foundation of the *Six Pillars Programme* beyond the current player focus to include coaches and team managers. Include cultural awareness in internal capability building programmes, ensuring that people understand Tikanga Māori and Pasifika values and support its practice.
	• Develop the *Individual Development Plan's Six Pillars* competencies used in player development to more appropriately reflect the solid foundation of a 'good person' including expectations of: humility, team, inclusiveness, pro-social relationships, sexual ethics, consent and good decision making. Ensure it reflects an inventory of the whole player, and plans development inside and outside of rugby to ensure longer term success beyond a rugby career. Provide appropriate training for dealing with personal crisis situations.
Long-term (2025)	• Leverage media channels to showcase examples of positive case studies and role models across the whole rugby system. • Develop an education programme for delivery in schools.

30 Goal Three: Nurturing Wellbeing

NZ Rugby acts with integrity to develop and support the wellbeing of people within rugby and expects its community to do the same.

30.1 CURRENT SITUATION

Professional players participate in rugby for enjoyment and camaraderie, with the lifestyle and financial benefit that some professional careers provide. Yet there are real challenges to the wellbeing of players and others engaged in the pathway to professionalism.

There is wide variation throughout the rugby system, and the pathway to professionalism regarding healthy relationships. In some situations, leaders (whether they are administrators, coaches, team management or senior players) turn a blind eye, ignoring sexist, racist, abusive, and/or homophobic language and behaviours. Homophobic and gendered ridicule, harassment and abuse occurs, often excused by allowing 'boys to be boys', or 'just having a laugh'.

Rugby profession

The emergence of the professional game and direct contracting of players, coaches, medical personnel and others has required associated systems, processes and programmes for NZ Rugby to fulfil its role as a good employer.

There are expectations that players, in particular, act as role models and contribute to their communities above and beyond the game itself. Players can be stars – made by the quality and success of their play and personalities as well as by the media. Just as they can rapidly develop a high profile, they can just as easily fall from grace in a very public way. A key role of NZ Rugby is to provide the appropriate support to young men and women so they can be genuine role models, enacting the values espoused by NZ Rugby. This will require honesty, and transparency around mistakes and transgressions. People need to understand the consequences of their actions.

There is still an under-developed environment for women players, with few professional players,

and inequitable treatment of the women – in both the Sevens and XVs. These women are also role models and require some support with regards to what it takes to be a 'genuine' role model, how to handle the attention, adoration and the expectations of the public. This is especially true as their profiles as a team and as players has grown since the Olympics and the WRWC win.

Misconduct

An analysis of misconduct information over the four-year period 2013 - 2017 covered 36 cases of serious misconduct and misconduct dealt with by NZ Rugby. This involved 33 incidents involving players, two involving a team and one involving a club. In this there were four incidents of individuals who were repeat offenders. The primary cause of misconduct was 'poor behaviour' and included the following types of incidents:

- Failure to attend meetings, judicial hearings, assembling with the team
- Lack of compliance with agreed programmes including rehabilitation, team curfew
- Drunk behaviour and associated damage
- Inappropriate sexual behaviour towards others
- Violent behaviour towards others including team members and coaches
- Instances involving alcohol and drugs
- Homophobic slur, overheard by public and complained about.

In more than half of the situations alcohol played a key factor, with drugs and drug/alcohol combinations also having an impact.

Some argue that it is New Zealand's drinking culture. Rugby in New Zealand has a huge influence on communities, on our nation, and on the players themselves. And if the NZRU is truly serious in this quest for becoming more responsible and respectful then IT needs to define the limitations and expected behaviour for its members – from the top down and from the bottom up. I believe that public perception is moving, that people are starting to realise the damage that can be done when anyone, let alone a rugby player, gets fall down drunk or aggressive drunk.

I think NZers want to see those who represent a team in a club, province or country behave in a way that brings honour to themselves, their team, and ultimately to the rest of us. Am I suggesting that the excessive drinking culture starts in the club rooms?? Maybe. Aside from the influence a child gets from inside his own home, and aside from any influence from his peers, then where else does he learn to binge drink? Where else is it considered 'part of what we do?'

My daughters play netball. They get really hot. And really thirsty. They win games and want to celebrate. Do they have school or club rooms where alcohol is served to the parents or netball staff or coaches? Thankfully No. Not at their current age level. We have dance lessons. Is there alcohol served there? No. Yet my entire family can walk into our club room following a game day and buy anything from what is essentially a pub on the rugby grounds. Does drinking alcohol get associated with rugby? With this one example, we can easily say: of course! What is done regularly enough, becomes a habit. Start early enough, make it widespread, accept it as 'normal' and it becomes a culture. So yes, having a pub in the club house, is sending a very clear message. Alcohol and Rugby go together. And we are teaching this at a very young age.

Online Mailbox Respondent

Alcohol and Performance Enhancing Substances (PEDs)

Alcohol is a strong feature of the current culture of rugby in New Zealand, reflecting the social setting of rugby and a long-established sponsorship relationship. Evidence in the misconduct files, media reports, interviews, focus groups and Online Mailbox all indicate that alcohol abuse is prevalent and problematic. Pre-loading prior to going out is common practice in NZ society amongst both young men and women, including those on the pathway to professionalism. Historically, 'court sessions' encouraged, rewarded and celebrated drinking large quantities of alcohol in a short amount of time. Excessive drinking can lead to behaviour which is disrespectful, irresponsible and puts the drinker and those around him/her at risk, and is increasingly an issue for young women.

In addition, the sentiment that 'what goes on tour stays on tour' has historically, and in some cases recently seen behaviours that are not consistent with the aspirations of respectful and responsible relationships. The tradition of 'court sessions', while seen as fun and an opportunity to bond with team mates, has the converse effect when others are shamed for fun, or encouraged to drink excessively.

The Online Mailbox identified alcohol in the top eight issues that were associated with lack of respect and responsibility in rugby.

The history and glorification alcohol has with the game (and sport).

Online Mailbox Respondent

There are inconsistencies within rugby regarding the provision of pastoral care and assistance to support changing behaviour where there are clearly issues. While the majority use alcohol responsibly without issues, there is also evidence of:

- Alcohol related harm – to NZ Rugby employees, to partners and to unsuspecting members of the public especially women

- A long term partnership with breweries supporting rugby through sponsorships at all levels

- Normalisation of binge drinking

- Social drinking is expected, with alcohol used for relaxation and celebration [sometimes as the primary method]

- Drunk driving even if in the past can also impact on the professional opportunities of some players, for example when travelling overseas

- Out-of-control, excessive, degrading and sometimes dangerous behaviour under the influence of alcohol is tolerated [in some parts of NZ Rugby's system]

- PEDs use is low, as far as can be told – but there is evidence of 'consensus effect' in this area where people will use PEDs because they believe others to be doing so

- PEDs are prevalent in all sporting codes and some substances are undetectable

- Use of recreational and illicit drugs occurs.

Current documentation and initiatives include:

- All player induction programmes, and some of the content of the *Individual Performance Plan – Six Pillars* (see the Appendices), touch on these issues

- *Team Functions Protocol* that outlines the planning and the conduct expected of professional rugby team management and players at Team Functions

- NZ Rugby *Host Responsibility Tool* and policy relating to alcohol at events, relates to staff only and not to all players, coaches and referees

- *Professional Player Protocol* identifies alcohol as a risk with potential professional and personal consequences, and is covered as part of the induction process

- Decision making tools provided to players in advance of social events

- Vision impairment goggles (beer goggles) activities where players simulate the effects of being drunk including confusion, visual distortion, slowed reaction time and lack of coordination

- In some contexts, the advanced preparation and communication of a 'Social Plan,' due to the need for risk management based on previously unsatisfactory situations. The plan includes decisions around alcohol and food consumption patterns, and safe and appropriate end points and escorts home. Consequences of breaches of the plan are also documented

- All NZ and Super Rugby teams to cease the practice of using alcohol as a 'reverse punishment' in dressing rooms post-game

- NZ Rugby's commitment to WADA and NZ Drug Free Sport.

While the current alcohol sponsorship ends in 2020, there is the opportunity to utilise this relationship to emphasise responsible drinking and hosting.

Mental wellbeing

It is acknowledged that people in high-pressure roles of any kind are more liable to suffer depression and anxiety, and there is increasing acceptance that these illnesses affect many New Zealanders. The campaign fronted by John Kirwan to get men to open up more about depression reflects a growing awareness of the impact of mental illness.

However, mental health support services are stretched to capacity and people are 'falling through the cracks' and not getting the support they need. NZ has one of the highest youth suicide rates of all Organisation for Economic Co-operation and Development (OECD) nations. Suicide is more commonly discussed as an issue and increasingly families are opening about its affect. While there have been no widely publicised cases of rugby-related suicide in New Zealand, there are plenty of examples of de-selection, sexual identity and addictions being the trigger for this in the international literature. Accordingly, this is something that NZ Rugby should remain vigilant about.

To date there has been an increased focus in the induction and personal development training to include a mental wellbeing component that enhances awareness, and provides strategies for players and their families – this includes the ability to look out for their mates and to self-refer to services to access mental health support.

Workplaces, including NZ Rugby offer support and assistance to people with depression and anxiety issues as they would to people who are physically ill or injured. The PDMs and medical personnel are sensitive to these issues, and PDMs readily refer people for support where this is required.

In addition to sports psychology/mental skills support, NZ Rugby provide staff with access to EAP (Employee Assistance Programme) services on an anonymous basis. People are using these services at an increasing rate, in part due to promotion of the service to a wider cohort and increasing awareness of the importance of mental health.[397] The majority of EAP activity relates to support for players (either for themselves or their families), however corporate/team management use has increased. People typically use this service for an average of 3.2 sessions. PDMs are the most influential referral source, although there has been an increase in self-referrals. The reasons for accessing services have changed over time: relationship issues (2014), anxiety and depression (2015), and medical conditions and health (2016).

A recent, and significant initiative has been the launch of the *HeadFirst* website[398], promoting awareness of mental wellbeing and strategies to enhance it. In addition, the recent Collective Employment Agreement has seen an increase in the provision of PDMs to enable greater support to players in the pathway to professionalism.

Prior to retirement, players can access support with post-rugby career planning through their Super Rugby or PU PDM. After retirement, they are still able to access these services through a PDM employed by NZRPA.

The NZ Rugby Mental Health and Wellbeing Initiative (2016)[399] highlighted key concerns regarding the context for professional rugby players.' *Research[400]… demonstrates that this [elite athlete] population is vulnerable to a range of mental health problems which may be related to both sporting factors for example injury, pressure to perform and public scrutiny, and non-sporting factors for example limited support networks. The intense mental and physical demands placed on elite athletes are a unique aspect of a sporting career, and these may increase their susceptibility to certain mental health problems and risk taking behaviours.*

Mental wellbeing is now included as a topic in the *Key Information Protocol*. A list of potential signs that someone's mental wellbeing may be compromised is included in the Protocol, however the Protocol is for players only, and does not extend to all staff. Similarly, the protocols on use of drugs and alcohol are in place and presented to players [but not all staff]. The *Review of Player Welfare* also highlighted areas of need, and shaped programme planning to target these.

The short and longer term impacts of concussion in sport are well-documented and research continues to identify strategies to mitigate these. Rugby and other major sports are attempting to prevent

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[397] Instep EAP Report 2012 - 2017
[398] www.headfirst.co.nz
[399] Price, N (2016) NZ Rugby Mental Health and Wellbeing Initiative Proposal (2016)

[400] Rice, S. M., Purcell, R., De Silva, S., Mawren, D., McGorry, P. D., & Parker, A. G. (2016). The Mental Health of Elite Athletes: A Narrative Systematic Review. Sports Medicine (Auckland, N.Z.), 46(9), 1333–1353. http://doi.org/10.1007/s40279-016-0492-2

concussion in various ways and manage it when it occurs. Long-term impacts of concussion, on mood and so on, are recognised and people who suffer concussion are being supported appropriately.

Respect shown for possibly concussed player...

unconscious on the ground and the game was stopped. A number of parents from both sides came onto the field as that player's parents were not there. The procedure shown by some of the parents highlighted that they had done the RugbySmart course and were familiar with the steps required after the player was knocked out. A good example of the right procedure taken by people who are part of the community.

Online Mailbox Respondent

I have been the partner of a rugby player, who plays at a local club level, and also have lots of family who play and are involved in community club rugby...As a Pacific Islander, I also hold concerns about how race and power looks at many levels of rugby – it is a shame to see a large majority of Pacific Islanders playing this sport – yet very little representation on boards or in positions of real power.

Online Mailbox Respondent

Cultural wellbeing

A greater proportion of rugby players are Māori and Pasifika than NZ European, so this needs to be reflected in who NZ Rugby is, and how NZ Rugby does things.

Some of the issues arising in the Online Mailbox and the hui and fono included:

- Coaches treating Māori players differently, sometimes in a discriminatory way, with young players in particular experiencing judgements that they were '*dumb and dirty*'

- Māori and Pasifika people are highly represented in playing and whanau/families, and not prevalent on committees or in leadership roles, as evidenced by the research in Auckland about Pasifika experiences and contribute in non-playing participation in rugby[401]

- Pasifika rugby feel that rugby is 'white driven' and not enough is done to appropriately engage Pasifika players and communities

- There are different expectations and pressures on Māori and Pasifika players at elite level relating to their sense of community and what is 'owed' to their families and community, with obligations to financially support family, church and communities

- Having an injury, not making a team, or even receiving critical feedback can cause significant stress, in part because of the financial contributions the player is making to support others

- There are double expectations from family – to 'go the extra mile' because of family support coupled with the 'enormous pressure to succeed'.

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[401] Ferkins, L., et al (2016) Navigating two worlds: Pacific Island experiences and contribution to non-playing participation in rugby. Report to New Zealand Rugby. AUT Sports Performance Research Institute, New Zealand.

Young people

NZ Rugby invests in the education of coaches so that they can provide age and stage appropriate experiences for young people. Coaching conferences provide information, skills and approaches that enable coaches to be more effective at communicating with and supporting young people.

In addition, NZ Rugby has been proactive in requiring all coaches to pass police screening. As part of its *Duty of Care* (WorkSafe NZ)[402] NZ Rugby has been taking steps to ensure, so far as is reasonably practicable, the health and safety of its staff and volunteers.

The Sport NZ guidelines on *Safe Sport for Children*[403] (those under the age of 18 years) are reflected in NZ Rugby policies, and specify that children should be:

- Safe and protected from harm
- Respected, valued and encouraged to enjoy their participation and to reach their full potential.

Talented young people and their families are being targeted by talent scouts at age 12 - 13. Aggressive competition with codes from Australia, and promises of finance and fame, means that some naïve families 'sign up' their child for long contracts, with few rights and plenty of responsibilities. These contracts are not necessary, and are often not in the best interests of the player. In addition, some schools are securing young players with offers of scholarships, which can benefit or harm the student and their social and academic performance.

Under New Zealand's employment law, there is no requirement to use an accredited agent, however NZRPA has a system of accreditation for agents that is rigorous and is underpinned by a sound ethical standard. NZRPA also tries to to encourage players who enter the professional pathway/pipeline to deal with accredited agents through the Academy Managers and/or PDMs.

Transition planning

There appears to be a limited range of mechanisms to support the transition of players and coaches from a high pressure/high arousal setting to a 'normal' state which results in acceptance of post-match celebrations and events akin to 'Mad Monday.' The professional rugby community describe this as 'decompression'. Many of these events result in binge drinking/substance abuse and the consequence of potential harm to self and others through lack of control. A range of risk management measures are in place (for example, social plans, family-focused end of year celebrations, private functions with minders) however these are focused on mitigating risk, rather than addressing the core issue which is supporting participants to move from 'high' to 'normal' in a fun environment with their team mates.

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[402] www.worksafe.govt.nz/worksafe/hswa/understanding-hswa/pcbu-and-the-primary-duty-of-care/what-is-the-primary-duty-of-care

[403] Sport NZ, (no date) Safe Sport for Children.

Relationships

Relationships are a critical feature of both the positive and negative stories of respect and responsibility. The sense of community and support this provides is valued.

A sense of entitlement, newfound wealth, and easy access to technology can all contribute to how pornography affects young men and their relationships with women. There is evidence of all of this in the Online Mailbox, interviews and misconduct cases.

The Online Mailbox identified inappropriate behaviour and attitudes including sexism (37%), sexually inappropriate behaviour and peer pressure (top eight concerns) as some of the features that produce negative experiences for people.

Proactively, rugby has implemented some key programmes to educate and support players regarding healthy relationships:

- *Professional Player Protocols* specify expectations with respect to relationships

- *The Induction Programme,* and some of the content of the *Individual Development Plan* include reference to respectful relationships

- It's Not OK programme, with Vic Tamati

- *The Parenting Magazine,* featuring articles about positive relationships

- The appointment of staff to design and deliver the *RugbySmart* education programmes focusing on healthy relationships, consent education and sexual abuse prevention, and family violence prevention

- Workshops on fathering, delivered to parents in teams

- The EAP programme is available to anyone contracted through NZ Rugby (players, coaches, administration personnel) and this provides support to people with relationship issues.

> *My partner, a rugby player spent time hanging out with some of the older men who made up the board and had other higher roles at community rugby and also [PU] rugby...There were countless occasions where players would invite a woman to a party or function and other players and the man involved would make remarks about what a slut she was and that she was only there for the end of night sexual entertainment he would gain from her – often this women was not at all aware that this was the nature of their relationship. This woman was humiliated and treated with disdain by other club members.*
>
> *Online Mailbox Respondent*

Violence

Non-accidental violence in sport is discussed in the IOC [International Olympic Committee] Guidelines and includes bullying, harassment and hazing. The guidelines cover best practice in dealing with all types of non-accidental violence in sport. IPV (intimate partner violence) and other forms of violence in families is starting to be discussed, and there are mechanisms for raising concerns and getting support. Further training and development, and systems for raising concerns need to be in place to enable people to confront violent behaviour at work, in sport or at home. NZ Rugby can create a culture of being open, and mechanisms for reporting harassment, abuse or violence. Violent behaviour needs to be dealt with consistently and the perpetrators of bullying, harassment or abuse noticed and action taken.

The Online Mailbox identified violence as associated with disrespectful and irresponsible behaviour.

> *A few years ago I was involved in a rugby club and they would have court sessions where women were not allowed, the tone of these were always disrespectful to women... Management and coaches who were men also attended these. Later in these evenings women were allowed back and the atmosphere was always charged and women were treated like 'sluts' and the men who had been there would be in full pack mentality, loud and aggressive to women, talking down to us, being openly sexually sleazy.*
>
> *Online Mailbox Respondent*

> *Respectful and responsible behaviour does NOT include binge drinking, brawling (especially in front of children) and intimidation by senior office holders.*
>
> *Online Mailbox Respondent*

30.2   RATIONALE

Aspiring to be better people will create a better rugby experience for all. Having a sense of wellbeing, in the broadest sense of the word, means that NZ Rugby players, staff and volunteers are better able to manage the demands on them, and be well-rounded citizens, workers, family people and friends. They are more likely to want to contribute in ways beyond what might be expected.

*The World Health Organisation's definition of health as contained in its constitution: 'Health is a state of complete physical, mental and social **well-being** and not merely the absence of disease or infirmity.'*[404]

People with a sense of wellbeing are less inclined to use alcohol or drugs to manage stress or as a way of dealing with negative emotions. They are equipped to establish and maintain mutually respectful relationships.

Societal values have changed over time, and changes in public attitudes towards smoking are an example of this.

Alcohol continues to be a social concern, although there have been progressive changes in both legislation and behaviour. Binge drinking is on the increase amongst young women. Young men overall have lower rates of drinking than previously. Binge drinking is also an issue for older people. The health impacts of alcohol consumption are well-documented and promoted, and alcohol consumption is often a harbinger of bad behaviour.

Excessive alcohol consumption is linked with all kinds of violence including IPV. Alcohol, as a depressant, has an impact on mental health, and can be a mask also for mental ill-health.[405] In Australia[406] risky harmful drinking was higher at the end-of-season period, with short-term harm drinking happening monthly, and the negative consequences, such as getting involved in a physical or verbal fight were common. Discussions with elite rugby players, both

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[404] www.who.int/about/mission/en
[405] Bolton, J., Robinson, J., and Sareen, J. (2009), Self-medication of mood disorders with alcohol and drugs in the National Epidemiologic Survey on Alcohol and Related Conditions, Journal of Affective Disorders 115

367-375
[406] Dietze, PM, Fitzgerald JL, Jenkinson RA. (2008) Drinking by professional Australian Football League (AFL) players (Quoted in Sonderland *et al*).

men and women, indicate that an end of competition or season 'blow out' was common, and a critical part of the camaraderie and release at the end of a campaign. Excessive alcohol consumption is no longer appropriate in contemporary sport environments nor a part of professional employment relationships. There are tools available to assist individuals to conduct a self-audit[407] of their own alcohol behaviours.

Changes to health and safety legislation, including significantly increased penalties have reinforced the need for employers to take steps to ensure the health and safety of employees in the workplace, including the use of alcohol at work events. NZ Rugby has an obligation to model drinking in moderation, to decrease reliance on alcohol sponsorship, and to address issues related to alcohol consumption and its impact on people's behaviour. Currently it is a contradiction to the key health promotion messages of Sport NZ, and various health promotion agencies focused on increasing New Zealander's activity levels and lowering alcohol consumption.

There are opportunities for NZ Rugby, as responsible employers and as a role model for other sports organisations, to encourage their workers to socialise and bond in many ways – including the consumption of alcohol. Employers need to model responsible attitudes to alcohol consumption. This includes no bars or alcohol on-site in most workplaces, though it might be drunk at events and celebrations. Responsible employers promote safe drinking or abstinence if driving. In this context, abstinence from drinking alcohol is not questioned or trivialised.

A focus on drinking is off-putting to those who are deciding whether to enrol their young children in rugby, and to many girls and women players who would prefer a different social environment than the traditional rugby 'pubs.' There is increasing evidence and concern about other illicit drugs and inappropriate use of substances.

While this section focuses specifically on alcohol and substance abuse, there are relevant discussions elsewhere relating to: stress management, monitoring physical and mental wellbeing, career planning and pro-social relationships.

Bullying, hazing, physical abuse, homophobia and sexual abuse are prevalent in sport and occur in both team and individual sports.[408] [409] These actions may be perpetrated by peers, coaches, or managers. Misogyny, violent and degrading behaviour has a documented impact on neural pathways. [410] [411] There is evidence of all of this in the Online Mailbox, interviews and misconduct cases. Coach and team management values and approaches are influential, and current evidence suggests in a negative way in some circumstances, at all levels of the game.

Pornography is mainstreamed – it is easily accessible to anyone, watched by the greater proportion of young people (males and females) whilst still at school [412], and a great deal of it features violent and degrading behaviour towards women. Use of pornography has a documented impact on a young person's life and understanding of sexual relationships.[413]

Professional sport is a highly stressful environment, impacting on player and coach mental wellbeing during and after their career. High performance sport is a series of games, competitions, events, seasons and careers. At any time, participants in the process can suffer from highs and lows, caused by performance, success, injury or non-selection. The demands of the role are physical, mental and emotional, and the competitive nature of the sport creates a climate of excitement and despair. [414] The changing 'state' of pressure and expectation, as well as changes to identity, sense of self and control all have an impact, which can be seen in a range of ways including excessive alcohol consumption, substance abuse, inappropriate sexual behaviour, gambling, poor decision making and depression. This can lead to self-medication with PEDs, alcohol, or addictive behaviours where mental health needs are unmet.

Understanding these transitions and the risks associated with them is a critical part of addressing the downstream consequences. The pathway to playing rugby professionally places

[407] The Alcohol Use Disorders Identification Test (AUDIT) is a 10-item screening tool developed by the World Health Organization (WHO) to assess alcohol consumption, drinking behaviours, and alcohol-related problems. See https://www.drugabuse.gov/sites/default/files/files/AUDIT.pdf
[408] Denison E, Kitchen A. (2015). Out on the Fields: The first international study on homophobia in sport. Repucom, Australian Sports Commission, Federation of Gay Games. Accessed through: www.outonthefields.com
[409] Mountjoy, M. Brackenridge C., *et al. (2016)*.
[410] Stirling, J., & Amaya-Jackson, L. (2008). Understanding the behavioral and emotional consequences of child abuse. *Pediatrics*, 122(3), 667-673.

[411] Kubany et al. (2000) in Jordan, C. E., Campbell, R., & Follingstad, D. (2010). Violence and women's mental health: the impact of physical, sexual, and psychological aggression. *Annual review of clinical psychology*, 6, 607-628.
[412]Owens, et al, (2012) The Impact of Internet Pornography on Adolescents: A Review of the Research, THE *Journal Of Treatment & Prevention Of Sexual Addiction And Compulsivity*, Volume 19, 2012 – Issue 1-2: Cybersex
[413] Flood, M. (2009) The Harms of Pornography Exposure Among Children and Young People, *Child Abuse Review* Vol. 18: 384–400 (2009
[414] Rice, S. et al, (2016), The Mental Health of Elite Athletes: A Narrative Systematic Review. 2016; 46(9): 1333–1353. Published online 2016 Feb 20. doi:

significant demands on people – physical, social, emotional and psychological. There needs to be greater understanding of the vulnerabilities of players, coaches, referees, team management– and support provided to enhance wellbeing.

The PDP has focused on the planning and preparation for retirement, and covered likely issues such as financial planning, development of a broader role identity including maintaining a broad range of interests beyond rugby, and identifying and engaging support around psychological and emotional issues.

Culture is a powerful internal driver of people's actions and motivations, so most people thrive in environments where their cultural heritage and practices, are respected and acknowledged. Internal conflicts arise where people are required to put aside or ignore vital cultural practices or ways of relating, in order to conform to an Anglo-Saxon operational model and practice. Personal spiritual values, and how these provide purpose and motivation are paralleled in the power of team spirit, and NZ Rugby needs to consider how this is best acknowledged, developed and sustained.

Post-rugby lives have been the focus of research that highlights poor transitions out of the game – and poor short and long-term outcomes for some, which negatively impacts on their mental wellbeing. Grief and a deep sense of loss are documented aspects of elite athlete retirement whatever the reasons for the person leaving the game.[415][416] The challenges for players adjusting to their post-rugby lives are complex and require planning and support.

Different pathways are needed for different players, depending on who they are, their age and needs. Young people in elite sport are at particular risk for a number of reasons, including the impact of injury, alcohol and other factors on the development of the frontal cortex. For most young people, it is a time of complex multiple changes, both physical and emotional, environmental and in relationships.[417]

Some of the young people in rugby have had challenging experiences growing up, and their involvement in rugby provides good role modelling, opportunities to be part of a successful team, a sense of development and achievement. For some of these young people, it also provides a pathway to professionalism.

Young people entering the rugby system are also leaving home, family, school and other supports at a time when they are still emotionally and intellectually developing, and they are therefore more vulnerable. Decisions made early in life/career can have major long-term impacts that young people are often unable to completely comprehend due to adolescent brain development.[418]

For many young people, there is a lack of awareness of the future work environment, and naivety about the issues that they will face later in their lives.[419] Investing in young people has a long-term return, as they are our future leaders, coaches and parents, and can continue their engagement in the rugby community for a lifetime.

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[415] Papa and Maitoza, (2012), The Role of Loss in the Experience of Grief: The Case of Job Loss, *Journal of Loss and Trauma* 18(2) · January 2012
[416] *Giannone, Zarina, (2016)* Life after sport : the relationship between athletic identity and mental health outcomes after sport., https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0223581
[417] Weinberger, D., Elevag, B., Giedd, J. (2005) The Adolescent Brain: A work in progress (pdf), National Campaign to Prevent Teen Pregnancy, Washington DC.

[418] Steinberg, L. (2005) Cognitive and affective development in adolescence, *Trends in Cognitive Science,* Vol 9, No.2, pp69-74.
[419] Archer, L., & Hutchings, M. (2000) Bettering Yourself'? Discourses of risk, cost and benefit in ethnically diverse, young working-class non-participants' constructions of higher education, *British Journal of Sociology of Education. Vol 21, 2000, Issue 4.*

30.3   UNDERPINNING PRINCIPLES

NZ Rugby has a legal responsibility that they cannot delegate to manage risk and ensure the health and safety of people in their system – players, coaches, team management and others. To achieve this requires a series of interventions that enable NZ Rugby to track individuals to mitigate risk and optimise performance.

NZ Rugby requires a strong and sustained talent pipeline of world class players. Identifying strengths and vulnerabilities early on, enables targeted planning and support to minimise risk and maximise success.

The PDP provides the skills and knowledge that enable professional players to manage their complex and demanding lives off the field, during and after their playing careers. It is both a risk management mechanism and enhances the return on NZ Rugby's investment in individuals. A critical tool for creating better people, this joint venture requires a strong cooperative partnership between NZ Rugby and NZRPA reflecting the roles and responsibilities NZ Rugby has as the employer.

NZ Rugby has the ultimate responsibility for the health and safety and future wellbeing of NZ Rugby and its personnel which it cannot abdicate and should not delegate. It needs to be more accountable than it currently is for delivery of the programme. NZ Rugby needs to clearly communicate the value of the PDP in a high-performance environment, and how it supports sustained team success, getting greater ownership of the programme throughout rugby.

Areas for development include: quality programme and delivery with quality personnel delivering a consistent, nationwide curriculum that uses best practice pedagogy and engagement techniques. The PDP needs to expand its reach from school through national teams, with a focus on front-loading towards younger players.

30.4   OUTCOMES

NZ Rugby people are well-rounded, healthy and able to develop their life plans during and after rugby.

30.5   IMPLEMENTATION

Implement a whole of rugby case management system to enable individual support throughout the career trajectory and effective transitions into life after rugby. Include players, coaches, team management and NZ Rugby personnel.

Front-load development to ensure emerging professional players (under 18s, under 20s, Academy) are prepared for, and understand what it means to be a professional rugby player and are equipped for on and off-field requirements. Use players as roles models.

NZ Rugby to take greater responsibility for the contribution the PDP makes to high performance and team success. Build ownership between the programme, coaching and high performance management. Enhance the quality of the programme and its delivery and monitoring, working in partnership with NZRPA.

Enhance the impact and effectiveness of the PDP, increasing delivery to emerging professional players, male and female, with clearly defined learning outcomes and measures of success.

NZ Rugby needs to provide education and leadership around the *Supplements Regulations*, ensuring that players and the people who influence them are aware of the risks of supplement use.

Consistently commit to and deliver mental health awareness and support through all the NZ Rugby community.

Separate rugby performance from alcohol.

Lead changes to the drinking culture in rugby and the wider community, with education that highlights responsible drinking and that binge drinking is inappropriate.

Partner with integrity – engaging with appropriate charities, sponsors, government and community agencies.

30.6 ACTION

Timeframe	Nurturing Wellbeing
Short (2017-19)	• Promote pro-social events that meet the need for fun, social interaction and relaxation and that encourage sensible drinking. Promote host responsibility to ensure availability of non-alcoholic drinks, health and safety, and drinking in moderation, with specific reference to clubs and sports performance contexts. • Provide education and leadership on Prohibited Substances ensuring that players and the people who influence them are aware of the risks of supplement use. • Further develop the *Coach Development Framework* and programme to include the needs of athletes, coaches and teams in transition and approaches for meeting this need. Include this information in the *Team Manager Development Framework.* • Respect the spiritual values of Māori and Pasifika cultures and support spiritual practice. • Actively promote the value of and appreciation of difference through internal communication and professional development channels. • Continue to develop the PDP in partnership with NZRPA, focusing on the issues, challenges and opportunities that the programme and its delivery addresses. NZ Rugby to build expectations of PDP support and delivery through coach KPIs, and the funding arrangements with Super Rugby clubs and PU teams. Increase the NZ Rugby role as designers, managers and deliverers of the PDP recognising its responsibility as employer.
Medium (2019-20)	• Map the known weekly, event, contest, season and career trajectories of a professional athlete, assess risks and develop plans ready for implementation at the appropriate time. Ensure data contains baseline information about the whole person, and is available for use in establishing a personalised inventory and risk matrix. • Ensure that all professional players, coaches and team management complete a personal inventory of skills, interests and attributes and a risk assessment that identifies vulnerabilities, and use this to prepare individual performance plans. Using this data, identify critical support needs (where players leave home, retire, have potential for mental health issues, and so on), and develop interventions to address harm and promote wellbeing. • Assess and monitor vulnerabilities regarding alcohol, drugs, sexual behaviours, violence and gambling, and where there are indicators of mental wellbeing concerns. • Provide alcohol and drug education, ensuring that players, coaches and team management understand the impact of alcohol and drug consumption on their physical, psychological and social behaviour in the short and long-term. • Implement induction programmes to ensure relevance, consistency and efficacy across NZ Rugby regions and levels, using multiple channels of delivery to suit differing styles. Educational content should be built around self-awareness, balance, intrinsic motivation, respect, continuous learning, integrity, self-reliance, decision-making and resilience. • Promote responsible drinking and stop using illicit drugs as a primary means of stress management, relaxation, decompression, celebration or social interaction.

Timeframe	Nurturing Wellbeing
	• Create greater awareness and information around the impact of alcohol and illicit drugs on decision-making, and develop individual and organisational approaches that mitigate risk.
	• Develop a clear understanding of the physical, social, emotional and psychological development of boys and girls, young men and women using the *Coach and Team Manager Development Frameworks*, and the NZ Rugby *Learning and Development Framework*. Apply this understanding of the duty of care amongst NZ Rugby and the staff and volunteers.
	• Increase resourcing for the *Personal Development Plan* to enhance its effectiveness.
	• Continue to develop an increasingly comprehensive programme of modules for PDMs to implement, and ensure that these are facilitated in the PU or Super Rugby club context including within Academies. Focus on continuous on-the-job training enabling players to be more equipped for their current role as well as preparing them for the future.
	• Develop training and information to include employment and contract rights and the benefit of using an agent accredited through NZRPA.
	• Promote the opportunities available for whole of person development through the pathway to professionalism. Plan career pathways that include education, on-job training and transferrable skills, and how to achieve this. Include clear plans for developing the skills, attitudes, experiences and qualifications to enable entry into an employment pathway post retirement (either through choice, injury or non-selection). Actively provide support to identify transferrable skills and experience.
	• Develop partnerships with best practice youth providers for quality of care and support especially in the area of mental wellbeing.
	• Recognise and respond to the vulnerabilities of players and coaches throughout and after their professional careers, and provide appropriately tailored support.
	• Provide access to a clinical psychologist to assist with diagnosis and treatment of mental ill-health.
Long-term (2025)	• Monitor history and impacts of concussion, on short and longer term mental wellbeing.
	• Proactively support players whose careers end (either by choice, injury or non-selection) for a period of two years, and longer as required.
	• Use any alcohol sponsorship as a vehicle for promoting responsible drinking.

31 Goal Four: Gender Equity

NZ Rugby is committed to gender equity and proactively works to empower girls and women to be engaged at all levels in rugby.

31.1   CURRENT SITUATION

Rugby has been a male dominated game – both in terms of playing and competition, and this causes issues of respectful and responsible behaviour. Including more women in all facets of the game will address some of the underlying issues that enable disrespectful and irresponsible behaviour. Boys and girls get choices about what sports they play, though there is less incentive/encouragement for girls to play rugby. Female players continue to be discriminated against in facilities, high performance, pay equity, and full time career opportunities. The Online Mailbox identified sexism as the second highest contributor to negative experiences (36.6%).

Disrespectful and dismissive attitude to women and gay people. Belief there are two types of women - mums/wives etc and sluts - both are equally dismissed and denied power or autonomy just in different ways.

Online Mailbox Respondent

NZ Rugby recognises that there are opportunities in girls and women's rugby, and this is reflected in the *NZ Rugby Women's Rugby Strategy 2015 – 2021*. Key to this strategy are three goals:

- Building a team solely focused on the growth of women's rugby

- Developing opportunities for women to play that suit their needs

- NZ Rugby recognising the value of greater numbers of women playing more often.

Recognising that this strategy is only partially implemented, there is still room for development. Women and girls want to be seen and valued,

they want opportunities equitable with those men have, and some seek professional sporting careers.

Women's rugby is an international success and the levels of girls and women playing the game are increasing. Opportunities for international competition at the Olympics and through the Seven's series have boosted the profile and provided a professional career for some. Success at the Olympics has also increased the funding to NZ Rugby to support the team's campaign.

However, women are still under-represented in all aspects of the game. Women are an untapped market – of players, leaders, fans, ticket purchasers and sponsor markets. They are active spectators, with discretionary money and the power to spend it. There continue to be challenges with the visibility of women athletes in the media.

Rugby needs to enable women to participate in all aspects of the game, and in diverse roles – as players, coaches, referees, managers, CEs and governors. There is good evidence, for example in AFL, of the positive impact of mentoring for women in leadership roles.

I am involved within the women's club environment. The culture and attitude to women playing rugby is great and greatly improved, however I think there can be more encouragement for women's coaching. This avenue needs to be encouraged as women leave the game as players but still have skills and abilities to share.

Online Mailbox Respondent

It has been said that until now, NZ Rugby has in some respects 'missed out' on the leveraging opportunities of the women's teams, with what their behaviours and achievements represent.

Women are taking a stronger lead in governance positions in both the public and private sector, and the NZ Stock Exchange Diversity measure [420] provides both some targets and rationale for change.

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[420] https://nzx.com/files/static/cms-documents/NZX_Corporate_Governance_Code_2017.pdf

There is an international commitment to Women's Rugby summarised in the *World Rugby strategic plan*[421] with **Strategy Two** including: Develop a Sustainable Women's Rugby Programme, the mission of which is to: *Increase female participation and the standard of women's rugby globally.*[422] They are committed to delivery by:

- Ensuring that there are clearly defined World Rugby strategies for the development of Women's Rugby and that these are funded and resourced appropriately

- Ensuring that there is appropriate KPI driven investment in development programmes for Women and Girls in the Regions and Member Unions

- Developing and investing in a Strategic High Performance Programme for the Women's Game

- Organising and investing in appropriate Regional and International Sevens tournaments for Women

- Ensuring that Women's Rugby has appropriate representation in World Rugby governance structures.

A key focus supporting the strategic goals includes: *Promoting acceptance of Women's Rugby as a vital and credible part of the global Game worthy of investment.*

NZ Rugby has prioritised its own focus on the women's game through the current strategy.

The Black Fern Sevens and Black Ferns teams are winning, and have a long history of international success. Some women players are contracted and there are increasing numbers of high performance pathways and a professional playing circuit for Women's Sevens. Some women players report difficulty in access to basic resources such as equipment, and suitable fields to play on – there is a feeling of getting the leftovers at times. The recognition of women Black Jersey representatives is low compared with the men, and until the 2017 Women's Rugby World Cup no caps were awarded, there was no ceremony for a new cap and there were little or no permanent artefacts provided to the Black Ferns as part of their career.

Attitude of girls who are keen to participate and get involved with rugby is great. I think the growing support for female rugby has definitely come along way and we are changing the mindset around female rugby slowly but surely. I love the high standards that coaches of female rugby have for their girls and the dedication and passion these coaches have towards growing the game. I love the respect girls have for one another and the humility they carry as well as the desire to want to develop more as players. This is outstanding attitude to have in girls' rugby level.

Online Mailbox Respondent

There is an emerging pathway for female referees, managers and coaches although few women are currently engaged in this.

New Zealand is experiencing a rapid increase in the number of women and girls playing, reflecting a different trajectory for boys and men. There are increased numbers of women and girls playing rugby, with a 30% increase in women and girls playing over the four years from 2012-2015[423]. There is a big lift in players during secondary school, which goes against the typical trend for sport participation.

There are few opportunities to watch the national women's teams, either on television or at an event. It is difficult to purchase supporters clothing or identifying and supporting sponsors.

The women's game is viewed as a 'cost centre' and an add-on to the male game, rather than an opportunity to expand the market of players, supporters and sponsors.

Mainstream media disproportionately disadvantages the number and performance of the women playing. NZ Rugby media imagery and marketing reflects an old-fashioned and

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[421] International Rugby Board Strategic Plan 2010-2020, www.worldrugby.org
[422] International Rugby Board (2011) Women's Rugby Plan, 2011-2016

[423] Chu, M. M., Leberman, S. I., Howe, B. L., & Bachor, D. G. (2003). The Black Ferns: The experiences of New Zealand's elite women rugby players. *Journal of Sport Behavior*, 26(2), 109.

sometimes sexist perspective of women in sport, and encourages the notion of valuing women based on how they look, not on their contribution to the game.

Some concerns I have within rugby for females at secondary school level is the lack of support and access we have in terms of official referees per match. Though there is a plan that requires schools to have associate referees, this shows a lack of commitment to growing this part of the girls' game and in some cases de-values the girls in comparison to the boys. Perhaps there is an attitude that girls are not as significant as boys so therefore do not require much attention and just get the bare minimum. I know for a fact that especially at a 1st XV grade that there will always be an official referee. Why can't this be the same for?

Online Mailbox Respondent

31.2 RATIONALE

There is a strong case for supporting the provision of rugby for girls and women:

- It is fair to enable both girls and boys, men and women to participate at all levels and in all roles associated with the game, which helps to grow the game

- There is commercial benefit to be realised by focusing on women as decision makers about consumer spending, family participation and purchasing tickets to games

- Women are successful in the high performance events internationally

- The growth in participation by girls and women will offset the decline experienced in the boys and men's game. Girls and women who develop a passion for the game as players are a potential pool of leaders, volunteers and developers of the next generation of rugby players (male and female).

Women's rugby is an international success, although women are under-represented in all aspects of the game. These women players play with passion and commitment, they have often overcome resistance from family to play, and they 'aspire to being valued the same way as male rugby players and having their contribution to the game recognised.'[424]

Rugby has been a male dominated game – both in terms of playing and competition – and this causes issues relating to respectful and responsible behaviour, especially towards girls and women.

Gender diversity on boards is good for business – companies in the top quartile for gender diversity are 15% more likely to have financial returns above their respective national industry medians.[425] Gender diversity in management also reflects the gender balance of the people playing, watching and supporting rugby.

NZ Rugby can lead in the sports arena with women in leadership roles organisation-wide, in professional and community rugby. To achieve this will require NZ Rugby to model its commitment to 'fairness' via the equitable distribution of resources to women and girls in rugby.

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[424] Tovia, Katerina. *(2014) Making sense of the everyday women rugby player.*, PhD thesis submission, Victoria University

[425] http://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters

A true commitment to gender equity will see the playing of rugby by girls and women as normal, and recognise that women are also supporters, sponsors and promoters of rugby. NZ Rugby has the potential to leverage women's rugby as a revenue opportunity, and to value its female supporters, participators and fans because it is the right thing to do. There is an untapped market of players and teams for sponsorship. The public has an appetite for women's sport[426], and there is demand for sponsors to be more involved and for sportswomen as inspirational role models, in particular by young people.[427]

New marketing channels controlled by rugby have the capacity to represent girls and women as true athletes – strong, active, hard-working, courageous and skilful, playing a key role as part of a team, in professional and community and rugby. NZ Rugby can also capitalise on the international success of the Black Ferns Sevens and the Black Ferns.

Research[428] identifies the following reasons for investing in women's sport:

- International success
- Low cost-of-entry [for potential sponsors]
- Large television audiences
- Valuable audience profile
- Positive perceptions
- Strong demand
- Uncluttered market
- Unique dual differentiation
- Social media: engagement and profile.

31.3   UNDERPINNING PRINCIPLES

Rugby has historically been a male dominated game – both in terms of playing and competition – and this has created a culture in some situations which is disrespectful towards women.

Women's rugby is an international success, although women are under-represented in all aspects of the game. Recent inclusion of Rugby Sevens into the Olympic programme has created new opportunities for NZ Rugby and for girls and women. NZ Rugby needs to consider the cost of **not** including female talent if the sport wants to remain competitive and relevant to NZ society. Our Australian neighbours have seen the

commercial and participation benefits of establishing professional competitions in both AFL and cricket. There needs to be a clear talent pipeline from participation to performance.

It is fair to enable both girls and boys, men and women to participate at all levels and in all roles associated with the game. Rugby is a game for all, and needs to act on this principle. If NZ Rugby is to realise it vision – to inspire and unify – it needs to demonstrate a commitment to developing opportunities and pathways for females at all levels and through all forms of the game including XVs and Sevens.

NZ Rugby needs to focus on the contributions, knowledge, networks, influence, skill and cultural/social capital women can offer. Investing in girls and women is an opportunity. There is commercial benefit to be realised by focusing on women as decision makers about consumer spending on leisure and family participation. In addition, more girls and women participating in rugby will have a positive impact on the game's future sustainability.

NZ Rugby balances commercial and sporting success. A sustainable commercial model needs to be developed for women's rugby.

31.4   OUTCOMES

Females participating in all levels and roles within rugby is normal, and actively encouraged.

All rugby environments, from elite to community, are inclusive.

NZ Rugby is leveraging the power of women's rugby.

31.5   IMPLEMENTATION

Develop highly visible pathways for women through the rugby system.

Create inclusive environments for women and girls in rugby at ALL levels.

Leverage the power of women's rugby.

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[426] Havas Sports and Entertainment Survey in Women's Sport – (2014), Say Yes to Success, Women in Sport UK.
[427] Ibid.

[428] Grey-Thompson, Baroness, Chair (2011) *Big Deal Report: Investment in Women's Sport*, The Commission on the Future of Women's Sport, UK.

31.6   ACTION

Timeframe	Gender Equity
Short (2017-19)	• Establish current numbers and breakdown of female participation. • Set explicit performance targets with a view to normalising women playing so that it is part of the fabric of what NZ Rugby does, and who they are. Women and men play rugby. • Review, monitor and report performance against goals. • Actively invite, train, support and promote women to become coaches, team management, staff and Board members within NZ Rugby. Actively support and develop women already in leadership roles. • Lead a comprehensive programme to help PUs identify and develop women onto PU boards. Set an aspirational target of 30%[429] on all panels, committees and boards being women. • Ensure the continued implementation of the *Diversity Panel* recommendations.
Medium (2019-20)	• Increase the investment in professional/semi-professional women players and the support staff that facilitate the women's game (referees, coaches, team personnel). • Review female rugby products and competitions with the aim of attracting and developing more women and girls. • Continue to implement the *Women's Rugby Strategy*, including development of comprehensive pathways to professionalism. • Develop specific initiatives for female coaching and management to ensure supply and a pipeline that supports the growth in the female game. • Ensure equitable provision for female players, from club to professional level (awarding of caps, goods in kind, fields to play on, space, quality of coaching and so on). • Include semi-professional women in the *Learning and Development Framework* and *PDP*.
Long-term (2025)	• Host dual events – All Blacks/Black Ferns, All Black Sevens and Black Fern Sevens. • Actively seek gender balance in coaching, refereeing and management. • Develop a sustainable commercial model of women's rugby including girls' competitions in clubs and secondary schools, university and post-secondary school programmes, using a range of versions of the game.

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[429] Sport New Zealand and the New Zealand Olympic Committee have agreed governance is a priority issue and are working together on initiatives to reach the overall target of sports boards comprising a minimum of 40% women by 2020.

32 Goal Five: Proactive Engagement

NZ Rugby has a leadership role within the rugby and the wider community, proactively engaging with stakeholders and communicating respectfully in a way that reflects these goals.

32.1   CURRENT SITUATION

NZ Rugby has been the beneficiary (and the victim) of producing high profile, valuable content and entertainment during the professional era. This double-edged sword means that rugby stars who fall from grace can be vilified. The responsibilities and accountabilities for player behaviours are often linked to rugby, which has only had a partial role in the player's life. In addition, the nature of media has changed from news and investigative journalism to a more sensationalist style relying on click bait, opinion pieces and a focus on negative stories. This has not been helped by the inappropriate use of social media by players, sometimes for the wrong reasons or due to a lack of real understanding of the long-term implications. Situations reported in the media have not always had a positive impact on the NZ Rugby brand. Rugby's media profile is already heightened, and players receive information and some training on the safe use of social media. Ongoing work is required so that they know how to set boundaries and manage their online profiles, to protect their families, friends, whanau and their own futures.

For some national teams, Super Rugby clubs or PUs, there have been inconsistent or confused responses to misdemeanours and misconduct, either due to people being unfamiliar with or having mixed messages about the correct process to follow. There has not been a clear and consistent expectation of behaviour, and no agreed moral compass, which has resulted in inconsistent expectations and behaviours.

Change is occurring in some PUs and Super Rugby clubs but not others, and clearer protocols,

procedures and support provided by NZ Rugby enabled by a strong values foundation has improved the messages and responses to the media and other stakeholders during times of high public interest.

Media representation of women has traditionally been biased towards particular imagery, and not equitable with coverage of men's rugby. Some material from NZ Rugby reflects an out-dated world where women are '*mothers and cranky killjoys to be laughed at or ignored[430]*' and only men and boys play sport. With NZ Rugby taking control of content creation, and the increased use of social media, there is increased coverage of women teams and players, with messaging that focuses on them as talented, hard-working athletes. The recent Women's Rugby World Cup campaign is testament to this.

However, not everyone in the rugby system feels included as part of the 'rugby family.' Engagement planning and implementation through the Review highlighted the opportunity for NZ Rugby to work in a more collaborative and empowering way with Super Rugby clubs and PUs, identifying the issues and challenges that they are facing and working together to find interventions that work. There is still work to do in creating an enduring sense of community where there is mutual respect, collective action, and a real reflection of the vision to unify.

32.2   RATIONALE

NZ Rugby has a strong, world-recognised brand associated with certain values and principles. It makes good business sense to maintain and develop that brand and its positive associations.

Women, Māori, Pasifika, disabled people[431] and people from the Rainbow community all play rugby, watch rugby and support rugby. This needs to be reflected in the rugby story via branding and communication which extends the reach of the global rugby audience. A vibrant NZ Rugby's commitment to diversity should be reflected in

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[430] Email correspondence regarding a publication officially licensed to the market with the All Blacks Brand. Cary, G. (2015) When I grow up I'm gong to play for the All Blacks. Upstart Press Ltd.

[431] http://www.disabilityartsonline.org.uk/why-we-are-disabled-people-not-people-with-disabilities

marketing, media, awards and campaigns, nationally and internationally.

NZ Rugby needs to swim against the current media tide, proactively sharing stories and images of rugby that celebrate diversity and inclusion.

Social media is a powerful influencing force in today's sports marketplace.[432] It can be misused to undermine and even destroy reputations – or used to great effect to promote good, celebrate success and value achievements. Using social media tools and training players to use them with consideration is a given in modern business practice.

When things go wrong, for example, people misbehave, act out, or use alcohol or drugs in a public place – things usually happen fast and the repercussions are immediate. Such situations, and the media response, can escalate easily. Everyone in the rugby community needs to be trained in how to deal consistently with situations where 'things have gone wrong'.

Consistent messages regarding expected behaviours across the rugby community, and consistent processes for responding to and dealing with misdemeanours or misconduct provide clarity and certainty for all concerned. This also ensures equity of treatment for misdemeanours, wherever in the rugby system they happen.

For organisational culture change to be successful, people need to be engaged throughout the wider rugby community and not just at the top level.[433] Communications has a powerful role to play in changing the rugby story. People at all levels in the rugby world need to feel connected to what NZ Rugby is all about, and this needs to be represented and valued – through language, communications and collaborative ways of working, which is reflected in the rugby community being engaged and responsive.

32.3   UNDERPINNING PRINCIPLES

Rugby touches the lives of many people in New Zealand and internationally. Engaging people in the journey towards a more respectful and responsible game will require a clear purpose and a process that engages communities within and outside of rugby.

Creating culture change requires processes that create awareness and desire, build knowledge and skills and then support and reinforce the change.

NZ Rugby has some of the most sought-after commercial property in the world. Leveraging this opportunity is critical, in particular for the Black Ferns and Black Ferns Sevens, Māori All Blacks and Under 20s.

If rugby is to be more inclusive, it needs to reflect this in its images and language, ensuring that the diversity of New Zealand communities is presented in a respectful manner.

The lessons from recent public relations issues show that NZ Rugby, Super Rugby clubs and PUs need a clear *Crisis Management Framework* that will provide consistency in terms of how issues are managed, and that all key leaders have regular public relations and media training. The challenges and issues around social media require clear policies and processes.

32.4   OUTCOMES

NZ Rugby reflects diverse communities through its branding, marketing and communications. Women and girls, people of all ethnicities particularly Māori, Pasifika peoples, disabled people and Rainbow communities are visible and celebrated.

NZ Rugby engages with the wider rugby community to inspire change.

Super Rugby clubs and provincial unions effectively manage crises, using consistent processes including clear roles and accountabilities.

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[432] Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons*, *53*(1), 59-68.

[433] Nilakant, V. and Ramnaarayan, S., (2006) Change Management - Altering Mindsets in a Global Context. Response Books.

32.5   IMPLEMENTATION

Promote a culture-conscious narrative and brand of the organisation internally and externally.

Share quality stories that celebrate all aspects of rugby.

Engage with new communities, audiences and supporters.

Partner with community organisations for mutual benefit.

32.6   ACTION

Timeframe	Proactive Engagement
Short (2017-19)	• Reflect diversity through all forms of communication, marketing and celebration including: the website, press releases, Rugby Awards, advertising campaigns. • Gain engagement in the change process at all levels through NZ Rugby by building awareness of the issues, developing a desire to change, providing the skills and knowledge to create change, supporting action and implementation, and reinforcing the benefits of change. Engage partners and stakeholders on the journey.
Medium (2019-20)	• Actively promote the value of and appreciation of difference – gender, sexuality and ethnicity – through internal communication and professional development channels. • Clearly state expectations, deliver a consistent message and be consistent in response to undesirable language/behaviours and action. • Provide stories representing women and girls playing, coaching and supporting rugby. Using gender neutral language and images, showcase hard work, athleticism and courage. • Share a range of stories that reflect the diversity of rugby, and the values that it develops and represents. • Actively engage with new communities to introduce them to rugby participation – as players, supporters and volunteers, as families and fans. Proactively engage new communities as staff, volunteers and leaders within the rugby community. Implement the *NZ Rugby Wider Auckland Strategy*. • Ensure that language and images reflect NZ Rugby's values of being respectful, progressive, inclusive, empowering, world-leading and having integrity – and reflect the skills, talents and sporting prowess of players, not their personal lives and physical appearance. • Influence media representation of women in rugby, including women as coaches and referees.
Long-term (2025)	• Build a sense of community within the rugby system, using a community engagement approach.

33 Goal Six: Accountable and independent

NZ Rugby commits to being world leading, setting ambitious targets and being accountable through its annual scoreboard to its constituents, partners and stakeholders, and utilising independent processes to preserve its integrity.

33.1 CURRENT SITUATION

Many of the expectations regarding services and performance are captured in policies and procedures. Some of these are held within NZ Rugby HQ and its directly contracted personnel, and others are distributed for implementation throughout the rugby system.

NZ Rugby has a comprehensive suite of policies and procedures that influence processes and decisions throughout the game. The complexity, duplication and lack of clarity around these undermines the potential for a policy framework to be effective in driving out the culture and behaviours of a professional organisation.

Recommendations with regard to the internal processes in relation to the Disciplinary and Performance Management Framework have already been set out above in Goal Two: Better People.

Complaints and resolution system

Current policies and processes are designed to deal with internal disciplinary matters. They do not clearly articulate a process for people to follow where they are concerned that the internal processes have either failed or not been applied appropriately. Nor, on the face of it, do they allow people beyond employees to easily register a concern or complaint and have it investigated and resolved.

There are some shortcomings in some of the current policies and processes:

- Whilst the *Resolve Problems* document provides a guide for NZ Rugby to follow, there is no clearly articulated process aimed at complainants, particularly those from outside NZ Rugby HQ.

- The *Bullying and Discrimination Policy* document does define 'bullying and harassment' however this does not include hazing, psychological abuse and other forms of non-accidental violence, as outlined in the IOC definition.[434] Discrimination per se is not described – what it is, or what kinds of actions might constitute discrimination. This makes it difficult for someone wanting to complain about racial discrimination, for example, in the workplace.

There was evidence through the Online Mailbox, focus groups and interviews that some people were unhappy with the complaints process because of concerns regarding independence, punishment against them as complainant or because they had tried and their complaint had neither been heard nor acted on. Respondents to the Online Mailbox identified that sexually inappropriate (24.4%) and dishonest behaviours (24.4%) were in the top eight areas that contributed to negative stories about disrespect and irresponsibility.

Where people do not feel that they have a voice or a place where their concerns can be heard, they may resort to alternative avenues, for example, through the media.

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[434] Mountjoy M, Brackenridge C, Arrington M, et al. (2016) International Olympic Committee consensus statement: harassment and abuse (non-accidental violence) in sport, *British Journal of Sports Med* 2016;50:1019– 1029.

[One night a] women was sexually assaulted in the toilets by a man who followed her in there. This behaviour when we raised it was written off as 'boys being silly'. The management in that club are openly defensive of men and believe women lie, act like 'sluts' (double standard for men's behaviour) and so there is no attempt to address it. This union has had previous complaints that they have failed to deal with, or pretended to do their own investigations (ignoring the fact they have a vested interest in finding their clubs staff or players innocent and that they lack any training in these areas), so reporting higher is pointless and worse you will be vilified if you do.

Online Mailbox Respondent

Monitoring and benchmarking

NZ Rugby uses a scoreboard to track performance over time. In a similar way, there needs to be clearer monitoring and benchmarking of a range of information to identify areas of success and highlight concerns. Benchmarking should identify a baseline in monitoring personal, or organisational change. Monitoring new policies or practice for effectiveness allows for recognition of change, and system 'tweaks' where things are not going as planned.

Individual risk assessment and monitoring is a key part of responding to the vulnerabilities of people within the system. Tracking of player welfare is a process in development, with current proposals exploring new database software. This will address the current gap whereby NZ Rugby does not currently have software systems to record all aspects of player development, welfare and health, and to systematically track the impact of any identified risks, interventions or supports.

Similarly, a higher-level tracking of issues or concerns that might cluster in a team, club, around a coach or management team, are all mechanisms for managing risk and reputation, although this is currently not occurring in a systematic way.

Independent perspectives provide a fresh analysis and can identify issues that may have been unseen. The *Respect and Responsibility Review*, as an independent panel and research team have been able to see and hear stories and issues that had not been obvious within the organisation previously. The opportunity to provide a supportive watchful eye provides the mechanism for ongoing developmental review that will enable NZ Rugby to continue making progress.

33.2 RATIONALE

Good practice in complaints and resolution processes

NZ Rugby is committed to being a world leading organisation that provides a safe environment for everybody coming in contact rugby. If complaints processes are not abundantly clear to all involved, there will be problems[435] [436] such as:

- Inconsistency in how issues are dealt with and in the result of a complaints process

- Complaints if made are not resolved in a satisfactory manner

- People not aware of how to make a complaint, so don't make one

- There may be a lack of trust in in the organisation to deal with issues when they occur.

These things can make people lose faith in their job or trust in the organisation they are dealing with.

Clarity about what kinds of behaviour are unacceptable, how complainants should proceed, and the process that will be followed, is extremely important where organisations want a culture of pro-social behaviour and intolerance of dis-respectful behaviours. Education is recommended to raise awareness about the kinds of behaviour not tolerated (such as sexual harassment, racism or bullying), what the law says about it and what the policies are. Processes for reporting and investigating complaints must be established; confidentiality assured, and the processes need to be made clear to all.[437]

Consideration needs to be given to who can complain, and good practice suggests that the complaints can be made by people both within the rugby family and those in the wider New Zealand public.

Comprehensive and longitudinal collection of data can be used in order to identify systemic issues.

The AFL *National Complaint and Investigation Guidelines* (Schedule 10)[438] provides a very clear set of instructions, starting with:

- Who can complain

- Where to complain

- Informal Complaints

- Formal Complaints

- Victimisation.

These guidelines also cover information regarding their power to investigate (a complaint) and how to inform the person or persons being investigated. Forms are provided which show the complainant what and how information will be recorded and how it will be stored. It also describes the type of complaints that can be brought, and what types of behaviour are unacceptable.

The National Rugby League *Member Protection Policy* outlines a Complaints Handling Process, Reporting Requirements and Documentation. Individual and organisational responsibilities are outlined in their policy documents[439] which can serve as a guide for NZ Rugby.

Often people will hesitate prior to making a complaint as they may believe they do not have grounds for complaint, or that their complaint will not be taken seriously.[440] The New Zealand Ombudsman's Office[441] also provides information about an effective complaints process.

[435] Effective Complaint Handling, (2012) Office of the Ombudsman, NZ.
[436] Workplace Bullying survey (2014)
http://www.workplacebullying.org/wbiresearch/wbi-2014-us-survey/
[437] Ibid.
[438]Australian Football League, (2913), National Complaint and Investigation Guidelines. Accessed from

http://s.afl.com.au/staticfile/AFL%20Tenant/AFL/Files/Schedule%2010%20-%20National%20Complaint%20&%20Investigation%20Guidelines.pdf
[439] https://playnrl.com/media/1939/nrl-member-protection-policy-revised-27072015-002.pdf
[440] Hebert, L. C. (2007). Why Don't Reasonable Women Complain about Sexual Harassment. *Indiana Law Journal*, *82*, 711.
[441] Office of the Ombudsman, (2012) Effective Complaint Handling.

Monitoring and evaluation

Modern business practice dictates that:[442]

- Benchmarking is critical in identifying a baseline and monitoring personal, or organisational change (internal and external)

- Monitoring new policies or practice for effectiveness allows for recognition of change, and system 'tweaks' where things are not going as planned

- Evaluation of policies and practice against the original data gives a clear picture of what's working and what's not, and the opportunity to celebrate success where goals are achieved

- Evaluation fed back into the organisation's planning allows for repetition, or sharing of a useful strategy and a 'weeding out' of those that have been less effective.

An Independent Panel will provide the public with confidence that issues will be managed consistently and independently.

33.3   UNDERPINNING PRINCIPLES

NZ Rugby has a commitment to the *Respect and Responsibility Review* and has invested in the process of change. Independent support, monitoring and review helps to ensure that any accepted recommendations are translated into action. Success can be measured and barriers to change identified.

Dealing with complaints

NZ Rugby has recently been dealing with several high-profile situations where people have made complaints about the behaviour of an employee, in these cases, rugby players. NZ Rugby needs to act with integrity, and demonstrate to alleged victims that their concerns are treated with respect and investigated with veracity. Having an independent complaints system ensures that all complaints are heard, documented and decisions made about the appropriate course of action, if any.

In organisational cultures which do not encourage complaints, or have inappropriate systems for people to make complaints safely, people suffer in silence or leave the code. It is an investment in the organisation's people to ensure that complaints can be made and acted upon without fear of repercussion or ostracism.

Any independent complaint and resolution process needs to comply with best practice.

Independent investigation

Where an external complaint overlaps with the internal *Disciplinary and Performance Management Framework*, to preserve the integrity of the process it will often be appropriate to use an independent investigator to investigate the circumstances and make findings of fact. When deciding whether to appoint an independent investigator relevant factors include: the nature of the allegations; the person complained of's profile, role or seniority; and/or the existence of close relationships within NZ Rugby which would make an internal investigation difficult to conduct or would call into question the credibility of any findings.

Where there is an overlap, it is expected that the independent complaint and resolution process will have the ability to recommend an independent investigation where appropriate.

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[442] Singh, N. (2010), Benchmarking best practices and performance as a potential tool for increasing mutual trust, McKinsey and Co. NY.

While it will always depend on circumstances, in order to preserve the integrity of the process and for justice to not only be done but, importantly, to be seen to done, it will often be appropriate to use an independent investigator to investigate the circumstances and make findings of fact. When deciding whether to appoint an independent investigator the following factors are relevant: the nature of the allegations; the person's profile, role or seniority; or, the fact that close relationships within NZ Rugby would make an internal investigation difficult to conduct or would call into question the credibility of any findings.

Other factors that would indicate that an independent investigation is required are:

- Where the alleged actions do not uphold the values of NZ Rugby as stated in the Charter

- Likely media interest in the situation

- Third party/stakeholder interest – such as likely consequence for sponsors and funders

- If the incident brings the NZ Rugby into disrepute

- The involvement of an individual or individual/s outside of NZ Rugby eg. witness/es or alleged victim/s.

Any decisions to engage an independent investigator should be consistently applied within the *Disciplinary and Performance Management Framework* and across all NZ Rugby employees.

Independent Advisory Panel

The independent Advisory Panel provides a resource to NZ Rugby for both advice and a sounding board. It supports NZ Rugby, offering expertise and independence through constructive feedback that enables ongoing development of NZ Rugby's approaches to enhance respect and responsibility.

NZ Rugby can provide the public with confidence that issues will be managed consistently and independently.

33.4   OUTCOMES

NZ Rugby plans, monitors and reports on the outcomes of the *Respect and Responsibility Review*.

NZ Rugby supports its *Duty of Care* processes through an independent complaints and resolution system.

NZ Rugby establishes an Advisory Panel to be comprised of advisors who have no official connection to rugby to provide advice and receive regular reports.

33.5   IMPLEMENTATION

Establish an *Advisory Panel*, comprising independent advisors, to support the Board on its journey, providing advice and considering six-monthly milestone reports against the *Respect and Responsibility Review.*

Establish an independent complaints and resolution system.

33.6 ACTION

Timeframe	Accountable and Independent
Short (2017-19)	• Establish an *Advisory Panel* to be comprised of advisors who have no official connection to rugby to provide advice and receive regular reports. • Report achievement of Respect and Responsibility Review in annual Rugby Scoreboard. • Design and implement an independent complaints and resolution system enabling prompt triage of the issue, a focus on early resolution and where appropriate escalation to formal processes for investigation, determination and resolution or action. Use *Guidelines on Effective Complaints Handling* (Office of the Ombudsman) and *IOC Consensus Statement on Harassment and Abuse (non-accidental violence) in Sport.* • Clearly outline and publish the exact process for making a complaint, how it will be dealt with, and the process to be followed by the person dealing with the complaint. • Review the recently published *UK Duty of Care Report* and identify key lessons for the NZ Rugby context.
Medium (2019-20)	• Report achievement of Respect and Responsibility Review in annual Rugby Scoreboard. • Monitor consistency and application of policies/procedures against non-accidental violence. • Build monitoring and accountability into investment and reporting structures for Black Jersey teams, Black Jacket groups, PUs and Super Rugby clubs
Long-term (2025)	• Report achievement of Respect and Responsibility Review in annual Rugby Scoreboard. • Review the *Respect and Responsibility Review* and develop next stage of implementation.

34 Taking action

34.1 BUILD CAPABILITY

NZ Rugby has a great team of people who are committed to leading change. To achieve this Review's objectives will require additional capability:

- Employ **change agents to lead and drive** the transformation of NZ Rugby

- Create a **strong values *Charter*** that underpins the people and processes engaged in the wider rugby family, and embed that *Charter* in recruitment, selection, induction and performance management

- Develop **policies, systems and processes** that support respectful and responsible behaviours, and allow people to safely report concerns where these are not occurring

- Enhance the current **learning and development framework** to develop the skills and knowledge that underpins respectful and responsible attitudes and behaviours in all of those involved in rugby.

34.2 QUICK WINS

The rugby community is already moving on change that creates and supports respect and responsibility. NZ Rugby needs to be agile, embrace the challenge and create contemporary approaches to organisational transformation.

To achieve this will require three tranches of work:

- A short-term focus for the 18 months (2017-19)

- A medium-term focus that completes the current strategic plan (2020)

- A long-term focus that completes the next strategic cycle. (2025)

The Review identified a range of interventions which have been proposed in the following tables. These reflect the Panel's current view of priorities and timeframes, and understand that this may change as part of implementation planning.

In the short-term (18 months), there are several areas of focus that are set out in the tables previously.

34.3 INVESTING IN CHANGE

NZ Rugby, the wider rugby community, the public and change agents are seeking change. While there will be costs associated with implementing this plan, there are greater costs if no action is taken.

There is general societal change – attitudes and behaviours towards drinking among young people, expectations of professional athletes, changing expectations of volunteers and the respect for, safety of and equitable involvement of girls and women.

Sponsors and investors are keen to partner with NZ Rugby as a way of enhancing their own brand, and where incidents within rugby attract negative attention, their interest and commitment to supporting rugby starts to diminish.

NZ Rugby is ambitious – to unify and inspire through the inclusive game of rugby. To do this it needs to support participation for all, enabling rugby to be the sport of choice for males and females. NZ Rugby also needs to realise its position in New Zealand society, and use this to good effect – providing leadership and role modelling through its own transformational change.

Many people have invested in this Review, and in good faith they have expressed their concerns and aspirations. There is a significant rugby community that reaches throughout New Zealand society. By engaging fully with this community, providing inspirational leadership and uniting together, NZ Rugby can take a lead in changing society for the better.

It may be difficult since rugby culture is so ingrained in national identity, but every great move starts somewhere. If individuals, clubs, and unions decide to change the culture and accept nothing short of complete respect from themselves towards everyone, the culture of a nation can change.

Online Mailbox Respondent

35 Appendices

RESPECT AND RESPONSIBILITY REVIEW - NEW ZEALAND RUGBY

35.1 ACKNOWLEDGEMENTS

The following people contributed to the Review:

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Kendra Cocksedge
Kent Currie
Kereyn Smith
Keven Mealamu
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Koren Grason
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Lee Jeffrey
Leo Crowley
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Lewis McClintock
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Lisa Carrington
Lisa Holland
Liz Dawson
Louisa Wall
Luke Crawford
Lyndon McKendry
Mana Otai
Maree Bowden
Maria Radich
Mark Ranby
Mark Robinson
Martin Isberg
Marty Holah
Matt Bartleet
Matt Sexton
Maurice Trapp
Megan Compain
Mere Kingi
Michael Jones
Michael Redman
Michael Winter
Michel Marnewick
Mihaere Emery
Mike Anthony
Mike Collins
Mike Gregan
Moana Leilua
Mr Tauwhare
Natarsha Ganley
Nathan Godfrey
Nathan Mauger
Nathan Price
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Nick Leger
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Nick White
Nicki Nicol
Nigel Cass
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Paul Tito
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Rodney Gibbes
Roger Clark
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Todd Barberel
Tom Coventry
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Tony Philp
Tracey Davis
Tracey Kai
Trevor Howard
Troy Para
Tu Edwards
Vanessa Parker
Vania Wolfgramm
Victoria Hood
Virginia Le Bas
Warren Alcock
Warren Kearney
Wayne Bootten

35.2   CONFERENCES AND WORKSHOPS

Coaches Conference

High Performance Player Development conference

Hutia Rangatahi U18 Camp

Māori hui

NZ Rugby AGM Attendees

NZ Rugby Board

NZ Māori Rugby Board

NZ Rugby Committee

Pasifika Fono

PDM Conference

PU CEs and Chairs

Referees Conference

Super CEs and Chairs

Secondary Schools Rugby Committee

NZ Rugby Players Association

Taiohi Wahine U18 Camp

35.3   KEY RESEARCH QUESTIONS

The following research questions shaped the *Respect and Responsibility Review*.

The desired situation (where we'd like to be)

1 If we are a respectful and responsible organisation: How would it look and what would we be doing, along with pathway to professionalism? What would be occurring at all levels and contexts within the organisation of NZ Rugby and its stakeholders?

2 Definition of what is **respectful and responsible** behaviour?

The current situation (what's happening right now)

What is already in place for NZ Rugby through the pathway to professionalism relating to respectful and responsible behaviour? Including:

- Player development programme
- Codes of conduct
- Rules, protocols and codes
- Reviews, strategies and plans
- Different organisational levels
- Target groups that current programmes are aimed at
- Identification of who is missing out.

What current programmes/opportunities/discussions or strategies relating to respect and responsibility are occurring in NZ or internationally that could be of relevance to NZ Rugby?

What could be done differently? (strategies for change)

Where in the world of NZ Rugby are the gaps in terms of **respectful and responsible** behaviour?

Where might the best/most effective intervention points be for change?

What barriers to change, or enablers to change, exist right now?

35.4   INTERVIEW QUESTIONS

The following questions were included in most of the interviews:

- Thinking about respect and responsibility issues, what's going well and what's not going so well?
- In terms of Respect and Responsibility, what evidence is there that these [NZ Rugby's] values are reflected and carried out in practice?
- What evidence is there that these values are not reflected and carried out in practice?
- Why do you think [any behaviours mentioned] might be happening, what might the causes be?
- Are there aspects of team [or rugby] culture that are potentially problematic?
- Are there aspects of rugby culture that are positive and need to be encouraged?
- What are the things that rugby, and NZ Rugby does well?
- If you were to make changes to rugby culture, or to NZ Rugby, what would those changes be?
- What would be your top three priorities for change right now?

35.5   ONLINE MAILBOX

232 submissions were made to the Online Mailbox

New Zealand Rugby Respect and Responsibility Review
Information about this online portal

Thank you for taking the time to participate in NZ Rugby's Respect and Responsibility review. Your contribution is important.

What's the purpose of this research?
New Zealand Rugby has a vision to *Inspire and Unify*. As part of this aspiration and a commitment to continually improve, New Zealand Rugby is reviewing expectations of the rugby community with regards to respect and responsibility. We are keen to hear your views - whether it's based on previous experiences with rugby or suggestions you've got for making a difference to the way rugby is delivered in New Zealand.

How is this research being conducted?
Working using a range of different approaches, this online portal enables you to share your own story and make suggestions. We will also be doing interviews, focus groups and workshops with members of the rugby community and other key stakeholders.

Who are we?
Robyn Cockburn (Lumin), the principal researcher and writer is working with the New Zealand Rugby Union Board and Management and the Respect and Responsibility Panel made up of:
Kathryn Beck - New Zealand Law Society President and employment lawyer, and Panel Chair
Jackie Barron - Sport NZ Board member and former netball administrator
Liz Dawson - New Zealand Cricket and Hurricanes Board member
David Howman - former World Anti-Doping Agency head
Kate Daly - HR and Communications Executive
Michael Jones and Keven Mealamu - former All Black greats
Dr Deb Robinson - former All Blacks doctor
Lisa Carrington - Olympic Gold medalist.

What will we do with your input?
We are keen to hear from as many people as possible. Your stories will help direct our thinking, identify the issues that need examining and develop some approaches to addressing these issues.
Your input will help to make a difference. The Respect and Responsibility Panel will be looking at New Zealand Rugby policies, processes and programmes already in place, and also look at any others that may need to be developed, to ensure we have a culture of respect and responsibility in the rugby environment now and in the future.

New Zealand Rugby Respect and Responsibility Review
Code of Ethics

What will happen to material collected through the research?
Lumin, as the primary researchers, will comply with standard ethical practice to ensure that collection, storage, access to and disposal of information is undertaken in such a way as to ensure safekeeping and maintain the confidentiality of the participants in the research.

Safekeeping
We will keep your information safe. Access to identifiable information will be limited to the researchers only.
Your information will be maintained in secure storage. Online information will be password protected and encrypted and any hard copy documents stored in monitored and secure storage.

Confidentiality
Survey responses will remain confidential and accessed only by the researcher, your input is anonymous unless you ask for it to be otherwise. If you have any questions or concerns about the confidentiality of your information, please contact robyn@lumin.co.nz or phone (04) 476 2254.

Disposal of Information
Research information, consent forms and any other documents will be properly disposed of, destroyed, or deleted three years after the project has been completed.

* 1. Complying with the code of ethics

○ Yes, I am willing to continue sharing my information based on the information provided about the purpose and process of the survey and code of ethics.

○ No, I am NOT willing to continue sharing my information based on the information provided about the purpose and process of the survey and code of ethics. By ticking this box, you will be directed to the end of the survey.

* 2. Storage of information

○ I approve of my information being placed in an official archive.

○ I do NOT approve of my information being placed in an official archive.

* 3. Confidentiality

○ I want the information I provide to remain confidential.

○ I am keen for my information to be available for wider use.

New Zealand Rugby Respect and Responsibility Review

Tell us your story

Rugby, the people, clubs, game and teams make important contributions to the lives of people in New Zealand. There are many things to respect, and most often people act in a respectful way. Sometimes, there are situations where parts of the rugby community are disrespectful and irresponsible.
We are keen to hear both types of stories, and to understand what has contributed to this.

Think about the attitudes, values and ways of doing things within rugby at a professional or community level.

4. Tell us if you have any concerns about the attitudes, values and ways of doing things within rugby at a professional or community level?

[   ]

5. What do you feel is great about the attitudes, values and ways of doing things within rugby at a professional or community level?

[   ]

6. Tell us briefly what you consider respectful and responsible behavior looks like?

[   ]

7. What type of story are you wanting to tell?

○ Stories where rugby has been respectful and responsible.

○ Stories where rugby has not been respectful and responsible.

○ More than one story - both positive and negative.

New Zealand Rugby Respect and Responsibility Review

Stories of respect and responsibility

8. Tell us your story where a New Zealand rugby situation was respectful or responsible.

9. Thinking about your story, which of the following aspects was involved? Tick as many as apply.

☐ Positive role models   ☐ Team culture

☐ Family/Whanau support   ☐ Friendships

☐ Peer group   ☐ Community care/support, engagement

☐ Mentors   ☐ Pastoral care

☐ Coaches   ☐ Education

☐ Financial resource   ☐ Learning and development

☐ Community service/volunteering   ☐ Health and wellbeing

Other (please specify)

10. What part of rugby does this apply to? Tick as many as apply.

☐ Players   ☐ Agent

☐ Team   ☐ Manager

☐ Club   ☐ CEO

☐ Schools   ☐ Medical Staff

☐ Provincial Union   ☐ Personal Development Manager

☐ Super Rugby Clubs   ☐ Family member

☐ International   ☐ Partner

☐ Coach

☐ Other (please specify)

11. What was an important factor that influenced this situation?

12. How could rugby make this type of situation happen more frequently?

* 13. Do you have a story about a rugby situation which was NOT respectful or responsible?

○ yes

○ no

Stories of disrespect and irresponsibiity

14. Tell us your story.

15. What part of rugby does this apply to? Tick as many as apply.

☐ Players   ☐ Agent

☐ Team   ☐ Manager

☐ Club   ☐ CEO

☐ Schools   ☐ Medical Staff

☐ Provincial Union   ☐ Personal Development Manager

☐ Super Rugby Clubs   ☐ Family member

☐ International   ☐ Partner

☐ Coach

☐ Other (please specify)

16. What do you think might be causes of this situation?

17. Thinking about your story, which of the following aspects was involved? Tick as many as apply.

☐ Alcohol   ☐ Racism

☐ Sexually inappropriate behaviour   ☐ Stardom

☐ Violence   ☐ Media pressure

☐ Misuse of drugs or use of illicit drugs   ☐ Fear of failure

☐ Family expectations   ☐ Gambling

☐ Peer pressure   ☐ Dishonest behaviour

☐ Financial expectations   ☐ Addictive personality

☐ Mental wellbeing   ☐ Identity crisis/issue

☐ Sexism   ☐ Cultural difference

☐ Sexual identity   ☐ Sense of entitlement

☐ Other (please specify)

[   ]

18. What could be changed to prevent this happening in the future?

[   ]

19. Tell us your great ideas for making a difference?

[   ]

New Zealand Rugby Respect and Responsibility Review

20. Do you have another story you'd like to share?

○ Yes - A story of respect and responsibility within rugby

○ Yes - A story of disrespect and irresponsibility within rugby

○ No thanks.

New Zealand Rugby Respect and Responsibility Review

Further stories of respect and responsibility

21. Tell us another story where rugby in New Zealand has been respectful or responsible.

22. What part of rugby does this apply to? Tick as many as apply.

☐	Players	☐	Agent
☐	Team	☐	Manager
☐	Club	☐	CEO
☐	Schools	☐	Medical Staff
☐	Provincial Union	☐	Personal Development Manager
☐	Super Rugby Clubs	☐	Family member
☐	International	☐	Partner
☐	Coach		
☐	Other (please specify)		

23. How could rugby make this type of situation happen more frequently?

* 24. Do you have a story about a rugby situation which has NOT been respectful or responsible?

○ yes

○ no

New Zealand Rugby Respect and Responsibility Review

Another story of disrespect or irresponsibility

25. Tell us your story.

[blank text box]

26. What part of rugby does this apply to? Tick as many as apply.

☐ Players	☐ Agent
☐ Team	☐ Manager
☐ Club	☐ CEO
☐ Schools	☐ Medical Staff
☐ Provincial Union	☐ Personal Development Manager
☐ Super Rugby Clubs	☐ Family member
☐ International	☐ Partner
☐ Coach	
☐ Other (please specify)	

[text box]

27. What do you think might be causes of this situation?

[blank text box]

28. Thinking about your story, which of the following aspects was involved? Tick as many as apply.

☐ Alcohol	☐ Gender
☐ Sexually inappropriate behaviour	☐ Sexual identity
☐ Violence	☐ Cultural difference
☐ Misuse of drugs or use of illicit drugs	☐ Stardom
☐ Family expectations	☐ Media pressure
☐ Peer pressure	☐ Fear of failure
☐ Financial expectations	☐ Sense of entitlement
☐ Mental wellbeing	
☐ Other (please specify)	

[text box]

29. What could be changed to prevent this happening in the future?

New Zealand Rugby Respect and Responsibility Review

Tell us about you and rugby

To help us to put your story into context, please provide some information about you.
Some questions on this page are compulsory and relate to how and at what level you have been involved in rugby and your gender.

* 30. What roles have you had in rugby? Tick as many as apply.

☐ Player	☐ Support personnel (medical, trainers)
☐ Parent/grandparent	☐ Rugby administration
☐ Coach	☐ Board member
☐ Agent	☐ Journalist/media
☐ Team Manager	☐ Partner/Wife of a rugby player
☐ CEO	☐ Keen supporter or fan
☐ Medical Staff	☐ Family of a rugby player
☐ Personal Development Manager	☐ Member of the public
☐ Teacher	

Other (please specify)

* 31. What level of rugby have you had involvement with? Tick as many as apply.

☐ Club

☐ Schools

☐ Provincial Union

☐ National Union

☐ Super Rugby Clubs

☐ International

Other (please specify)

New Zealand Rugby Respect and Responsibility Review

Some personal information

32. Which ethnic group or groups do you belong to? Select all those that apply.

☐ New Zealand European

☐ Maori

☐ Samoan

☐ Cook Island Maori

☐ Tongan

☐ Niuean

☐ Chinese

☐ Indian

Other (such as Dutch, Japanese, Tokelauan). Please state

[   ]

* 33. How do you identify yourself?

○ Male

○ Female

○ Prefer not to disclose

Other (please specify)

[   ]

34. How old are you?

○ 5 - 9 years

○ 10 - 14 years

○ 15 - 19 years

○ 20 - 24 years

○ 25 - 29 years

○ 30 - 39 years

○ 40 - 49 years

○ 50 - 59 years

○ 60 - 69 years

○ 70 - 79 years

○ 80 plus years

35. In which province are you based?

[   ]

[   ]

Many thanks for the time you have taken to share your story and thoughts about improving respect and responsibility within rugby.

35.6 INDIVIDUAL PERFORMANCE PLAN – SIX PILLARS

The following Individual Performance Plan is used to review performance and is the basis of ongoing planning. It is currently used in the following levels of the professional pathway:

- All Blacks
- Super teams
- Provincial Competition teams.

NAME:	POSITION: Prop

INDIVIDUAL PERFORMANCE PLAN

WHAT IS MY VISION? WHAT MOTIVATES ME?

Fill out the following table using the colour code system for each of the focus areas under each pillar (technical, tactical, physical etc.). This will assist you to identify what you want to work on. If you are not sure, or if you need some help, talk with key people e.g. Coaches, Wife, Parents, Team Management, Team mate.

What are the key focus areas to be the best in my position?					What is my focus for the next 12 months?		
TECHNICAL	Scrum	Lineout	Tackling	Cleanout	Catch & Pass Ball carry		
TACTICAL	Positional understanding	Understanding team game plan and your role	React well to the picture you see	Tactical awareness	Tactical leadership		
PHYSICAL	Strength	Aerobic	Anaerobic	Power	Speed		
NUTRITION	Body weight	Skinfolds	Hydration	General dietary habits	Performance nutrition		
MENTAL	Performance and readiness	Performance focus	Performance review	Resilience	Work ethic		
PERSONAL LEADERSHIP	Self-awareness	Self-reliance	Team person	Life balance	Career and education	Professional rugby	Finance and asset protection

35.7 PLAYER EDUCATION PROGRESSION MODEL

Goals of Model
1. To provide education, development, support and skills to empower players to develop holistically throughout the rugby pathway
2. To contribute to the effectiveness of Personal Development and Education programmes to enhance both performance factors and

Pathway stage	School	Academy	Mitre 10 Cup	Super Rugby/Sevens	Retiring/Exiting players
Key transitions		• Higher education • Full time/part time work • Career/education decisions • May move away from nuclear family (shift in support – significant others) • Commitment to rugby • Increase in self-reliance/awareness	• Increase travel, time and commitment • Identity narrows, social circle = rugby • Relocation • Potential for/or enhanced financial rewards • Significant others • Increase public interest/exposure • Move to more professional environment	• Full-time professional • Increase pressure (internal/external) • Public and sponsor interest/ exposure • Significant others (changing social environment) • Increase travel and time away • Withdraw/reduce from other work or study • Enhanced financial rewards	• Retiring from any senior representative team • Post-rugby career – re-defining of goals; vocational responsibilities • Identity shifts/crisis • Social circle/status changes • Significant others • Life structure shift (new lifestyle) • De-training • Relocation awareness
Secondary transitions			*De-selections, Long-term Injury, international rugby career decisions e.g. overseas selection*		
Education and Life-skills (in addition players should also be working towards their own career, education & PD goals)	• Supplements • Nutrition • Mental health & wellbeing • Time management/life balance • Respect and responsibility • Agents • Understanding the professional rugby pathway • Mental skills/coping with pressure • Information for parents	**Induction to HP system** (NZR perspective with modules in place) • *Compulsory topics:* Anti-doping; illicit drugs; match fixing; betting/gambling; supplements; medical and concussion; health and safety • *Additional topics:* Agents; social media; professionalism and expectations; the employment environment; mental wellbeing; PDP overview **Finance and Asset Protection** • Managing money/budgeting • Financial check up **Professional Rugby Development** • Risk awareness • Drug Free Sport NZ • Social media **Personal/Character Development** • Awareness (family, cultural, self) • Respect & Responsibility **Career and Education** • Numeracy/literacy assessment • Career orientation assessment	**Compulsory Induction modules** (where applicable) **Finance and Asset protection** • As previous - intermediate • Asset protection/wills **Professional Rugby Development** • As previous - intermediate • Integrity topics/gambling etc **Personal/Character Development** • As previous - intermediate • Time management/life balance • Communication/leadership • Mental health & wellbeing • Personal leadership **Career and Education** • Career/Education guidance/support/interventions • Career orientation/exploration/profiling/work exp • C.V development *If player's progress through pathway quickly they still need to complete appropriate education across all levels*	**Induction** (where applicable) **Finance and Asset protection** • As previous – intermediate/advanced • Investments/Tax • Home buying • Setting up a company **Professional Rugby Development** • As previous – intermediate/advanced • Media, public speaking, image, sponsorship etc • Lifestyle management/balance • Self management/ awareness/reflection **Personal/Character Development** • As previous – intermediate/advanced • Resilience/dealing with pressure • Decision making • Managing relationships • Personal Leadership/mentoring **Career and Education** • As previous – intermediate/advanced • Transferable skills	**Exit interview** **Finance and Asset protection** • As previous • Financial planning support **Professional Rugby Development** • Transition support incl resources for managing deselection and retirement • Key contact person and referral service **Personal/Character Development** • As previous • Mentoring of emerging athletes etc **Career and Education** • As previous • Career and education counselling • Transition workshop/career fair • Alumni • Self exploration

	School	Academy	Mitre 10 Cup	Super Rugby/Sevens	Retiring/Exiting players
Outcomes/Expectations	• Education and awareness of key aspects of elite rugby • Set tone for continuous learner and holistic development in rugby • Provide life-skills relevant to rugby and beyond • Provide parents, coaches and management with key information	• Information, education and awareness around key aspects of the employment environment • Reduce risk to both player and game • Make behavioural standards clear • Set tone for holistic player • Awareness of professional rugby environment • Managing competing demands	• Career/education planning progressed – working towards future goals (vocational preparedness) • Enhanced decision making and awareness of consequences • Development of personal skills • Enhancing of relationships (sig others) • Management of profile/reputation • Self regulation/self awareness • Maintain a sense of balance and perspective	• Reduce identity foreclosure/maintain balance • Prepared for life post rugby career • Advanced decision maker • Career plan/resume and links to businesses/networks etc (vocational preparedness) • Self-reliant & self aware • Advanced financial literacy • Resilient and mentally fit • Continuous learner	• Ensure players have a smooth transition (as possible) out of professional rugby • Standard exit process across country for transitioning/relocating athletes • Help players to react appropriately to deselection/retirement (sense of loss, replicating high loss) • Enhance network • Transferable skills awareness
Delivery	• Online learning portal • Face to face in schools – NZR, RDOs, PDM, Provincial Union, external providers • Camps e.g. U17, U18, U19, Schools • Supplementary information made available via booklet, factsheets etc	• Workshop or full day at start of year • NZR, PDM, Provincial Union • Online learning portal • External providers • Additional resources/collateral • Camps e.g. U18, U19, U20	• NZR, PDM, Super Franchise • Online learning portal • External providers • Additional resources/collateral	• NZR, PDM, Provincial Union, Super Franchise • Online learning portal • External providers • Additional resources/collateral	• Workshop • PDM transition contact person • NZR/PDM to co-manage exit process • Online learning portal • Referral network/external providers • Additional resources/collateral
Evaluation/KPIs	• Dissemination of online modules to all secondary schools • Education delivery at U17, U18 and schools camps	• 100% players either qualified or involved in work, study or community work • Education delivery at U18, U19 and schools camps • Xxxx number of one on ones completed with each player	• Players actively working towards post-rugby career plans • Reduction of behavioral issues by players • 100% players either qualified or involved in work, study or community work and have PD plans in place • Xxxx number of one on ones completed	• Players prepared for post-rugby career and life • All players have personal development plan in place • 90% of players engaged in something meaningful outside of rugby • Xxxx number of one on ones completed	• 100% of retiring players complete formal exit process with transition plan • 100% of retiring players working or studying within 12 months (if they want to be) • 100% of players involved in alumni • Xxxx number of one on ones completed
Pathway stage	School	Academy	Mitre 10 Cup	Super Rugby/Sevens	Retiring/Exiting players

References: Wylleman & Reints, 2010; Gould & Carson, 2007; Gulbin & Weissensteiner; Price, 2007

35.8 POLICIES AND PROTOCOLS

NZ Rugby Respect and Inclusion Protocol [2016]

NZ Rugby Host Responsibility Policy

Bullying, Harassment and Discrimination Policy [2014]

NZ Rugby Board Charter [2016]

Collective Agreement between the New Zealand Rugby Union and the Ruby Players Collective 1 January 2016 – 31 December 2018 [2016]

NZ Rugby DRAFT Code of Conduct DRAFT [2017]

NZ Rugby Illicit Drug Policy (part of the Collective Agreement) [2016]

NZ Rugby Memorandum to Managers on Misconduct procedures, Factsheet 17220 *Dealing with Misconduct [2017]*

NZ Rugby Memorandum to Managers on Misconduct Procedures Factsheet 170228 Dealing with Serious Misconduct [2017]

NZ Rugby Constitution [2016]

NZRPA Professional Player Protocols: Key Information [2017]

NZ Rugby Individual Performance Plan: 6 Pillars

NZ Rugby Black Book, NZ Rugby Disciplinary Rules [2016]

NZ Rugby Responsible Host Policy [2010]

NZ Rugby Events Standard Operating Policy [2010]

NZ Rugby Induction Policy [2017]

NZ Rugby Team Functions Protocol [2017]

35.9 RUGBY DOCUMENTS

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
Achieving Diversity in the NZ Rugby Board Recommendations from the Working Group **CONFIDENTIAL** **2016**	Discussion document	Working group on Diversity (no names provided) Group is comprised of a cross-section of NZ Rugby and Provincial Union (PU) representatives. Dame Therese Walsh was appointed independent chair.	To identify changes required in NZ Rugby Board structure in order to have more women the Board. Summary of Recommendations which include • Recruiting (at least) one female to the ARC committee • Update skills and competency framework • Programme for PUs to recruit women onto boards Some recommendations require constitutional change	NZ Rugby Board
Bullying, Harassment and Discrimination Policy FINAL **2014**	Policy	NZR	Purpose: to outline the principles and processes associated with the identification and prevention of bullying, harassment discrimination, and the resolution of complaints about bullying, harassment and discrimination. Key principles Policy content and guidelines Procedure	
NZRU **Board Charter 2016**	Policy	NZR	Describes Governance process and accountability for members of the NZRU Board	Members of NZRU Board
Collective Agreement between NZRU and the RPA **2016**	Employment Agreement	NZRU NZRPA	Describes the environment, terms and conditions of employment for all players engaged by the NZRU Detailed information from certain clauses has been included below	NZRU All players
Basic Terms: Part I (pgs 1-7) **Fundamental principles of the Agreement**	Employment Agreement	NZRU NZRPA	Parties Term Variation Coverage Employment Environment Secondment	
Clause 94. (pg 99) **Personal Development Programme**	Employment Agreement	NZRU NZRPA	Responsibilities of PDM to support guide and assist players in their personal and professional development. This includes working with Players to advance their ability to manage their Professional rugby career, educational qualifications, career prospects outside of Rugby (including work experience) and personal planning. This particularly involves proactively working with young Players (including those retained under PU academy arrangements, through the academy and development programmes themselves), currently contracted Players and as required, past Players.	As above

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
Part 7: Clause 52 **NZ Rugby Employment Environment Termination of Contract (pg 47)**	Employment Agreement	NZRU NZRPA	The NZRU may terminate a Playing contract in the case of serious misconduct, in accordance with this Collective Agreement.	
Part 10, Clause 89. **Serious Misconduct or Misconduct**	Employment Agreement	NZRU NZRPA	To outline the actions or behaviours which constitute misconduct or serious misconduct in the context of this Collective Agreement (there are 15 items under Serious Misconduct which INCLUDE); (xi) Acting contrary to the best interests of the NZRU, Provincial Unions or Rugby (xv) Committing an offence, in the course of employment, which is punishable by a period of imprisonment of two years or more.	
(under) Basic Terms: Variation	Employment Agreement	NZRU NZRPA	A number of protocols and regulations … have been developed between the parties. These documents are deemed to form part of this Collective Agreement and include ((9 items including -) NZRU Illicit Drugs policy Anti-Corruption Regulations Supplements Regulations NB: The Agreement does not apply to the Black Ferns Team, The NZ Women's Sevens Team or the NZ Secondary Schools team.	
Clause 116: Induction [Compulsory as from 2016]	Employment Agreement	NZRU NZRPA	(summary) Induction programme for players entering into a Playing contract. Induction includes [amongst other things] Education on Anti-Doping, Supplements, Anti-Corruption and Wagering, Concussion, Mental Health and Wellness, Player Conduct, Social Media, Illicit Drugs, etc Meeting with PDM and completion of Player Status Report Player is not eligible to play for a NZ team until having completed core aspects of the induction programme in clause 116.1.	
Clause 114: Player Assistance Programme	Employment Agreement	NZRU NZRPA	The NZRU and RPC will ensure that every player will have access to a confidential employee counselling service	
DRAFT Code of conduct	Policy	NZR	The purpose of this Code of Conduct ("Code") is to inform you of NZR's minimum standards of behaviour, values and performance expected of all NZ Rugby employees. Obligations Confidentiality Disclosure Conflicts of Interest Bullying Harassment and Discrimination Misconduct and Serious Misconduct Disciplinary Guidelines Breaches of the Code of Conduct Further Information	All NZ Rugby employees)
George Moala video material **(not sourced so far)**	Video training clip	NZR	to assist young players in understanding how decisions made now impact on the future	

RESPECT AND RESPONSIBILITY REVIEW - NEW ZEALAND RUGBY

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
NZ Rugby **Illicit Drug Policy (part of the new Collective Agreement)** **2016**	Policy	NZ Rugby and RPC	NZ Rugby has developed these Regulations for the purpose of protecting the health and welfare of all persons involved in professional rugby in New Zealand; and Providing a deterrent Definitions Purpose Education Testing Violation Relationship with other Agreements Investigation Breach Self-Report Confidentiality Review	Players Coaches Board
Education Initiatives through the Rugby Pathway **2016**	Programme summary	NZ Rugby (Nathan Price)	A brief summary of all the current education initiatives run by NZ Rugby at the levels noted. Schools Franchises U19 Academy and Mitre 10 Super Rugby	For the R and R review
Mental Health and Wellbeing Initiative Proposal (Draft) 2016	Proposed programme	N Price for NZR	To develop a mental health and wellbeing education strategy and subsequent 'service delivery' for our players High prevalence of mental health problems NZ Rugby working with vulnerable group (young male, many Māori and PI, operating under pressure) purpose, objectives and proposed methodology are outlined	NZ Rugby Exec and Board? Potential funders?
Memorandum to Managers on Misconduct procedures **2017**	Memorandum internal	NZR	Inform managers of the R and R review and processes in place to manage incidences of misconduct or serious misconduct Description of initiatives in place to address some existing issues Outline of process to be followed in cases of misconduct and referencing all relevant documentation	Team management and CEOs Super Rugby & rugby clubs
Factsheet17220 **Dealing with Misconduct** **2017**	Protocol/Guide	NZR	A manager's guide to dealing with ordinary misconduct Detailed explanation of process to be followed. Before you start Justification Procedural Fairness	All NZ Rugby Managers
Factsheet 170228 **Dealing with Serious Misconduct** **2017**	Protocol/ Guide	NZR	A manager's guide to dealing with serious misconduct Detailed explanation of process to be followed. Before you start A Caution on Suspension Substantive Justification Procedural Fairness	All NZ Rugby Managers

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
NZRU Constitution 2016	Policy		A detailed set of rules describing how the NZRU may exercise its powers and operate as an organisation	
NZRPA/NZ Rugby Secondary Schools Education Strategy (Draft)	Strategy	NZR/NZRPA	the purpose of this document is to outline a draft secondary school's rugby education strategy for NZRPA and NZR. Content – outline of programme Process – description of how programme to be delivered Audience - primary target group secondary school rugby players	NZR NZRPA
NZR/NZRPA **Professional Player Protocols: Key Information** 2017	Protocols	NZR/NZRPA	Covering topics listed below: • Anti-Doping • Illicit Drugs • Medical treatment/Prescription meds • Anti-Corruption • Player Conduct (flow chart) • Social Media • Mental Wellbeing • Handling Homesickness • Concussion • Team Functions • Respect and Inclusion	NZR Players
NZRPA Retired Player Survey – PPT presentation 2009	PPT Research results	NZRPA	PPT Presentation to players on life after rugby. To introduce the concept of planning for the future and present findings of the retired players survey. • Key points on planning for life after rugby • A summary of results from the retired player survey Topics covered include: Transition support; Education at and after school; Why study? Post-rugby career; Planning for the future; Financial planning; Legal Advice; Agents; Medical; Welfare; Alumni network	Current and (particularly) new players
NZ Rugby Individual Performance Plan: 6 Pillars	Programme Plan		Planning document for players to identify areas of focus in their game Position statement Suggested process outlined	Players
NZ Rugby Respect and Inclusion Protocol	Policy/ Protocol	NZR	Key information provided by NZ Rugby and NZRPA, covering inclusiveness, creating environments that are inclusive and value people and their wellbeing. Expectations of not discriminating based on human rights grounds. Highlights all professional environments. Expectations of policies for bullying, harassment and discrimination. Refers to complaints procedure. Provides recommendations of places to seek help from	Players, coaches, Exec at al
R and R ACC proposal Appendix	Proposal	N Price for NZR	Provides an outline including methodology of the R and R programme for ACC • Purpose and objectives • Audience	ACC NZ Rugby Executive

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
			• Key content areas • Process • Budget • Timeframe • Procurement • KPIs	
Education and Life-skills for Emerging Professional Rugby Players in the 15-19 age group 2016	Research	N Price for NZR	To provide an overview and current situation of NZ Rugby initiatives relating to education and life-skills for young players Describes current initiatives and identifies what is and isn't working Current initiatives such as PDP Barriers to delivery Player engagement Recommendations	NZ Executive NZ Rugby Respect and Responsibility Panel
SR Induction Agenda 2016	Agenda	NZR	Outline of what's covered in Induction process for Super Rugby (one page)	Players
Steve Tew interview with Kim Hill, Radio NZ **We are a lightning rod for NZ Society** 2016	Radio interview	n/a	Interview covers the challenges and upsets of 2016 and some of NZ Rugby's initiatives such as the R and R review	Public
The Black Book **NZRU** **Disciplinary Rules** 2016	**Policy**			

35.10 OTHER DOCUMENTS

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
AFL Players Code of Conduct	Policy	AFL	To promote and strengthen the good reputation of Australian Rules Football, the AFL Competition, the AFL, AFL Clubs and AFL Players by establishing standards of performance and behaviour for AFL footballers. General responsibilities Football responsibilities Public responsibilities Substance Abuse Dispute Resolution Confidentiality Discipline Monetary Forfeitures	Players in the AFL. This is a reference document for NZR
DRAFT Report on Anti-Homophobia Policies and Procedures in NSOs 2016	Research	Sport NZ?	A response to the Out on the Fields report and workshops run by NZ Rugby with other NSOs looking at homophobia and inclusion in NZ sport Literature review Findings NSOs plan process Role of Sport NZ and NZOC Where to next Resources	Sport NZ NZOC Contributing and other NSOs incl NZ Rugby Players, coaches, parents, administrators Interested parties?
Pacific Prevention of Domestic Violence Programme https://www.ppdvp.org.nz/about/	International Programme		The Pacific Prevention of Domestic Violence Programme (PPDVP) is a joint initiative of New Zealand Aid Programme, NZ Police, and the Pacific Islands Chiefs of Police (PICP) organisation. The PPDVP will focus primarily on building the capacity of Pacific Police services to prevent/respond effectively to domestic violence. This will include the development and maintenance of effective partnerships between Police and other agencies/NGOs with a role in preventing/responding effectively to domestic violence. Promote the "Break the Silence End the Violence" message. The group of 10 players and coaches agreed to support NZ Aid's Pacific Prevention of Domestic Violence Programme (PPDVP) - a programme run by NZ Police in five Pacific nations.	
WRFU Bazley report Revised Losi Filipino Review 16 Dec 2016	Review report	Dame Margaret Bazley	Report to the WRFU board of directors examining the processes, protocols and procedures that Wellington Rugby Football Union have in place with regard to player recruitment and the management and monitoring of player behaviour Discussion and recommendations to WRFU, including: • Ten year culture change programme • Task force be appointed to undertake review of all standards, policies, systems, procedures and sections of the organisation in regard to dealing with players & design a new system	

Title of document and date	Type	Author and publisher	Purpose, scope and content	Target audience
			• Develop a Code of Conduct setting out required standards of behaviour • All WRFU committees with responsibility for recruitment engagement, systems etc should have at least 2 women member • Document management system be developed for documents covering player management behaviour etc WRFU be commended on their approach to challenges, in particular the work relating to life skills and standards of behaviour	

35.11 SAMPLE CODES OF CONDUCT IN SPORT

- NZ Rugby Player Conduct

- NZ Rugby Player Manual

- https://www.smallblacks.com/applaud/codes-of-conduct/

- http://www.nzrugby.co.nz/what-we-do/rugby-responsibility/rugby-integrity

- NZ Rugby Key Information Protocols

- Code of Conduct http://tku.mistyflip.com/wp-content/uploads/2017/02/TKU-Code-of-Conduct.pdf

- Counties Manukau RFU - CMJMB Code of Conduct (1).pdf

- Anti-Harassment Policy http://tku.mistyflip.com/wp-content/uploads/2017/02/TKU_Anti-Harassment_Policy.pdf

- Child safe and friendly policy http://tku.mistyflip.com/wp-content/uploads/2017/02/TKU_Child_Friendly_Policy.pdf

- National Rugby League (Australia) Code of Conduct 2014 http://www.rugbyleague.com.au/nrl/nrl_code_of_conduct.pdf

- Irish Rugby Code of Conduct http://www.irishrugby.ie/downloads/CodeofConducts.pdf

- NSW Rugby League Code of Conduct https://www.nswrl.com.au/content/dam/nswrl/documents/NSWRL%20Code%20of%20Conduct.pdf

- AFL Coaches Code of Conduct

- http://www.aflcommunityclub.com.au/fileadmin/user_upload/COC_new.pdf

- Australian Rugby Code of Conduct

- http://www.aru.com.au/runningrugby/PolicyRegister/CodeofConduct.aspx

- NZ Football Code of Conduct

- http://www.nzfootball.co.nz/wp-content/uploads/2014/10/NZF__Code_of_Conduct.pdf

- Duty of Care in Sport - DutyOfCareEngland.pdf http://www.worksafe.govt.nz/worksafe/hswa/understanding-hswa/pcbu-and-the-primary-duty-of-care/what-is-the-primary-duty-of-care

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