

Philosophy of Sport
Youth, Adolescent, Collegiate, Professional
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Organization/Agency Philosophy Statements

A. Youth Sports Agencies

Ann Arbor YMCA Barracudas Swim Club

The Barracudas Swim Club is more concerned with sports involvement at a broad participation level, rather than focusing on producing elite athletes. Therefore, our program teaches fundamental swimming skills, encouraging lifetime involvement in physical activity. At the same time we emphasize the values of fitness, healthy living, self-respect, and respect for others. These are central themes in the YMCA sports philosophy. The following are the essential elements of the YMCA competitive aquatic philosophy to which we adhere:

- support and instruct every swimmer on the team
- work on basic skills and teach good physical habits
- teach fair play and mutual respect
- help swimmers set and evaluate individual and team goals
- foster a winning attitude, in both victory and defeat
- encourage lifetime involvement in sports and physical activity
- work with the whole person -- body, mind and spirit (“Barracudas Overview,” n.d.)

Pop Warner Little Scholars, Inc

The mission of Pop Warner Little Scholars is to enable young people to benefit from participation in team sports and activities in a safe and structured environment. Through this active participation, Pop Warner programs teach fundamental values, skills and knowledge that young people will use throughout their lives.

Pop Warner seeks to provide fun athletic learning opportunities for children, while emphasizing the importance of academic success. Specifically, Pop Warner seeks to familiarize players and spirit participants with the fundamentals of football, cheerleading and dance. Pop Warner strives to inspire youth, regardless of race, creed or national origin, to practice the ideals of sportsmanship, scholarship and physical fitness as reflected in the life of the late Glenn Scobie “Pop” Warner.

Objectives

- To encourage and increase youth participation in football, cheerleading, and dance
- To ensure a safe and positive playing environment for all participants
- To instill life-long values of teamwork, dedication and a superior work ethic in the classroom and on the playing field.

Positive Experiences

- Pop Warner programs have no tryouts or cutting of rosters
- Everyone participates under mandatory rules of play.
- On-field coaching is allowed for younger age levels.
- Individual awards are given only for academic excellence, not for on-field activities.

Safe Playing Environment

- Players are matched by age and weight levels.
- There are strict mandatory equipment requirements.
- Pop Warner provides Coaching Clinics and Risk Management Training.
- An enforced national rule book incorporates time-tested rules

- A full-time executive staff supports all local associations and assists in sound policy creation (“The Pop Warner,” n.d.)

B. Coaches

Youth

Larry Miljas, Youth TBall, Baseball, and Softball

- Winning is the second priority. Safety, Effort and Fun are Number One.
- Give the Players your Attention
- Give the Players Affirmation
- Give the Players Affection
- Be Good Sports
- Communication
- Parents Must be Involved
- Integrity is Important
- Have Fun (Miljas, 1999)

John McPhee, Nike’s U.S. Apparel Logistics Development Director, Youth Coach Baseball, Basketball, Football

First, no shouting, no embarrassment, no humiliation. Be the same to every kid. Respect them. No berating, no browbeating. Don’t treat the star any different than the kid just learning the game. Be a model, be an example. Kids are enormously, exquisitely sensitive, and you never know what slight, or what quiet compliment, will linger in their souls.

Second: don't talk too much. Give them the rules and tools and let them learn the game themselves. Kids learn by seeing and doing, not by listening. Scrimmages teach more than sermons.

Third: scores don't matter. You're not coaching to win games. They're not playing to win games. You're all in it, at that level, to learn the language, the rules, the discipline, the fun of it.

Fourth: everyone gets equal playing time. Period. No exceptions. One thing I hate about bad coaching is seeing kids who never get off the bench. That's insulting. That's terrible coaching when kids are young.

Finally, most important of all, the whole point of coaching, the whole point of kids in organized sport: teach them to love the game, to love to play. The only measure of success for a coach is if the kids come back to play the next year. If they don't return for a second season, you weren't a good enough coach, period.

Under all the blather about sports building character and discipline is the truth that sports does help kids immensely in remarkable ways. Sports presents all sorts of chances for a kid—to push yourself, to do what seems too hard, to learn how your body can move with grace and power, how to make your mates better, how to plan and apply strategy, how to fail with grace, how to succeed with grace, how to fail and succeed with a smile. It's the one place when you're a kid that you get the undivided attention of an adult. And it's the foundation of a lifetime of exercise, better diet, attention to physical effort and joy, rather than drugs or sitting on the couch staring at a screen all day. (Doyle, 2006, para. 7)

High School

Joe Newton, York High School, Elmhurst, Illinois, Men's Cross Country Coach

Developing Coaching Excellence

Stick to these guidelines, and you'll develop excellence in your coaching

1. Make the sport important so the athlete can gain status from it.
2. Adopt a positive approach to everything you do and say.
3. Set realistic goals that challenge but don't overwhelm the athletes.
4. Realize that success is based on overcoming disappointments and bad days.
5. Develop a winning attitude by repeating satisfying experiences.
6. Take a sincere interest in every one of your athletes.
7. Deal with the whole person mind, body, and spirit
8. Stress self-improvement for all athletes
9. Develop thinkers who will make suggestions for their own improvement
10. Promote group dynamics and the magic of team togetherness.
11. Let the athletes know it is *their* program
12. Stay in shape yourself so you can be a role model (Newton & Henderson, 1998, p 6-7)

Developing Better Humans

I believe that the main role of athletics is to help our student-athletes be better humans. It's my hope that the athletes who pass through our program develop in the following ways

1. They understand that success is being the best they can be every day they get up.
2. They develop a love of the sport, or at least an understanding and appreciation of it.
3. They leave our program with a good work ethic, a feeling that things worth having are worth working hard for.
4. They learn to work with others in a positive manner, even though they may not always like the people they are working with. In other words, treat others as you want them to treat you.
5. They leave the program with a good feeling about themselves and what they have accomplished in their time with us. (Newton & Henderson, 1998, p 9-10)

Carl Spina, Saline High School, Saline, MI, Men's Cross Country Coach

I have great confidence in a few principles that guide our training and racing program.

1. Distance running is a business of efficiency. Flexibility, strength and form are the defining elements of an efficient runner. As such, these three aspects must receive as much attention as workouts.
2. A runner must possess incredible confidence to achieve his best. He must have an unshatterable confidence in his teammates, coach and self. None of these confidences are obtained through team cheers or starting-line pep talks.
3. Hard work is not a synonym for productive work. Every workout must have a clearly articulated goal. Each goal should fit in a schedule of periodization, aimed at peak performance in a culminating competition. (Spina, 2011)

*College***Will Freeman, Grimmell College Men's Cross Country Coach**

While there are many models of coaching that have proven effective with distance runners, many begin with the coach as an all-knowing authority-figure who should not be questioned. Several years ago, when I began to realize that I did not have all the answers, I was inspired to return to school and seek a Ph.D. in Sport Psychology, the motivation being that I wanted to better help my athletes achieve success. With my master's work in the quantitative world of biomechanics, I just didn't feel that I had the tools to successfully deal with the demands of coaching. Through this process, I began to see that we really do not make the most of our best resource in coaching--the athletes themselves! My coaching philosophy has grown to include the athletes in the process, in fact they are the center of the process, not the coach. Since it is their program, why shouldn't they be the center of it?

Once I made the decision to let this change occur (and many coaches don't for fear of losing control), this program began to snowball. I am still amazed at how much the runners have to offer to the program. The synergistic effect that occurs as a result of this input is far more than any one coach can give a program alone. Most importantly, by allowing for real input from the athletes, the coach is creating the necessary and critical trust between him/her and the athletes. By seeking input from the athlete the coach is in effect saying I trust your input as important--it is a real shot in the arm for the athlete to become proactive in determining their own future as a runner (and as a person).

In our program, self-responsibility is at a premium. We want the experience to teach our

student-athletes to take charge of their lives, to be proactive in decision-making and to offer their special gifts to the team. The program is designed to inspire input and proactivity. The focus is on the process of improving as a runner. The team titles and national rankings are nice, but they are really only indicators that the process is working. Long after the running experience is over, the wins and losses will be forgotten. The value of the process and what was learned in that process, however, will stay with the runner. Finally, the experience is FUN! We do everything possible to make it fun. When it stops being fun, both growth and motivation stop. (Freeman, n.d.)

Brian Diemer, Calvin College, Men's & Women's Cross Country Coach

Cross country at Calvin College is a platform for growth. I believe that God had brought student-athletes and coaches into this stage at Calvin to develop in their walks with Him. We rally around a passion for running, and the desire to challenge our bodies. Striving to do the best with the talent that God has given us is the catalyst during this season of our lives. Young student-athletes are ripe for challenging and development. The coaches at Calvin share their years of experience. Together we push and develop each other.

Physical growth is the most obvious form of development, that prospective student are looking for. "Will my times and performances improve if I come to Calvin?" is a common question that is asked. The answer to that is probably! We run a strong program based on strength training. Student-athletes that are motivated to work hard and buy into training smartly will most likely improve. We have a purpose for each individual with what needs to be accomplished in our training and the coaches aren't afraid to make necessary changes if we "read it" from the student-athletes we are working with. The sign

of a great program is shown with the development from top-to-bottom, not just the highly recruited talented athletes. There should be physical growth at all levels inside of a program.

Mental growth is fun to work on and watch at Calvin. The coaches love to see the belief and confidence grow as a student-athlete develops. Coaches work constantly with the athletes to stimulate desire, determination and perseverance. The coaches get to know the athletes and what makes them respond. Most importantly, there is a belief that is instilled by the coaches that dreams can come true. Consistently, Calvin athletes compete all four years of their eligibility and develop to their best as juniors and seniors. It's fun to see the transformation in four years of a student-athlete who leaves confident and equipped to follow God's plans for them.

I believe that the key to developing individual and team talent is to provide a secure, positive environment. After watching so many world class athletes compromise their lives and hurt their chances at the big track meets, I realized the importance of providing an environment where the athletes could count on their teammates and coaches. I believe that many of the lessons that our student-athletes learn through this process helps them develop emotional stability. I also think this stability will help as these athletes get married and have families of their own. A positive, encouraging environment is the most effective as we strive to get the most out of our bodies.

The most important growth that I love to see is spiritual growth. To watch the upperclassmen live out their faith unashamedly gives me great joy. Being a Christian is a lifestyle. You can't just turn it on and off at your own discretion. Inconsistent living does not really witness very well.

We believe that God has orchestrated our team. He has brought each one of us together to share our talents. Collectively, we can do amazing things and be a powerful witness. We thank God with the running talents He has given us. But we don't stop there. We realize that our running is not an "ends" in itself. We are not only focused on the trophies and championships. Our running is a "means" to further God's purposes. We embrace this and run out the door realizing that we are doing what God has brought us here to do during this season of our lives.

I believe strongly in the overall experience our student-athletes receive at Calvin College. For a person who loves to run, wants to see how far they can take their talent and wants to strive from a Christian perspective, to be the best they can be, there is no better place than at Calvin College. This is a platform for growth. We sincerely hope that you will join us! (Diemer, 2011)

High School Associations

Michigan High School Athletic Association

Coaches Guidebook - Athletic Coaches Code

The Coach is the official representative of the school at interscholastic athletic activities.

In this important capacity, these standards should be practiced:

1. Develop an understanding of the role of interscholastic athletics and communicate it to players, parents and the public.
2. Develop an up-to-date knowledge of the rules, strategies, precautions, and skills of the sport and communicate them to players and parents.

3. Develop, communicate and model policies for athletes' conduct and language in the locker room, at practice, during travel, during competition, and at other appropriate times.
4. Develop fair, unprejudiced relationships with all squad members.
5. Allow athletes to prove themselves anew each season and do not base team selections on previous seasons or out-of-season activities.
6. Allow athletes time to develop skills and interests in other athletic and non-athletic activities provided by the school and community groups.
7. Give the highest degree of attention to athletes' physical well-being.
8. Teach players, by precept and example, respect for school authorities and contest officials, providing support for them in cases of adverse decisions and refraining from critical comments in public or to the media.
9. Teach players strict adherence to game rules and contest regulations.
10. Present privately, through proper school authorities, evidence of rule violations by opponents; and counteract rumors and unproven allegations of questionable practices by opponents.
11. Attend required meetings, keep abreast of MHSAA policies regarding the sport, and be familiar with MHSAA eligibility and contest regulations.
12. Present a clean and professional image in terms of personal appearance, and provide a positive role model in terms of personal habits, language and conduct. Use of tobacco within sight of players and spectators and use of alcohol any time before a contest on the day of the contest is not acceptable. ("MHSAA," 2011, p. 4)

Arizona Interscholastic Association

Constitution & Bylaws – Article 1 Philosophy, Objectives, and Duties

1.3 PHILOSOPHY - The philosophy of Arizona Interscholastic Association, Incorporated, a voluntary association of high schools, is that interscholastic activities are beneficial to the total education program.

1.3.1 The AIA is committed to the inclusion of equitable interscholastic opportunities for both girls and boys in all Arizona high schools.

1.3.2 The AIA believes there is a need for maintaining a proper balance between the academic programs and extracurricular activities of the member schools. (“AIA,” 2001, p.1)

Personal Philosophy Statements

Role/Function of Sport

Sports have played a prominent role in the lives of many for hundreds of years, but what exactly is this role? If an individual asked ten coaches what they thought the role of sport was, there might be ten different answers, but many would be centered on a common theme, stated best by Joe Newton. He said, "I believe that the main role of athletics is to help our student athletes be better humans." (Newton & Henderson, 1998, p.9)

Sports help athletes better themselves by developing self-motivated individuals. These athletes are able to take charge and push themselves to do things that may seem hard or uncomfortable. They are proactive in their decision-making and are able to assess their own performance and make evaluations about necessary improvements. Motivated athletes learn the benefits of goal setting and can see the importance of revisiting goals as a season progresses. Sports can help athletes realize that success is being the best they can be every day they get up (Newton & Henderson, 1998).

Sports should teach athletes values like fair play and mutual respect, as well as build character and discipline. Athletes need to see how to fail and succeed with a grace (Doyle, 2006). They need to be disciplined in their conduct, time management, and overall health. It is important for sports to teach athletes how to work with others in a respectful manner; improving the performance of both athletes, even if they do not necessarily like each other (Newton & Henderson, 1998). This respect for all people will prove to be important long after these interactions on the field of play.

Sports also build the foundation for a lifetime of involvement in exercise and physical activity. It promotes a healthy lifestyle and puts attention on improved diets and the benefits of

physical activity. Athletes should develop a love of the sport or at least an understanding and appreciation for it (Newton & Henderson, 1998).

As athletes develop from youth to high school and then possibly to collegiate or professional sports, these roles will have slight variations, but will still be centered on the same guiding principles. The following section addresses some of these variations.

Functions of Sports (at Various Levels)

Youth: Fun, Educational, Health, Business, and Entertainment

At the youth level, sport programs main function should be fun. This is a time for children to try many activities and they are much more likely to continue to pursue a sport and take a deep-rooted interest in the other functions of the sport if they are enjoying the experience.

Next, the educational value of sport is important for youth. This is a critical time not only to provide the foundational skills and habits that are necessary for certain sports, but also a time to teach life skills like teamwork, sharing, how to win/lose, dedication, and work ethic.

Health is also important, as childhood obesity has become a central issue in the youth of today. Sports provide a fun way for children to be active and provide alternatives to computer games and watching television. It shows children that getting out of breath can be part of a fun activity and be a part of their healthy lifestyle as well.

Business and Entertainment do not play central roles as a function of youth sports. One might say that it is a business when organizations collect money or that professional athletes influence youth athletes, but the day-to-day actions of coaches are not a function of business or entertainment.

High School: Educational, Fun, Health, Entertainment, Business

At the high school level there is a slight shift with the main function being education by not only refining the sport specific skills and techniques that were introduced in youth sports, but also emphasizing life skills such as working together, competition, time management, emotional control, leadership, communication skills and good sportsmanship. Many of these characteristics will be necessary for the athletes' futures when they are entering college, finding a job, and interacting with peers.

In a close second, I would rank fun as an important function of sport. Experience has shown me the importance of having fun and team building in high school sports. Athletes that are enjoying themselves often are willing to work harder and dedicate themselves to becoming a better athlete. Coaches need to work to make the sport experience enjoyable with enthusiasm, creativity, and memorable experiences. Many athletes need this enjoyment to balance the pressures they feel. Enjoying their sport can also lead to the formation of more meaningful peer relationships, which may improve motivation and overall team performance.

By the time they are in high school, athletes should begin to understand and appreciate their bodies and sports provide opportunities to feel physically fit, especially with the decline of physical education programs. Many of the sports the athletes participate in will be something they can continue well after their high school athletic careers. High school athletes can understand information on proper nutrition, training, and other elements of a healthy mind and body.

At this point entertainment has a slight lead over business, as many of these high school sports carry some entertainment value for the community. Not all sports are equal, but generally they provide some form of entertainment for the fans. Business does still not have an important function in high school sports.

Collegiate/Professional: Business, Entertainment, Health, Fun/Educational

From a coaching perspective I am going to group these levels together. The most important function of sport at these levels is business. Athletes need to perform at a certain level to keep donors happy and make the programs, Universities, cities, or even states successful. In college, if you are performing your job adequately you will receive a scholarship. In the professional world, you will be paid if you perform as expected. Merchandise, advertising, and tickets are being sold based on your performance. Suddenly the scope of athletics has shifted to a job, not just having fun.

Right along side the business function, entertainment is an important function. It is the reason why the sport often serves as a successful business. Most organizations want to bring money through their teams and this is much easier to do if the team carries a certain entertainment value. The use marketing of the team and certain athletes is essential in maximizing fan interest.

Health plays an important function at the collegiate and professional level because athletes are expected to get and maintain a level of physical health that allows them to compete and such high levels. Organizations have staffs that are there to be sure athletes are maintaining the optimum health and fitness levels

For the last two functions, fun and education, I am going to rank them opposite for collegiate as I do for professional. At the collegiate level I will rank education before fun, as coaches are still trying to refine skills, and take athletes even further into their development. Much like the earlier levels, fun is also important, as an athlete needs to have his or her heart in whatever sport they are participating in to achieve maximum potential. At the professional level

I will rank fun before education, as professional athletes may be introduced to new plays or defensive systems, they will have developed most of the skills necessary for their sport.

Defining Success

Many individuals fail to notice that optimal performance most often occurs when athletes focus on developmental goals and the enjoyment of optimal experiences in their sport, not winning (Vealey, 2005, p.17). Therefore, it is important for coaches to define success not by winning, but rather with an autotelic mindset focusing on the pursuit of winning in the forms of achievement, quality experiences, and personal goals (Vealey, 2005). After all athletes do not have control of the abilities they were born with, but they can control the effort they put toward a goal.

Youth athletes should be especially focused on optimal performance, development, and experience, often referred to as the inner edge triad (Vealey, 2005). Coaches and parents should recognize young athletes' improvements rather than the individual or team win and loss records. As athletes move through the ranks, some emphasis will shift to success and winning, but it is important to recognize that a lot of this shift is hyperconformity that society and the sports subculture has created in terms of unhealthy and destructive behavioral codes (Vealey, 2005, p.15). Even at the professional level, athletes strive to keep competitive pressure in perspective and focus on the enjoyment of play that drew them to the sport in the first place (Vealey, 2005).

Gender Equity

Opportunities for participation in sport should be available for females and males. It is important to use strategies and make adjustments so that new sports and sport opportunities can

be developed. In an attempt to promote equity it will be important to educate involved members on the issues and change how they think about masculinity and femininity in the ways that sports are organized and played (Coakley, 2009).

Local and national legislation has provided many opportunities for girls and female participation in sports today. It is important to promote female participation without adversely affecting men's programs. Both genders should be given opportunities for growth, access to top-level coaching, provided with the best possible equipment and facilities, and recognized by the school, community, and beyond.

In the youth sport organizations, gender equity should be prominent, and as long as safety is a non-issue, opportunities for participation should be available for any sport. As athletes move on to high school athletics, it is important to equipment, scheduling, access to facilities, and publicity are equal. Participation opportunities should also be available, but again, developmental differences must be addressed, and safety is the number one priority. At the collegiate and professional levels, sport programs should strive for equity in the areas of high school sports plus operating expenses, recruiting budgets, travel, number of coaches, tutoring, and coaching salaries must also be equitable between men's and women's programs (Coakley, 2009). Like high school, participation opportunities should be available, but safety must be addressed.

Race Equity

Race should not be a factor in determining participation in athletics. All interested individuals should have the opportunity to participate in a sport regardless of race or color. All

athletes should then be treated the same, without the threat of prejudice, taunting, or bias. This should be true for all levels of participation, from youth to professional.

A coach should also strive to make their teams more aware and accepting of athletes and teams that are of different racial make-ups from their own. Coaches need to promote relationships between all athletes and dispel many of the racial barriers that once existed in sport.

Cutting Athletes

Cutting athletes should never be part of youth sports, whether it be a direct yes or no, or indirect where athletes are not playing, having fun, told they must win or purposely excluded. Every child should have the opportunity to participate, regardless of skill. This is the time for a child to try out different activities and find what they enjoy and where they excel. All athletes should have equitable opportunities for participation. Parents and coaches need to take the initiative to consider athletes safety, in cases of developmental delays or too many participants, and find alternatives, like splitting teams, rotating match-ups, or playing in different age groups.

At the high school level, athletes should begin to be introduced to cuts. All athletes are unique individuals and they must start to learn that some will have abilities that others do not, which does not make them any less valued. Coaches need to recognize quality talent that will perform well in competitions, by varying their evaluation methods. When making cuts, coaches must have rationale for their decisions and should be prepared to discuss strengths and weaknesses with athletes, explaining why they were not selected for the team. High schools can offer opportunities like JV, club, or intramural options for those athletes not up to varsity level.

Cuts typically do not take place at the collegiate and professional levels unless a player has done something inappropriate or outside the policies of the school or sponsor. At this level, cuts for these reasons are completely acceptable.

Pay-to-Play

Paying for participation in sport is a relatively new and growingly popular practice at the high school level, but has long been a part of youth sports. It plays a less significant role for most colleges, but still does arise for smaller schools and club programs. Professionals, as their name suggests, typically are being paid for sport, so in their case, this does not apply. Typically, coaches do not have a final say in whether or not their athletes will be asked to pay-to-play, but they must learn to adapt and find ways to make their sport available for all interested individuals.

Pay-to-play has helped athletic programs in some ways. It is a necessity at many schools, as without this funding, entire sports programs may have been eliminated. This money also may be used for upgrades in facilities, equipment, uniforms and more. Without this money schools may have needed to cut coaches, trainers, and other personnel that look out for the safety of the athletes. It also may give some athletes and their families a sense of dedication that would not have existed otherwise. After all, many of these families have been paying for their son or daughter to play on recreation teams or be members of other after school programs.

Not all of pay-to-play is considered positive. Many consider sports an essential part of high school and requiring payment could limit opportunities for all students. Many of these fees are associated with public schools and the privileges of public schools should be free (Brady & Giler, 2004). Often, Parents who pay for their child to participate in sports feel their child should be guaranteed playing time, so much so that the MHSAA actually had to put out a statement that

the conditions of being a team member applied as if the fee did not exist. (Brady & Giler, 2004). This leads to another issue of is it justified to pay the same for an athlete that does not play? How about for an athlete that is injured during the season? How about multi-sport individuals or families, do they get a discount? Finally, some worry about pay-to-play further widening the gap between districts with higher and lower average socioeconomic status.

Ethics and Sportsmanship

Coaches are expected to provide a foundation of ethical behavior for athletes in the form of fair play, honesty, and good sportsmanship. They need to provide opportunities for athletes to learn what is ethical and what is and is not acceptable behavior. Respect should be a focus of all athletic-centered interactions.

Ethical behavior by coaches involves both rules and unwritten rules that are critical to any sport (Sabock & Sabock, 2011). Actions where the only purpose is to upset or psych out an opponent, enthusiasm intended only to draw attention to oneself, or deceive an opposing coach are to be discourage and are not part of the spirit of the game (Sabock & Sabock, 2011).

Ethical conduct is not inborn and with the various backgrounds athletes come from, coaches have a responsibility to teach honesty, integrity, dignity, the need to obey rules, and ethical behavior (Sabock & Sabock, 2011). As the saying goes, actions speak louder than words and coaches need to be personally ethical, setting an example for their athletes.

There are five distinct areas that professional ethics for a coach fall under: coach to teacher, coach to parent, coach to student, coach to administrator, and coach to coach (Sabock & Sabock, 2011, p. 68-69). These areas represent a coach's duty to fulfill ethical obligations to those they interact with in an out of the school environment. Coaches should not break rules

because it is what all the other coaches are doing. They should not lie about seeing or not seeing a missed call by an official. They should not encourage players to lie for benefit the team. Coaches should not speak negatively about other coaches, officials, athletes, teachers, administrators, or parents. When they do have conversations with athletes, parents, and administrators, coaches must be up front, honest, and use good judgment as to what should and should not be kept to oneself.

This ethical behavior should be the same from youth to the professional level, but that is not always the case. Professional athletes do not always display the best judgment in their ethical decision-making. Parents of youth and high school athletes need to turn these unethical or unsportsmanlike actions into teachable moments, discussing what is wrong and how the athlete could have acted instead.

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