

# APPROACHES to DISCIPLINE

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*Disciplining students is something all coaches must do, because learning cannot be accomplished in an undisciplined environment*

All Coaches should have

- Athletic Code, Constitution, Cheerleading Handbook, Standards, Guidelines, Code of Ethics, and/or Code of Conduct
- Samples:

<http://www.oakharbrocheer.com/Conferences.html>

[http://www.oakharbrocheer.com/TryOuts\\_DisciplineAccountability.html](http://www.oakharbrocheer.com/TryOuts_DisciplineAccountability.html)

## ▪ CONSEQUENCES/PENALTIES

- Everyday offenses like being late, wearing jewelry, missing practices
  - Options include
    - Detailed listing of consequences
    - Demerits
    - Sandwich Approach
    - Exercises
    - Penalty Box
- Major Offenses
  - Options include
    - “3 strikes you’re out”
    - Probation Letter
    - Peer Review Board



## ▪ REWARD SYSTEM

- Options include
  - Develop a Team Mission
  - Merit/Preference Points
  - Recognitions
  - T.E.A.M. Approach

## ▪ EVALUATIONS

Coaches need to stick to the stated repercussions. One slip will result in the others pushing the boundaries. Do not let your emotions show. Stay calm. Be firm, be consistent and be professional.

# Procedures for Handling Concerns/Problems

1. If a cheerleader has a concern, she must try to resolve her concern/conflict with the coach. Parents should not talk to the coach about an issue; it is the athlete's responsibility to voice their grievance. This is an opportunity for the athlete to learn how to solve her own problems. Parents should encourage their athlete to talk to the coach one on one; not try to solve the problem for her. Do not let the cheerleader fall back on fears and excuses like, "The coach doesn't like me" in order to not approach the coach. This is a great learning lesson. Help them learn and grow into strong, productive, capable young adults.

2. If a parent needs to talk to the coach, make an appointment. Never approach or confront the coach before, during, or after a game/competition/practice unless the coach requests this. Coach's primary focus must be on the team. Often, these periods can be busy and emotional times for both the parent and the coach and does not promote objective analysis of the situation.

3. Once the meeting is scheduled, the cheerleaders should also be in attendance because the concern affects her. Managing the grievance discussion is very important. It is important to have the cheerleader involved, listening, and providing examples so that the true facts can be brought to the table instead of misrepresentations and innuendos. Come with an open mind and prepared with valid solutions to the situation.

3. If the meeting with the coach does not result in a satisfactory resolution to the problem, call and set up an appointment with the Athletic Director and Coach to discuss the situation. At this meeting the appropriate next step can be determined.

# SAMPLES OF CONSEQUENCES/PENALTIES

## Ballard HS CHEER EXPECTATIONS/CODE OF CONDUCT

### Requirements:

1. 2.5 Grade point average in core classes must be maintained cumulative as well as every six weeks.
2. Athletic and Transportation Authorization form on file.
3. Fewer than 10 school absences per semester.

### Conduct:

Cheerleaders must always demonstrate exemplary conduct on and off campus and adhere to standards of good citizenship. The cheerleader must also be aware that their actions represent the squad, student body, school and community.

### Responsibilities:

1. Participation at home, KINGCO and other planned contests. Games are scheduled and attendance on time is mandatory.
2. Participation in all practices is mandatory.
  - A. Practice is a serious work time. The group depends on you to have a **good attitude** and to be there. Every time someone misses a practice, the whole group suffers.
  - B. Wear appropriate practice clothes for every practice: close fitting shirts and shorts (sports bras for girls), socks and cheer shoes. Bring cheer book. No jewelry (this includes any body piercing) or gum.
  - C. Hair is to be secured in high ponytail during practices and games.
  - D. Participate in all activities proposed by the Captain and Coach. You will be required to participate in stunts if you are a member of the squad. This includes flyers, bases, and spotters.
3. Participation in all fund-raising activities and any other activity required by the Coach.
4. Follow cheerleader and safety guidelines as outlined by cheer Coach.
5. Pep assembly planning, poster painting, and working together with Spirit Boosters and Pep Band to advertise events and generate school spirit is part of our cheerleading job.
6. Control, entertain, and lead the crowd enthusiastically – always showing GOOD SPORTSMANSHIP.
7. Be prepared to practice or perform with the required uniform, outfit or equipment (i.e. poms/megaphone). Coming to practices or a game unprepared will result in a UP (unprepared). For every 5 UP's you receive your grade will go down. Example 5 UP's = B, 10 UP's = C etc. This is similar to how gym grades are handled.
8. Buy and maintain cheerleading uniform and any other cheerleading paraphernalia including summer camp. Red hair ribbons for girls are a mandatory item for games. Not wearing one will result in a UP.

### School and Practice Attendance:

1. If it is necessary to be late or absent from any practice, the Coach must be notified as soon as possible (please have our cell phone #'s available to insure prompt notification).
2. The only excused absence from any practice or activity is if you were absent from school due to illness or an emergency comes up that the Coach clears BEFORE you miss practice. All appointments for hair, doctor, dentist, etc. must be made for non-cheer time.
3. The following applies to practices and games:
  - A. Be prepared to participate *fully* for the entire practice session or game. Cheering at a game is your "job". Please take that responsibility seriously. Your actions reflect not only on your self but also on the team and the school.
  - B. Organize your time so that meals and any preparatory activity (getting properly dressed/doing hair) are done before the team is scheduled to meet.
  - C. Arrive one hour prior to the start of the game unless otherwise instructed by your coach.

A tardy is more than 5 minutes late (you have a 5 minute grace period.... do not abuse). Three tardies = 1 unexcused absence, 2 unexcused absences = being benched for the next event. Disciplinary action may be taken for abuse of tardies or unexcused absence.

If a cheerleader is benched they must perform the following: attend all cheer activities (on time) wearing a cheer uniform. The cheerleader becomes the coach's manager and must sit with the coach. (Sitting with friends will not clear the infraction).

**Disruptive Behavior:**

1. A cheerleader may be given 2 warnings for uncooperative behavior during practices, games, meetings, exhibitions, competitions etc.
2. These behaviors include, but are not limited to: talking, chewing gum, being out of position, wearing jewelry, lack of spirit, negativity, not putting forth 100% effort (poor work ethic, selective participant) etc. After those 2 warnings, a cheerleader will be given a disciplinary action as chosen by the Coach and will be required to stay after practice for a consultation with the Coach. In the event the cheerleader continues the behavior even after the consultation, the member will be asked to leave practice, will be benched from the next performance, and will be required to have a meeting with the Coaching staff prior to returning to practice. Further incidences could result in dismissal from the team.
3. Cheerleaders exhibiting poor Sportsmanship towards their own teammates, including but not limited to: rude comments, negative attitudes/comments towards the team/ coaches, rumor fostering, "cliquing", gossiping about teammates etc will be counseled by the Coach. Once consultation has occurred, if the behavior persists a parent conference will be called and the member will be suspended from all practices, performances, meetings, gatherings etc for at least a week and/or until such time as a solution is found to rectify the problem.
4. Cheerleaders found to be verbally or physically abusing fellow teammates or the coach will be immediately counseled by the Coach/Athletic Director. This is grounds for immediate suspension/dismissal from the squad.
5. Please understand that it is your choices and actions, and the consequences of those decisions and actions that will determine your success on the Ballard cheer squad. Also know that what you do, the actions you take and decisions you make, not only affect or are representations of who you are, but also affect and reflect upon your team mates, family, school, and community as well. Please conduct yourself in such a way that represents the pride and dignity of all those entities. Leave a positive image in the minds of all those that know you and the organization you belong to.

**Rules:**

Cheerleaders MAY NOT:

1. Have a job or other activity that conflicts in any way with their cheerleading responsibilities.
2. Use or possess alcohol, tobacco, controlled substances, or any drug not prescribed for them.
3. Attend functions that encourage the illegal use of drugs and alcohol.
4. Become pregnant.

**BREAKING ANY OF THE RULES OR FAILING TO FULFILL ANY CHEERLEADING RESPONSIBILITY WILL LEAD TO TEMPORARY OR PERMANENT SUSPENSION FROM THE CHEERLEADING SQUAD. I understand the requirements, responsibilities and rules as stated above. I agree to abide by all the rules, responsibilities and conditions contained herein and understand the penalties if I do not.**

\_\_\_\_\_  
Cheerleader

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Cheerleading Discipline Plan

**Cheerleaders will be notified by the coach when consequences must be given. Benched means sitting out on the sidelines at the game or competition in uniform without communication to anyone except their coach. All community service hours must be completed at this high school. The head coach will approve all discipline forms to ensure consistency in our program.**

## Level One Offenses

- Late to meeting, practice, game, or competition
- Forgetting part of practice/game/competition uniform
- Being late for deadlines
- Having fingernails above finger tips
- Chewing gum at practice, game, or competition
- Having glitter on at a practice, game, or competition
- Having jewelry on at a practice, game, or competition
- Wearing a your uniform improperly

## Level One Consequences

**\*\*\*The coach may decide to issue one or all of the consequences listed below.**

- ✓ Physical Conditioning as given by the coach
- ✓ Community service: 2 hours
- ✓ Benching for part of a game as determined by the coach (this is for spirit teams)

## Level Two Offenses

- Teacher complaint about a student's behavior/grade in the classroom
- Being disrespectful to any coach
- Being disrespectful to a teammate
- Missing a game, practice, or a competition for a reason that is unexcused
- Not showing up for a game, practice, or a competition without previous notice
- Altering a Rented Uniform
- Continuously committing level one offenses

## Level Two Consequences

**\*\*\*The coach may decide to issue one or all of the consequences listed below.**

- ✓ Physical conditioning as given by your coach
  - ✓ Community Service: 5 hours
  - ✓ Benching from one game or competition (this is a requirement if a cheerleader misses a game or competition for an unexcused reason)
  - ✓ The cheerleader will lose their letter if they miss one game or competition for an unexcused reason
  - ✓ A Level Two discipline form filled out on the cheerleader (This is a requirement for all level two offenses)
- 2 of these forms will result in the cheerleader losing his/her letter as well as cheerleader being put on probation
  - 3 of these forms will result in immediate dismissal from squad

## Level Three Offenses

- Breaking ANY MAJOR HS school rule
- Continuously committing level one and two offenses
- Continuously committing level two offenses

Level Three Consequences

**\*\*\*All of the consequences listed below must be given to the cheerleader for any level three offense.**

- ✓ Physical Conditioning as given by your coach
  - ✓ Community Service: 10 Hours
  - ✓ Benching for 10% of games or competitions
  - ✓ A level Three discipline form filled out on the cheerleader
    - 2 of these forms will result in immediate dismissal from squad
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I understand and will comply with the above discipline plan. I also understand that all consequences and their severity are up to the coach's discretion. In case of extenuating circumstances, appropriate consequences will be determined by the cheer coaches and all decisions are final.

Cheerleader: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Digital copy online

<http://www.oakharborcheer.com/Conferences.html>

## **Cheer Demerit Guidelines**

The demerit system is a method that establishes structure and discipline within the cheer team. It holds the cheerleader responsible for her/his actions and helps maintain a dedicated team. The following are reasons for demerits and the consequences that will follow.

### **Reasons**

- 1 demerit      A cheerleader will receive one demerit if she/he arrives tardy to practice or a game, is not appropriately dressed and ready to practice/cheer @ game on time, does not observe the “no cell phone” rule, or does not observe the “no jewelry” rule.
- 2 demerits     A cheerleader will receive two demerits if she/he is absent from practice or a game without either a written doctor’s excuse or a note from another school sponsored activity leader prior to the absence. If the cheerleader is absent from school for the entire day because of illness she/he is automatically excused.
- 2 demerits     A cheerleader will receive two demerits if she gets an after-school detention, falls below the grade requirement.
- 2-3 demerits   A cheerleader will receive demerits for inappropriate and/or disrespectful behavior at the coaches discretion. This includes any misbehavior during classes or on school campus, or while representing cheerleading.
- 2-3 demerits   A cheerleader will receive demerits if she causes any tension within the cheerleading squad that jeopardizes the squad’s harmony

### **Consequences**

- 5 demerits     The accumulation of five demerits will result in a one-game suspension. Practices and all other cheer activities (wearing uniform to school, travel with team, etc.) will still be required but the cheerleader will be “benched” at the next game.
- 10 demerits    The accumulation of ten demerits will result in a two-week probation. Practices are still required but participation in any other cheer activities (cheering, wearing uniform to school, travel with team, etc.) will be prohibited.
- 15 demerits    The accumulation of fifteen demerits will result in permanent suspension from the team.

The coaches/administrators reserve the right to give demerits for anything not covered in the above list. It is the cheerleader’s responsibility to notify parents when demerits have been issued.

- Note:    The only excusable absences from practice or events are
- 1) illness (must have been absent from school for illness for the entire day if it is a school day) and
  - 2) other school-sponsored event. The cheerleader must still bring a doctor’s or school activity sponsor’s note to the next practice and must also notify the coach ahead of time.

# PROBATION LETTER

Your son/daughter has been placed on the \_\_\_\_\_ team on a probationary basis lasting from \_\_\_\_\_ to \_\_\_\_\_, or described below.

They need to meet the following requirements to maintain their position on the team.

## Requirements:

- Must pass all classes with a C or better. (NO F's)
- Improve attendance (minimal absences and tardies) the attendance clerk will be keeping contact cheer coach(s)
- Maintain positive attitude and relations with all FPHS staff, students, and cheerleaders-as determined by the cheer coach(s)
- Fulfill all obligations as set forth in cheer contract/constitution

As part of the probationary period your son/daughter will be assigned a “Big Sister” or mentor that is familiar with the cheer program and its high expectations to help them succeed in being successful on the cheer team.

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*I \_\_\_\_\_ parent/guardian of \_\_\_\_\_ have read and understand the requirements and obligations set forth for my son/daughter to maintain there position on the cheer team as based on the requirements above. I understand that if these requirements are not met they will no longer be on the cheer team for the remainder of the cheer season and may not be able to tryout for the following year.*

Digital copy online

<http://www.oakharborcheer.com/Conferences.html> (under 2010 CheerCon)

## **Cheer Review Board**

### **Board consist of**

1. All cheerleading coaches
2. 3 cheerleaders from each squad
3. Administrator (optional)

### **Selection Process**

1. Board members can be nominated by coach, cheerleader or self-nomination
2. Board members will be selected by paper ballot by teams and coaches at the beginning of each cheer season.
3. If the position is vacated for any reason, a new member will be elected by cheer teams via paper ballot.

### **Purpose of Board – To handle problems that occur within the cheer season.**

*(These procedures do not apply to breaking the athletic code)*

1. Any cheerleader who does not follow the required procedures and rules must plead his/her case in front of the Review Board and accept the decision of the Board.
2. Any cheerleader who receives disciplinary action from the coach may appeal the decision in front of the Review Board with the agreement to accept the Board's ruling.
3. Any cheerleader that causes conflict among the squad must plead her/his case in front of the Review Board and agree to accept the Board's ruling.
4. The hearing is attended by all board members, the cheerleader in question and, if wanted, their parent.

### **Review Board Procedures**

1. All board members and cheerleader meet in a specified location. The parent may attend but only as an observer.
2. The situation will be explained by both the coach and cheerleader(s).
3. The members of the Board are allowed to ask questions and openly discuss the issue at hand.
4. After all questions have been asked and the cheerleader feels the situation has adequately been explained; then the Board will meet in private for further discussion.
5. Discussion among the members is permitted before the vote is taken. All information discussed must not be talked about outside of the Review Board procedures. Any conversation outside of Review Board will cause dismissal from the squad.
6. Board will discuss if and what disciplinary action should be taken. Final decision should be made by paper ballot.
7. Decision is by majority rule.
8. The cheerleader will be notified in writing (via email) within 24 hours or sooner.
9. All decisions are final and must be accepted by all parties.

Adapted from Josephine Ivey, 2007 National Coach of the Year

# SAMPLES OF REWARD SYSTEM

**TEAM MISSION** – write a team statement that everyone can agree to and sign

Teams need a reason to work together for a common goal. When entire team buys into these goals, they are more willing to expend the energy and commitment to get there.

Begin with the end in mind.

Question to ask your team

1. What does the team stand for?
2. What could we achieve if we really put our minds and hearts to it?
3. How far can we go if everything came together by the end of the season?
4. What kind of season would we like to have so that we look back on it with fondness and feel it was worth all the time and energy we put into it?
5. What legacy do we want to leave?

Put Team Commitment Contract on a large poster and have everyone sign it. Make a ceremony out of this...possible using a special pen for the signing. Place photos of each athlete around the edges of the contract and then post.

From the team mission everyone needs to set steps (goals) to achieving the team goals.

**COMMITMENT TO MISSION** – Write a daily spreadsheet (contract) for each team member of required skills.

- Cheerleaders need to take on an “action-oriented” mentality
- Hold the cheerleaders accountable to these skills
- Set timeline for each skill and have drills to get to the goals
- Monitor and reevaluate their progress

## ACHIEVEMENT POLICY

In addition to creating policies that state expected behavior for your team, you need to plan ahead for how you will reward positive behavior and accomplishment. Awards should not be restricted to performance outcomes. Positively reinforce behavior needed to successfully complete the team's mission.

- Decals given to players for various types and levels of achievement.
- Player of the game, week, or month recognition.
- Letters for letter jacket (for team members meeting certain criteria over the course of the season).
- Specific performance honors for each game
- Publicly spotlighting the athlete who demonstrates the most effort in practice each week.
- Publicizing the most valuable reserve player in the school newspaper each week.
- Allowing a "practice player of the day" to have input into the next practice session.
- Here are several more ideas:
- Award ribbons, pins, or magnets for each personal best in sports such as track and field and swimming.
- Establish a team "traveling trophy" (which could be something goofy or something very nice) that is passed to a new athlete after each contest.
- Develop your own signature phrases that you say for when athletes do something extraordinary (be sure not to overuse them!).
- Post a motivation quote of the day or week

- Distribute motivational poems and articles to the team
- Show motivation movies
- Invite a college cheerleader to your practice to speak
- Display charts where you can recognize accomplishments for jumps, stunts, learning all chants, etc.
- Post goals and check them off when achieved.
- Have a tangible reward to give. It does not have to be big or expensive. It is a symbol that shows them that you recognize what they have done that they are important

Reward the positive behavior. Reward the team values. Examples of ways to recognize these traits are...

- Paper hand cutout with the words "High 5 for a job well done!" written on it.
- Personal note that says "Thank You for Going Above and Beyond". Have a picture of a cheerleader being basket-tossed on it.
- Stuffed frog with a tag around his neck that says "Best Jumper". Every game the winner takes home the frog until the next game. Next game, she will return the frog to coach. Cheerleader takes the tag from the frog's neck and places it on her cheer bag. At the end of the season, reward the person who has the most tags.
- 100% Shirt – at the end of practice, give out a special shirt that says "100%" to the cheerleader who gave 100%. She wears it until the next practice. She signs and returns it at the next practice. Repeat at each practice.
- Take a photo of the team. Make it into a puzzle. Give everyone a piece. Explain that it takes every piece to complete the puzzle. Every piece is essential.
- Start every practice with what they've done right, be it last night's game or the last practice. Be careful not to say "You did great last night but you need to not talk so much while in your chant lines". They will only remember, "don't talk in chant line". You lost the positive statement by ending the compliment with a negative.
- Catch them doing things right and praise, praise, praise.
- Have a "Wall of Fame:" and highlight the skills that the cheerleaders accomplished.
- Make a website about the cheerleaders.
- Feature a cheerleader of the week on the website
- Have the cheerleaders practice outside in front of the school so others can see how hard they work.
- Send in articles and photos to local newspaper and school paper about their accomplishments.
- Set a rule "You can only complain if you have a solution to the problem". This allows cheerleaders to learn how to resolve their own problems.
- Make special treats with motivational sayings attached to them.

<b>Task</b>	<b>Description</b>	<b>Merit Points Possible</b>
Driving another cheerleader to or from a cheer event (practice, game, etc.)	For every 5 rides=1 merit	<b>No more than 40</b>
Outside cheer help	“Suzy” meets with “Amber”, a returner to catch up on a missed practice or A group of cheerleaders get together to practice cheer and chants.	<b>1 per hour</b>  Cell phones must be turned off and it must be a productive hour or two half hours, etc.
Parade	Attended a parade for its entirety (i.e. Daffodil, 4 <sup>th</sup> of July, Santa, etc.)	<b>10 each</b>
Competition	Attended a competition for its entirety	<b>10 each</b>
Leading or co-leading a practice	Ask for coach(s) permission/instructions	<b>1 per day</b>
Grade Checks	If you have no F’s and a 2.5 or higher	<b>3 each grade check</b>
Goal Setting	This could be individually or as a team <u>Example:</u> For the month of April it is a team goal that everyone gets their step-up drill marked off/passed for at least two positions. Individual Goal: point my toes in a toe touch at least 5 times in a row by the end of May.	<b>3-</b> Could be more if specified by cheer coach
Tumbling Leader	Lead, encourage and help your group finish their tumbling skill/goal for the practice. Example: A group of 4 girls are to finish 20 snap downs, 20 throw downs, and 20 wall cartwheels drills before moving on to the next station. You offer to lead the group and everyone succeeds.	<b>3 each practice</b>
Attendance	You provide the coaches with a teacher note or note from attendance clerk that you have improved your attendance.	<b>Up to 10</b>
Turning in Paperwork on time		<b>1 or as specified by cheer coach(s)</b>
Mentoring	If you are assigned to be a “Big Sister”	<b>5 for the year</b>
Other	As specified by cheer coach(s)	<b>?</b>

# SAMPLES OF EVALUATION FORMS

Area	Strengths 6-10	Weakness 1-5
<b>Communication</b> <small>(With coaches, teammates, etc.)</small>		
<b>Commitment</b>		
<b>Dedication</b>		
<b>Grades</b>		
<b>Cheer Attendance</b>		
<b>Tumbling</b>		
<b>Partner Stunt</b>		
<b>Group Stunt</b>		
<b>Jumps</b>		
<b>Kicks</b>		
<b>Overall Fitness</b>		
<b>Attitude</b> <small>(toward coaches, teachers, teammates)</small>		

# CHEER EVALUATION FORM

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NAME

DATE

**CHEER/ CHANT KNOWLEDGE** - (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**MOTIONS** - (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**SPIRIT-** (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**VOCALS** - (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**JUMPS-** (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**STUNTING-** (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**DANCE** - (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

during practice, games, events

**ATTITUDE** - (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Listening to constructive comments from coaches, assistants, and fellow cheerleaders. Upbeat at practice, games, events, without negative reaction. Volunteering instead of being asked.

during practice, games, events

**READINESS** - (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Complete uniform at games& events, proper practice attire, hair properly maintained, no nail polish/cut nails, no jewelry, no gum.

during practice, games, events

Digital copy online <http://www.oakharborcheer.com/Conferences.html>

# The T.E.A.M. Approach to Sportsmanship

This four-point strategy for achieving the objectives of the Pursuing Victory With Honor campaign is captured in the acronym T.E.A.M.: Teach, Enforce, Advocate, and Model. These four elements should guide the design of all elements of programs to promote sportsmanship and foster good character as well as guide interactions with athletes, parents, coaches, officials, and spectators.

## Teach

In order to enhance the character-building and sportsmanship aspects of your sports program it is essential that administrators and coaches consciously and consistently seek to teach how to think and act in ways that develop and demonstrate trustworthiness, respect, responsibility, fairness, caring, and citizenship. This is best accomplished by following a coherent plan.

\* Assure that character-building and sportsmanship objectives are a clearly stated central purpose of your athletic program.

\* Review existing mission and purpose statements.

\* Put mission statement prominently on all literature.

\* Assure that all coaches, parents, and athletes

Instruct administrators and coaches to integrate these in:

\* Team selection and recruiting

\* Parent and athlete orientation meetings

\* Game strategies

\* Game recap

\* Continual verbal reinforcement

\* Team rules and discipline actions

## Enforce

Mere teaching and preaching about the ideals of sportsmanship and good character will not be enough. It is essential that you demonstrate courage and firmness in consistently holding coaches, athletes, parents, and others to those expectations.

*Expectations.* Establish clear conduct expectations for athletes, coaches, parents, officials, spectators, and others.

*Consequences.*

\* Reward good conduct and personal development by positive recognition. Firmly discourage bad behavior by immediate correction and prompt discipline.

\* Verbally praise model behavior and correct misbehavior as often as possible with both athletes and coaches.

\* Recognize athletes and coaches who demonstrate exceptional sportsmanship and character after games and in postseason awards.

\* Make demonstrations of good character and sportsmanship a job requirement for coaches and a factor in playing time (e.g., bench players who violate conduct expectations regardless of the competitive situation).

\* Correct parents and spectators who fail to meet expectations through private meetings, letters, announcements, warnings, and ejection from games or practices.

## Advocate

Be a vigorous advocate of character and sportsmanship in everything you say and do. Be clear and uncompromising that you want and expect your athletes to demonstrate trustworthiness, respect, responsibility, fairness, caring, and citizenship in everything they do. Make it a matter of pride in the team and in oneself.

*Team captains.* Give team captains special responsibility to promote and encourage teammates to develop a sense of pride.

*Comment.* Comment on the personal development of athletes and the sportsmanship aspects of every competition regardless of the outcome.

## **Model**

Your lessons about sportsmanship and character will be undermined if you engage in or allow athletes, coaches, parents, officials, or spectators to engage in contradictory conduct.

*Role modeling.* Assure that everyone representing your athletic program understands the responsibility to be careful and self-conscious about setting a good example by honoring these traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship on and off the sideline and mat.

*Send only positive messages.* Everything you say and do – in organizing your team, conducting practices, during the competition, and in post-event commentary – sends messages about your values and character. Be sure these messages are positive and reinforce the mission of your sports program.

## **WHY Teach Sportsmanship and Honor?**

Sports best achieve its positive impact on participants and society when everyone plays to win. In fact, without the passionate pursuit of victory much of the enjoyment, as well as the educational and spiritual value, of sports will be lost. Winning is important and trying to win is essential.

Winning is important, but honor is more important. Quality sports programs should not trivialize or demonize either the desire to win or the importance of actually winning. It is disrespectful to athletes and coaches who devote huge portions of their lives to being the best they can in the pursuit of individual victories, records, championships, and medals to dismiss the importance of victory by saying, "It's only a game." The greatest value of sports is its ability to enhance the character and uplift the ethics of participants and spectators.

Ethics is essential to true winning. The best strategy to improve sports is not to de-emphasize winning but to vigorously emphasize that adherence to ethical standards and sportsmanship in the honorable pursuit of victory is essential to winning in its true sense. It is one thing to be declared the winner, it is quite another to really win.

There is no true victory without honor. Cheating and bad sportsmanship are simply not options because they rob victories of meaning and value and replace the inspirational high ideals of true sport with the degrading and petty values of a dog-eat-dog marketplace. Victories attained in dishonorable ways are hollow and degrade the concept of sport.

Ethics and sportsmanship are ground rules. Programs are expected to take whatever steps are necessary to assure that coaches and athletes are committed to principles of ethics and sportsmanship as ground rules governing the pursuit of victory. Their responsibilities to demonstrate and develop good character must never be subordinated to the desire to win. It is never proper to act unethically to win.

Benefits of sports come from the competition, not the outcome. Quality amateur sports programs are based on the belief that the vital lessons and great value of sports are learned from the honorable pursuit of victory, from the competition itself rather than the outcome. They do not permit coaches or others to send the message that the most important benefits derived from athletic competition can only be achieved when an athlete or a team wins.

## **The coach as teacher...**

The profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimensions of their sport, coaches through words and example must also strive to build the character of their athletes by teaching them to be trustworthy, respectful, responsible, fair, caring, and good citizens.

Sports provide an extraordinary setting for learning. Coaches who identify themselves as teachers ("teacher-coaches") place heavy emphasis on assuring that the athletic experience supplements and enriches the academic education of student-athletes.

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