Applying Sportsmanship in Sports for Youth Athletes

University

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Professor Name

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Edits Page

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1) You've made improvements here, but you are still missing in-text citations. Anything that is not your idea or stated as fact (e.g., your entire opening paragraph, first two paragraphs on page 6, etc.) must include a citation.

2) Please see the purdue owl or sample papers on Bb for help formatting your title page (only title is bold).

3) Since you have two Bolter & Weiss, 2012 sources, the first one should be cited (in the ref list and in-text as 2012a, the second 2012b so that it's clear which source the content you're citing came from."

Applying Sportsmanship in Sports for Youth Athletes

Youth sport is a common pastime today. Millions of young athletes participate in sports at various levels, from instructional leagues to competitive regional and national competitions. According to early studies, sports participation can promote both positive and negative attitudes among young people. The concept of sportsmanship in youth sport is not a new term, and it is inseparably related to competition. Professionals in youth sports who want to create activities that focus on the importance of better sportsmanship should be aware of how all facets of their programs can either help or impede these types of behaviors.

Assertions that competitive team sports cultivate integrity and sportsmanship in players and fans are often used to support school athletic programs. Sport is also thought to reinforce school and community values such as competitiveness, patriotism, and teamwork and maintain a healthy life when young (Arthur-Banning et al., 2018). Although sport can offer significant benefits to young people when programs are well-run, it can also have the opposite impact when programs are poorly run or do not focus on growth (Wells et al., 2005). A specific element that emanates from this is the competitive environment in sports.

Youth participation in sports has been linked to physical and psychological health; physical health is the most apparent. Physical benefits such as strengthening the musculoskeletal system, helping with weight loss, and lowering diabetes, high blood pressure, and heart disease risks come naturally to young people due to their daily involvement in physical activities in the sports events that they take part in (Arthur-Banning et al., 2018). Besides the physical boost, sports play a crucial

role in socio-emotional issues, identity, and character-building, including sportsmanship behaviors and values expression. (<< proof read! According to turnitin.com "this part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear)

The assumption that sports involvement will, in the long run, impact the youths positively is not entirely factual. There have been negative traits associated with sports involvement, as explained by psychologists. In simple terms, competition in sports, which is naturally encouraged by sports professionals, can be viewed as ego-oriented or task-oriented. (turn it in.com Report states "I have used passive voice in this sentence, you may want to revise it using the active voice") In the case of ego-oriented, players choose to outshine their fellows, and through winning, they do so to show and affirm their superiority (Wells et al., 2005). In these instances, winning for individuals fueled by ego means that it is achieved in all ways necessary, even if it involves hurting, scheming, or cheating on their opponents; hence it is equated to moral disengagement unsportsmanlike conduct. On the other hand, those who are task-oriented have a view competition focused on the task at hand, setting performance targets rather than winning (Arthur-Banning et al., 2018). In such instances, sportsmanship is set aside when ego-oriented competing sets precedence.

Youth participants who indulge in unsportsmanlike behavior frequently are essentially learning behavior patterns to perform and rationalize, which may be incompatible with balanced moral growth and character expressions. Some of the most common negative sportsmanship experienced in schools in the U.S include tantrums, fights, biting, assault, head butting, and the list goes on and on (Rudd et al., 1998). In today's sports culture, particularly the professional sports model, promotes this perception of competition and, as a result, undermines young athletes' development of sportsmanship (Wells et al., 2005). For instance, the media also fuels

unsportsmanlike behavior where televised news fixates on violence and immoral behavior and rarely talks of good sportsmanship (Rudd et al., 1998). Humble losers and winners are hard to come by with certain greedy and self-absorbed professional athletes. Negative interactions are thought to play a role in children ceasing to participate in sports, leading to sedentary lifestyles' harmful health effects.

Despite the prevalence of unsportsmanlike behavior in the present sports culture, steps have been taken to bring back some of the old ideal sportsmanship code, if not all of it. The instructional program funded by the significant athletic governing bodies is focused on a policy that will create player cooperation, interdependence, transparency, and management (Rudd et al., 1998). Schools have taken a step towards using these education programs by restricting or banning spectators' or players' access to sports events after bad behavior. Other school institutions require parents to attend sportsmanship classes before their children participate in athletics to strengthen or enhance the participants' social responsibility when playing (Wells et al., 2005). As a possible cure for the weak show of character, many schools have adopted other structured education initiatives such as "A Sports Club" or formal education programs (FEPs) in sports competitions and sporting events.

Positive sportsmanship can be instilled through moral education. Several sports professionals may be accustomed to moral training, which suggests a type of drilling that brings out compliance to ethical rules with little to no understanding of the intended moral values and moral rules (Rudd et al., 1998). Moral education serves a better outcome since it allows the youths to reflect on the given moral issue of the precise moral values as instructed by their coaches (Rudd et al., 1998). Rather than bullying an athlete, as in moral training, the coach will freely address the value of prosocial conduct respect as a moral value, making the athlete understand why behaving in a morally responsible manner is necessary.

Physical education can only be beneficial for the players and physical teachers if good sportsmanship is always practiced. Coaches and physical educators are responsible for developing prosocial characters in players by serving as excellent role models of sportsmanship and moral reasoning for the young players. In support of this, ordinances and structure must be developed to satisfy each player's developmental growth, especially by media and referees. They should champion and facilitate sportsmanship by reporting and highlighting positive behavior and negatively setting out inappropriate sports behavior.

One of the most common and widespread forms of entertainment and fun is sports. Whether in school, in the community, in a tournament, a world-class level competition, or just a family get-together fun competition, we all identify with sporting. Sports vary in all kinds and aspects, from indoor games to football to athletics. They serve as a form of identity to promote peace, unity, cohesion, and diversity. It thus serves as the world symbol of cohesion with symbols of Olympic Games and world cup ball games held once every four years. Moreover, sports are also associated with the overall maintenance of health. Athletes, through regular pieces of training and exercises, are physically fit, enhancing their health fitness. Hence, sporting activities promote active physical life, enhancing body fitness and improving general body functioning. It is undoubtedly beyond reasonable doubt that sports have an overall benefit and usefulness. Still, there also comes challenges in sport, and athletes need to maintain good character and discipline. This essay, therefore, discusses the application of the concepts of sportsmanship in sports for youth athletes .

Sportsmanship is a term well known in the sporting world. It is the loyalty pledge for every athlete. According to NCAA, sportsmanship is values such as fairness, caring, and civility alongside responsibility, integrity, and most vital and essential, respect. These are the core ethical values integral to the making and thriving of a competitive ambiance not just for students, youth

athletes but also for professional athletes (Pennington, 2017). Sportsmanship is the moral norms, values, and statutes developed and placed together to guide the sport in every aspect, enhancing, respectful lose, and good humor in winning. Sportsmanship is presented in various forms and aids in making competitions fun and enjoyable experiences. Consequently, being a noble sport nurtures good practices and affirmative skills in sports games and general life areas critical in life to people of all ages. In layman's language, sportsmanship is when participants in all kinds of sports games, be it athletics, ball games, or indoor games, and their spectators and devotees in these competitions uphold respect in treating one another showcases the proper conduct. Thus, good sportsmanship calls for fairness to opponents in all teams and is critical for youth athletes to learn. It goes beyond youth athletes to coaches, supporters, bleachers, and sidelines. It is not being accessible in the game but employing aggressiveness graciously, respectfully, and politely acknowledging opponents (Vallerand et al., 1996).

Good sportsmanship is important because it extrapolates a good competitive ground for sport, enhancing competitions' greatness with fairness, respect, and value to both the winning and the losing teams and every viewer and spectator in the games (Pennington, 2017). On the other hand, lousy sportsmanship creates a hostile environment that is dangerous to every participant in competitions to the extent of threatening and endangering youth and professional athletes' lives. Sportsmanship is viewed from various perspectives, and one of the most common ways is from a social and psychological perspective. In this psychological perspective, sportsmanship is applied in five significant scopes. The first perspective is shaking hands, being good winners and losers, and recognizing exemplary performance in a match between two opponents after a game to show respect for social conventions.

The second dimension is respecting rules and referees during the match. This means that the participants reflect their personal or team concerns and interests in obeying the rules and decisions deciphered by referees. Additionally, sportsmanship is also showcased by showing total commitment to one's sports area, leading effort in improving skills, recognizing failures, and involvement are essential in sport to show commitment and responsibility to one's place of interest. The fourth scope is displaying respect for rivals, showing concern and pull towards the opponents. And finally, undesirable attitude to sport, conveying the player's disruptive conduct after committing a mistake, and a player's taking part in conditioned by individual awards and trophies (Burgueño & Medina-Casaubón, 2020).

To ensure that the concept of sportsmanship is effectively portrayed, coaches and trainers have a responsibility to play in integrating sportsmanship in youth athletes so that the culture is represented. Coaches are the most influential people in the lives of athletes (Vallerand et al., 1996). This is due to the fact that they spend most of their time with their players, coaching, guiding, and ensuring that they are in the best of status to compete and play. Likewise, they are in the perfect position to integrate sportsmanship into their players. However, there is very little knowledge on how coaching should embrace behaviors geared towards achieving sportsmanship-oriented outcomes. In light of this state, the Sportsmanship Coaching Behavior Scale (SCBS) provides eight essential steps to foster sportsmanship-oriented coaching behavior (Bolter & Weiss, 2012a).

The first step in sportsmanship-oriented coaching behavior is to have set expectations eyeing for good sportsmanship. Setting expectations means a set goal, a target to be achieved, which sets pace and effort to attain the objectives. The second step is to reinforce good sportsmanship. While not all players adhere to good character and embrace discipline, supporting good sportsmanship is vital in streamlining the ethical virtues in sport at individual levels and as a

team (Bolter & Weiss, 2012). Thirdly, the coaching behavior should punish poor sportsmanship while aiming for an excellent and amicable level of sportsmanship in the entire team. Poor sportsmanship is not elusive, and this behavior should be penalized severely. The punishment for such may range from moderate to severe levels, such as being banned from playing for a certain period, and intense levels such as being expelled from the team. The coach should also discuss good sportsmanship with the players bringing out its essence, practice, and ways to enhance it as a team and at an individual and personal level; this will enable more understanding and appreciation for the ethical norms in sport in young athletes (Bolter & Weiss, 2012).

Additionally, a good coaching approach teaches good sportsmanship. There is never an effective means of fostering good conduct, behavior, or discipline other than leading it. While being the first to portray good sportsmanship, the coach has the role of being on the forefront in teaching and outlining how good sportsmanship should be emulated and applied during training, while competing, and at the end of the match (Bolter & Weiss, 2012). Besides teaching, the coach has a role in modeling sportsmanship to the young youth athletes to the acceptable, appreciable, and emulatable scope. Since good sportsmanship is ideally good behavior that is upheld at all costs, regardless of the environment, the coach should take center stage of being the reference point in actions, character, and discipline that showcases good sportsmanship. And finally, the coach should enact a manner of prioritizing winning over sportsmanship. Any competition aims to win. In as much as the virtues of sportsmanship are upheld, they should be incorporated into the process of winning. The principal objective should override and at the same time consent to good sportsmanship (Bolter & Weiss, 2012).

In conclusion, the values of sportsmanship foster the best environment that instills fairness in competitions. It also promotes politeness and respect to both opponents regardless of the winner

or the loser making competitions decent and enjoyable. As a result, it is essential to instill good sportsmanship into the coach's team members. This follows the practical eight steps approach to good sportsmanship-oriented coaching behavior. It is, thus, essential and very critical to apply good sportsmanship to youthful athletes.

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Application Project Checklist

	Requirements
	1. Paper/handbook is at least 5 pages of text (excluding title page, reference page, and any pictures/diagrams)
	2. Contains title page with ONLY the following information: paper title, your name, your university name, course prefix/number and name, Dr. Shipherd, and the date
	3. Your title provides enough information to let the reader know what the paper/handbook is about (and your title is NOT application project)
	4. Page numbers are included in the top right corner
	5. Margins are set to 1 inch
	6. Lines are double-spaced
	7. Font is black, size 12, and Times New Roman (including page numbers)
	8. Paper/handbook is clearly focused on ONE sport psychology topic/concept
	9. Paper/handbook includes a thorough discussion of how to apply the topic or skill with athletes/individuals
	10. Strategies for applying topic/skill are clearly based on research/theory
	11. Topic and strategies are explained so that a reader with no knowledge of the content can clearly understand and apply the information
	12. Any idea or information that is not your own (e.g., SMARTS goals, theories, etc.) or anything stated as fact (e.g., more confidence athletes perform better) includes an in-text citation
	13. In-text citations include author last name(s) and year of publication (plus page number IF using a direct quote
	14. The majority of in-text citations are in your own words (meaning paraphrased rather than direct quotes); limit direct quotes to no more than 3 total
	15. Formal language is used, abbreviations are spelled out, contractions avoided (e.g., don't, can't)

	16. Third person language is used (meaning no I's, We's, etc.)
	17. Each paragraph contains a separate new idea; paragraphs are generally four or more sentences
	18. Paper/handbook has been checked for spelling and grammar errors
	19. Paper/handbook contains an introduction paragraph and a conclusion paragraph (do NOT include an introduction heading)
	20. Reference list is organized in alphabetical order by first author's last name and only includes references cited in text (which should be a minimum of 6 scholarly sources NOT including the textbook, at least 3 published after 2000)
	21. References listed in reference list contain enough information to locate the article/source (see Purdue Owl or resources on Bb for help)
	22. Edits made page is included containing ALL of your professor's feedback verbatim and your response to each piece of feedback