Module III: Issues in Sport for Athletes and their Coaches

The prior two modules provided the foundation for identifying, understanding and managing issues in sport. Module Three begins the process of studying particular stakeholders in sport, athletes and coaches, and identifying, understanding and managing issues that are particularly important to them. By examining their stakes in some depth we will begin the process of trying to ‘walk a mile in the shoes’ of those we are attempting to understand. As we progress through the course we will closely examine many of the stakeholders in sport and in so doing improve our ability to apply SAGE to the important issues in sport.

Learning Objectives and How They Can Be Achieved:

After completing this module you should know and be able to do the following:

1. Identify the core values, important consequences and rights and responsibilities of athletes and coaches, key sport stakeholders. [Read just below in this study guide]

2. Provide examples of exemplary behavior and dishonorable behavior of athletes and coaches. [Available in the module readings and video presentations]

3. Identify how sports can affect peoples’ lives for better and for worse. [Readings and video presentations]

4. Apply SAGE to decisions that effect coaches and athletes. [Take examples from the readings and you can apply it on the web site.]

5. Place athletes and coaches in sociological and philosophical perspective. [Readings in the module.]

6. Identify managerial issues associated with athletics and coaching. [Video and readings in the module]

7. Critically think about athletes and coaching decisions by applying SAGE. [Throughout the module and especially on the web site.]

1. Module Specific Information:

1.1 Athletes are one of the core stakeholders in sport. Without athletes sport would not exist. The sport specific value, important consequences and rights and responsibilities need to be understood to fully appreciate the issues that can confront athletes.

We can begin by examining the ideal athlete. This is an abstraction and would not represent a particular person but the thought experiment can be instructive in demonstrating how to see and analyze the values, important consequences and rights and responsibilities in a stakeholder. We can begin by identifying physical and mental characteristics, such as strength and stamina, mental awareness and steadfastness. But as we try to get more specific we find that the ideal athlete may be different for different sports. For example, an ideal team gymnast may require different training values and important physical or mental strengths and outcomes and may have different rights or responsibilities than an individual tennis professional. The personal requirements that permit one to train with a team and meet team goals and objectives may be quite different from the personal requirements that
permit one train and perform in an individual sport.

The above example shows how generalizing can be useful to a point to talk about the V,C,Rs of groups of people in general. But our approach to critical thinking will require us to see not only the general stakes but also we will need to get very specific with each particular stakeholder and see their particular stakes.

In the first module a series of questions were provided to help in determining stakeholder interests, or as we are calling them, stakes. It is often easier to ask of a particular athlete in a particular sport what are the values that are or should be resident in the best athletes. What would the best power lifter be like? What would the best basketball or soccer player be? Even when we get this specific we can find differences that will arise do to position on a team or a weight class.

1.2 You might be thinking that this detail of seeing the stakes of a stakeholder, an athlete in this case, may not be necessary. However, most issues in sport arise in the details of the values, important consequences or specific rights or responsibilities of those in the situation. It is here where conflicts arise and we must look close enough so see where the conflicts occur so that we can get to analyze the conflicts from this SEE part of SAGE and in the Analyze step. This is an important part of thinking critically about issues in sport.

In later modules we will be analyzing a variety of issues related to the stakes of athletes, such as opportunities made available or taken away due to Title IX issues, or NCAA educational requirements, for example.

Coaches can be seen to have specific and general stakes just as the athletes discussed above. Use the questions provided in Module One to generate a particular set of V,C,Rs (stakes) for any particular coach that you like.

1.3 It is important to point out that there are some distinctions that we should make to insure that we consider the differences that arise due to age or degree of professionalization of a sport. In most future discussion of stakeholders in sport we should determine whether the issue is to be discussed at the level of youth sport, high school or college sport, or professional or adult league sport.

The expectation for ideal youth sport and ideal professional sport are quite different. Athletes in the youth sports have different preparations and different expectations of others in their sport than do professional athletes. But it is not unusual to hear people say that they expect of children some of the same qualities that we expect of professional athletes.

For example, a youth T-Ball league baseball coach who demands that his players “slide with spikes high to take out the infielder” or “charge into the small child playing second base to knock the ball loose” may be applying professional values, or higher level preparation values, or responsibilities, inappropriately to an this age group of young athletes. Some parents may share these professional style values with the coach but others parents may simply be looking for their children to learn to play together, cooperate in a team environment and have safe fun. Such conflicts among the stakeholders can create issues among the young athletes, the coach and the parents of other kids in the league.
1.4 Exemplary behavior by athletes is one of the goals of the NCAA CHAMPS/Life Skill program.

Developed by the NCAA Foundation in 1991 and launched in 1994, the CHAMPS/Life Skills program is a total development program for student-athletes. It supports student development initiatives and enhances the quality of the student-athlete experience within the university. Forty-six NCAA institutions participated in the first orientation session during the summer of 1994. Since then, approximately 50 new institutions have been accepted in the program each year.

The CHAMPS/Life Skills program serves more than 90,000 student-athletes at the Division I, II and III levels. Each institution makes a commitment to the development of its students in five areas—academic excellence, athletic excellence, personal development, career development, and service.

Lori Hendricks, Education Outreach Coordinator, NCAA, describes the CHAMPS Life Skills Program, “To prepare student athletes for the challenges of life beyond the playing field, the National Collegiate Athletic Association (NCAA) has developed the CHAMPS Life Skills Program. Currently, 250 institutions are involved in this program that focuses on five commitment areas viewed as critical to personal growth and academic excellence. The CHAMPS Life Skills Program is designed to provide student athletes with the education and experiences to assist them in bridging the gap from college life to professional life in the world of work and also to make meaningful contributions to their communities.”

1.5 The following Code of Ethics for Coaches and the Coaches’ Code of Conduct is agreed to by all members of the National Youth Sports Coaches Association (NYSCA), The NYSCA can be contacted through the National Alliance for Youth Sports, 2050 Vista Parkway, West Palm Beach FL 33411.

COACHES’ CODE OF ETHICS PLEDGE

I will place the emotional and physical well-being of my players ahead of a personal desire to win.

I will treat each player as an individual remembering the large range of emotional and physical development for the same age group.

I will do my best to provide a safe playing situation for my players.

I will promise to review and practice the basic first aid principles needed to treat injuries of my players.

I will do my best to organize practices that are fun and challenging for all my players.

I will lead by example in demonstrating fair play and sportsmanship to all my players.

I will provide a sports environment for my team that is free of drugs, tobacco, and alcohol, and I will refrain from their use at all youth sports events.

I will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.

I will use those coaching techniques appropriate for each of the skills that I teach.

I will remember that I am a youth sports coach, and that the game is for children and not adults.
I hereby pledge to live up to my membership as an NYSCA coach by following the NYSCA Coaches’ Code of Ethics.

Signature

Date

COACHES’ CODE OF CONDUCT

I WILL PLACE THE EMOTIONAL AND PHYSICAL WELL-BEING OF MY PLAYERS AHEAD OF A PERSONAL DESIRE TO WIN.

Expected Behavior:

Using appropriate language in appropriate tones when interacting with players, league officials, game officials, parents and spectators.

Including all players in team activities without regard to race, religion, color, sex, sexual orientation, body type, national origin, ancestry, disability, ability, or any other legally protected classification.

Treating all players, league officials, game officials, parents and spectators with dignity and respect.

Playing all players according to the equal participation rules established by the league and the spirit of those rules.

Encouraging youth to participate in other sports and activities to promote all aspects of their development.

Allowing reasonable absences from practice.

I WILL TREAT EACH PLAYER AS AN INDIVIDUAL, REMEMBERING THE LARGE RANGE OF EMOTIONAL AND PHYSICAL DEVELOPMENT FOR THE SAME AGE GROUP.

Expected Behavior:

Recognizing the differences of each child and treating each player as an individual while demonstrating concern for their individual needs and well being.

Encouraging all players, regardless of skill level, to be included as a member of the team and to remain involved in sports.

Recognizing that some physical tasks, drills and demands are not appropriate for all youth.

Recognizing that youth may vary greatly in physical, social and emotional maturation and considering these factors when setting up competitions and when interacting with youth.

I WILL DO MY BEST TO PROVIDE A SAFE PLAYING SITUATION FOR MY PLAYERS.

Expected Behavior:

Maintaining a high level of awareness of potentially unsafe conditions.

Protecting players from sexual molestation, assault, physical or emotional abuse.

Correcting or avoiding unsafe practice or playing conditions.

Using appropriate safety equipment necessary to protect all players.

Seeing that the players are provided with adequate adult supervision while under the coach’s care.

I WILL PROMISE TO REVIEW AND PRACTICE THE BASIC FIRST AID PRINCIPLES NEEDED TO TREAT INJURIES OF MY PLAYERS.

Expected Behavior:
Keeping basic first aid supplies available in all practice and game situations
Recognizing and administering proper first aid to an injured player
Demonstrating concern for an injured player, notifying parents and cooperating with medical authorities
Protecting the players’ well being by removing them from activity when injured and not returning them to activity if they are compromised by injury

I WILL DO MY BEST TO ORGANIZE PRACTICES THAT ARE FUN AND CHALLENGING FOR ALL MY PLAYERS.

Expected Behavior:
Establishing practice plans that are interesting, varied, productive and aimed at improving all players’ skills and individual abilities
Devoting appropriate time to the individual improvement of each player
Conducting practices of reasonable length and intensity appropriate for the age and conditioning of the players

I WILL PROVIDE A SPORTS ENVIRONMENT FOR MY TEAM THAT IS FREE OF DRUGS, TOBACCO, AND ALCOHOL, AND I WILL REFRAIN FROM THEIR USE AT ALL YOUTH SPORTS EVENTS.

Expected Behavior:
Being alcohol and drug free at all team activities or in the presence of players
Refraining from the use of any type of tobacco products at all team activities or in the presence of your players
Refraining from providing any type of alcohol, drug or tobacco products to any of your players
Encouraging parents to refrain from the public use of tobacco products or alcohol at team activities

I WILL BE KNOWLEDGEABLE IN THE RULES OF EACH SPORT THAT I COACH, AND I WILL TEACH THESE RULES TO MY PLAYERS.

Expected Behavior:
Becoming knowledgeable, understanding and supportive of all applicable game rules, league rules, regulations and policies
Teaching and requiring compliance of these rules among players

I WILL USE THOSE COACHING TECHNIQUES APPROPRIATE FOR EACH OF THE SKILLS THAT I TEACH.

Expected Behavior:
Teaching techniques that reduce the risk of injury to both the coach’s own players and their opponents

Discouraging illegal contact or intentional dangerous play and administering swift and equitable discipline to players involved in such activity.

I WILL REMEMBER THAT I AM A YOUTH SPORTS COACH, AND THAT THE GAME IS FOR CHILDREN AND NOT ADULTS.

Expected Behavior:
Maintaining a positive, helpful and supportive attitude
Exercising your authority/influence to control the behavior of the fans and spectators
Exhibiting gracious acceptance of defeat or victory
Accepting and adhering to all league rules and policies related to the participation of adults and youth
Fulfilling the expected role of a youth coach to adopt a “children first” philosophy
Allowing and encouraging the players to listen, learn and play hard within the rules
Placing the emphasis on fun and participation

2. Key Terms and Concepts

This module’s new term that should be retained for the entire discussion of issues in sport is the divisions of sport into:

1. Youth Sport,
2. High School and College Sport and
3. Professional and Adult Sport

for the purpose of identifying values, important consequences and rights and responsibilities of the stakeholders in sport at each of these levels of competition..

3. Brief Summary of Voices in Sport and Society Reading Materials

Interview Bill Curry, pg 130-137; Panel: Do Nice guys Finish Fired? Pg. 249-262

Here is a brief review of some of the readings by fellow students.

3.1 Notes from Interview: William Curry

The interview with Bill Curry gives answers to a lot of questions that people have or don’t really think of pertaining to children and young adults when they are athletes. Bill has basically done it all, by this I mean that he has been an athlete in high school, college, and professionally. He has coached, and is now an analyst and chief operating officer of the Consortium for Academics and Sport. He has a lot of experience from a personal aspect that makes him a great person to talk to when you are concentrating on this topic. Not only has he done all that, he has a great love for children.

When you are dealing with children as there coach you have to be everything to them, more so then if they were adults. You have to be rough when it seems necessary and also be gentle. Bill has a lot of good information for anyone who is thinking about becoming a coach for young athletes. He is a man that you can learn a lot from, not only in sports, but also everything in life.

Here are some of the mean points of interest to me from the interview with Bill Curry.

According to Mr. Curry …..
* The coach has an important role when they are responsible for children. They have an opportunity to change young peoples lives.

* Bill talks about beer and how it is the number one problem on college campus today. The coach has to be willing to work 24/7 to make sure the young athletes don’t get caught up in anything that will affect their lives in a negative way.

* The coach is the one that can either make or break a child when it comes to sports. If the child is properly coached then they can learn great things and if they are not properly coached they will not achieve what could have been theirs.

* The coach has to hammer into the players’ heads that they need to keep their priorities straight: religion, family, education, and whatever sport they are in.

* You need to educate your mind; you must have soul, because you can’t play sports forever if you even make it to the pros. When you are done playing sports you are still going to be very young and you will have the rest of your life left to live.

* You need to make tough chooses in your life that at the time do not look so good but in the long run you can see how those chooses made your life much better.

* Coaches need to take responsibility for themselves in situations, say, when they get fired. They can’t blame it on anyone else because they are the ones who messed up.

* Media analysts make a great difference in peoples lives by how they react to different situations. They can change how young athletes think about things by saying that certain things are acceptable or unacceptable.

4. Brief Summary of Video programs including the DVD

Here are brief summaries of the video material provided for this module.

4.1 Program 15 Sports and Life: Students, Athletes and Life Skills

This program was designed to focus on ethical and societal issues relating to the way that sports affect athletes’ lives. This unit is part of the Sports and Education Issues Module and brings together issues of character, personal development, and life skills.

A “must do” unit for every athlete and every person who works with athletes. How important is sports in life and what can sports do for, and to, the athlete? Investigate the deeply human side of sports with:

- Alan Page
- Bonnie Blair
- Kareem Abduhl-Jabbar
- Bill Curry

Our goal is to help you recognize and appreciate the ethical and managerial issues associated with pursuing challenging academic, athletic and personal goals.

The specific learning objectives of this program are:

- Describe competing personal and institutional values, rights, responsibilities, preferred consequences, risks and obligations regarding athletes and sports.
- Identify sports ethics issues associated with personal responsibility for choices and actions.
• Describe alternative risk and reward strategies for athletic and academic achievement.
• Recognize ethical conflicts and alternative methods for conflict resolution which represent special dangers for athletes.
• Appreciate the importance of planning when facing problems with insufficient information available to resolve them and how athletes must make significant life choices based on insufficient information.
• Recognize that decision making is critical thinking at its best and that critical thinking along with hard work are important life skills for everyone.

Summary—“Sports and Life: Students, Athletes and Life Skills”

For some athletes, sport dominates their life. After all, sports can be fun, lucrative, help ones’ popularity, bring attention, make one special and, unfortunately, sport can play a role in diverting an athletes’ attention from developing the skills they need when sport no longer fills their life. As educators, coaches, parents and friends, we know that everyone goes through transitions, the transition from grade school to high school, on to college, on to careers in the professional ranks, on to retirement. In the case of the athlete that final transition to retirement for all but the very finest of the best athletes occurs when the athlete is still under thirty years of age. Since the odds for the high school athlete to make it to professional sports is less than one in a million, what should the athlete do, what should the parents do, what should the schools and colleges do to make sure that student-athletes will be prepared when their athletic careers are over? Do those who work with athletes have a responsibility to help athletes transition from the sport world to the world where most of us live, where educational and social skills are the tickets to winning a successful life?

Activities which do not lead directly to sports success seem to be a harmful distraction, rather than the necessary steps in preparing for an inevitable stage of life which is not that far away.

Dr. Blake Burleson, lecturer in Religion, and former pole vault record holder and academic coordinator, at Baylor University, reported his experience that 90% of his freshman football team believed they could become professional football players. Similar results are reported by other academic coordinators.

Bill Curry, former collegiate head coach and presently the Chief Operating Officer for the National Consortium on Academics and Sports, claims that society is perpetrating a scam on our youth by leading them to believe that professional sports is a career path for athletes. He believes that it is important for athletes to prepare for the challenges that inevitably come both inside and outside sports and that athletes must take responsibility for their own choices, for their own lives.

Bonnie Blair, five-time Olympic speed skating gold medalist, revealed the level of effort required to achieve world class athletic skill. She noted that her parents tied her early athletic opportunity to her academic success. Successful lives are rarely accomplished without the help and cooperation of others.

Kareem Abdul Jabbar, member of the ABA Hall of Fame and basketball legend, pointed out that everyone has to overcome obstacles in order to succeed and that education makes
it easier to overcome many of the obstacles that we are likely to confront.

Minnesota Supreme Court Justice and NFL Hall of Fame member, Alan Page, emphasized that athletes can succeed both at academics as well as athletics, and he encourages them to study well because as athletes, they will have opportunities to have their voice heard, so Justice Page suggests that athletes should be well educated to insure the value of what they have to say.

But what are the values and circumstances which the athletes, coaches, parents and institutions need to provide to insure that athletes will be prepared for life after sports? What are the management and ethics issues which must be addressed in order to prepare student athletes for life both within sports and outside of sports?

Few people enjoy change, especially when the change results in the end of doing what they love to do. Should educational institutions be required to insure that their athletes get an education, even when their athletes are not particularly interested in getting one?

Kareem believes that it is important for every student to thoroughly understand the real benefits of an education for a successful life and that some of the practices that should be learned in sports, such as true sportsmanship, are actually life skills that will help student athletes long after their sports careers are over.

Bonnie Blair emphasized the important role that her parents played in her long term success and that she believes she acquired important life skills through her experience in sports.

Dr. Michael Oriard, Distinguished Professor of American Literature and Culture at Oregon State University illustrated how academics and athletics can work together for professional athletes to achieve a successful life, after a successful athletic career.

Dr. Jan Boxill, lecturer and associate chair of the philosophy department at the University of North Carolina, Chapel Hill, encourages the athletes she works with to take advantage of the opportunities and resources that are available to them. She notes that often it is the personal choices and attitudes of the athletes that make them a success in sports as well as in life. She believes that it is your attitude plus your aptitude that determines your ultimate altitude in life.

Everyone goes through transitions in their lives. Athletes go through transitions which often challenge their sense of who they are, their way of life, including not only their activities but the way in which they are treated by others. Ceasing to play sports often means leaving a team, leaving an organization, and developing another way of earning a living, finding friends, getting recognition and defining oneself as a person. The ethical and management issues associated with transitioning athletes throughout their careers within and outside of sport are important. Athletes, like all of us who undergo great changes in our personal lives beyond our control, need personal, institutional and perhaps societal assistance in making successful transitions to that next stage of life.

In Summary, we addressed the following questions: What is the relationship between academics and sports in schools? What are the dangers that student-athletes face in the pursuit of their sports dream? What responsibilities do high schools and colleges have to prepare student-athletes for transitions in their lives relating to sports opportunities and disappointments? How can the sports
experience prepare student-athletes’ for life? How can the sports experience harm the student-athletes’ chances for a successful career? What are the ethical and managerial issues associated with the teaching “life skills.” How should decisions regarding student-athletes, academics and sports be made?

4.2 Program 18 Ethics and Management of Coaching

This unit is designed to explore the ethical issues associated with coaching athletes and sports teams. In this unit we focus on coaches’ managerial decisions and the personal and societal issues which they exemplify.

A “must” for coaches. Investigate how coaches should make decisions and take actions which affect athletes’ lives and teams’ success with:

- Bill Curry
- John Makovic
- Alan Page
- Merrily Baker
- Bonnie Blair

Our goal is to help you recognize and appreciate the ethical and managerial issues associated with coaching competitive athletes.

The learning objectives associated with this program are:

- Identify the values, virtues, important consequences, rights and responsibilities of coaches.
- Describe cases where coaches confronted ethics issues and evaluate their management actions.
- Recognize the personal, institutional, athlete, student and team ethical and managerial tensions and conflicts.
- Identify the highest aspirations of the best coaches.
- Recognize the importance of managerial ethics coaching decisions.
- Identify the ways in which coaches are role models.

Summary—“Ethics and Management of Coaching”

Coaches play central roles in the lives of the athletes and in the operations of the teams. They are often called upon to be a leader, teacher, psychologist, confidante, friend, business person and mentor. In these roles they make decisions and take actions which affect the athletes’ lives and the teams’ success. What are the values, virtues, duties and obligations of a coach? When a coach’s values, duties and objectives seem in conflict, what would the best coaches do? What do the best coaches convey to their athletes?—character?—victories?—or both?

Coaches, like other types of managers, often seem to be in the middle. Coaches serve many masters, and are the masters to many others. Athletes, fellow coaches, managers, athletic directors, presidents, parents, wives and others—each may place duties and obligations upon a coach but when these duties and obligations are taken together they may conflict in many ways.

Coach Bill Curry, Chief Operating Officer of the National Consortium on Academics and Sport, ESPN game analyst, and former head football coach for Georgia Tech, Alabama and Kentucky, emphasizes that coaches have a spectrum of responsibilities. The hard choices that coaches make involve choosing among options which benefit
stakeholders differently and meet various, and sometimes conflicting, obligations in different ways. He shared his personal experience which illustrated how player loyalty can be developed through just and fair treatment of the players.

Alan Page, Minnesota Supreme Court Associate Justice and NFL Hall of Fame member, recalled that while he regarded his coaches as the boss, he knows that his character was strongly influenced by his coaches and experience in sports.

John Mackovic, former Kansas City Chiefs Coach, and head coach of the University of Texas, chaired the American Football Coaches Association Committee on Ethics. He believes that coaches who teach athletes how to get away with breaking the rules should be run out of the business of coaching.

The conflicting demands of winning and of building character and being a role model require negotiating the demands of accountability, technical issues of rights and responsibilities, and real and perceived fairness. When situations become unclear or gray, good judgment is required.

Merrily Dean Baker, Hall of Fame collegiate athlete, coach and athletic director for the University of Minnesota and Princeton, explains that coaches often are special in the way they are hired as well as evaluated and fired. Coaches face multiple dimensions of responsibility and accountability that often conflict.

But how should a coach resolve conflicting demands? How should a coach make such decisions? What are the core values of the best coach?

Analyzing what the best coaches would do requires recognizing the specific role the coach is in and then identifying the values, rights and responsibilities associated with that role and applying them to the situation in question. It is often difficult to identify the appropriate role that the coach should play at any given moment. Misidentifying the role can result in applying an inappropriate ethical analysis to the situation.

Coach Curry illustrates several of the roles that the good coach must perform. Each role comes with role specific special values and duties. Some of the coach roles are teacher, mentor, role model, motivator, leader, and business manager. While it is not easy to meet all expectations given the limitations of time and energy, the best coaches emphasize and communicate priorities so that everyone understands what is the most important priority.

Kareem Abduhl-Jabbar, ABA Hall of Fame basketball player and co-author of Black Profiles in Courage, remembers his college coach John Wooden as someone who exemplified the best in what an athlete and a person could be. He taught his players how to live and win in the right way.

Bonnie Blair, five time Olympic Speed Skating Gold Medalist, related that as an athlete she could accept criticism from coaches because she knew that they critiqued her only because they cared for her and for her success.

Professor Michael McNamee emphasized that the coach’s role is more than just skill training and that coaches should exemplify the virtues they teach. When athletes are entrusted to coaches, it is assumed that the coaches are worthy of trust and that all the stakeholders can rely on the trustworthiness
of the coach, no matter what roles the coach must play to coach the athletes and teams.

The ethics and management of coaching is a collection of the ethics and management principles appropriate for each role that the coach plays. The ethics and management of coaching then includes the ethics required in business, education, counseling, medicine, the clergy, the military, in law enforcement and in our personal life. The principle challenge confronting anyone aspiring to be the best coach, is the challenge to correctly identify the role the coach needs to play at any given time and then apply the appropriate values of that role to that situation. The difficulties become even greater when the coaches are called into situations where they must play many roles simultaneously, and then make decisions on which role is most important and which values and responsibilities should guide their decisions.

In summary, we addressed the following questions: What are the ethical and managerial issues in coaching? How should winning and teaching be balanced? Are coaches role models? Are there higher standards for coaches than for other academic professionals? What obligations do coaches have toward their athletes? What special ethical and managerial issues do coaches confront? What would the best coaches do regarding discipline, winning, and academic success? How should the decisions made by coaches be evaluated? How should decisions regarding coaching be made?

4.3 DVD: Issues in Sport: Disability and Sport Issues: Eli Wolf (Paralympic Athlete)

This is an interview with a young man who is a paralympic athlete and a socially conscious person. The interview allows us to enter into the world of a young athlete on a journey of self-discovery that includes sport as an important theme.

Eli Wolf is the Coordinator of the Disability Sport Research Initiative within the Center for the Study of Sport in Society at Northeastern University.

Wolf engages in research, education, and advocacy activities related to international disability sport. He advises and consults with national and international sport and disability related organizations. Wolf has presented papers at numerous international forums including the 2000 Pre-Olympic Congress as well as the 2001 Conference of the International Federation for Adapted Physical Activity.

Prior to joining the Center for the Study of Sport in Society, Wolf worked for World Team Sports, and also with the International Paralympic Committee.

Wolf is the organizer, and now a member, of the Disability Soccer Committee of the United States Soccer Federation. This Committee promotes, develops and facilitates soccer opportunities for individuals with disabilities in the United States. He also established a similar committee within the Women’s Sports Foundation.

Further, Wolf organized a brief for the Supreme Court, on behalf of the national disabled sports organizations, in support of Casey Martin for his case against the PGA.

In 2001, Wolf received the first, annual Casey Martin Award, given by Nike, recognizing an individual making a difference for people with disabilities in sports.
Additionally, Wolff is a national spokesperson for the National Stroke Association in the United States.

Wolff is a graduate of Brown University where he studied and received honors in Sociology and Organizational Management. While at Brown, Wolff received a Brown University Fellowship to study the relationship between sport for people with disabilities and mainstream sport in the United States.

Wolff also received the Nike, Inc. Scholarship, recognizing an undergraduate with a disability entering the sports industry.

Wolff is a member of the United States Paralympic Soccer Team, and has competed in the 1995 and 1999 Pan American Games for the Disabled, the 1996 Atlanta Paralympic Games, and the 2001 World Cup for the Disabled. Wolff competed with the Varsity soccer team in high school at Milton Academy, and he trained with the Men’s Varsity soccer team while attending Brown University.

Read the recent press release about Eli and be sure to meet him on the DVD.

Title: Eli Wolff ’95 Receives Casey Martin Award

Date Posted: December 5, 2001

Eli Wolff (Brown class of ’95) is the first recipient of Nike’s Casey Martin Award. The Award honors people with disabilities who have made a difference in sports. Pro-Golfer Casey Martin, Senator Bob Dole and Nike CEO Phil Knight were on hand during the ceremony on November 14, which took place at the Tiger Woods Center on the Nike Campus.

A Paralympic soccer player, Eli received the award for his advocacy and courage in pursuing sports despite physical, societal or cultural barriers. As the award recipient, Eli receives $25,000 to be donated to a non-profit organization that supports people with disabilities. Eli will donate the $25,000 to Northeastern University’s Center for the Study of Sport in Society, where is currently a research fellow. Wolff was selected to receive the award based on his academic contributions to research of people with disabilities; his advocacy and development of innovative new programming for inclusion of disabled athletes in competition; his participation as an athlete in the Paralympics; and he is the new spokesperson for the National Stroke Association.

Eli is the Research and Organizational Development Fellow at World T.E.A.M. Sports in Charlotte, North Carolina. A recent Brown University graduate, Wolff was awarded a Brown University Royce Fellowship to examine the efforts of the seven disabled sports organizations recognized by the United States Olympic Committee. Wolff is a founding member of the Committee on Soccer for Challenged Players of the United States Soccer Federation, co-coordinator of the Disabled Women in Sport Task Force of the Women’s Sports Foundation, and has recently been selected by the United States Olympic Committee to attend the International Olympic Academy.

4.4 DVD Issues in Sport: Disability and Sport Issues: David Marsh (Paralympic Coach)

David Marsh is a former college track athlete and son of a college track coach. He
was the coach of Danny Andrews, now the paralympic world record holder in the 5000 meter race. He tells the story of his involvement with paralympic sport and Danny, in particular. His story resonates with the themes of the importance of sport in the lives of many people and how sport can make a difference in the lives of those who may be different from ‘the norm’.

This interview explores the many values, important consequences and rights and responsibilities of the stakeholders in disability sport at the elite level. He shows how many of us can participate and make the lives of others and of ourselves, better.

5.0 Brief Summary of Web Site activities

There are many links to athlete and coaching web sites for further investigation into the stakes of athletes and coaching.

Also there is an OPPORTUNITY POSITION POST that asks that you give an example from personal experience or from your readings or research that illustrates how other stakeholders in sport affect athletes and or coaches. This is a chance to think through how others affect the stakes in athletes or coaches lives’.

You also have an OPPORTUNITY RESPONSE POST that allows you to comment on the position post of others in the class.

Don’t forget to take the quiz on web site.


- Should colleges be required to insure that their athletes are prepared for life outside of sports? Should athletes have the right to control their educational progress based on their own goals and values?
- How important should winning be to a coach in youth sports? Should a coach place the team’s goals above the interests and goals of individual athletes on the team?
6. Self Test for Module 3

1. The average professional athletes will have a career of less than 3 years.
   (a) true
   (b) false

2. The transition from competitive sports to another career or activity often is a difficult process which is made easier when the athlete is well educated.
   (a) true
   (b) false

3. Even highly successful athletes find that a good education is central to the enjoyment of their life after sports.
   (a) true
   (b) false

4. Sports can provide opportunities which can be better exploited by athletes who are well prepared academically.
   (a) true
   (b) false

5. According to Bill Curry, what is the number one problem on college campus today?
   (a) Cocaine
   (b) Speed
   (c) Beer
   (d) Marijuana

6. According to Bill Curry, a child can learn real toughness by?
   (a) taking responsibility when thing are difficult
   (b) never making an excuse
   (c) doing what she is supposed to do
   (d) all the above

7. What are the characteristics that a champion embodies?
   (a) singleness of purpose
   (b) understanding of what the goals are
   (c) unselfishness
   (d) willingness to give sacrificially to the team effort
   (e) all the above

8. When it comes to coaching and winning, you ought to be expected to:
   (a) win
   (b) follow every single rule all the time
   (c) be sure that every single player who will work at it earns a diploma and becomes educated
   (d) all of the above

9. _______ has gotten very intimately involved in compensating both coaches and the programs themselves.
   (a) private organizations
   (b) news media
   (c) corporate America
   (d) the NCAA
10. The role of _______ is often a type of role model to athletes and has a tremendous impact on, and responsibility toward, the athletes.

(a) coach  
(b) competitor  
(c) teammate  
(d) parent

11. The final transition to retirement for all but the very best athletes usually occurs when the athlete is still...

(a) physically growing.  
(b) under the age of thirty.  
(c) in puberty.  
(d) learning the sport's fundamentals.  
(e) unable to achieve athletic success.

12. It is very critical for athletes to understand the importance of completing their:

(a) athletic career  
(b) competition  
(c) education  
(d) all of the above

13. The CHAMPS/Life Skills program serves more than 90,000 student – athletes at the Division I, II, and III levels. Each institution makes a commitment to the development of its students in five areas: academic excellence, athletic excellence, personal development, career development, and

(a) integrity  
(b) family values  
(c) community support  
(d) service

14. Rule changes could make sports safer for athletes, but some say that economic reasons argue against making those changes.

(a) true  
(b) false

15. Kareem Abdul-Jabbar disagrees that Coach Wooden was the perfect role model as an educator, coach and as a person.

(a) true  
(b) false

16. College coaches are limited by the NCAA with respect to the amount of time they may spend with their student-athletes.

(a) true  
(b) false

17. Coaches who teach illegal plays, such as the "pick play" discussed in the video, are teaching their athletes that rules matter and that winning isn’t the only goal.

(a) true  
(b) false

18. Winning, graduation rates, grade point averages and comportment by the athletes are all equally important in the retention of college coaches.

(a) true  
(b) false
19. Which individual stated that coaches who teach athletes how to get away with breaking the rules should be run out of the business of coaching?

(a) Bill Curry  
(b) Alan Page  
(c) Merrily Baker  
(d) John Makovic

20. Dr. Blake Burleson surveyed his football team from Baylor University and noted that _____ percent of freshman on the team believed they could become professional football players.

(a) 90%  
(b) 60%  
(c) 30%  
(d) 10%

21. Bill Curry feels that in this day and age a coach is no longer:

(a) part of the team he is just a consultant paid to sit in the place  
(b) paid just to run the team his job also involves scouting, firing, hiring and signing players  
(c) just able to play with a mentality that you play and coach for the love of the game  
(d) allowed really to be a coach, one is a disciplinarian, a truant officer, a drug and alcohol expert, a firearms expert as well as an expert in other areas associated with or potentially with coaching

22. In the interview with Bill Curry how does he define coaches’ obligations?

(a) willingness to work 24 hours and be responsible for his players behavior on and off the playing field  
(b) to demand his team to win  
(c) expect the team to follow the rules of the game  
(d) all of the above

23. What program was designed to provide student athletes with the education and experiences to assist them in transferring from college to professional life?

(a) NCAA  
(b) SEATA  
(c) CHAMPS  
(d) NCMATA

24. Merrily Dean Baker was one of two female ________ _________ at Division 1-A universities.

(a) Head Coaches  
(b) Athletic Directors  
(c) Athletic Trainers

25. Mr. Curry relates a story about a high school player he tried to recruit. What did the player want more than anything?

(a) money  
(b) fame  
(c) car  
(d) housing
26. Some of the roles that a good coach must perform
   (a) mentor
   (b) role model
   (c) business manager
   (d) a and c
   (e) all of the above

27. The odds of a high school athlete making it to professional sports is
   (a) 1 in a thousand
   (b) 1 in ten thousand
   (c) 1 in one hundred thousand
   (d) less than 1 in a million

28. According to rules in college sports, coaches are only allowed ________ hours with student athletes.
   (a) 20
   (b) 21
   (c) 22
   (d) 23

29. Bill Curry believes a coach should NOT be judged by
   (a) graduation record of the players
   (b) a win-loss record
   (c) the comportment of the players
   (d) the behavior of the players

30. Bill Curry
   (a) reported his experience that 90% of his freshman football team believed they could become professional football players.
   (b) revealed the level effort required to achieve world-class athletic skill.
   (c) pointed out that everyone has to overcome obstacles in order to succeed and that education makes it easier to overcome many of the obstacles that we are likely to confront.
   (d) claims that society is perpetrating a scam on our youth by leading them to believe that professional sports is a career path for athletes

31. Alan Page
   (a) emphasized that athletes can succeed at academics as well as athletics, and encourages them to study well.
   (b) revealed the level effort required to achieve world-class athletic skill.
   (c) stressed that different markets require different marketing vehicles.
   (d) encourages the athletes he works with to take advantage of the opportunities and resources that are available to them.

32. These are all characteristics that a champion embodies, except:
   (a) a champion has singleness of purpose, understands what the goal is regardless of what area of life’s we’re talking about.
   (b) a champion is selfish, willing to give sacrificially to his own effort.
   (c) a champion is smart, meaning prepared.
   (d) a champion never gives up.
33. Coach Bill Curry:

(a) explains that coaches often are special in the way they are hired as well as evaluated.
(b) emphasizes that coaches have a spectrum of responsibilities.
(c) remembers his college coach, John Wooden, as someone who exemplified the best in what an athlete and a person could be.

34. According to Bill Curry, what is an important value that a team sport can teach

(a) cheating
(b) going outside
(c) seeing people
(d) singleness of a purpose

35. Which is not one of the five commitment areas emphasized by the CHAMPS/Life Skills program of NCAA:

(a) academic excellence
(b) athletic excellence
(c) public relationship development
(d) personal development

36. In addition to athlete skills, education is also important to professional athletes because:

(a) they will have opportunity to have their voices heard
(b) they should be well educated to insure the value of what they have to say
(c) education is the key to achieve a successful life after a successful career
(d) all of above

37. According to Dr. Jan Boxill, what determines an athlete’s ultimate altitude in life is:

(a) their skills plus their character
(b) their attitude plus their aptitude
(c) their talent plus their destiny
(d) their hard work plus their network

38. When coaches sign a contract, they understand that the institutions will keep them until the end of those contracts if the athletes and fans like them.

(a) true
(b) false

Module Three.

1. b, 2. a, 3. a, 4. a, 5. c, 6. d, 7. e, 8. d, 9. c, 10. a, 11. b, 12. c, 13. d, 14. a, 15. b, 16. a, 17. b, 18. b, 19. d, 20. a, 21. d, 22. d, 23. c, 24. b, 25. c, 26. e, 27. d, 28. a, 29. b, 30. d, 31. a, 32. b, 33. b, 34. d, 35. c, 36. d, 37. b, 38. b