

## Sports as Ministry Coaches Workshop Evaluation

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>PLC Workshop (overall)</b>					
13) I was satisfied with the PLC Workshop.	43%	51.8%	4.4%	.8%	-
14) I would recommend the PLC program to another coach.	45%	46.2%	8.4%	.4%	-
15) I will fully implement the PLC program.	42.2%	49.4%	8%	.4%	-
16) If offered, I would like to attend an advanced PLC Workshop.	16.8%	30.4%	42.8%	8%	2%
<b>PLC Workshop Training Process</b>					
17) The amount of material presented was right—neither too much, nor too little.	31.9%	51.8%	13.9%	2.4%	-
18) The PLC Workshop was interesting and engaging.	37.5%	50.2%	11.2%	.8%	.4%
19) There was sufficient time for discussion.	37.3%	49%	9.2%	4.4%	-
<b>PLC Certified Trainer(s)</b>					
20) The PLC Trainer was well-prepared and well-organized.	60.2%	35.1%	4.8%	-	-
21) The PLC Trainer was an effective teacher.	57%	37.1%	5.2%	.4%	.4%
<b>PLC Workshop Organization</b>					
22) The PLC Workshop was well-publicized.	25.9%	42.2%	26.7%	4.8%	.4%
23) The logistical information (time, place, length) of the PLC Workshop was clearly defined.	40.2%	49.4%	9.2%	.8%	.4%
24) The setting of the PLC Workshop supported the learning experience.	38.2%	51%	8.8%	2%	-

### Written Responses (actual responses can be provided and broken down by workshop)

3. Did the PLC Workshop change your thinking about coaching youth sport?

91.9% - Yes

8.1% - No

4. What changes would you make in your approach to coaching after this workshop?

35.4% - Goal Setting

17.9% - Understanding Coaching as a Ministry

12.7% - Allowing Ownership/Input from Players

10.4% - Understanding that Kids Play for Fun

7.1% - In Building Relationships

5.2% - Better Communication

3.3% - Less Emphasis on Winning

8.0% - Other

**Sports as Ministry Retrospective Post-Test**

<b>Statement</b>	<b>Mean Before the Workshop</b>	<b>Mean After the Workshop</b>	<b>Mean Difference</b>
I understood coaching as a ministry. (U1)	2.99	4.53	1.54
I will keep in mind that coaching is a ministry within the Church. (A5)	3.21	4.57	1.36
I understood the spiritual dimension of sports. (U3)	3.26	4.43	1.17
I felt responsible for developing my players' spirituality. (R3)	3.39	4.42	1.03
I understood loss of play in childhood. (U4)	3.73	4.59	0.86
I understood the difference between champion and ego-centric motivation. (U7)	3.68	4.57	0.89
I felt confident in my ability to be a spiritual leader. (C5)	3.50	4.31	0.81
I understood the importance of discussion for moral development. (U6)	3.66	4.48	0.81
I felt responsible for giving my players as much ownership as possible. (R4)	3.79	4.65	0.86
I understood the stages of childhood development. (U5)	3.65	4.45	0.80
I understood how to correct mistakes positively and effectively. (U8)	3.81	4.62	0.82
I felt confident in my ability to control fan behavior. (C6)	3.39	4.26	0.86
I will speak with my players about sportsmanship. (A1)	3.84	4.64	0.80
I felt I should discourage my players from bullying or picking on each other. (F4)	4.80	4.94	0.14
I felt I should distribute playing time as equally as possible. (F2)	4.23	4.57	0.34
I felt responsible for making practices fun. (R5)	4.29	4.70	0.41

## Parent Like A Champion Today™ Workshop Evaluation

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>PLC Workshop (overall)</b>					
21) I was satisfied with the PLC Workshop.	27.8%	55.9%	13.6%	2.0%	0.7%
22) I would recommend the PLC program to another parent.	27.7%	49.1%	18.6%	3.8%	.8%
23) I will fully implement the PLC program.	38.9%	52.6%	7.7%	.4%	.3%
24) If offered, I would like to attend an advanced PLC Workshop.	9.8%	19.4%	45.7%	19.5%	5.6%
<b>PLC Workshop Training Process</b>					
25) The amount of material presented was right—neither too much, nor too little.	25.6%	53.6%	16.4%	4.2%	.3%
26) The PLC Workshop was interesting and engaging.	24.8%	74.8%	19.9%	4.2%	1.1%
27) The PLC Workshop was informative and meaningful.	27.8%	55.7%	12.7%	3.1%	.7%
28) The PPT presentation was helpful.	26.3%	53.5%	16.8%	2.5%	1.0%
29) There was sufficient time for discussion.	19.6%	47.0%	24.5%	7.4%	1.5%
30) I felt I could ask questions and seek additional explanation if needed.	23.9%	51.8%	19.6%	4.0%	.7%
31) The PLC Workshop content was relevant to my situation.	23.2%	53.5%	16.4%	5.4%	1.5%
32) The PLC Manual is well-organized and easy to understand.	31.5%	56.0%	12.2%	.1%	.1%
<b>PLC Certified Trainer(s)</b>					
33) The PLC Trainer was informative and knowledgeable.	43.8%	49.9%	5.7%	.6%	.1%
34) The PLC Trainer was well-prepared and well-organized.	48.2%	45.4%	5.0%	1.1%	.3%
35) The PLC Trainer related well to workshop participants.	41.6%	47.6%	8.8%	1.7%	.4%
36) The PLC Trainer presented in an engaging and enthusiastic way.	42.0%	43.8%	10.6%	2.8%	.8%
37) The PLC Trainer was an effective teacher.	43.0%	44.4%	10.3%	1.5%	.7%
<b>PLC Workshop Organization</b>					
38) The PLC Workshop was well-publicized.	19.0%	46.3%	25.0%	8.4%	1.3%
39) The logistical information (time, place, length) of the PLC Workshop was clearly defined.	24.6%	54.3%	15.2%	5.0%	.8%
40) The setting of the PLC Workshop supported the learning experience.	23.3%	56.5%	17.0%	2.5%	.7%

## PLAY LIKE A CHAMPION TODAY™ SPORTS AS MINISTRY PROGRAM EVALUATION

June 13, 2009

The Play Like a Champion Today™ (PLC) approach to sports as a ministry focuses on: 1) coaching as a ministerial role, 2) making spiritual and character development a priority and 3) building local leadership. The PLC workshop combines reflection on the implications of being a youth minister with the GROW approach to coaching for character, which is how PLC understands being a Champion.

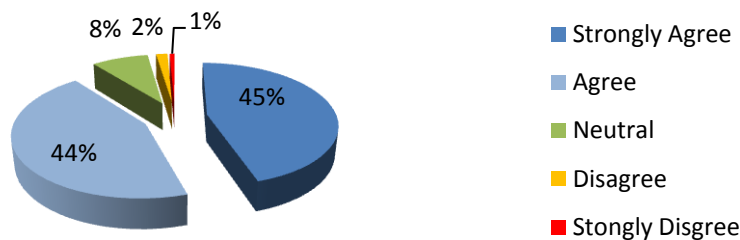
### ASSESSMENT

PLC assesses the outcomes of the coach education workshops in three ways: 1) through a written evaluation administered at the conclusion of the workshop, 2) through a retrospective post-test assessment of coaches' understanding of core PLC concepts, intentions, perception of responsibility, and sense of efficacy, and 3) through post-season surveys of athlete, parent, and coach reports of coaching performance. In this report, we will focus on the immediate influence of the workshop on the coaches and parents during the current academic year 2008-2009, the third year in which PLC has been offering Sports as Ministry Workshops. In the first year of workshops, we received and analyzed 866 coach questionnaires; in the second year, we received and analyzed 1694 coach questionnaires, and in this the third year, we received and analyzed 1765 coach questionnaires and 819 parent questionnaires.

### PLC SAM COACHES WORKSHOP EVALUATION

**Workshop Satisfaction.** The most basic question used to assess any workshop is whether the participants were satisfied with it. This year 92.5% of the respondents agreed or strongly agreed that they were satisfied with the workshop. This is almost identical to last year's response. Even more revealing of the respondents' appreciation for the workshop is that nearly the same percentage (89.3%) agreed that they would recommend the workshop to others (See Figure 1). Only 2.4% of the respondents reported that they were unwilling to recommend it to others. These are very encouraging percentages given that attendance at the workshop is mandatory, the workshop is rather long (3 hours), and in many sites, coach education had not been previously required.

**Figure 1: Recommend the Workshop to Others**

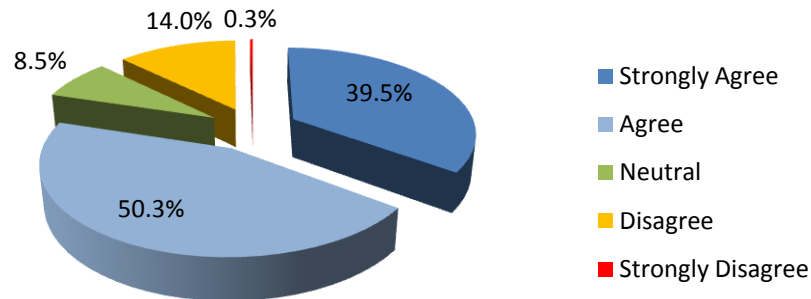


## Parent Like A Champion Today™ Workshop Evaluation

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<b>PLC Workshop (overall)</b>					
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23) I will fully implement the PLC program.	38.9%	52.6%	7.7%	.4%	.3%
24) If offered, I would like to attend an advanced PLC Workshop.	9.8%	19.4%	45.7%	19.5%	5.6%
<b>PLC Workshop Training Process</b>					
25) The amount of material presented was right—neither too much, nor too little.	25.6%	53.6%	16.4%	4.2%	.3%
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28) The PPT presentation was helpful.	26.3%	53.5%	16.8%	2.5%	1.0%
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**Implementation.** The goal of the PLC workshop is to influence the way in which coaches behave. Over 2/3 of the coaches (67.4%) who take the workshop list ways in which the workshop changed their way of thinking about coaching. Asked whether they intend to implement the PLC approach, 88.9% agree that they will and only 1.7% report that they will not. These percentages are reassuring to the extent that among the major national coach education programs (ASEP, NAYS, Character Counts, and PCA), PLC is the only one to insist upon stringent playing-times rules. These percentages are challenging to extent that there are a very few coaches who simply refuse to go along with the PLC approach and that there is a significant minority of coaches, who are neutral about implementing the PLC approach. These data suggest that efforts need to be made beyond the PLC workshop to underscore the value and importance of the PLC approach. We need commitment to the PLC approach at the administrative and parent levels to make the youth sport experience all that it can be. We note that among the sites, those who have been implementing PLC the longest have the smallest percentage of those indicating disagreement or neutrality.

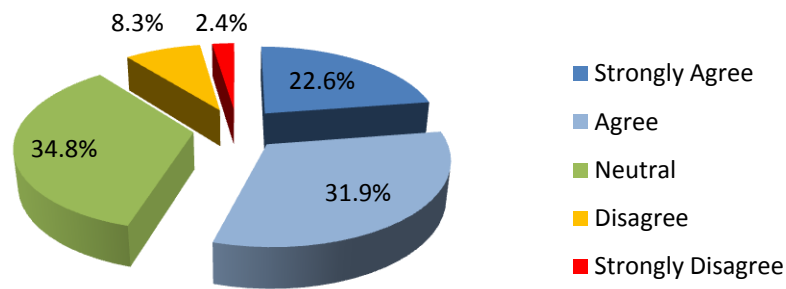
**Figure 2: Coaches Intending to Implement PLC**



**The PLC Local Workshop Presenter.** PLC believes that the most effective method of educating youth sport coaches is through workshops that give coaches an opportunity to reflect and to discuss the key features of the approach. PLC also believes that developing local leadership is crucial for helping dioceses and parishes to take responsibility for the ministry of youth sport coaching. The results indicate that workshop presenters were very favorably perceived: 94.8% reported that the presenters were well prepared and organized, 87.2% found them interested and engaging, and 93.7% found the presenters to be effective teachers.

**Continuing Education.** A further measure of the effectiveness of the PLC workshop is whether or not the participants would be willing to attend another more advanced workshop. In order to master PLC's approach to achievement motivation and moral development, coaches need to continue their education in the advanced workshops or through the on-line recertification course. The majority of the workshop participants (54.5%) agreed that would like to attend another workshop. (See Figure 4).

Figure 4: Attend an Advanced PLC Workshop



**COACHING CONCERNS SURVEYS (RETROSPECTIVE POST-WORKSHOP ASSESSMENT)**

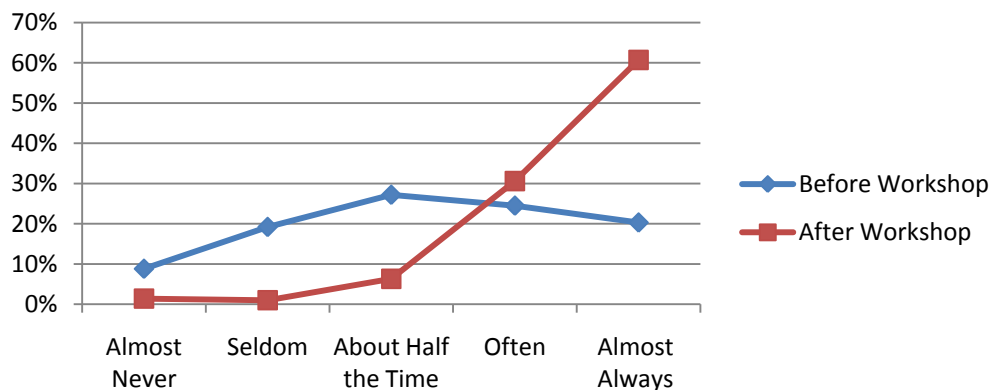
The retrospective post-workshop assessment addresses particular areas of coaching that the workshop is designed to influence.

**Questionnaire Design.** The Coaching Concerns Survey is designed to assess the extent to which the workshop helps coaches to coach according to PLC principles. The questionnaire is divided into five scales, which assess: 1) behavior, 2) intentions, 3) responsibilities, 4) efficacy, and 5) understanding.

**Results for Scales.** A paired samples t-test was used to analyze before and after the workshop differences. There was significant positive mean change for all items on all scales. The workshops were particularly successful with coaches who were initially negatively disposed to PLC principles.

**Coaches' Actions.** The items here included: Speaking with players about sportsmanship, not complaining to referees about calls, making sure each player has fun, making sure all players feel included and keeping in mind that coaching is a ministry. The greatest difference on this scale and the third greatest difference overall was on the ministry item. Figure 5 illustrates how the workshop helped coaches to embrace the concept of coaching as a ministry.

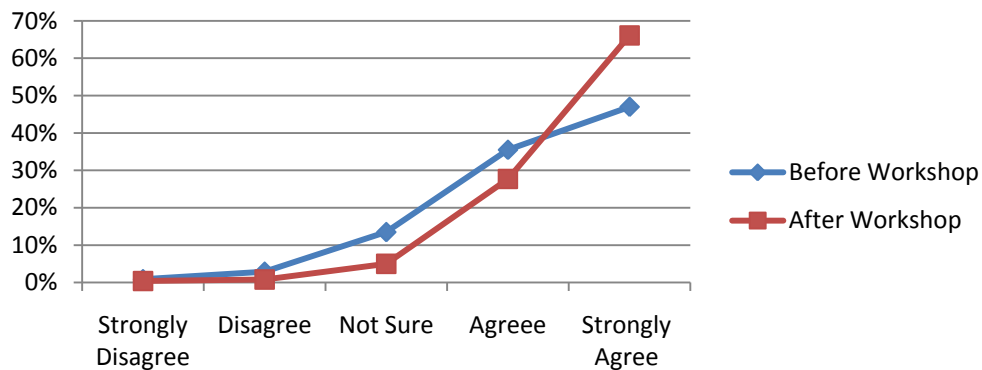
Figure 5: Keep In Mind Coaching as a Ministry



**Coaches' Intentions.** The items on this scale included meeting with parents at the beginning of the season, distributing playing-time as equally as possible, helping players to make their own decisions on the field, and discouraging bullying and “picking on others.” The greatest changes were on holding a parent meeting and on letting the players make their own decisions (the “ownership” component of the GROW model).

**Playing Time.** A key item for the PLC approach is guaranteeing children as close to equal playing-time as possible. There was fairly strong support for equal playing-time even before the workshop. For example, only 3.8% of the sample disagreed with the statement, “I am going to try to distribute playing-time as equally as possible” The vast majority of coaches either agreed (36 %) or strongly agreed (47%) with this statement. This finding suggests that opposition to equal playing time may be concentrated in a very small (but perhaps highly vocal and highly influential) minority. That minority is about 40% of what it was last year (6%). We might add to that minority another 13.8% of our total sample who indicated that they were not sure about their support of equal playing time. The workshop lowered the percentage of those disagreeing from 3.8% to 1.2% and the neutrals from 13.4% to 5%. The workshop also increased the percentage of those strongly in favor of equal playing-time from 47% to 66.1% (See Figure 6). In all, over half the coaches became more committed to equal playing-time as a result of the workshop and almost 3/4 (74%) of those who were either not sure or opposed to giving equal playing-time changed their views in a positive direction.

**Figure 6: Support for Equal Playing-Time**



**Coaches' Responsibilities.** The PLC workshop emphasizes coaches' responsibilities for athlete development and fan behavior. The items on this scale include helping players develop their moral judgment, addressing negative fan behavior, developing athletes' spirituality, and giving players as much ownership as possible. The most change was in developing spirituality, and the next most was giving ownership.

**Coaches' Efficacy.** If we are going to ask coaches to take on more responsibilities, PLC believes that we must give coaches the tools to feel that they can be successful in meeting those responsibilities. The items on this scale include: developing morality, respecting officials, correcting mistakes effectively, leading value discussions, acting as a

spiritual leader, controlling fan behavior, and working with parents as partners. The greatest change was on being a spiritual leader.

**Coaches' Understanding.** The PLC workshop aims to develop coaches' understanding of key concepts. The coaches' reported the greatest change on the items in this scale. Those items included: coaching as ministry, sports as play, the spiritual dimension of sports, the stages of childhood development, moral discussion, motivation, and effective error correction. The greatest differences were on the items addressing ministry and spirituality.

**Moral Education.** PLC emphasizes the coaches' responsibility to be a moral educator. The coaches report that as a result of the workshop they will be more committed to speaking to their players about sportsmanship and helping their players develop a sense of right and wrong. They also report that they feel more competent in their ability to develop their players' sense of morality and in leading their players in discussions about values.

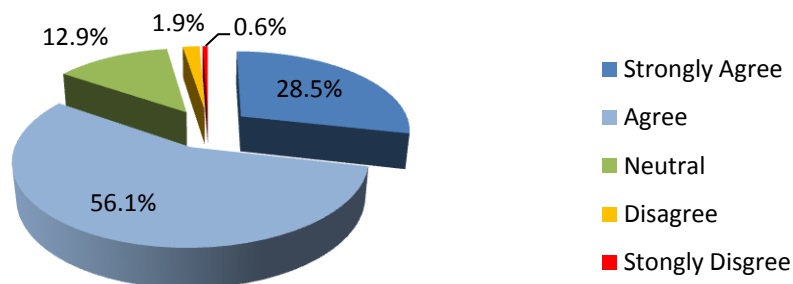
## CONCLUSION

The results from the third year assessment of the PLC coach workshops continue to be encouraging. The workshop itself has been rated consistently high with 89% of the participants saying that they would recommend it to others. The workshops presenters have also been rated very highly giving us confidence in the train-the-trainer approach. Finally, the workshop seems to be effective in influencing the way in which coaches understand their role and responsibilities and in giving them the tools to feel confident that they can achieve the goals of the PLC approach.

## PLC SAM PARENT WORKSHOP EVALUATION

**Workshop Satisfaction.** The results of the parent program evaluations were very similar to the coach workshop evaluations. Nearly 1000 parents have attended the PLC Parent Workshop. 84.5% of the respondents agreed or strongly agreed that they were satisfied with the workshop and 78% indicated that they would recommend the workshop to others. Only 4.5% of the respondents reported that they were unwilling to recommend it to others. These are very encouraging percentages given that attendance at the parent workshop was mandatory for most of the respondents.

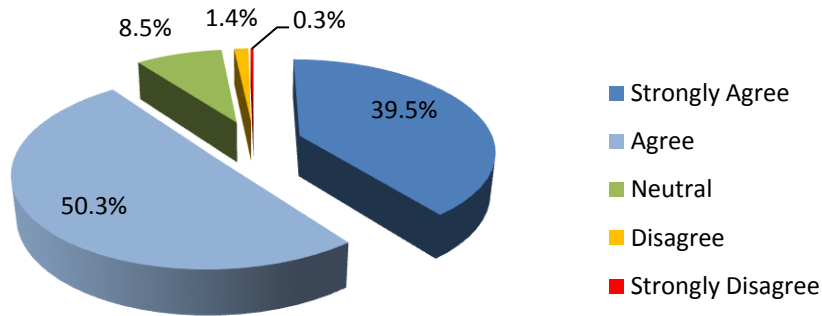
Figure 7: Satisfied with the Workshop



**Implementation.** The goal of the PLC workshop is to influence the way in which parents will behave. The most encouraging results from the parent program evaluations are

responses to the statement, “I will fully implement the PLC program,” to which 91.9% of the participants responded that they agreed. This is 3% higher than the 88.9% of coaches that indicated they would fully implement the PLC program. These are encouraging results to youth sport administrators who may have reservations about requiring parents to attend PLC workshops.

**Figure 8: Parents Intending to Implement PLC**



**The PLC Local Workshop Presenter.** Like the coach workshops, the parent workshop presenters were very favorably perceived: 93.9% reported that the presenters were well prepared and organized, 89.8% found that they related well to participants, and 88.2% found the presenters to be effective teachers. These results support PLC’s beliefs that live workshops are the most effective method of program implementation.

## CONCLUSION

This year showed a tremendous increase of participation in PLC Parent Like A Champion Today™ due to its implementation by the Kansas City Parochial League and other parish-schools. Part of PLC’s mission is to elevate the culture of youth sports, which many coaches and administrators hope to transmit to parents. The results from the PLC parent workshop evaluations indicate that such interventions can be an effective means to reach out to parents. Not only were the majority of participants satisfied with the workshop, most indicated that they would implement the PLC program – a vital compliment to the program’s implementation by PLC-trained coaches.