



# Coach's Checklist

Dr. Matthew Davidson, Research Director, Center for the 4th and 5th Rs

The Coach's Checklist is a short version of the 50-item **Coach's Character Development Self-Evaluation Checklist**, available for downloading at <http://www.cortland.edu/c4n5rs>.

**COACH'S CHECKLIST DIRECTIONS:** *The following checklist is designed to provide information on coaches' approach to character development. The information WILL NOT be used to evaluate coaches. Rather, it provides important information that can guide future discussions of character development in sports. The checklist begins with several open-ended questions (items 1-3); please provide as much information as possible. Then, respond to items 4 - 17 by circling the number indicating how frequently you engage in the activity. (Additional space can be provided below each of these items for persons to explain their responses.)*

*If you feel comfortable, please also provide the personal information below. It is helpful to see how perspectives differ based on coaching level and sport. It is not required, however, if you prefer to remain anonymous.*

Name \_\_\_\_\_ Sport \_\_\_\_\_

Coaching Role \_\_\_\_\_ Grade Level \_\_\_\_\_

1. As a coach, I think character development involves . . .
2. As a coach, I try to develop positive character in my players by . . .
3. As a coach, I find the most frequent character-related problems we experience are . . .

**1 = Never      2 = Rarely      3 = Sometimes      4 = Usually      5=Always**

- |                                                                                                                                                                                                                     |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 4. At the beginning of the season, coaches, players, and their parents explicitly discuss the core values that will define our team.                                                                                | 1 | 2 | 3 | 4 | 5 |
| 5. I model good character and explicitly discuss my actions with the team, including my mistakes.                                                                                                                   | 1 | 2 | 3 | 4 | 5 |
| 6. I find specific roles for each member of the team and emphasize the value and importance of each role for overall team success.                                                                                  | 1 | 2 | 3 | 4 | 5 |
| 7. We discuss ways to help each other improve and to maximize personal and team achievement.                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 8. I promote an attitude in my athletes that challenges them to win and lose with integrity.                                                                                                                        | 1 | 2 | 3 | 4 | 5 |
| 9. Team members are given regular opportunities to set personal goals related to improving their character and their game performance.                                                                              | 1 | 2 | 3 | 4 | 5 |
| 10. On our team, we define and discuss the hallmark qualities of leadership (e.g., honesty, responsibility, and respect).                                                                                           | 1 | 2 | 3 | 4 | 5 |
| 11. I spend time developing leadership skills in my athletes that extend beyond game performance so that they are prepared to be leaders in other areas of their lives.                                             | 1 | 2 | 3 | 4 | 5 |
| 12. If problems occur on our team, we discuss them together as a team.                                                                                                                                              | 1 | 2 | 3 | 4 | 5 |
| 13. I provide regular time to talk individually with athletes about both performance and character issues.                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 14. I begin practice and games with a clear communication of the goals for the game, and end games and practices with a reflection on how well we met our established goals.                                        | 1 | 2 | 3 | 4 | 5 |
| 15. I communicate the importance of good character in other areas of my athletes' lives.                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
| 16. I monitor individual character development and work with athletes to make a plan for improvement.                                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 17. I conduct exit-interviews with team members (e.g., "A character lesson I learned from being on this team is . . ."; "Something I would change to improve the character and performance of this team is . . ."). | 1 | 2 | 3 | 4 | 5 |

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