



# NAIA Champions of Character G-Rated Program Sportsmanship Guided Discussion Facilitator’s Guide

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:

- Recognize the importance of the athletic leader in fostering sportsmanship
- Identify potential opportunities for improvement within their own programs
- Explain the relationship between sportsmanship and event management.
- Troubleshoot sportsmanship issues and recognize strategies that promote sportsmanship

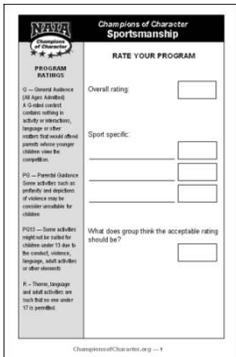
**Materials needed:** Copy the two-page “Sportsmanship Discussion Guide” at the end of this document for each participant.

### 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.



“Sportsmanship 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: Do you run a “G” rated program?

### Facilitator Insight

What makes the difference between an effective character-driven athletic experience and one that is not? Effective athletic leaders know they are the variable in making this happen. This discussion is being conducted with athletic leaders who are in a position to directly impact that experience. The purpose of the discussion is the help these leaders evaluate sportsmanship in their own programs and what factors influence it.

Today’s discussion centers on the core value of Sportsmanship and what we as leaders do to make that value a part of our programs.

Using a variation of the movie rating system everyone is familiar with, listen to these descriptions and think about your own program.

**G** — General Audience (All Ages Admitted) A G-rated contest contains nothing in activity or interactions, language or other matters that would offend parents whose younger children view the competition.

**PG** — Parental Guidance Some activities such as profanity and depictions of violence may be consider unsuitable for children

**PG13** — Some activities might not be suited for children under 13 due to the conduct, violence, language, adult activities or other elements

**R** – Theme, language and adult activities are such that no one under 17 is permitted.

We hope you will not need to apply the criteria for NC-17. Use the worksheet to record your overall rating and for those for sports you feel might have a different rating.

*Give participants a minute to rate.*

**? What rating should an athletic program aspire to and what rating would you assign to your program?**

**? Can you say that rating applies across the board or do specific sports need their own rating?**

*Have participants share their ratings, overall and perhaps individual sports.*

**? How do you think your program looks from the outside? What do others in this discussion say about your program?**

*Have participants share what their perceptions are of another’s program both positive and negative?*

(Limit discussion to 10 minutes)



## Section 2: How can event management promote sportsmanship?

The *Champions of Character* process defines sportsmanship as not only obeying the rules of the game but following the etiquette and spirit of the game. As one of the NAIA five core values, it should be both an attitude and a behavior that all institutions should strive for. Sportsmanship is an attribute that each participant should bring into the competitive arena and also one that is fostered by the management of the event.

The fair play element of sportsmanship refers to all participants having an equitable chance to pursue victory. In applying the concept of fairness to your events ...

? **What basic elements of game management can impact the atmosphere for fair play?**

? **What aspects of the physical location say something about the climate you have created? Is your venue welcoming and conducive to fair play?**

- o **Facilities in comparable condition, examples?**
- o **Equal access to facilities, seating, concessions, parking?**
- o **How well do you accommodate the needs of the opponent?**
- o **PA announcements, venue decorations, neutral signage?**
- o **Officials?**

? **Identify (2) methods for positively impacting the climate for fair play.**

? **Identify (2) methods for negatively impacting the climate for fair play.**

If we look at the human element, sportsmanship involves acting toward others in a fair and dignified manner regardless of the circumstances.

? **Who communicates the expectations and consequences regarding appropriate behavior? How are those expectation and consequences established?**

? **What kind of communication and interaction do you have with your opponent prior to/during an event? Who sets the standard for this?**

? **Is it possible to affect how opponents relate by adjusting your program's climate? If yes, please explain.**

*Have participants jot down their ideas.*



## Section 3: Sportsmanship issues and best practices

Let's take a look at the top 3 negative issues that the group has identified as affecting the climate we create for fair play.

*Poll the group to determine the top 3. They can be written in the answer guide.*

*Use the topics below (they are also printed on the back page of the "Sportsmanship Discussion Guide") to discuss what can be done to address those issues.*

- Host Institution Procedures
  - Communication with visiting teams
  - Signage and Public Address announcements
  - Security and Supervision
  - Hospitality
  
- Visiting Institution Procedures
  - Contact home institution or neutral site manager to discuss game preparations and facilities information.
  - Provide information to students regarding travel, parking, entrance seating and exit.
  - Check on amount of time allotted for band or other half-time activities and adhere strictly to the time limit.
  
- Dual Responsibilities
  - Use assemblies/gatherings to orient students to the importance of good conduct.
  - Any type of mascot shall be kept on the side of a school's rooting section.
  - Be alert to prior and existing community or cross-community control problems.
  - Monitor and stop inappropriate chants and cheers.
  
- During the Game
  - Visiting institutions athletics director or their representative should contact the site manager or athletic director immediately upon arrival to discuss final details and to indicate seat locations so that parties are available to each other.
  - Meet administrators from the visiting school and acquaint them with their areas.
  - Keep lines of communication open to administrators from the visiting institution and the site manager.

### Top (3) Sportsmanship Concerns

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Host Institution Procedures

- Communication with visiting teams
- Signage and Public Address announcements
- Security and Supervision
- Hospitality

#### Visiting Institution Procedures

- Contact site manager to discuss game preparations and facilities information.
- Provide information to students regarding travel, parking, entrance seating and exit.
- Check on amount of time allotted for band or other half-time activities and adhere strictly to the time limit.

#### Dual Responsibilities

- Use assemblies/gatherings to orient students to the importance of good conduct.
- Any type of mascot shall be kept on the side of a school's rooting section
- Be alert to prior and existing community or cross-community control problems.
- Monitor and stop inappropriate chants and cheers.

#### During the Game

- Visiting institutions athletics director or their representative should contact the site manager or athletic director immediately upon arrival to discuss final details and to indicate seat locations so that parties are available to each other.
- Meet administrators from the visiting school and acquaint them with their areas.
- Keep lines of communication open to administrators from the visiting institution and the site manager.



## Champions of Character Sportsmanship

### RATE YOUR PROGRAM

#### PROGRAM RATINGS

G — General Audience  
(All Ages Admitted)  
A G-rated contest contains nothing in activity or interactions, language or other matters that would offend parents whose younger children view the competition.

PG — Parental Guidance  
Some activities such as profanity and depictions of violence may be considered unsuitable for children

PG13 — Some activities might not be suited for children under 13 due to the conduct, violence, language, adult activities or other elements

R — Theme, language and adult activities are such that no one under 17 is permitted.

Overall rating:

Sport specific:




What does group think the acceptable rating should be?

**The fair play element of sportsmanship refers to all participants having an equitable chance to pursue victory.**

**Is your venue welcoming and conducive to fair play?**

- Facilities in comparable condition?
- Equal access to facilities?
- Seating?
- Locker room?
- PA announcements?
- Venue decorations?
- Neutral signage?

In applying the concept of fairness to your events, identify two (2) methods for **positively** impacting the climate for fair play.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Identify two (2) methods for **negatively** impacting the climate for fair play.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**If we look at the human element, sportsmanship involves acting toward others in a fair and dignified manner regardless of the circumstances.**

Who communicates the expectations and consequences regarding appropriate behavior? How are those expectation and consequences established?

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What kind of communication and interaction do you have with your opponent prior to/during an event? Who sets the standard for this?

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Is it possible to affect how opponents relate by adjusting your program's climate? If yes, please explain.

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