

Guide for Whistleblowing Education Facilitators: Self-Efficacy & Empowerment

Module title	Decision-making efficacy and empowerment for whistleblowing
Aim of the module	The aim of this module is to teach trainees: <ul style="list-style-type: none">• About the role of self-efficacy in decision-making and action• How to develop and promote self-efficacy and empower others to engage in whistleblowing
Learning outcomes	By completing this module, trainees should be able to: <ul style="list-style-type: none">• Describe key definitions of self-efficacy and whistleblowing empowerment• Demonstrate basic knowledge of how to empower whistleblowing behaviour in specific target groups (athletes, coaches, etc.)
Learning activities	<ul style="list-style-type: none">• Brief lecture• Simulation exercise• Class discussion• Self-reflection
Assessment activities	At the end of the module trainees will be asked to reflect on the following questions: <ol style="list-style-type: none">1. What was your knowledge about self-efficacy and psychological empowerment before the module?2. How has the seminar changed the way you understand how to empower people to engage in whistleblowing?
Resources	<ul style="list-style-type: none">• Access to internet
Duration	45'

Module Session Plan

Time	Content	Learner Activity	Teacher Activity	Link to learning outcomes
10 minutes	<p>Activity 1 (Starter activity) Use the lecture notes provided to deliver a brief (max. 10 minutes) presentation about the self-efficacy and empowerment. The <u>key definitions</u> to be covered include:</p> <p>a) Self-efficacy: Believing you can do it, and knowing how to do it. b) Empowerment obstacles: What would prevent you from whistleblowing? c) Empowerment through self-efficacy: How to plan your whistleblowing action and feel empowered.</p> <p>When the lecture is over, ask trainees to reflect on these definitions and recall instances/experiences from their lives (preferably in a sports context) where they felt empowered/efficacious to engage in whistleblowing, and cases where they felt discouraged.</p>	<p>At the end of the lecture learners will be asked to recall instances where they felt empowered or discouraged to act in their sport (examples relevant to whistleblowing are preferred, but if not available draw on other experiences that showcase the lack or presence of self-efficacy/empowerment in decision-making).</p>	<p>Deliver a short interactive lecture on self-efficacy.</p>	<p>Describe key definitions of self-efficacy and whistleblowing empowerment.</p>
25 minutes	<p>Activity 2 (Simulation Exercise) In this activity learners will engage in a hypothetical scenarios where they will be confronted with a harmful misconduct (e.g., doping, match fixing) and asked to form a reflection and action plan including:</p> <ul style="list-style-type: none"> • How do you feel having to confront this incident? • What are the factors that would help you reporting it? • What are the factors that would prevent you from reporting it? • What kind of support/assistance would you need to report it? 	<p>Learners will work in groups (as they were assigned in the previous activity) and address the topic and questions described in the activity.</p>	<p>Inform learners about the aims and goals of the activity. Coordinate the activity and answer questions in case they arise.</p>	<p>Understand how different (personal and situational) factors may hinder or empower whistleblowing behaviour.</p>

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SELF-EFFICACY & EMPOWERMENT FOR WHISTLEBLOWING

Time	Content	Learner Activity	Teacher Activity	Link to learning outcomes
10 minutes	<p>Activity 3 (Class discussion) By reflecting on the outcomes of the previous activity, discuss in classroom:</p> <ul style="list-style-type: none"> • What would you do to empower others to engage in whistleblowing in your sport? 	<p>Learners will engage in group discussion and think creatively about ways to psychologically empower peers/colleagues to engage in whistleblowing.</p>	<p>Facilitate the discussion and help learners reflect on the previous activity in order to better understand the context of whistleblowing behaviour.</p>	<p>Demonstrate basic knowledge of how to empower whistleblowing behaviour in specific target groups (athletes, coaches, etc.)</p>
5 minutes	<p>Activity 4 (Self-reflection) Summary of the activities and self-reflection on skills acquired</p>	<p>Self-reflect on the following questions:</p> <ol style="list-style-type: none"> 1. What was your knowledge about self-efficacy and psychological empowerment before the module? 2. How has the seminar changed the way you understand how to empower people to engage in whistleblowing? 	<p>N/A</p>	<p>All learning outcomes</p>