

Ethics in Sport Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. According to Brown, athletics certainly teaches character.**
 - A. True**
 - B. It depends**
 - C. False**
 - D. Not enough information**

- 2. Successful coaches know the one instructional technique necessary to be able to correct and still: ____**
 - A. To focus on physical drills**
 - B. To avoid criticism**
 - C. To criticize the person to their face**
 - D. To criticize the act, not the person**

- 3. In the material, the leader's organizational skills are identified as the top factor for credibility in an organization.**
 - A. True**
 - B. False**
 - C. Not mentioned**
 - D. Only in some contexts**

- 4. The claim 'The less subjective judgment is involved in a sport, the more likely that conflict will exist' is true.**
 - A. True**
 - B. False**
 - C. It depends**
 - D. Not enough information**

- 5. What is a core requirement of informed consent in ethical research involving athletes?**
 - A. Consent must be informed and voluntary**
 - B. Consent can be verbal only**
 - C. Consent not needed for public athletes**
 - D. Consent is optional**

- 6. What is the first item on the Gilman football staff's fourteen-point code of conduct?**
- A. Hold a player accountable, but never embarrass him publicly.**
 - B. Never shame a player but correct him in an uplifting and loving way.**
 - C. Always demand perfection from every player.**
 - D. Avoid personal interactions with players.**
- 7. Which of the following is NOT a component of the moral development model for principled-centered leaders?**
- A. Moral knowing**
 - B. Moral acting**
 - C. Moral choosing**
 - D. Moral valuing**
- 8. Which of the following describes a vector?**
- A. Direction**
 - B. Outcome**
 - C. A vector can be a series of development tasks, a source of concern, and/or a set of outcomes**
 - D. A concept in physics**
- 9. Which aspect best reflects universal protections in sport ethics regarding safety and rights?**
- A. Anti-doping and safety standards apply everywhere to protect participants.**
 - B. Anti-doping is optional in some cultures.**
 - C. Safety standards can be waived if performance demands it.**
 - D. Human rights do not apply to athletes.**
- 10. Biff believed Gilman football _____. Which description does not apply?**
- A. Was about those looking in from the outside.**
 - B. Was about building internal character.**
 - C. Focused on teamwork and belonging.**
 - D. Emphasized service to others.**

Answers

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1. C
2. D
3. A
4. B
5. A
6. B
7. C
8. C
9. A
10. A

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Explanations

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1. According to Brown, athletics certainly teaches character.

- A. True
- B. It depends
- C. False**
- D. Not enough information

The main idea being tested is whether sport automatically builds character. Brown argues that simply participating in athletics does not guarantee character development. The way sport shapes character depends on factors like how the environment is structured, the norms coaches model, how rules are enforced, and whether there is explicit moral education and opportunities for reflection. Without deliberate ethical guidance and a supportive culture, sport can fail to teach virtue and may even foster negative behaviors, so the claim that athletics certainly teaches character is too strong. A sport program that integrates fair play, responsible decision-making, and thoughtful discussion about ethics is more likely to contribute to character, but sport alone, by itself, does not ensure it.

2. Successful coaches know the one instructional technique necessary to be able to correct and still: _____

- A. To focus on physical drills
- B. To avoid criticism
- C. To criticize the person to their face
- D. To criticize the act, not the person**

The key idea is delivering feedback in a way that preserves the athlete's dignity while still guiding improvement. When you focus on the action or behavior that needs correction rather than labeling the person, the athlete can see exactly what to change without feeling personally attacked. This builds trust, keeps motivation high, and makes it more likely they'll accept and act on the critique. Why the other approaches don't fit: focusing solely on physical drills misses the opportunity to address technique or decision-making, which is where improvements happen. Trying to avoid criticism isn't realistic in coaching, and some critique is necessary, but it should still target the behavior, not the person. Criticizing the person to their face erodes confidence and trust, making learning harder, whereas criticizing the act keeps the relationship constructive.

3. In the material, the leader's organizational skills are identified as the top factor for credibility in an organization.

A. True

B. False

C. Not mentioned

D. Only in some contexts

Credibility in leadership is strongly linked to how well a leader can organize and manage what needs to be done. When a leader demonstrates clear planning, orderly coordination of people and tasks, and reliable execution, others experience competence and dependability. If the material identifies the leader's organizational skills as the top factor for credibility, that means it treats the ability to structure work and resources as the most influential element in earning trust and legitimacy within the organization. In other words, this skill set is seen as the strongest signal of a leader who can deliver on promises and keep things running smoothly, which builds credibility more than other factors. While other traits can contribute, the material treats organizational prowess as the primary driver, so the statement is true.

4. The claim 'The less subjective judgment is involved in a sport, the more likely that conflict will exist' is true.

A. True

B. False

C. It depends

D. Not enough information

Objectivity in judging and its relation to conflict in sport is being tested. In ethics of sport, calls that are based on clear, objective criteria limit personal interpretation, which reduces room for disagreement among athletes, coaches, and spectators. When a decision rests on measurable facts or published rules, people can reference the same standard, making disputes less likely. The idea that reducing subjectivity would somehow increase conflict runs counter to this logic: more subjective judgments open the door to bias, differing opinions about fairness, and appeals, all of which tend to raise controversy. That said, no system is perfectly conflict-free—conflicts can still arise from how rules are written or applied, or from disagreements about fairness beyond the moment of a single call. Overall, greater objectivity in judging generally diminishes conflict, even if it cannot eliminate every dispute.

5. What is a core requirement of informed consent in ethical research involving athletes?

- A. Consent must be informed and voluntary**
- B. Consent can be verbal only**
- C. Consent not needed for public athletes**
- D. Consent is optional**

In research ethics, respecting an athlete's autonomy means participation must be a free, informed choice. Informed means the researcher clearly explains what the study involves, including its purpose, procedures, potential risks and benefits, how data will be used and kept confidential, and the participant's right to withdraw at any time. Voluntary means the decision to participate isn't coerced or unduly influenced by coaches, team pressures, financial incentives, or concerns about playing time. Athletes should be able to say yes or no without any penalty or repercussion, and they should have time to consider their decision and demonstrate understanding. For younger or more vulnerable participants, additional protections like parental consent and assent may apply, but the essential requirement remains that consent is both informed and voluntary. Verbal consent alone may not ensure adequate information or reliable documentation, and assuming consent isn't needed for public athletes or that it's optional contradicts the fundamental respect for autonomy and protection from coercion.

6. What is the first item on the Gilman football staff's fourteen-point code of conduct?

- A. Hold a player accountable, but never embarrass him publicly.**
- B. Never shame a player but correct him in an uplifting and loving way.**
- C. Always demand perfection from every player.**
- D. Avoid personal interactions with players.**

Discipline in sport ethics often aims to teach and motivate without eroding a player's dignity. The first item on the Gilman football staff's code emphasizes that a coach should never shame a player, but should correct him in an uplifting and loving way. This captures a leadership approach that treats athletes as people first, guiding behavior through respect, care, and constructive feedback rather than humiliation. Why this fits best: correction delivered with warmth and support helps players learn from mistakes while maintaining trust in the coach and the team. It creates a safe environment where players feel valued, which in turn fosters improvement and accountability. Humiliation or harsh public reprimands tend to shut down learning, increase fear, and damage motivation, so they're not aligned with ethical, effective coaching. Other options touch on related ideas—holding players accountable, avoiding public embarrassment, aiming for high standards, or limiting personal interactions—but they don't foreground the essential combination of dignity, uplifting guidance, and loving correction that this first item embodies.

7. Which of the following is NOT a component of the moral development model for principled-centered leaders?

- A. Moral knowing**
- B. Moral acting**
- C. Moral choosing**
- D. Moral valuing**

The core idea here is that principled-centered leadership develops through three interrelated processes: knowing, valuing, and acting. Moral knowing is about recognizing what is right and understanding relevant ethical principles. Moral valuing involves placing those principles high enough to reflect them in one's commitments and identity. Moral acting is the behavioral expression of those commitments, carried out in real situations. Moral choosing isn't treated as a separate component in this model because the act of choosing is seen as part of how judgment and commitment unfold. When a leader encounters a dilemma, they use moral knowledge to judge options, their values to prioritize the right course, and then translate that into action. The choosing happens within the judgment and valuing stages and culminates in moral acting, rather than existing as its own distinct element. So, the item that does not belong is moral choosing.

8. Which of the following describes a vector?

- A. Direction**
- B. Outcome**
- C. A vector can be a series of development tasks, a source of concern, and/or a set of outcomes**
- D. A concept in physics**

A vector is a carrier or pathway that holds together multiple related elements, not just a single property. In ethics in sport practice, you can think of a vector as the route that links development tasks, concerns, and the outcomes you're aiming to observe. It captures the idea of moving forward with several components at once, rather than focusing on a single result or a purely physical concept. That's why describing a vector as "a series of development tasks, a source of concern, and/or a set of outcomes" fits best. It shows how a vector can bundle together different elements that contribute to a direction or trajectory. The other ideas are too narrow: direction describes only one aspect of movement, an outcome is a result rather than the vehicle carrying multiple factors, and physics is just one domain where vectors appear but doesn't convey the broader, multidisciplinary usage.

9. Which aspect best reflects universal protections in sport ethics regarding safety and rights?

- A. Anti-doping and safety standards apply everywhere to protect participants.**
- B. Anti-doping is optional in some cultures.**
- C. Safety standards can be waived if performance demands it.**
- D. Human rights do not apply to athletes.**

Universal protections in sport ethics mean safeguarding every participant's health, safety, and rights across all sports and nations. The best expression of this idea is that anti-doping rules and safety standards are applied globally to protect everyone who competes, regardless of where they are. These standards set universal expectations to prevent harm, ensure fair competition, and respect athletes as rights-holders within sport. When doping rules or safety measures were optional or could be waived for performance, or when athletes' rights were treated as irrelevant, the safeguard system would fail and harm or injustice could rise. The universal approach remains that athletes deserve consistent safeguards everywhere, supporting trust in sport and the dignity of all competitors.

10. Biff believed Gilman football _____. Which description does not apply?

- A. Was about those looking in from the outside.**
- B. Was about building internal character.**
- C. Focused on teamwork and belonging.**
- D. Emphasized service to others.**

The main idea here is that Gilman football is framed as developing character and values from within the team. It emphasizes internal growth—building character, teamwork, belonging, and service to others as part of how the program operates and what it teaches players. Describing the program as being about those looking in from the outside shifts the focus away from the players' own growth and the team culture, which doesn't fit the intended purpose. So the notion of outsiders observing from the outside does not apply.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://ethicsinsport.examzify.com>

We wish you the very best on your exam journey. You've got this!

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