

# Business of Gymnastics

& RISK MANAGEMENT

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# WHAT IT IS LIKE TO OWN A GYM

- Coaching gymnastics is 80% technique & 20% picking up scraps of tape on the floor.
- Coaching gymnastics is basically just listening to yourself talk because nobody else is.
- Has anyone ever noticed that coaching and owning a gym is more like an exercise in crisis management?
- Coaching gymnastics is juggling chainsaws and wondering why it's so loud and why your shoulders are so sore.

- 90% of coaching gymnastics is just walking around saying “WHERE ARE YOUR GRIPS? WE’RE ALREADY LATE! FIND YOUR GRIPS!”
- Coaching and Owning a Gymnastics Club is a conglomeration of everything I’ve never learned.
- Coaching gymnastics could be a lot like a Tarantino film. Lots of questions and violent screaming.
- Coaching Gymnastics is a journey except it’s just traveling from event to event moving the same mat all day long.
- I am saddened by the fact that I am no longer alarmed when my fingers smell like someone else’s sweat.
- Owning a gym is 50% love, 10% dealing with parents, 10% dealing with kids and 30% unclogging toilets



# Atlantic Gymnastics

- 21 years in business (OLD ENOUGH TO DRINK IN USA)
- 2 locations (each in reasonably small towns)
- 1500 students
- 38 employees

# Worst Case Scenario

President TRUMP!

- U.S. Banks crash
- The stock market loses 1/2 its value over night.
- In fear, countries do not sell oil on the international market driving prices up causing oil shortages. Fishing fleets do not deploy.
- Governments locally, provincially and nationally are forced to make deep, deep cuts.
- What is going to get cut first?



Why do parents sign their  
children up for swimming?

Wouldn't it be great if parents  
signed their children up for  
gymnastics for the same reason?

- Every kids needs to know how to do a cartwheel!
- No matter what the sport, it starts with us.
- Is your child a hockey player? Soccer? Baseball? Football? Will they FALL? we can teach them to do that safely!

Stop looking at the other clubs here as competition. Look to them as colleagues who share your same business goals.



# COLA

# WARS

Coke®



pepsi®



# Questions You need to ask

- What are your goals?
- What is your plan to reach your goals?
- Who is the face of your club? Identity? Market brand?

# What Goes Into a Successful Club?

- Staff Management
- Class/ Team Management
- Budgeting
- Marketing

# Marketing

- Have a PLAN
- Must be trackable
- MARKETS ARE DIFFERENT
- Social Media



# Employees

- Find and Train the RIGHT people
- Have the Right people doing the RIGHT Job
- Have a shared philosophy/ Goal
- Don't be afraid to get rid of staff who do NOT do the job

- Hire the right people
- Give them a job
- Hold them accountable.

# What do your staff members need? Want?

- Meaningful Work
- Treated respectfully
- Work/Life Balance
- Challenged and Rewarded
- Education and Training Opportunities

- A Socially/Environmentally Conscious work environment
- Communication Using Multiple Channels
- Promotions and chance for advancement
- Paid well for their job



# Staff Traits

- Confident/ Creative
- Team Players
- Family Oriented
- Tech/Web Savvy (dependent)
- Communicators
- Ambitious
- INSTANT GRATIFICATION

# Things I do

- Make 1st day unforgettable (Cool stuff goody bag. )
- treated respectfully.
- Map out career path (Where their job can lead to (including pay scale))
- Ask what their goals are.
- Give part time employees leadership positions.

- Provide frequent acknowledgement and feedback.  
Emails, Staff meetings
- Open door policy.
- Staff reviews. (Per semester)
- Detailed explanations and expectations of responsibilities.
- Celebrations. (Make a big deal about their birthday.)
- I noticed cards. Opportunity to educate.

# I NOTICED

I noticed \_\_\_\_\_ Class day/time \_\_\_\_\_

Did an outstanding job by \_\_\_\_\_

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**your admirer!**

after filling out put in box in office. You BOTH could win a prize



- Educate and train. They want it.
- Webinars
- Difference between staff meetings and staff training.
- Bring in different people to speak and educate. Allow them a chance to teach.
- Let them know and be proud of what they do and where they work. What makes Atlantic great?
- Entertain. Hosting a party. Make it fun and special.
- For high school and college kids maybe a note to their parent if they have done a great job! Parents are proud of their kids.

# Social media and marketing.

Using Facebook, Twitter, Instagram etc



# SOCIAL MEDIA EXPLAINED

TWITTER I'M EATING A #DONUT

FACEBOOK I LIKE DONUTS

FOURSQUIRE THIS IS WHERE  
I EAT DONUTS

INSTAGRAM HERE'S A VINTAGE  
PHOTO OF MY DONUT

YOU TUBE HERE I AM EATING A DONUT

LINKED IN MY SKILLS INCLUDE DONUT EATING

PINTEREST HERE'S A DONUT RECIPE

LAST FM NOW LISTENING TO "DONUTS"

G+ I'M A GOOGLE EMPLOYEE  
WHO EATS DONUTS.

So you don't really **have** a brand.

you have **customers** that have a **perception** of you.

**are you happy** with what they think of you?

do you even know **what they think** of you?

maybe its time you started...



LISTEN<sub>ing</sub>



Is this your  
social media strategy?



This should be your  
social media strategy





A photograph of a swimming pool with green, algae-filled water. The pool is surrounded by a concrete deck and some landscaping. The text "Social doesn't fix real problems, it exposes them!" is overlaid on the image.

Social doesn't fix real problems,  
**it exposes them!**



DO YOU KNOW YOUR  
COMMUNITY?

# Pros of Using Social Media

- FREE!!!!!!
- Quick Communication
- Interactive.



# CONS of SOCIAL MEDIA

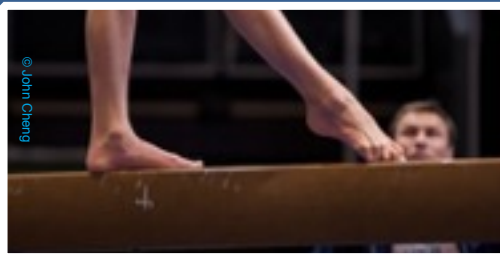
- Life span of Social Media is SHORT
- TRENDY
- What you say once could live FOREVER
- Easy to loose control of your message

# SAFETY GUIDELINES



## Plan the activity

Develop lesson and training plans for class, practice and competition; skill progressions; conditioning and fitness programs; warm-ups; ample rest and recovery time. Using well-prepared plans allows maximization of training time with athletes, helps to prevent injury or horseplay, and aids with proper athlete development.



## Supervise the activity appropriately

Be present, watching the activity and all athletes within your care, controlling the situation through knowledge and experience, and ensuring safety measures are implemented. Supervision begins when the athlete enters the facility, continues throughout practice until the athlete leaves the property.



## Provide proper instruction/coaching

Coaches and professionals should know the skills and movements they are teaching, as well as the progressions and lead-ups for those skills, and properly instruct the students in those activities. Proper instruction also includes continual review of safety measures, such as falling and landing drills, repetition of fundamentals skills, demonstrations of correct skill technique, and ample rest and recovery time.



## Maintain a safe physical environment

The facility should be safe and free from hazards. Establish a plan for regular inspections and maintenance. Environmental factors may also include air temperature, moisture and humidity or other factors that would require special considerations.



## Ensure adequate and proper apparatus and equipment

Apparatus and equipment should be inspected prior to each use. Ensure apparatus/equipment is secure, mats are properly placed, and there are no obstacles in the way. Avoid modifying apparatus or equipment and using it for activities other than its intended purpose.



# SAFETY GUIDELINES



## Educate regularly

Gymnastics professionals should continually educate athletes and other participants regarding appropriate and safe behaviors. Education should be done regularly and be presented in written and oral forms.



## Provide appropriate emergency assistance

Gymnastics professionals are expected to know what to do if an injury occurs. Knowledge of basic first aid, injury management techniques, and how to implement the emergency action plan are important.



## Stay informed

Updating knowledge of gymnastics skills, proper technique, skill progressions and drills, rule changes, safety issues, and health guidelines among others is essential for gymnastics professionals.



## Know the gymnasts

Gymnastics professionals should consider a variety of factors, such as age, height, maturity, skill level, experience, and emotional readiness when determining what skills, drills and teaching activities are appropriate for the athletes and at what level and intensity. Other information to know includes athletes' names, medical status and longevity in the program.



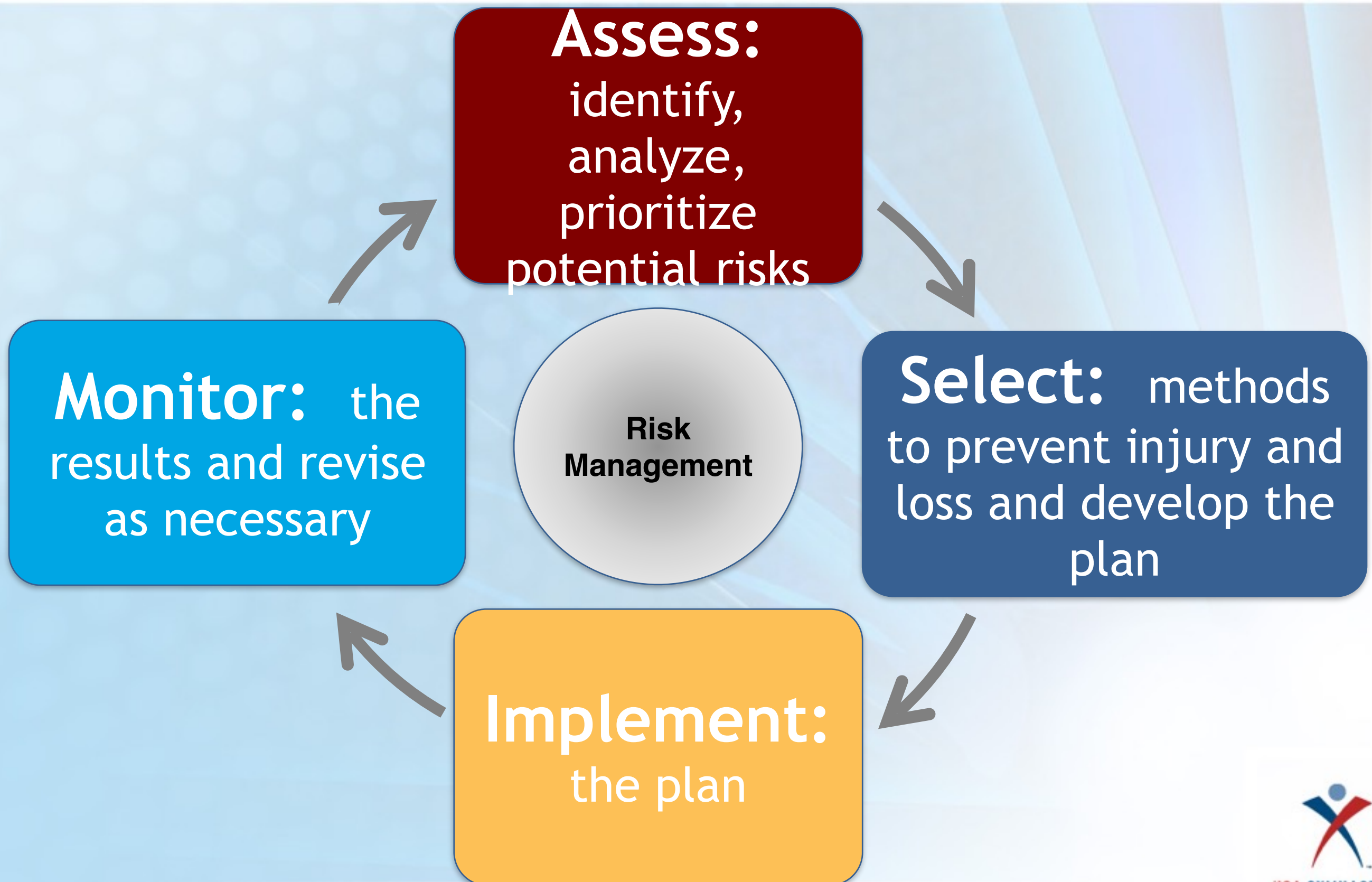
## Keep records

Keep records of what takes place in the program and at events. Records should include written lesson/training plans, emergency action plans, incident reports, progress reports, inspection and maintenance checklists, student files with contact and medical information, waivers and releases and other notes and forms.





# EFFECTIVE RISK MANAGEMENT



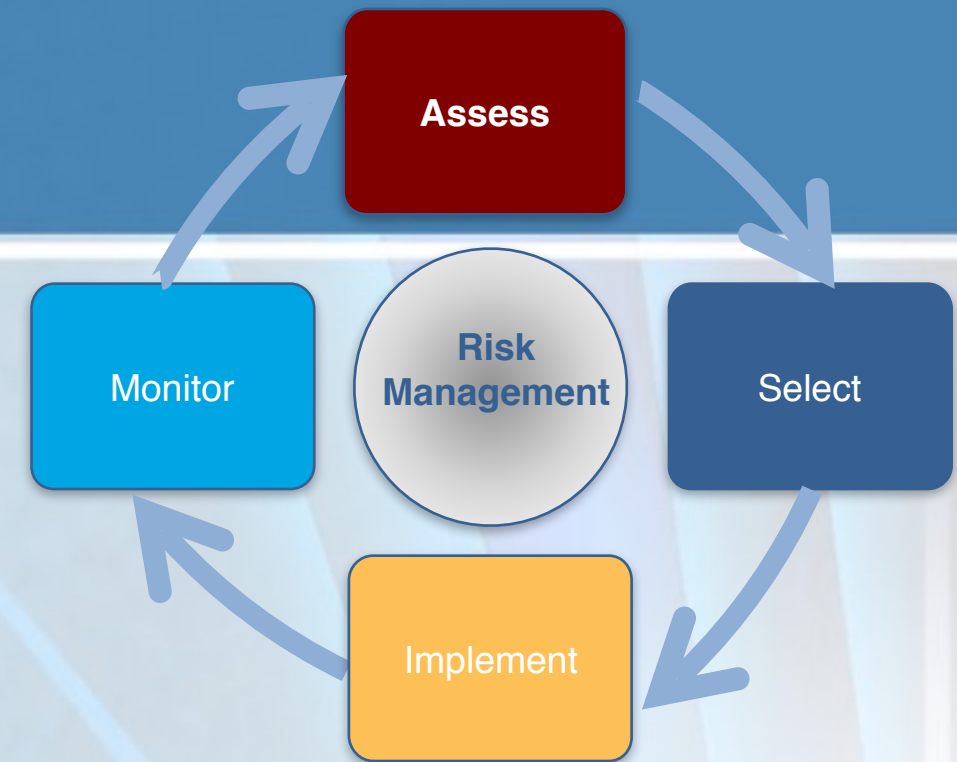


# KEY POINTS

- Risk management is an approach to safety education.
- Risk management is necessary because gymnastics carries inherent risks.
- Through risk management the gymnastics professional hopes to reduce injuries.
- Risk management is a process and not an outcome.
- Risk management is a method of identifying risks and implementing programs to protect against those risks.
- The job of a gymnastics coach or instructor is a difficult one. Gymnastics professionals need to be knowledgeable and dedicated.

# ASSESSMENT

- Identify:  
look closely at all aspects of the gymnastics program
- Analyze:  
gather and process data to help understand the likelihood, severity and frequency of an injury or incident
- Prioritize:  
organize and address according to significance



# RISK

# ASSESSMENT: Staffing

## Staffing requirements should consider:

- number of personnel needed to operate safely
- hiring plans and policies
- applicable regulations

## Staffing assignments should consider:

- instructor/coach : athlete ratios
- areas and levels of expertise
- supervisory roles

## Staff members should:

- be competent
- have current certifications
- receive “green light” on background checks
- comply with laws and regulations
- know their areas of responsibility
- participate in continuing education





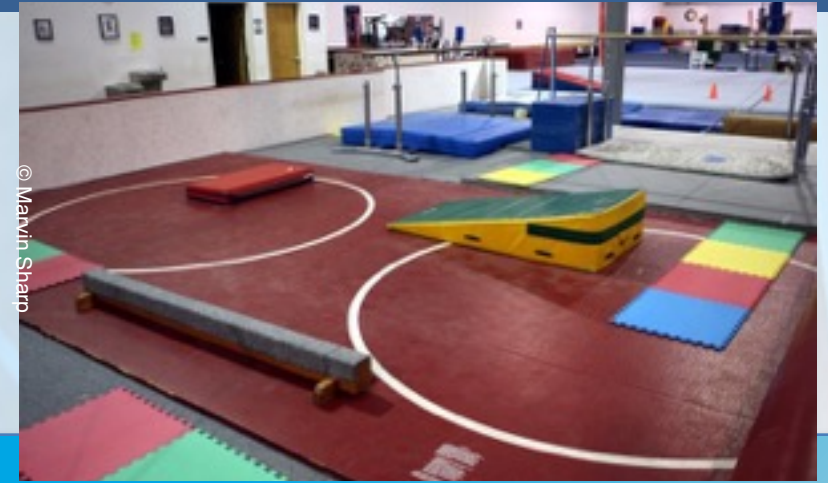
# THE FACILITY


 **Facility** refers to the building and grounds of the gymnastics program.



Observation and snack area.

Neatly organized gymnastics area.




 The facility is one of the most important and controllable factors in risk management.

## The facility includes:

- the building itself
- external areas and grounds
- gym areas
- locker rooms
- restrooms
- observation areas
- offices
- other ancillary areas

# WHO IS VISITING THE FACILITY?

Examples of individuals who may enter a gymnastics club:

- athletes
  - participants in other activities
  - coaches, instructors, and other staff
  - parents
  - friends and family members
  - spectators
  - potential visitors
  - individuals in other roles
-  Only those individuals educated about the safe use of the apparatus/equipment and have signed appropriate documentation, such as athletes or other participants, should use the apparatus/equipment.

# TAKING ACTION

Courses of action when a hazard is identified:

**1 Eliminate the hazard  
(most desirable)**

(e.g., replace broken glass, wood, or other damaged building materials; fix a source of leaking water and dry the floor)


**2 Eliminate exposure to the hazard  
(usually temporary measure)**

(e.g., placing a “do not use” sign on a damaged door)






# INSTRUCTION & COACHING

 An **instructor** is an individual who teaches students who participate in gymnastics at a preschool and/or recreational level.



 A **coach** is an individual who instructs, guides and prepares students for gymnastics competition.

# SUPERVISION

 **Supervision** is defined as overseeing the activities of participants and is designed to help prevent injuries.

Unsupervised gymnastics should **NOT** be allowed in the gymnastics setting!



# LEVELS OF SUPERVISION

## Direct Supervision



more direct control

## Indirect Supervision



less direct control

## Gymnastics professionals should:

- ☒ select supervision levels that are appropriate to the risks involved, experience of the athletes, and predictability of the activity
- ☒ know where to position themselves
- ☒ use both direct and indirect supervision simultaneously when working with more than one gymnast at a time
- ☒ learn to regularly look up from direct supervision to perform indirect supervision



# PROPER SUPERVISION





Proper supervision should include:

- knowing how to scan
- positioning yourself for effective viewing
- spotting red flags
- being familiar with the activity
- inspecting and removing hazards
- transferring of athletes from one coach/instructor to another
- providing safety education and enforcing rules and policies
- overseeing practice times, as well as, times before and after
- training areas, locker rooms, restrooms, and equipment and ancillary areas



# SUPERVISION TIPS



-  Escort athletes as they transfer to another coach/instructor or station. This will help prevent a period of time with no supervision.
-  Position yourself to see the entire area, without turning around. This also applies to spotting, as you should easily be able to look up and see the other athletes you are responsible for.
-  Position athletes so they are facing you, with their backs toward other activities in the gym. This approach helps the gymnasts listen to the supervisor and avoid distractions.
-  Follow written policies and procedures when a coach/instructor must leave an area and transfer supervision to another staff member (e.g., to help with an injury or visit the restroom).

# STAGES OF TEACHING

## Initial discomfort

- lack of large repertoire of skills and knowledge
- fall back to the way they were taught

## Learning techniques

- rapid increase in the number and breadth of teaching skills
- still unable to handle multiple simultaneous activities

## Multi-tasking

- aware of several things at the same time
- shows signs of “intuitive” ability to regulate learning activities and maintain order

## Seeing more clearly

- adept at providing feedback that is more directed and relevant
- identifies a subtle performance problem

## Confidence and anticipation

- operates intuitively at many levels
- relies on pattern matching versus rules



