



NAIA Champions of Character “Curb Appeal” Sportsmanship Guided Discussion Facilitator’s Guide

INTEGRITY RESPECT RESPONSIBILITY
SPORTSMANSHIP SERVANT LEADERSHIP

This guide provides the facilitator with a road map for conducting a discussion on sportsmanship.

Time: 60 minutes

Discussion outcomes: By the time participants have completed this guided discussion, they will be able to:

- Evaluate their approach to sportsmanship.
- Identify potential opportunities for improvement within their own programs
- Troubleshoot sportsmanship issues and recognize strategies that promote sportsmanship

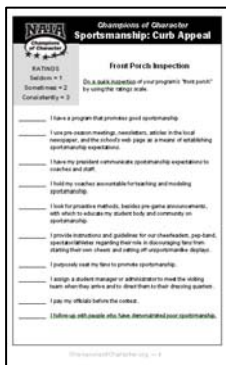
Materials needed: Copy the two-page “Curb Appeal” Sportsmanship Discussion Guide” at the end of this document for each participant.

Role of facilitator, preparations

If you have experience with coaches, officials, athletic administrators, athletes, or fans, you will feel very comfortable leading this discussion.

In leading the discussions:

- Listen, encourage and support rather than control the conversation. Typical answers may be included for some questions, but those are to guide you should the conversation become off track.
- Encourage participants to listen to each other.
- Work to engage all participants so the discussion is not dominated by just a few.
- Help your group recognize that the personal value of this discussion will depend upon its relevance in their professional lives.
- Respect viewpoints of others. Don’t impose your own ideas.
- Be flexible enough to go-with-the flow but stay on task.



“Curb Appeal Discussion Guide” at the end of this document is used as a worksheet for this discussion.

Indicates that facilitator shares this information with the group

Indicates **question facilitator poses**

Italics are instructions for guiding the discussion.

Section 1: Does your program have “curb appeal”?

Facilitator Insight

The athletic department is often where first impressions are formed about an institution. Like the front porch of a house, it's what is seen by those driving by. They cannot see inside, so they develop an impression of the entire house based upon the front porch. If the porch is cluttered, unclean, and deteriorating then that is their impression of the entire house.

- Many times homeowners have difficulty seeing their house as others do. They become accustomed to the way it looks and functions, and as a result they can not see its faults. The same is true for sportsmanship.
- When unsportsmanlike incidents occur, we usually see only the end results. We seldom consider the role of the athletic administrator in the process. The athletic administrator can effect change in sportsmanship by addressing game management and sporting behavior expectations.

? Let's do a quick inspection of your “front porch.” When I read each statement, rank your program using the following scale:

Seldom = 1 Sometimes = 2 or Consistently = 3

Participants mark their scores on the discussion guide handout.

- I have a program that promotes good sportsmanship.
- I use pre-season meetings, newsletters, articles in the local newspaper, and the school's web page as a means of establishing sportsmanship expectations.
- My president communicates sportsmanship expectations to coaches and staff.
- I hold my coaches accountable for teaching and modeling sportsmanship.
- I look for proactive methods, besides pre-game announcements to educate my student body and community on sportsmanship.
- I provide instructions and guidelines for our cheerleaders, band, spectator/athletes regarding their role in discouraging fans from setting off unsportsmanlike displays.
- I purposely seat my fans to promote sportsmanship.
- I assign a student manager or administrator to greet the visiting team when they arrive and to direct them to their dressing quarters.
- I pay my officials before the contest.
- I follow up with people who have demonstrated poor sportsmanship.

How did you score?

20 and below Total Remodel

21-26 Minor Repairs

27-30 Good Shape

- Let's look at best practices. For those who gave themselves a “3,” in an area, describe what you do on your campus?

Section 2: Driving Buy

- Now we need to look at how others see our program. If spectators were to evaluate sportsmanship at the completion of every sporting event how would you score?

**? How do you think spectators would respond to the following survey questions?
Rate your program as others would see it using:**

Seldom = 1 Sometimes = 2 or Consistently = 3

Participants mark their scores on the discussion guide handout.

- Our coach displayed respect for the officials and the opponent.
- Our athletes demonstrated respect for the officials and their opponent.
- Our student-body showed respect for the officials and the opponent.
- Our cheerleaders encouraged positive enthusiasm.
- The overall response and actions of the spectators demonstrated good sportsmanship.
- Our team and fans demonstrated good sportsmanship at the end of the contest.
- Our game management took an active role in managing the crowd.

How did you score?

14 and below Get me out of the neighborhood!

15-18 I like it, but it could be better.

19-21 Great view.


- So how did your own curb appeal scores compare with the drive by? Do your actions in preparing a sportsmanship environment create one?

One way to put it to the test is to include these questions in your game program and have fans complete the evaluation and deposit it a collection box near the exits. (You'll find a copy of these questions on ChampionsofCharacter.org)

Section 3: Sportsmanship Case Studies

The following case studies raise issues regarding sportsmanship, ethics, and integrity. Choose one to read to your group then discuss the questions provided.


CASE STUDY 1

 Home University is playing Visitor University in the last soccer game of the season. The winner advances to the national tournament; the losing team goes home. Pressure is on, and tensions are high. The official calls a penalty on Home U when Charles is offside. Charles confronts the official, yelling inappropriate language and displaying inappropriate gestures.

? Discussion Questions

1. How else could Charles have handled this situation?
2. What do you as an administrator want the official to do about the matter?
3. Should the other players or coach get involved? If so, how?
4. What would be your reaction?


CASE STUDY 2

 The visiting Fighting Ducks ran on the field to the “boos” of the Slumbering Sloths home crowd. As the conference rivals were introduced, the home fans threw yellow rubber ducks on the field. Throughout the game, Sloth fans taunted the opposing players and yelled obscenities at the officials when calls went against their team. At one point, several Ducks fans went over to Sloth’s student section and started taunting the crowd. A fight ensued and had to be broken up by security.

? Discussion Questions

1. What could have been done to prevent the problems?
2. How should sports fans show support for their team?
3. How should opposing teams be treated?

CASE STUDY 3

 Coach Smith and Coach Hamilton have a long-running rivalry. They competed against each other in college and never really got along. Now their football teams are conference rivals. They’ve played twice before and split the games. Today’s contest is a hard-fought competition with a close score up to the final play. Coach Hamilton’s team pulls it out with a field goal in the closing seconds. Coach Hamilton joins the celebration on the sideline then runs to the locker room without leading his team to midfield for the traditional handshake.

? Discussion Questions

1. Does their longstanding rivalry excuse them from shaking hands?
2. What is the message they send to their players and the fans?
3. What would you do as an athletic administrator in charge of one of these coaches?



Five Core Values

Internal traits that guide behavior

Integrity

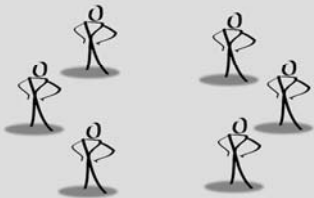
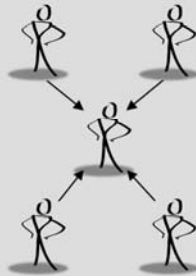


Treating others the way you want to be treated

Respect

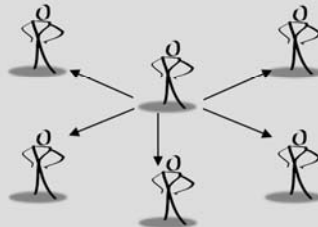
The social force that binds me to the good of the team

Responsibility



Following the rules, spirit, and etiquette of athletic competition

Sportsmanship



Serving the greater good while focusing on the team's mission and purpose

Servant Leadership

Champions of Character program instills an understanding of character values in sport and provides practical tools for student-athletes, coaches and parents to use in developing exemplary character traits.

www.ChampionsofCharacter.org



Champions of Character Sportsmanship: Curb Appeal

Discussion Guide

Front Porch Inspection

Do a quick inspection of your program's "front porch" by using these ratings.

RATINGS

Seldom = 1

Sometimes = 2

Consistently = 3

- _____ I have a program that promotes good sportsmanship.
- _____ I use pre-season meetings, newsletters, articles in the local newspaper, and the school's web page as a means of establishing sportsmanship expectations.
- _____ My president communicates sportsmanship expectations to coaches and staff.
- _____ I hold my coaches accountable for teaching and modeling sportsmanship.
- _____ I look for proactive methods, besides pre-game announcements to educate my student body and community on sportsmanship.
- _____ I provide instructions and guidelines for our cheerleaders, band, spectator/athletes regarding their role in discouraging fans from setting off unsportsmanlike displays.
- _____ I purposely seat my fans to promote sportsmanship.
- _____ I assign a student manager or administrator to meet the visiting team when they arrive and to direct them to their dressing quarters.
- _____ I pay my officials before the contest.
- _____ I follow up with people who have demonstrated poor sportsmanship.
- _____ Total



Champions of Character Sportsmanship: The Fan View

RATINGS

Seldom = 1

Sometimes = 2

Consistently = 3

Drive-by appeal

Rate your program as others would see it by using these ratings.

_____ Our coach displayed respect for the officials and the opponent.

_____ Our athletes demonstrated respect for the officials and their opponent.

_____ Our student-body showed respect for the officials and the opponent.

_____ Our cheerleaders encouraged positive enthusiasm.

_____ The overall response and actions of the spectators demonstrated good sportsmanship.

_____ Our team and fans demonstrated good sportsmanship at the end of the contest.

_____ Our game management took an active role in managing the crowd.

_____ Total

Champions of Character Sportsmanship Case Studies

CASE STUDY 1

1. How else could Charles have handled this situation?
2. What do you as an administrator want the official to do about the matter?
3. Should the other players or coach get involved? If so, how?
4. What would be your reaction?

BEST PRACTICES NOTES:

CASE STUDY 2

1. What could have been done to prevent the problems?
2. How should sports fans show support for their team?
3. How should opposing teams be treated?

BEST PRACTICES NOTES:

CASE STUDY 3

1. Does their longstanding rivalry excuse them from shaking hands?
2. What is the message they send to their players and the fans?
3. What would you do as an athletic administrator in charge of on one of these coaches?

BEST PRACTICES NOTES: