



INTEGRITY RESPECT RESPONSIBILITY SPORTSMANSHIP SERVANT LEADERSHIP

Champions of Character **HIRING AND EVALUATING PROCESS**

The *Champions of Character* process has much more to do with people than it does with programming. If you want to improve the quality of instruction in a school you really have only two choices; Hire better teachers or train the teachers that you already have. The same holds true for character-driven athletics. If we want to improve the quality of character education through athletics we must either employ character-driven coaches or train the coaches that we already have. The next few pages offer suggestions for employing and evaluating coaches using the *Champions of Character* process.



Insert your
School or
Conference
Logo here

INTEGRITY RESPECT RESPONSIBILITY SPORTSMANSHIP SERVANT LEADERSHIP

COACH INTERVIEW QUESTIONS

These core value questions relate only to the *Champions of Character* process. They are not intended to explore a candidate's knowledge of fundamentals, tactical knowledge, and legal responsibilities.

Integrity: Internal traits which guide behavior.

1. **Q. What do you hope to achieve as the (sport) coach?**

A.

Does the response reflect a desire to enhance an athlete's performance both on and off the field of athletic competition?

2. **Q. If I were to call your last employer or a coach that you once played for how would they describe your demeanor during a contest or at practice?**

A.

What does their answer say about their passion and their poise? Does their answer reflect the type of character you want modeled to your athletes?

Respect: Treating others the way you would want to be treated.

1. **Q. How do you respond to what you perceive to be a poor call by an official or umpire?**

A.

Does their answer reflect a healthy mix of tolerance, candor and discretion?

2. **Q. How would you respond to a parent that confronts you immediately following a contest regarding playing time?**

A.

Does their answer reflect a sense of attentiveness, tolerance and discretion?

Responsibility: The social force the binds an individual to the group.

1. **Q. Up to this point what has been your greatest professional accomplishment? Explain how you achieved that accomplishment?**

A.

Listen for who is credited for the accomplishment. Does the candidate distribute credit?

2. **Q. Describe a professional task in which you failed and what you learned from that failure?**

A.

Listen for who is credited for the failure.



Insert your
School or
Conference
Logo here

INTEGRITY RESPECT RESPONSIBILITY SPORTSMANSHIP SERVANT LEADERSHIP

COACH INTERVIEW QUESTIONS (Continued)

Sportsmanship: Following the rules, spirit, and etiquette of athletic competition.

1. **Q. Have you ever been ejected from an athletic contest? If yes, explain how and why?**
A.

Listen to their reason for explaining their ejection. Do they take responsibility for the ejection or try to blame it on someone or something?

2. **Q. How do you teach good sportsmanship?**
A.

Servant-Leadership: Serving the greater good.

1. **Q. Describe what servant-leadership looks like in your sport?**
A.

Listen for words such selflessness, initiative, decisiveness, team captains, and sacrifice.



Insert your School or Conference Logo here

INTEGRITY RESPECT RESPONSIBILITY SPORTSMANSHIP SERVANT LEADERSHIP

COACH EVALUATION REPORT

The goal of all coaches employed by (Insert School/School District name) should be consistent with the mission of the school district and the *Champions of Character* process. (Insert School or School District's Mission here) The mission of the *Champions of Character* process is to use athletic participation to teach and model character values to our nation's youth in order to enhance their performance on and off the field of athletic competition.

Name of Coach: _____ Date: _____
School: _____ Sport/Team: _____

Purpose of this report:

1. To encourage coaches to actively self-evaluate overall performance.
2. To ensure that high educational standards are maintained within the district.
3. To ensure a commitment to character-driven athletics.
4. To promote constructive communication between coaches and administration.
5. To identify the specific strengths of a coach and commend him/her for such competencies.
6. To identify the specific weaknesses of the coach and collaborate upon goals for improvement.

Evaluation Instrument Key

1= Seldom or never meets the expectation 2= Meets the expectation 3= Exceeds the expectation

A. Planning and Organizing

1. Establishes expectations _____
2. Communicates expectations _____
3. Conducts a parent meeting _____
4. Develops and keeps a record of practice plans _____
5. Develops and keeps a record of inventory _____
6. Clearly communicates sports schedules in a timely manner _____
7. Attends required rules meetings and clinics _____

A. Planning and Organizing Total (7-21)

=====

B. Coaching Skills

1. Reflects knowledge of sport and all rules involved in the sport _____
2. Defines the fundamental skills needed to participate _____
3. Models the fundamental skills needed to participate _____
4. Shapes the fundamental skills needed to participate _____
5. Reinforces acceptable fundamental skills needed to participate _____
6. Defines the tactical skills needed to successful _____
7. Models the tactical skills needed to be successful _____
8. Shapes the tactical skills needed to be successful _____
9. Reinforces acceptable tactical skill needed for success _____
10. Uses time efficiently _____

B. Coaching Skills Total (10-30)

=====



Insert your School or Conference Logo here

INTEGRITY RESPECT RESPONSIBILITY SPORTSMANSHIP SERVANT LEADERSHIP

COACH EVALUATION REPORT (Continued)

C. *Champions of Character*

- 1. Demonstrates integrity on and off the field of athletic competition _____
- 2. Treats others with respect _____
- 3. Displays a commitment to school, athletic department and team _____
- 4. Displays fairness and impartiality _____
- 5. Stimulates good will while developing skill in team participation _____

C. *Champions of Character* Total (5-15) _____

D. Personal and Professional Qualities

- 1. Is punctual in all duties and responsibilities _____
- 2. Files reports accurately and promptly _____
- 3. Demonstrates a positive attitude _____
- 4. Refrains from derogatory criticisms of others _____
- 5. Accepts constructive criticism and suggestions _____
- 6. Demonstrates professional growth _____
- 7. Uses self-evaluation to improve performance _____
- 8. Communicates effectively with Athletic Director and Administration _____

D. Personal and Professional Qualities Total (8-24) _____

Rating Summary

- A. Planning and Organizing Total (7-21) _____
- B. Coaching Skills Total (10-30) _____
- C. Champions of Character Total (5-15) _____
- D. Personal and Professional Qualities Total (8-24) _____

Rating Summary Total (30-90) _____

Rating Scale

- 81+ Excellent
- 60-80 Satisfactory
- 59 or less Needs Improvement

Evaluator Comments:

Evaluator's Signature: _____ Date: _____

Coaches Signature: _____ Date: _____

F. Coach's Comments: Coach may state objections to this report in the space below, the back of this page or on a separate sheet of paper.



Insert your
School or
Conference
Logo here

INTEGRITY RESPECT RESPONSIBILITY SPORTSMANSHIP SERVANT LEADERSHIP

Champions of Character **COACH AGREEMENT**

Job Description :

To become a *Champions of Character* coach a coach must embrace and model all the qualities they ask of their athletes; discipline, determination and desire.

The following are requirements for being a *Champions of Character* coach:

- I. Redefine Success.** A *Champions of Character* coach defines winning in terms of mastery and not simply by the scoreboard. They take responsibility for those under their charge and see them as more than just a means to an end.
- II. Redefine what it means to be an athlete.** The *Champions of Character* coach understands that being an athlete of character transcends an athlete's playing abilities to their moral and social interaction with their teammates, their opponents, and those who manage the game. *Champions of Character* coaches help their athletes play their best on the field and be their best away from it.
- III. Establish and Communicate Expectations.** A *Champions of Character* coach establishes expectations regarding conduct, playing time, practice attitude and the team and communicates these to each individual, the team, parents and significant others.
- IV. Model and coach the five core values of the *Champions of Character* process.** The *Champions of Character* coach defines, models, shapes and reinforces what it means to have and display integrity, respect, responsibility, sportsmanship and servant-leadership in the context of sport and the greater community. They understand that their sport is filled with many coachable moments, which if recognized and acted upon could translate into wins both in the scoring column and in life.
- V. Provide time and space following an athletic event.** The *Champions of Character* coach realizes that an athlete needs time and space immediately following an athletic contest to recover before they can begin preparing for the next contest.

Following the end of the season the coach will be evaluated by players, parents and administrative staff. The evaluation will provide feedback on the coach's commitment to the Champions of Character process. The results of the evaluation will be shared with the coach in a post season meeting.

I agree to become a *Champions of Character* coach and to model and coach positive character traits to the athletes under my charge.

Coach Signature

Date