COACH'S CHARACTER DEVELOPMENT SELF-EVALUATION CHECKLIST

By:

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Directions:

The following checklist is designed to provide information on coaches' approach to character development. This information WILL NOT be used to evaluate coaches. Rather, it collects important information that can guide future discussions about character development in sports.

The checklist begins with several open-ended questions (items 1-3); please provide as much information as possible. Then, respond to each item by circling the appropriate number to indicate how frequently you engage in the activity. (Additional space can be provided below each item for persons to explain their responses.)

If you feel comfortable, please include the following identifying information. It is helpful to see how perspectives differ based on coaching level and sport. This is not required, however, if you prefer your answers to remain anonymous.

Name_____ Sport _____

Coaching Role_____ Grade/Level_____

1) As a coach, I think character development involves…

2) As a coach, I try to develop positive character in my players by…

3) As a coach, I find the most frequent character related problems we experience are…

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Principle 1: Character is the composite of values that define an individual, team, or community; character is values in action. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
1.1) At the beginning of the season, coaches, players, and their parents explicitly discuss the core values that will define our team.	**1**	**2**	**3**	**4**	**5**
Explain:					
1.2) As a team we regularly discuss our team's values, what they mean, how we live them out, and why they are important.	**1**	**2**	**3**	**4**	**5**
Explain:					
1.3) Athletes are challenged throughout the season to develop *both* performance character (i.e., work ethic, perseverance, self-discipline) and moral character (i.e., respect, responsibility, honesty, caring).	**1**	**2**	**3**	**4**	**5**
Explain:					
1.4) Athletes are provided regular opportunities to set and track progress toward specific, measurable goals in *all* areas of their lives.	**1**	**2**	**3**	**4**	**5**
Explain:					
1.5) I use team and/or individual meetings to help athletes construct a vision of who they want to be as athletes *and* as people outside of sport.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 2: Character develops best when it is caught and taught.

Please indicate how frequently the following occur?	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
2.1) As a team, we regularly discuss the rationale and importance of team rituals, processes, and philosophies.	**1**	**2**	**3**	**4**	**5**

Explain:

2.2) I make athlete-centered problems team problems and involve the team in creating appropriate solutions.	**1**	**2**	**3**	**4**	**5**

Explain:

2.3) I model good character and explicitly discuss my actions, including my mistakes.	**1**	**2**	**3**	**4**	**5**

Explain:

2.4) I empower athletes to take responsibility for their own character and for that of their teammates—in team situations *and* outside of sport.	**1**	**2**	**3**	**4**	**5**

Explain:

2.5) I discuss the game applications of the core values and refer back to them when team decisions or incidents arise.	**1**	**2**	**3**	**4**	**5**

Explain:

Principle 3: Individual character develops in and through a community context. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
3.1) We establish team norms, rituals, rules, and policies as a team at the beginning of the season.	**1**	**2**	**3**	**4**	**5**
Explain:					
3.2) As a team, we discuss team goals, team needs, and each individual's responsibility to the team.	**1**	**2**	**3**	**4**	**5**
Explain:					
3.3) We try to recognize and appreciate the accomplishments of other sport teams (not our own) and other non-sport activities (e.g., theater, band & chorus, etc.).	**1**	**2**	**3**	**4**	**5**
Explain:					
3.4) We utilize positive team-building activities (e.g., team meals, positive team activities, team service, etc.) and forbid all types of hazing.	**1**	**2**	**3**	**4**	**5**
Explain:					
3.5) I find specific roles for each member of the team and emphasize the value and importance of each role for overall team success.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 4: The development of performance and moral character requires healthy competition where competitors give their best and seek the best from their opponents. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
4.1) As a team, we regularly share perspectives on all aspects of competition—positive and negative.	**1**	**2**	**3**	**4**	**5**
Explain:					
4.2) We discuss ways to help each other improve and maximize personal and team achievement.	**1**	**2**	**3**	**4**	**5**
Explain:					
4.3) As a team, we reflect on *how* we win or lose, as well as *that* we won or lost.	**1**	**2**	**3**	**4**	**5**
Explain:					
4.4) I use and encourage positive language when talking about our opponents (e.g. worthy competitors vs. enemies; competitors that bring out our best; etc.).	**1**	**2**	**3**	**4**	**5**
Explain:					
4.5) I promote an attitude in my athletes that challenges them to win and lose with integrity.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 5: The competitive climate and motivation orientation deeply impact the development of character and community. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
5.1) Team members are given regular opportunities to set *personal* goals related to improving their character and their game performance.	**1**	**2**	**3**	**4**	**5**
Explain:					
5.2) I make winning a multi-dimensional concept by having my athletes set overarching goals (e.g., winning a certain number of games, making the playoffs, etc.), as well as sub-goals (e.g., personal records, personal improvement, etc.).	**1**	**2**	**3**	**4**	**5**
Explain:					
5.3) I help my athletes find ways to measure progress toward their chosen goals.	**1**	**2**	**3**	**4**	**5**
Explain:					
5.4) I provide the skills and training necessary for helping athletes meet their goals—both performance and character.	**1**	**2**	**3**	**4**	**5**
Explain:					
5.5) I emphasize excellence, both individual and collective, as the ultimate goal and downplay the significance of the scoreboard, trophies, and other external signs of victory.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 6: Leadership requires skills and commitment far beyond game performance.

Please indicate how frequently the following occur?	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
6.1) On our team, we define and discuss the hallmark qualities of leadership (i.e., honesty, responsibility, and respect).	**1**	**2**	**3**	**4**	**5**
Explain:					
6.2) I talk with each of my athletes about their particular leadership opportunities.	**1**	**2**	**3**	**4**	**5**
Explain:					
6.3) I empower team members to be leaders in their particular role and in particular situations.	**1**	**2**	**3**	**4**	**5**
Explain:					
6.4) I spend time developing leadership skills in my athletes that extend beyond game performance so that they are prepared to be leaders in other areas of their lives.	**1**	**2**	**3**	**4**	**5**
Explain:					
6.5) Team captains on my team are chosen based on their leadership skills, and not solely on their game performance.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 7: Communication is the operating system that drives character development, without it we cannot progress. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
7.1) If problems occur on our team, we discuss them together as a team.	**1**	**2**	**3**	**4**	**5**
Explain:					
7.2) I use communication to establish relationships with my athletes, as well as to solve problems or give instructions.	**1**	**2**	**3**	**4**	**5**
Explain:					
7.3) I provide regular time to talk individually with athletes about both performance and character issues.	**1**	**2**	**3**	**4**	**5**
Explain:					
7.4) I begin practice and games with a clear communication of the goals for the game and I end games and practices with a reflection on how well we met our established goals.	**1**	**2**	**3**	**4**	**5**
Explain:					
7.5) I engage my team in activities specifically designed to develop open and honest communication skills.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 8: Sportsmanship is the final fruit of many vines.

Please indicate how frequently the following occur?	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
8.1) I discuss with my athletes the moral boundaries of safe and healthy sport participation.	**1**	**2**	**3**	**4**	**5**
Explain:					
8.2) I provide opportunities for dialogue with athletes and parents about the nuances or "gray areas" of good sport behavior.	**1**	**2**	**3**	**4**	**5**
Explain:					
8.3) I explicitly discourage all gaming practices (i.e., strategies that don't necessarily violate the letter of the law, but do violate the spirit and detract from the true sport competition, such as pulling jerseys, tampering with equipment or facilities, etc.).	**1**	**2**	**3**	**4**	**5**
Explain:					
8.4) We discuss the importance of valuing the *spirit* of the rules, and not simply obeying the letter of the law.	**1**	**2**	**3**	**4**	**5**
Explain:					
8.5) I utilize contemporary examples of positive and negative sport behaviors as topics for discussion with my athletes.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 9: If we intend sports to be more than a game, we must extend the lessons beyond the fields, pools, and courts. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
9.1) I communicate the importance of good character in other areas of my athletes' lives (i.e., outside of sport).	**1**	**2**	**3**	**4**	**5**
Explain:					
9.2) As a team, we explicitly discuss team norms for areas outside of sport.	**1**	**2**	**3**	**4**	**5**
Explain:					
9.3) I provide strategies to help my athletes achieve balance in all areas of life.	**1**	**2**	**3**	**4**	**5**
Explain:					
9.4) As a team, we specifically name lessons learned through sport and outline their application in other areas of life.	**1**	**2**	**3**	**4**	**5**
Explain:					
9.5) I challenge my athletes to use their sport experiences to connect with and serve those in need.	**1**	**2**	**3**	**4**	**5**
Explain:					

Principle 10: Character development, like athletic performance, requires a reflective process of planning, evaluation, and revision. *Please indicate how frequently the following occur?*	1= Never	2 = Rarely	3 = Sometimes	4 = Usually	5 = Always
10.1) I monitor individual character development and work with athletes to make a plan for improvement.	**1**	**2**	**3**	**4**	**5**
Explain:					
10.2) When reviewing videotapes of competitions, we reflect on the aspects of performance character and moral character for that competition.	**1**	**2**	**3**	**4**	**5**
Explain:					
10.3) I give surveys to monitor the attitudes and behaviors of my teams each season.	**1**	**2**	**3**	**4**	**5**
Explain:					
10.4) I survey the parents, fans, and officials to gain their perceptions of our team character.	**1**	**2**	**3**	**4**	**5**
Explain:					
10.5) I conduct exit-interviews with team members to determine the distinguishing aspects of their experience (e.g., "A character lesson I learned from being on this team is…"; "Something I would change to improve the character and performance of this team is…").	**1**	**2**	**3**	**4**	**5**
Explain:					

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Kelli E. Moran-Miller, is a doctoral student in counseling psychology and sport psychology at the University of Missouri, Columbia. The primary focus of her research has been in the area of sport and character development. She has assisted with curriculum development and program evaluation for the GoodSport Youth Development Program, and, as a research intern at the University of Notre Dame's Mendelson Center for Sport, Character, & Community, Ms. Moran-Miller collaborated with high school coaches to gather data on effective strategies for developing character through sport. She has worked extensively with at-risk youth and has consulted with several organizations regarding the development, implementation, and evaluation of sport and character programs.

Jeffrey Pratt Beedy, is the Headmaster of the New Hampton School (New Hampton, NH), recently recognized as a *National School of Character,* by the Character Education Partnership. A former professional skier and Cape Cod Baseball League pitcher, Dr. Beedy has worked as a teacher, coach, and administrator, in addition to founding several nationally recognized curricula and camps on sports and character development. He is the author of *Sports PLUS (Positive Learning Using Sports): Developing Youth Sport Programs That Teach Positive Values*, and numerous articles on human development. Dr. Beedy received an Ed.D. in human development from Harvard's Graduate School of Education in 1988.

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