

# **Fairness in Sport and the Factors that Influence Athletes in Sport and Life : Case of Japan**

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# Outline

- 1. Research Background**
- 2. Research objectives and methods**
- 3. Outlining the Japanese 'fairness' perception in sport**
- 4. The factors that influence the athletes in sport and life**
- 5. Construct the effective and smart education programme**



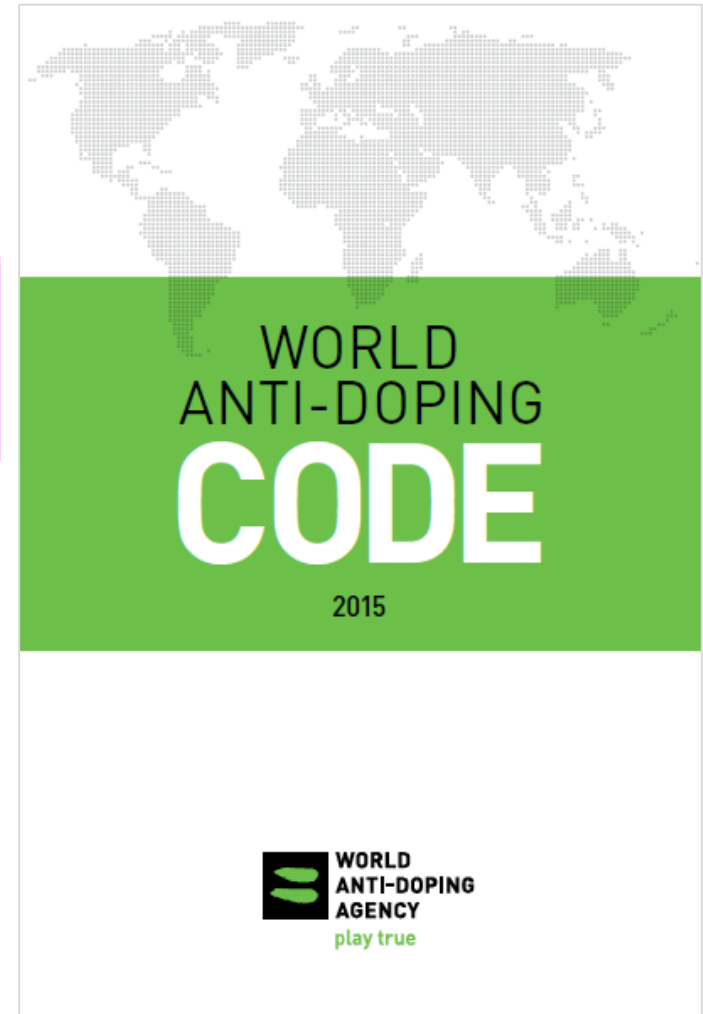
# 1. Research Background

“Global Anti-Doping Movement”

**World Anti-Doping Code**

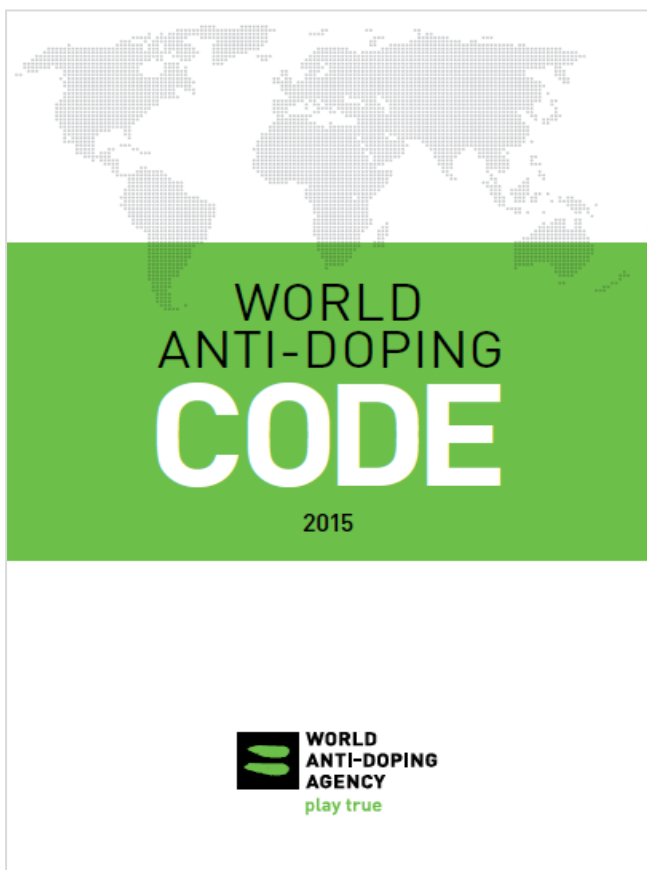
**WORLD's Rule for ALL Sport,  
for ALL countries**

- WADA established, 1999
- Code adopted, 2003 → effective in 2004, for Athens Games
- Revised, 2007 → effective in 2009
- Revised, 2013 → **in force 2015.1.1**



# World Anti-Doping Code

**World's** Rule for ALL Sport, for ALL countries



## Fundamental principles – Anti-Doping Program:

**“To preserve what is intrinsically valuable about sport”**

**Intrinsic value = “the spirit of sport”**

“It is the essence of Olympism, the pursuit of human excellence through the dedicated perfection of each person’s natural talents.

**It is how we play true.**

The spirit of sport is the celebration of the human spirit, body and mind, and is reflected **in values we find in and through sport...**”

# “Education” ↔ “Information”

## World Anti-Doping Code – Article 18

“The basic principle for information and education programs for doping-free sport is to preserve the spirit of sport...from being undermined by doping.”

➤ **Primary goal = prevention**

➤ **Research = promotion of the goals of the principles of the Code**

### Information program

Basic anti-doping updated  
+ accurate information

### Immediate impact

Knowing “rules” – condition for participating in sport

### Education program

Values-based,  
focus on prevention

### Values-based, Long-term impact

– making right choice/decisions



# Developing “Effective and Smart” Values/Ethics-based Education programme



## 2. Research objectives and methods

### **Aim:**

- To identify the sport values that can effectively be delivered to different levels of athletes as well as young people in general
- To construct more effective education and information programme for different levels of athletes and young people in general – based on evidence
- To address issues in sport and compare how those issues are identified by the athletes and general public for further policy development

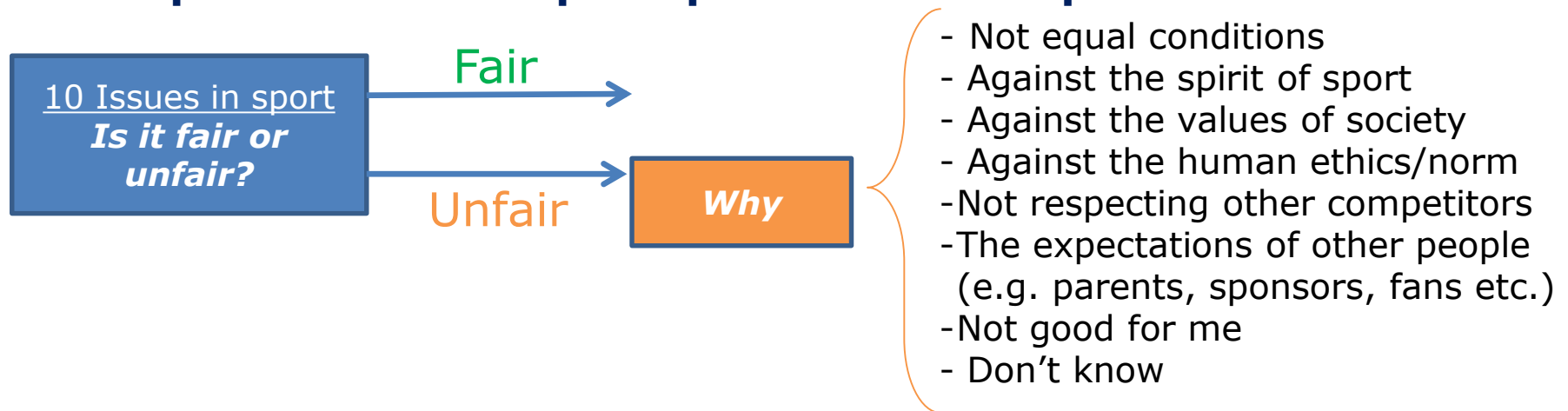


# 2. Research objectives and methods

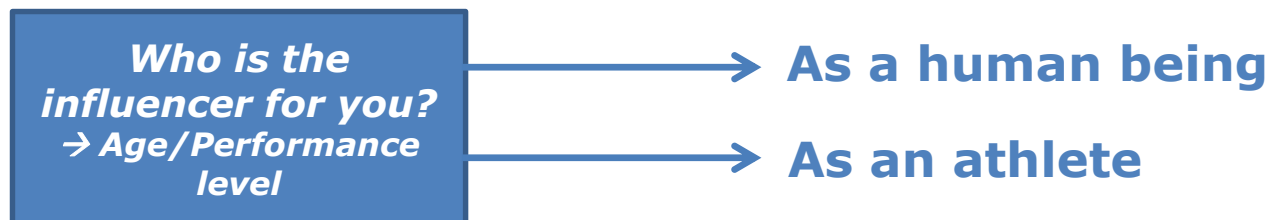
## Research objectives:

- Compare between different *performance levels*
- Compare between different *environment* where the athletes belong to

### 1) How do Japanese athletes percept 'fairness' in sport



### 2) How and by Whom the Japanese athletes are influenced?





## 2. Research objectives and methods

Categories		Definitions	
		<i>Performance levels</i>	<i>Environment</i>
<b>Top-Level Athlete</b> [n=541]	<b>Elite</b> [n=246]	Participated in the <b><u>World level</u></b> competitions (Olympic Games, World Championships, or other international competitions including the Asian Games )	Obtained a <b><u>national grant</u></b>
	<b>Non-Elite</b> [n=295]		Belong to a <b><u>university</u></b>
<b>Non-Top Level Athlete</b> [n=1,401]		Participated in the <b><u>national level</u></b> competitions	
<b>Non-Athletes/ Public</b> [n=4,733]		General public (occasional participation in sport/ physical exercises)	

\*Athletes = Collected Questionnaire / Non-Athletes = Web-monitoring

# 2. Research questions and methods

## ◆ 10 different 'issues' in sport → Fair/Unfair → Reasons?

- 1) Taking banned substances** – Knowing your rival takes the prohibited substances, you also take the prohibited substances in order to compete in the same condition as your rival
- 2) Different sanctions with doping** - Even though the same prohibited substance is used, you received 3-month sanction, but the other athlete in different sport received 2-month sanction
- 3) Energy drink** – Because you did not sleep well in the previous night, you drink the energy drink for competing today's event
- 4) Carbon-fibre leg running blades** – You are born in an economically privileged environment, and equipped with the latest technology of Carbon-fibre leg running blades
- 5) Laser eye surgery** – You used to wear glasses for competitions, but you took a laser eye surgery. Thereafter, you had a huge improvement in your record and won championships



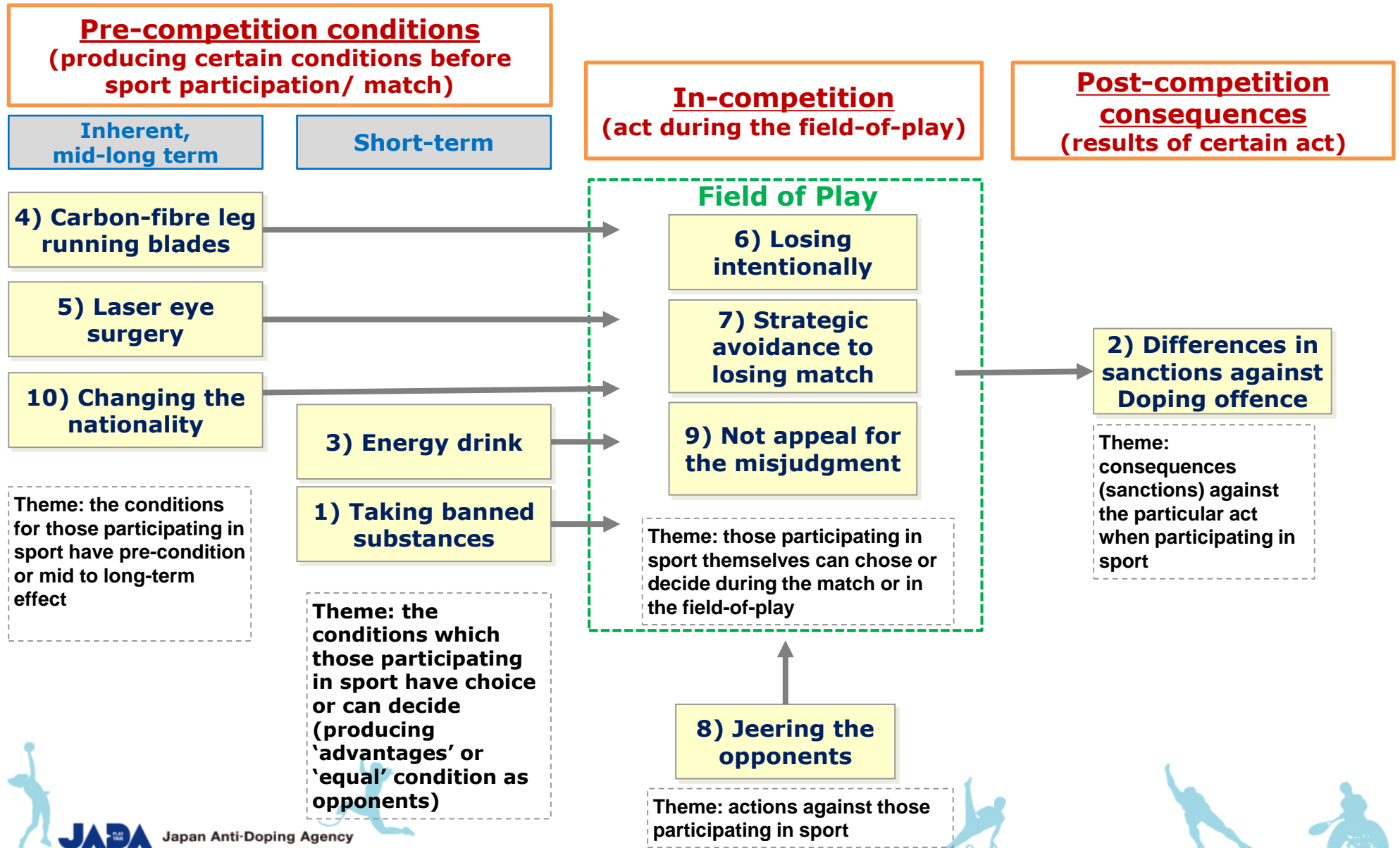
# 2. Research questions and methods

## ◆ 10 different 'issues' in sport → Fair/Unfair → Reasons?

- 6) **Losing intentionally** – You lose intentionally in the final preliminary round because you thought you can have a better round in the final tournament
- 7) **Strategic avoidance to losing match (giving intentional walk)** – In order to win the match as a baseball pitcher, you avoided to pitch and gave an intentional walk to the best batter/batsman
- 8) **Jeering the rival** – You gave some jeer to your competing rival during your free time from the spectators sheet
- 9) **Not appealing for the 'misjudgment'** - During the competition, you thought the referee's call was not correct but did not say anything because it was in your favour
- 10) **Changing the nationality** – In order to participate the world level athlete, you changed the nationality. This has brought the dis-election of the original national athlete.



# 10 different 'issues' in sport – Mapping out

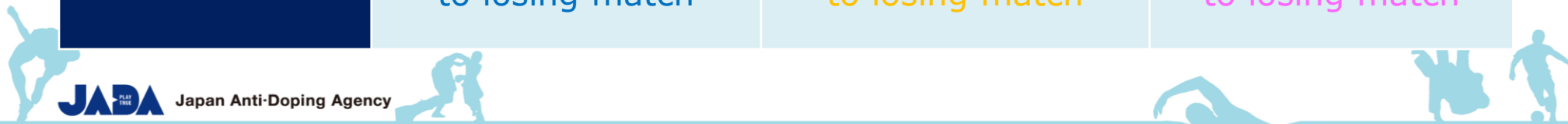


# 3. Results – 'Unfair' topics

## Top Athletes vs Non-top Athletes vs Non-Athletes

<Comparison among performance level>

The 5 highest 'unfair' topics	Athletes		Non-Athletes
	Top	Non-Top	
1	Taking banned substances	Taking banned substances	Taking banned substances
2	Jeering the rival	Jeering the rival	Different sanctions
3	Different sanctions	Different sanctions	Jeering the rival
4	Losing intentionally	Losing intentionally	Losing intentionally
5	Strategic avoidance to losing match	Strategic avoidance to losing match	Strategic avoidance to losing match



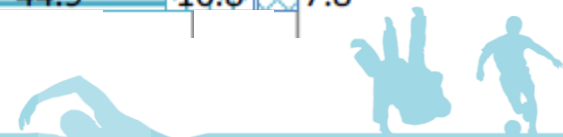
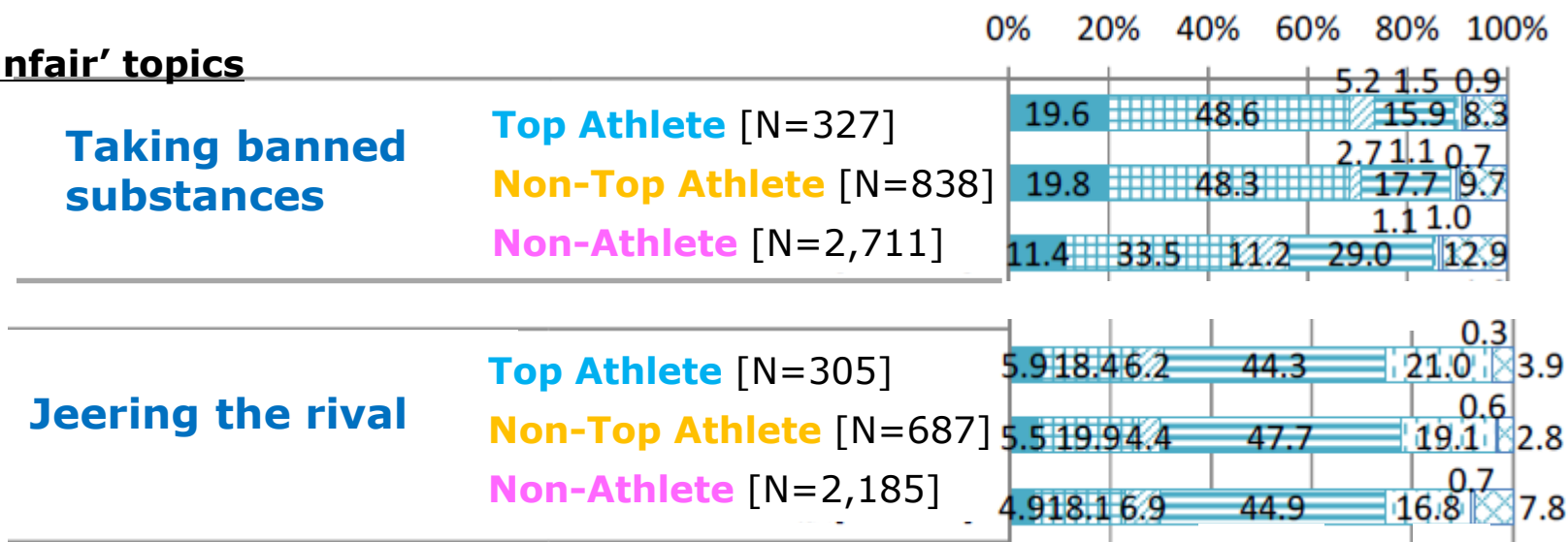
# 3. Results – Reasons for Unfairness

## Top Athletes vs Non-top Athletes vs Non-Athletes

<Comparison among performance level>

- Not equal conditions
- ▨ Against the spirit of sport
- ▤ Against the values of society
- ▥ Against the human ethics/norm
- ▧ Not respecting other competitors
- ▩ The expectations of other people
- ▦ Not good for me

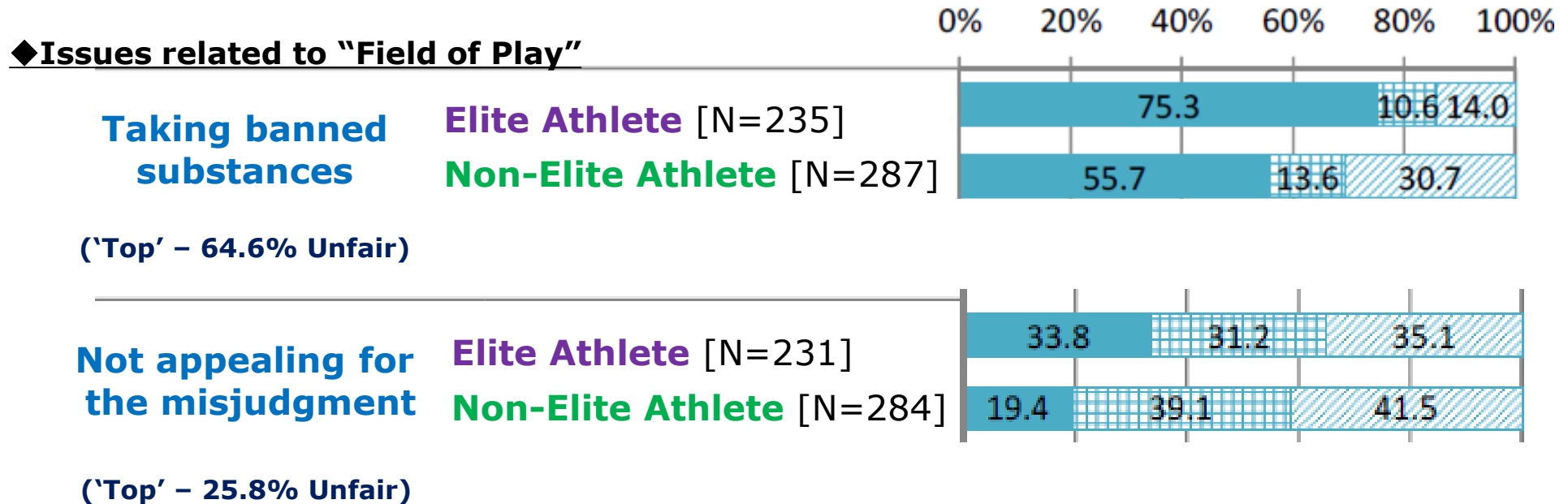
### ◆ Top 2 'unfair' topics



# 3. Results – Comparisons

## Top Athletes = Elite vs Non-Elite

<Comparison among *environment*>

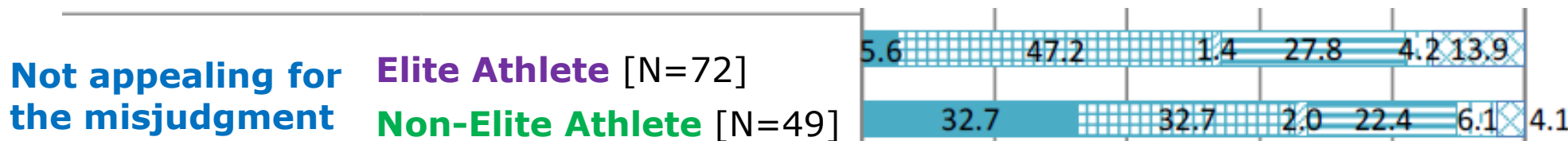
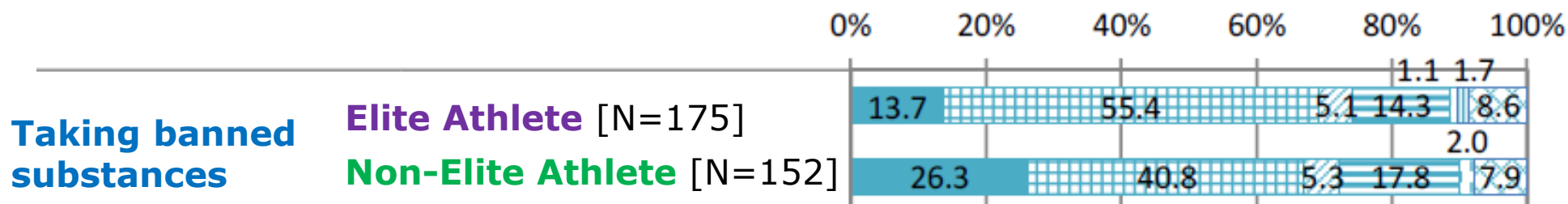


# 3. Results – Comparisons

## Elite vs Non-Elite

<Comparison among *environment*>

- Not equal conditions
- ▨ Against the spirit of sport
- ▩ Against the values of society
- ▧ Against the human ethics/norm
- ▦ Not respecting other competitors
- ▤ The expectations of other people
- ▣ No good for me





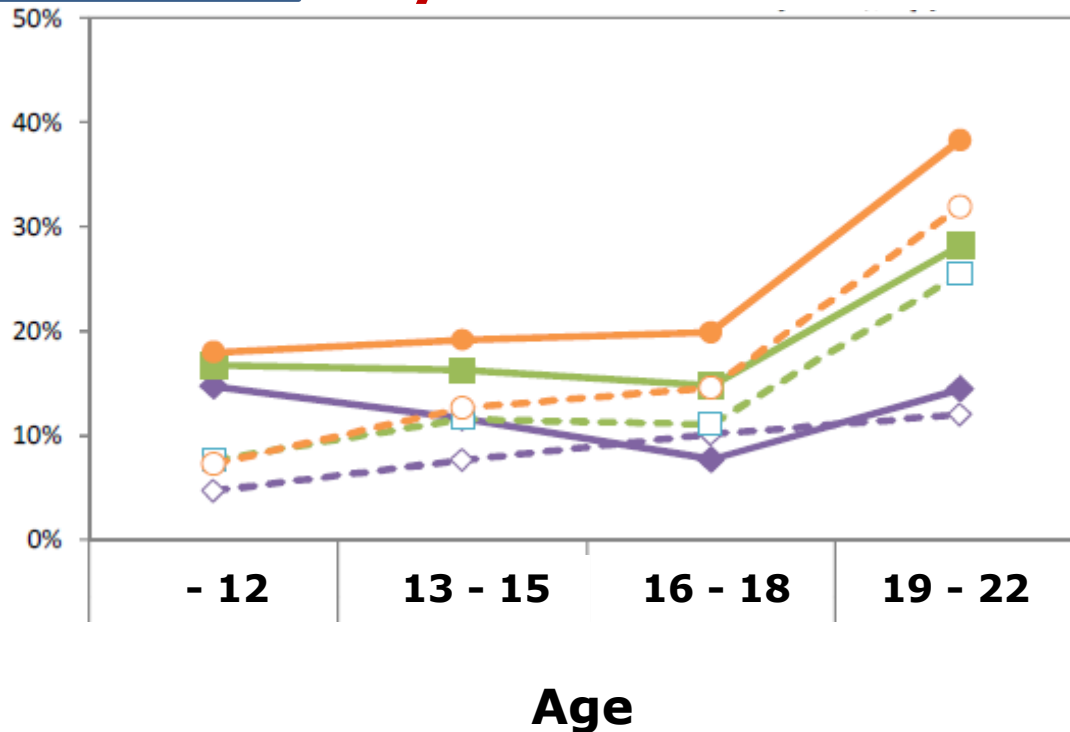
# 4. Results

## The factors that influences in sport and life

<Comparison among *performance level & environment*>

Who is the influencer for you?

### By Teammates



#### Elite Athlete

As an **Athlete**

As a **Human**

#### Non-Elite Athlete

As an **Athlete**

As a **Human**

#### Non-Top Athlete

As an **Athlete**

As a **Human**



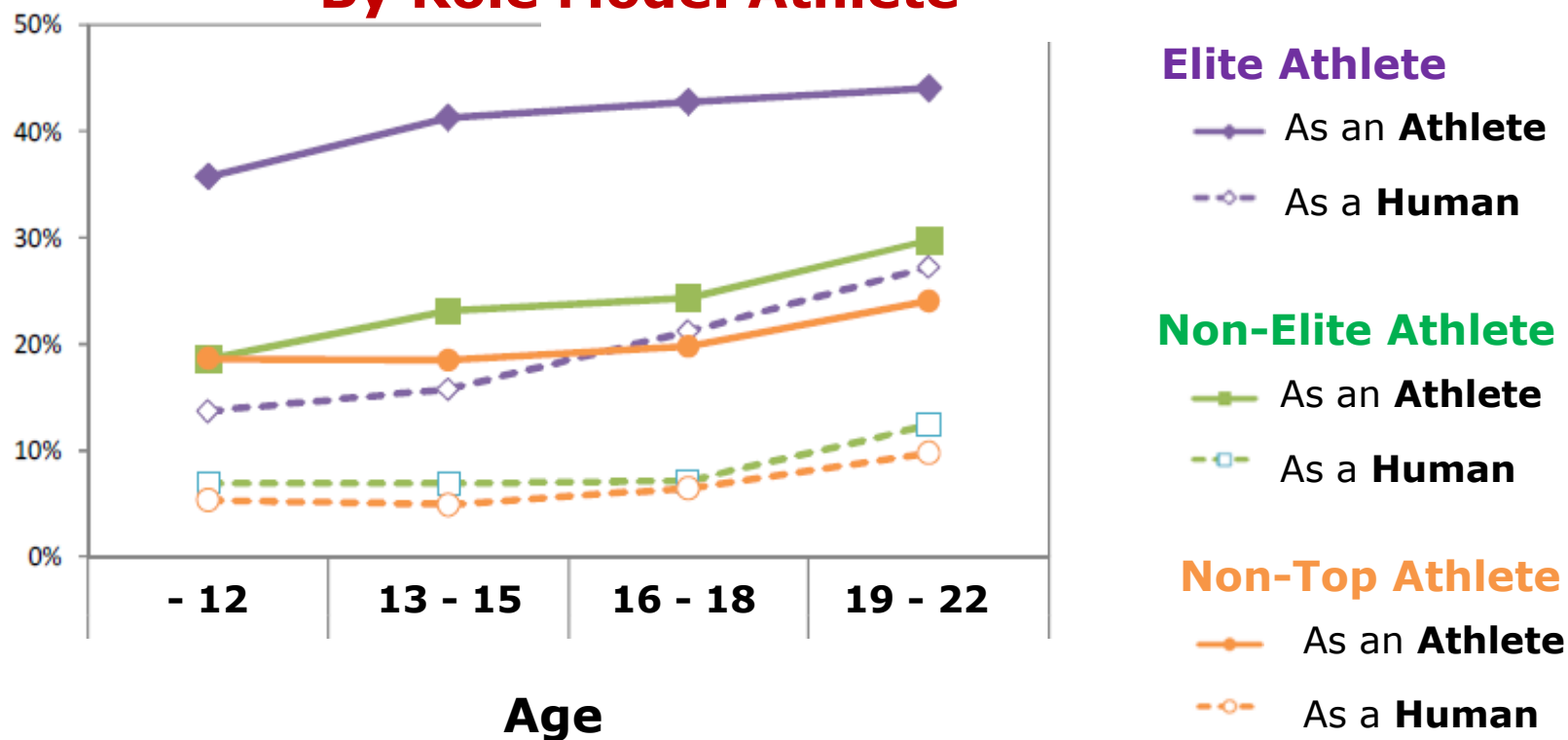
# 4. Results

## The factors that influences in sport and life

<Comparison among *performance level & environment*>

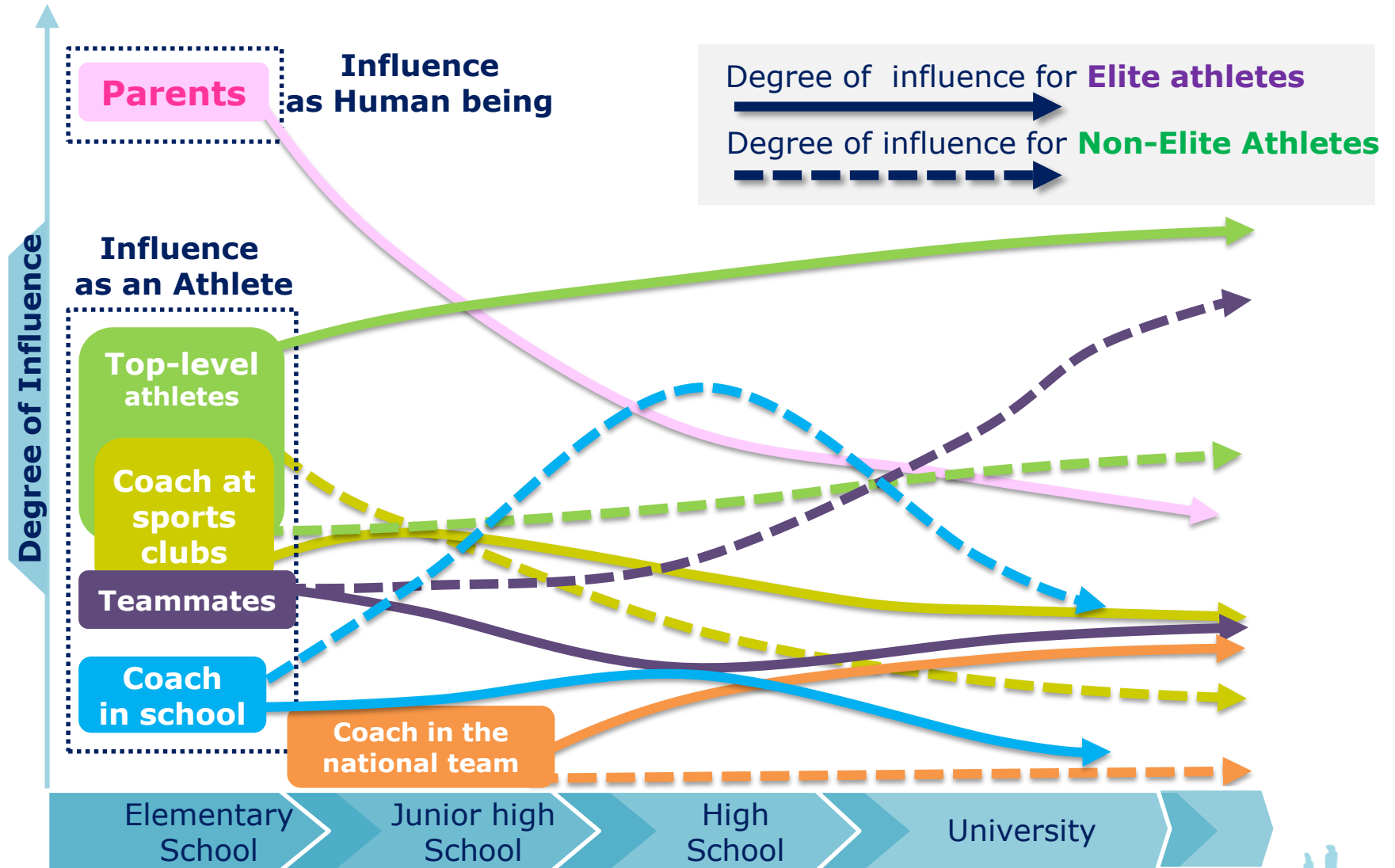
Who is the influencer for you?

### By Role Model Athlete



# 5. Discussions (1)

◆ Degrees of different influences by different actors



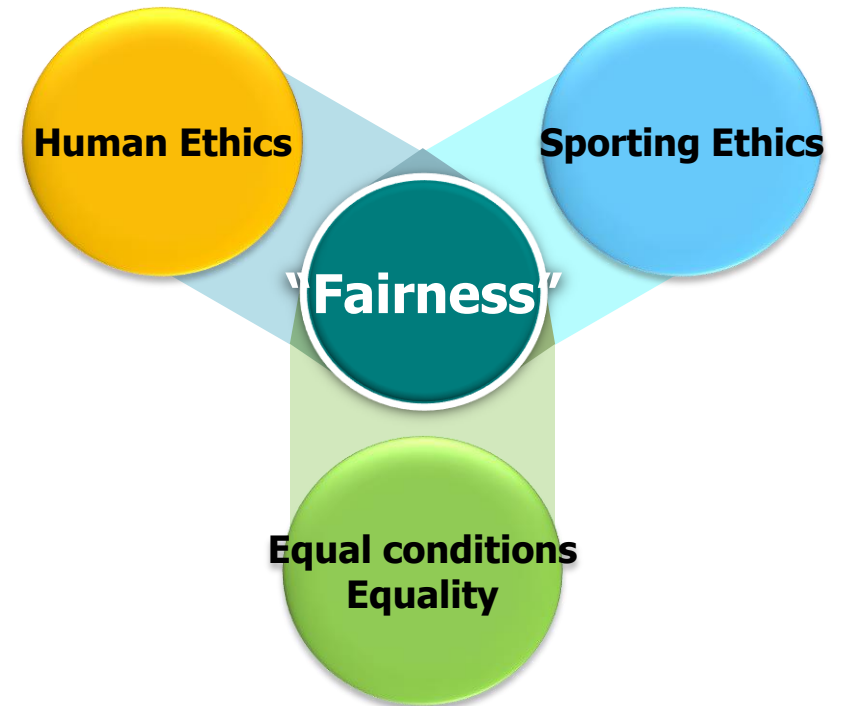
# 5. Discussions (2)

## ◆ Dimensions of "Fairness" Perception

### Athletes

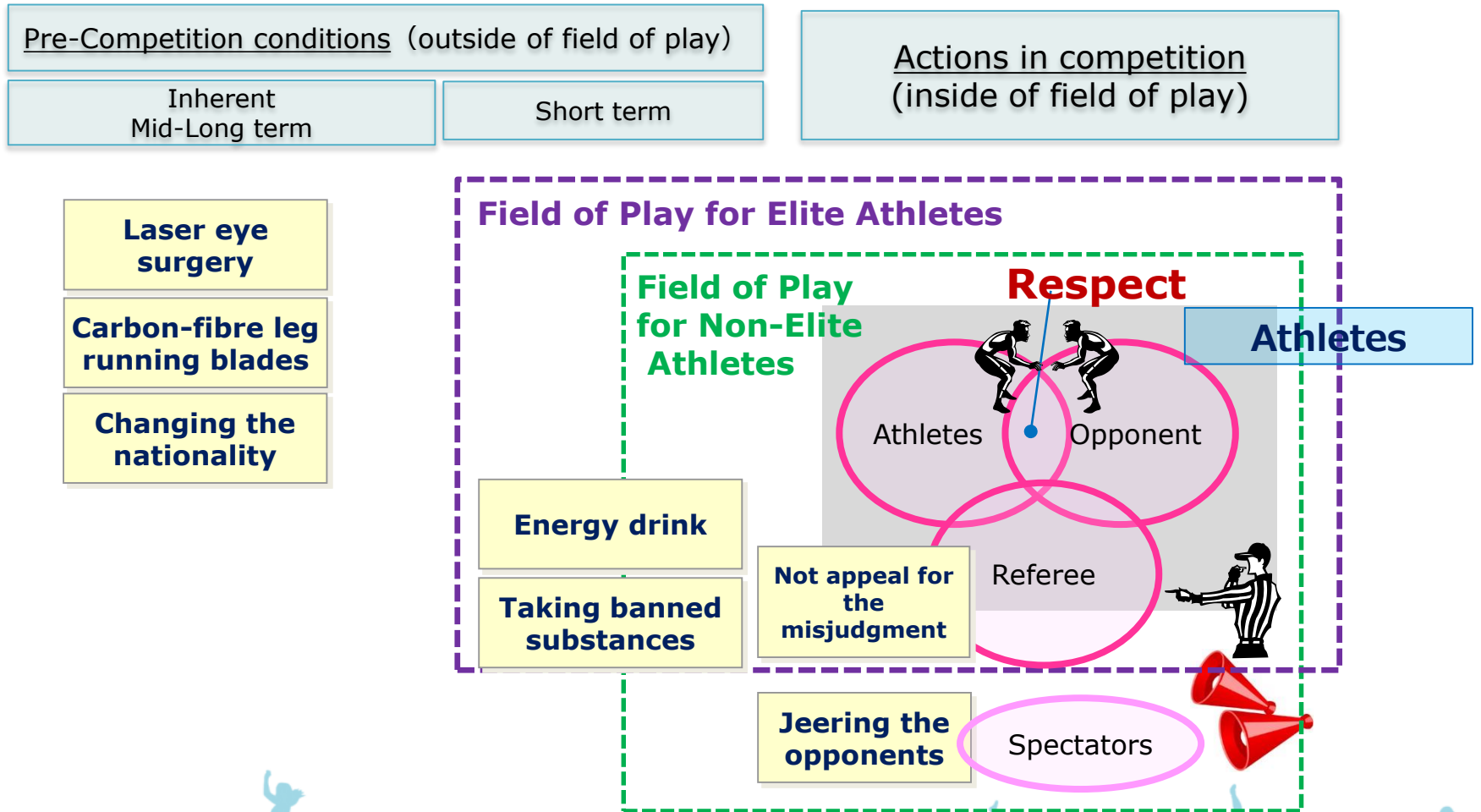


### Non-Athletes / Public



# 5. Discussions (3)

- ◆ Different cognitions of the correlations between “Field of Play” and spirit of sport between Elite Athletes and Non-Elite



# 5. For the effective and smart education programme

The values and ethics-based education programs should be:

- i) more tailored to elite athletes and to non-elite athletes differently
- ii) delivered by the respective strongest influencers





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