The Coach as a Moral Educator & Guide

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Be sure to put your feet in the right place, then stand firm. -Abraham Lincoln

Discussion topics

✧ What is moral development?
✧ Is there a need/place for a values-based approach to coaching and player development?
✧ What is the role of competition?
  ✧ How does one develop a competition orientation?
  ✧ What is the difference between competition and decompetition?
✧ The Integrated Character and Sport Education (I-CaSE) Model (Quinn, 2007).
Why should the coach take on the additional role of Moral Educator?

What are some of the critical issues facing coaches, parents, and children today in sport?
Ethical Concerns

- Burnout
- Cheating
- Child abuse
- Drop out rates
- Hazing
- Overuse injuries
- Over-training
- Over-competing
- Parental over-involvement
- Performance enhancing substances
- Profanity
- Sexual abuse
- Trash-Talking
- Tournaments
- Recruiting
- Retaliation
- Unsportsmanlike Conduct
- Violence
“Would you tell me, please, which way I ought to go from here?” “That depends a good deal on where you want to get to,” says the cat. “I don’t much care where . . .,” said Alice. “Then it doesn’t much matter which way you go, says the cat.”

- Lewis Carroll, *Alice in Wonderland*
Kicking & Screaming

✧ Scene 7  Gonna Be Champions
  ✧ What are the differences between the kids and parents?

✧ Scene 16  Half-time Pep Talk
  ✧ Playing time is important
The Greatest of Faults is to be Conscious of None - Thomas Carlyle

What is moral development?

The process of learning societal and human reasoning and behaviors, in short – learning how we ought to behave?
Moral Reasoning –
Three Types of Ethical Bases (Theories)

✧ End-Based Reasoning

✧ Teleological consequential.
✧ Outcome oriented.
✧ Correct decision is the one that results in the greatest good.
✧ This type of person sees things more gray than black & white. . .would not make a good referee.
Moral Reasoning –
Three Types of Ethical Bases

✧ Rule-Based Reasoning
✧ Deontological – non-consequential
✧ A rule is a rule is a rule
✧ Non-consequential
✧ Rules are applied regardless of the situation
✧ Impartial and consistent
✧ Concept of Universality
✧ A good referee
Moral Reasoning –
Three Types of Ethical Bases

✧ Authenticity
  ✧ Existentialism
  ✧ How true are you to yourself?
  ✧ What is the strength of your integrity?
  ✧ Demonstration of values, beliefs, and actions regardless of the rule, law, or action of the majority.
Moral Reasoning –
Perhaps a 4\textsuperscript{th} Ethical Base

✧ Care-Based Reasoning

✧ Use of golden rule, “do unto others as you would have them do unto you.”

✧ Use of empathy.

✧ Ask . . . “How would I feel if in the same situation.”
Carol Gilligan (1982) - Ethic of Caring

- The behavior of females was notion of relationship and caring as opposed to justice.
Ethical Dilemma

✧ In a U9 game, with a 14 year-old referee, your player lasts touches the ball before going out of bounds. The referee awards the throw-in to your player.
  ✧ Is this an ethical dilemma?
  ✧ What would you want him/her to do?

✧ Legend of Bagger Vance
  ✧ Scene 18 (1:46:30 – 1:49)
What is acceptable deceit in sport competition?

Highly unethical, almost criminal behavior

Highly ethical, always takes the higher ground
Kohlberg’s (1969) Model of Moral Development

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-conventional</th>
<th>Morality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Punishment orientation</td>
<td>Obeys rules to avoid punishment</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Reward orientation</td>
<td>Conforms to obtain rewards, to have favors returned.</td>
</tr>
<tr>
<td>Level II</td>
<td>Conventional Morality</td>
<td></td>
</tr>
<tr>
<td>Stage 3</td>
<td>Good boy/nice girl</td>
<td>Conforms to avoid disapproval of others</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Authority orientation</td>
<td>Blindly accepts social conventions and rules</td>
</tr>
<tr>
<td>Level III</td>
<td>Post-Conventional</td>
<td></td>
</tr>
<tr>
<td>Stage 5</td>
<td>Social contract</td>
<td>One’s duty is to avoid violating contractual or natural rights.</td>
</tr>
<tr>
<td>Stage 6</td>
<td>Ethical principle</td>
<td>Actions guided by self-chosen ethical principles</td>
</tr>
</tbody>
</table>
## Erikson’s Stages of Psychosocial Development

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Strength Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1 years</td>
<td>Trust vs. Mistrust</td>
<td>Hope</td>
</tr>
<tr>
<td>2 – 3 years</td>
<td>Autonomy vs. Shame and Doubt</td>
<td>Willpower</td>
</tr>
<tr>
<td>4 – 5 years</td>
<td>Initiative vs. Guilt</td>
<td>Purpose</td>
</tr>
<tr>
<td>6 – 12 years</td>
<td>Industry vs. Inferiority</td>
<td>Competence</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Identity vs. Role Confusion</td>
<td>Fidelity</td>
</tr>
<tr>
<td>Young Adulthood</td>
<td>Intimacy vs. Isolation</td>
<td>Love</td>
</tr>
<tr>
<td>Middle Age</td>
<td>Generativity vs. Stagnation</td>
<td>Care</td>
</tr>
<tr>
<td>Old Age</td>
<td>Ego Integration vs. Despair</td>
<td>Wisdom</td>
</tr>
</tbody>
</table>

Gilligan - Ethic of Caring

✧ Level 1: cares for oneself.
  ✧ Transition 1: recognize that you are responsible for other individuals.
  ✧ Characterized by obligations and attachments.

✧ Level 2: Female becomes altruistic at the expense of her own moral care.
  ✧ The selfless mother
  ✧ Transition 2: truth is not altruism, and that she herself is in need of care and control.

✧ Level 3: Morality of non-violence and caring.
  ✧ Claiming the power to choose.
Values Have Content

✧ Indicate what we consider desirable, worthwhile, significant.
✧ Through action, objects, thoughts.
To educate a person in mind only and not in morals is to educate a menace to society.

Teddy Roosevelt
Children & Competition

✧ What does it mean when we say a child is competitive or not competitive?
✧ Is being too competitive good or bad?

✧ Playing to Extremes
  ✧ 12:30 – 13:00

✧ Seabiscuit
  ✧ Scene 13 (1:01:30 – 1:04:50)

Murphy, (pp 137-188)
Competitive Orientation

✧ Ego Orientation
✧ Wants to look good
✧ Want to appear successful
✧ Want to be a winner
✧ Losing is to be avoided at all costs

✧ Mastery Orientation
✧ Wants to become excellent in sport
✧ Results of competition are important but only if it showed them how they improved
✧ Will not be satisfied with a win, if they didn’t play well.
How Children Develop a Competitive Orientation

Three aspects that change during development

1. Ability to understand the distinction between effort and ability.
2. Changes in how good a child believes they are at sports.
3. As they mature they change the way in which they decide how good they are at sports.
Developing a Mastery Orientation

✧ Motivational climate
  ✧ Established by administrators, coaches, & parents.
  ✧ Individual makes the intellectual distinction between effort and ability.
  ✧ Become more realistic in their judgments of their own sporting ability.
  ✧ To gradually develop their own internal criteria for judging performance.
## Orientation Toward Competition

### EGO

- **High**
  - Driven to win, compares self to others, lacks confidence, no risks, external causes for success

- **Low**
  - Not goal-oriented, no risks, doesn’t care about comparisons to others

### MASTERY

- **High**
  - Desires to win, compares self to others, wants to improve, can take risks, usually confident, high achiever

- **Low**
  - Self-motivated, persistent learner, desire to improve, internal causes for success (effort), takes risks, consistent confidence

*Murphy, p 14*
“Coaches usually do not need to be reminded that sport is competitive, but it is crucial to remind some that it is competitive play. Sport is by its very nature paradoxical. It demands that we compete as hard and as fairly as we can, yet that we do this while realizing that sport is play, a set of captivating and intrinsically valuable activities that do not matter in the larger scheme of things. I must play my sport as if nothing matters more, . . . all the while realizing that it doesn’t really matter”.

The #1 Pollutant:

The No Place, for Second Place Attitude

Russell W. Gough, 1997

Searching for Bobby Fisher, scene 9.

✧ Connection
  ✧ In the form of unconditional love is the single most important childhood root of adult happiness

✧ Play
  ✧ A child at play IS a child at work.
  ✧ Play teaches creativity, problem solving and cooperation to name just a few.
  ✧ The seeds of flow are planted in childhood play.

✧ Practice
  ✧ Trial and error, making mistakes.
  ✧ A child who plays will soon learn the power of practice.

✧ Mastery
  ✧ Requires practice & discipline
  ✧ Achieves the “I can do it!” attitude.

✧ Recognition
  ✧ From parents, peers, friends is important.
  ✧ However, child needs to feel valued & recognized for who they really are.
Integrative Coaching and Sport Educational (I-CaSE) Model (Quinn, 2008)

- Connectivity
- Challenges
- Conscience
- Competence
- Compassion

Character & Leadership
An Integrative Approach for Coaching and Sport Education: Learning to Play. . . . Playing to Learn

<table>
<thead>
<tr>
<th>I-CASE</th>
<th>Child or Athlete Attributes</th>
<th>Ultimate Goal</th>
<th>Implementation Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>Leadership Citizenship Respect Integrity Honor Responsibility Justice</td>
<td>To become a decent human being. To view sport as an opportunity to celebrate one’s abilities.</td>
<td>To take the right action regardless of the situation.</td>
</tr>
<tr>
<td>I-CASE</td>
<td>Child or Athlete Attributes</td>
<td>Goals/Objectives</td>
<td>Implementation Actions or Issues</td>
</tr>
<tr>
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<tr>
<td>Connectivity</td>
<td>Self-esteem, Belongingness Positive attitude toward academic achievement</td>
<td>How do you connect individuals to sport? To provide equal access to all individuals. Make team atmosphere comfortable and secure. Life changing aspects</td>
<td>How do you form groups Selecting playmates/practice partners Playing time Team building activities</td>
</tr>
<tr>
<td>Compassion</td>
<td>Understanding another's point of view Empathy Good Sportsmanship</td>
<td>Understanding the role of your opponent, officials, coaches. How do you help others? Accepting &amp; understanding differences.</td>
<td>Running up the score To eliminate trash talking Profanity during practice or competition</td>
</tr>
<tr>
<td>Conscience</td>
<td>Ability to reason from a moral perspective</td>
<td>Recognizing right from wrong Willing to risk losing for playing honestly and with integrity Ability to learn and reason</td>
<td>Eliminate deceitfulness during practice &amp; competition Promoting fair &amp; equitable competition</td>
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<tr>
<td>Competence</td>
<td>Self-control, dedication. Development of a play/work ethic.</td>
<td>Desire to self-play (train) Skill development</td>
<td>Developmentally appropriate training. Long-term athlete development</td>
</tr>
<tr>
<td>Challenges</td>
<td>Competition &amp; Cooperation.</td>
<td>To view competition as the pursuit of excellence and an opportunity to celebrate your abilities. The opponent is not the enemy.</td>
<td>Provide a variety of competitive environments; intramural &amp; interscholastic, recreational and elite club competition Age appropriate activities</td>
</tr>
<tr>
<td>I-CASE</td>
<td>Exercise or Ethical Dilemma</td>
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</table>
| Connectivity | Trust activities and drills. High Ropes course; trust falls and people pass.  
Collective team activities. |
| Compassion  | Show respect for others. Hand shakes after games; make eye contact.  
When a player is injured, clap upon the injured person getting up.  
Don’t run up the score. |
| Conscience  | In a soccer game, a goalkeeper collides with another player and is clearly hurt, the referee has not blown the whistle, the ball bounces to you at the 18 yard line, the net is open. What do you do, shoot for goal or kick it out of bounds? |
| Competence  | Focus on playing well and achieving your own standard; success will follow.               |
| Challenges  | Activities to create a mastery environment.  
For young children coaches should teach games where everyone can be successful and reward effort over outcome. |
Coach John Wooden . . .

We must get our players to believe that the best way to improve the team is to improve themselves, and, in doing so, we must not lose sight of the fact that the same principle holds true in regard to the coach. (Nater & Gallimore, p.43)
John Wooden’s - THE PYRAMID OF SUCCESS

Competitive Greatness

Faith
Patience

Fight

Integrity
Reliability

Honesty
Sincerity

Poise
Confidence

Condition
Skill
Team Spirit

Self-control
Alertness
Initiative
Intentness

Industriousness
Friendship
Loyalty
Cooperation
Enthusiasm
Ethical Dilemma – Parent’s Discipline

✧ On a very hot day, you determine that one of your players does not have any water. You purchase a bottle of water for her, and you are immediately berated by the girl’s mother, who was attempting to punish her because she forgot her water bottle at home and he should not have interfered.

✧ What are the medical implications?
✧ What are the ethical implications?
✧ What would you have done in this situation?
Ethical Dilemma – Intentional Fouls

◊ As a coach, would you instruct your players to intentionally foul a player who gets a breakaway late in the game in order to protect a one-goal lead?

◊ Does the age group make a difference?

◊ What are the ethical implications of your decision?

◊ Does the “professional foul” have a place in youth soccer?
Ethical Dilemma – Tactical Substitutions

✧ All year you have made substitutions on a rotating basis, giving different players a chance to start and play different positions. You are now nearing the end of the season and you are in a tight game. It is nearing the end of the game and one of your weaker players is scheduled to play forward, the current forward on the field is one of your stronger players. You need a goal.

✧ Do you make the substitution, or leave it alone and hope to get the goal?

✧ Is gender a consideration?

✧ Does the age-level make a difference?

✧ What if you didn’t need a goal?
If It (a practice or action) Becomes Part of the Game . . .

Then What Will the Game Become?
It’s What the Teachers are Themselves

✧ “Profound responsibilities come with teaching and coaching. You can do so much good or harm. It’s why I believe that next to parenting, teaching and coaching are the two most important professions in the world.” - John Wooden.

✧ Conclusion: Without Limits

✧ Nobody did it better, scene 31.
References


Recommended Links

http://www.fairplayinternational.org/
http://www.amenetwork.org
  – Association for Moral Education
http://www.character.org
  – Character Education Partnership
http://www.characterandcitizenship.org
  – Center for Character and Citizenship
http://www.hazing.cornell.edu/
http://www.stophazing.org/
http://ethics.sandiego.edu/index.asp
http://www.educ.uidaho.edu/center_for_ethics/
http://truecompetition.org/
http://www.positivecoach.org/
http://www.youtube.com/watch?v=KZ9jTOAMTtk
  Stan Van Gundy speech
http://www.bobbigelow.com/
http://www.momsteam.com/
http://www.cces.ca/en/home
  (Canadian Centre for Ethics in Sport)
http://www.sportleadership.com/
http://www.coachwooden.com/
http://www.youtube.com/watch?v=eFsF0Z9EKDg
  – Don Lucia, Head Ice Hockey Coach, University of Minnesota.
Additional Recommended Readings

✧ Bigelow, B., Moroney, T., & Hall, L. (2001). *Just let the kids play.* Deerfield Beach, FL: Health Communications


