

POSE CHARACTER BUILDING CHARACTER ATTRIBUTES



PERSISTENCE

The determination to work towards goals regardless of setbacks.

TERMS COACHES CAN USE WITH ATHLETES

- ▶ “Finish it up”
- ▶ “Stay with what is working”
- ▶ “Find another way”
- ▶ “Don’t give up”
- ▶ “Look around the obstacles”

WHAT IT LOOKS/SOUNDS LIKE WITH ATHLETES

- ▶ Asks for appropriate help when challenged
- ▶ Stays focused on the process (not the outcome) of an activity
- ▶ Stays engaged with the activity
- ▶ Breaks tasks into smaller manageable parts
- ▶ Makes the connection between effort and success

EXAMPLES IN SPORT

- ▶ Athlete changes strategy when they are not able to achieve the goal
- ▶ Athlete shows increased effort each time they perform the same activity/game
- ▶ Athlete seeks to find ways to measure improvements with feedback or statistics

CRITERIA FOR ACTIVITY SELECTION

Includes a measurable goal or is outcome based

OPTIMISM

The hopeful outlook that positive things can happen and with effort, those positive things can occur.

- ▶ “Find the positive”
- ▶ “Focus on your last success”
- ▶ “Focus on what you CAN do”
- ▶ “Find the good in now”
- ▶ “Use positive self-talk”

- ▶ Imagines or rehearses a different outcome
- ▶ Looks for solutions when faced with challenges
- ▶ Uses positive self-talk and affirming language with others
- ▶ Sees the next opportunity for improvement/success
- ▶ Helps others in finding the positive in difficult situations

- ▶ Athlete visualizes or verbalizes performance before game/activity begins
- ▶ Athlete uses positive supportive language with peers who are experiencing difficulty
- ▶ Athlete maintains the same level of intensity in a game/activity despite the potential outcome

Involves mastering a skill or team competitions

SELF-REGULATION

The ability to control one’s own thoughts, feelings and/or behaviors and have an appropriate response to specific situations.

- ▶ “Stay focused”
- ▶ “Stay calm”
- ▶ “Stay under control”
- ▶ “Be aware of your physical contact”
- ▶ “Be aware of your surroundings”

- ▶ Plays fair
- ▶ Can tell you why she/he took a specific action
- ▶ Takes time to reflect before reacting
- ▶ Demonstrates impulse control
- ▶ Communicates using appropriate tone & feeling words

- ▶ Athlete refrains from overly aggressive behavior in games or activities
- ▶ Athlete waits for coach to begin an activity; stops when activity is over
- ▶ Athlete listens to and adheres to the officials in games

Involves physical contact or individually competitive

EMPATHY

The ability to understand and share what someone else is feeling without judgment.

- ▶ “Take perspective of others”
- ▶ “Show compassion”
- ▶ “Be kind”
- ▶ “Understand what someone else is feeling”
- ▶ “Take care of our team/teammates”
- ▶ “How would you feel if that were you?”

- ▶ Shows care and concern for others
- ▶ Celebrates teammates who are successful
- ▶ Articulates what others might be feeling correctly
- ▶ Engages in active listening (eye contact, facing the person, asking questions)
- ▶ Seeks out others who need support or encouragement



SEE & HEAR

Listen to athlete to understand his/her perspective



COMMUNICATE UNDERSTANDING

Mirror back to athlete what you heard & saw using feeling words



APPRECIATE

Reflect and appreciate the connection that was made with the athlete