Make Ethical Decisions: Learning Facilitator Guide
PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

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The Collection, Use, and Disclosure of Personal Information

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INTRODUCTION

Purpose of Document

- This Learning Facilitator Guide is your personal plan for how to facilitate the Make Ethical Decisions workshop. It provides suggestions for all of the Coach Workbook activities, it includes all the Coach Workbook activities, and it has especially wide margins where you can write your own notes and comments on the workshop. Reviewing these notes and comments after the workshop and before your next one will help you improve even more as a Learning Facilitator. We therefore recommend that you save this Guide and consult it regularly to ensure continuous improvement in your facilitation skills and in the workshops you deliver.

- Links to Coach Workbook and Reference Material. This Guide includes all the activities from the Coach Workbook, and it refers often to Reference Material. Coaches receive the Coach Workbook and the Reference Material when they register for the Make Ethical Decisions workshop.

NCCP Core Competencies

As coaches progress through this module, they will work on developing five core competencies that will help them become a more effective coach and have a more meaningful impact on athletes’ experience. The competencies are problem-solving, valuing, critical thinking, leading, and interacting. Here are just some of the ways these competencies come into play in the Make Ethical Decisions workshop:

Problem-solving

- Apply a formal six-step decision-making process
- Find a solution to a complex situation that involves a moral dilemma

Valuing

- Differentiate between situations with legal and ethical implications
- Understand the rationale for the NCCP Code of Ethics and the values on which it is based
- Refer to the NCCP Code of Ethics when making a decision
- Appreciate the hierarchy of values in a moral dilemma

Critical Thinking

- Evaluate options for decision or action, given the decision-making process followed and the possible consequences of the decision or action
Compare current knowledge, skills, and attitudes with the information provided in the Reference Material

Appreciate how the NCCP Code of Ethics might influence future decisions

**Leading**

- Make decisions that influence others
- Assume the responsibility in the decision-making process and for the actions that follow that comes with being a leader
- Implement an action plan to carry out a decision

**Interacting**

- Exchange ideas and interact with other coaches
- Explain the rationale for a decision to other coaches

**Learning Outcomes**

After finishing this module, coaches will be able to apply a process for making ethical decisions that is based on the NCCP Code of Ethics. In particular, they will be able to:

- Establish the facts in a situation
- Decide whether the situation involves legal or ethical issues
- Identify their options and possible consequences
- Evaluate their options
- Choose the best option
- Implement their decision

**Overall Context**

This module is one of many offered in the National Coaching Certification Program (NCCP). For more information on the NCCP and the workshops it offers, visit [www.coach.ca](http://www.coach.ca).

**How to Use this Guide**

This Learning Facilitator Guide contains both tips for you on how to teach each activity in the Coach Workbook AND all the activities from the Coach Workbook. If you use this Guide, you won’t have to flip back and forth between documents when preparing for the workshop.

Tips on how to teach an activity appear **before or after** the material from the Coach Workbook. The material from the Coach Workbook is under the heading **From the Workbook**, and this material is all shaded. The spaces in the Coach Workbook where coaches answered questions have been omitted from this Guide.

Always remember that workshops are NOT designed to cover all the information in the Reference Material. The workshops focus much more
on learning by doing than on learning by reading. So while some workshop activities may involve reading Reference Material selections, most do not. In fact, some Reference Material must NOT be presented during a workshop!

**Symbols**

- You will find the following symbols in this Guide:

  - ![Book Symbol](image)
    - This symbol means refer to the Reference Material

  - ![Note Symbol](image)
    - This symbol means write your thoughts on your Action Card

  - ![Tall Building Symbol](image)
    - This symbol means this is a message for coaches

  - ![Clock Symbol](image)
    - This symbol shows the time an activity should take
## WORKSHOP OVERVIEW

This overview is a high-level summary of the workshop you can use when delivering the workshop. Use the My Notes column to write down key pointers for delivering individual activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description/Key Messages</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td><strong>Introduce the Module</strong></td>
<td></td>
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<tr>
<td>20 minutes</td>
<td><strong>The Starting Point</strong></td>
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<td>5 minutes</td>
<td><strong>The Ethical Decision-making Process</strong></td>
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<td><strong>Establish the Facts in a Situation</strong></td>
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<td><strong>Implement Your Decision</strong></td>
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<td>Applying the Ethical Decision-making Process</td>
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<td>5 minutes</td>
<td>Self-assessment</td>
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<td>5 minutes</td>
<td>Action Card</td>
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INTRODUCE THE MODULE

Use your own words to make these points:

- The purpose of this module is to learn how to apply an ethical decision-making process that is based on the NCCP Code of Ethics.

- There is one section for each step of the decision-making process. You’ll start by reading about and discussing a situation involving whether or not an athlete should play a championship match with an injury. This will be your starting point. At the end of the workshop, after you’ve worked through the ethical decision-making process, you’ll see whether you would still make the same decision.

Ask coaches to refer to the Table of Contents of their workbook. Quickly review the Table of Contents.

If necessary, explain how the Coach Workbook and Reference Material have been designed.
THE STARTING POINT

In this part of the workshop, coaches read about a situation involving whether an injured athlete should play in a championship match. Coaches first decide individually what they would do in this situation.

From the Workbook…

2.1 To Play or Not to Play
2.1.1 Read the situation below, called To Play or Not to Play.

From the Workbook…

2.1 To Play or Not to Play
2.1.2 On the basis of the facts presented, reflect individually on what you would do in the situation To Play or Not to Play. What actions would you take? Why did you make this decision? Write your responses in the space below.

Coaches then discuss their decision and their views with other coaches.

From the Workbook…

2.1 To Play or Not to Play
2.1.3 Discuss the case and your answer with two or three other coaches. Do you agree with the positions of other coaches regarding the nature of the issues in the situation, or are there fundamental differences in opinion among you?

If there are differences of opinion among the coaches, encourage them to think about how this might manifest itself in the broader world of sports. For example, how might such differences of opinion affect behaviour, decision-making, or philosophies about team organization and performance? Encourage coaches to think of examples in their own coaching experience. And then get coaches to think about the factors that might influence their own views and values.

From the Workbook…

2.1 To Play or Not to Play
2.1.4 Review the information in the table below. Identify the factors that influenced your decision, and highlight others that might be relevant but that you didn't consider. Think about how
these factors might come into play in the decision-making around *To Play or Not to Play*.

These are important activities for this workshop. The goal of these activities is to promote discussion around various issues in sport, to stress that many factors affect the decisions we make, and to introduce the notion of a framework for providing standards of behaviour and analyzing issues.

One item that may come up in coaches’ discussions is the difference between legal and ethical situations (e.g. steroid use in different sports). Avoid in-depth discussion of this point, as the next section covers it.

**Important:** There should be no debate following these personal reflections.

**Note:** It’s important to have a break after the personal reflection by coaches in order to clearly separate their initial position from the NCCP process.

The *Reference Material* contains a more detailed description of these factors.
THE ETHICAL DECISION-MAKING PROCESS

Introduce the ethical decision-making process used in this workshop, and use the process to work through To Play or Not to Play again.

Briefly review the six steps in the decision-making process, and describe to coaches how heavily the process depends on the NCCP Code of Ethics.

Tell coaches they can find the NCCP Code of Ethics in the Reference Material for this workshop.

Let coaches know that the rest of the workshop will focus one by one on the six steps of the ethical decision-making process:

1. Establish the facts in a situation
2. Decide whether the situation involves legal or ethical issues
3. Identify your options
4. Evaluate your options
5. Choose the best option
6. Implement your decision
ESTABLISH THE FACTS IN A SITUATION (STEP 1)

Summary and Review

Following the break, start to work with coaches on the six steps of the ethical decision-making process. Start with a brief summary and review of Step 1.

Stress the importance of establishing the facts as the first step in decision-making.

Present these key messages:

- It is important to act as objectively and rationally as possible in this type of situation.
- As a person in a position of leadership and authority with respect to a group of athletes and a sport organization, a coach cannot refer only to his or her own personal values or other influences. Rather, the coach must act within a framework that is consistent with community values and expectations.
- In normal circumstances, one would always gather further information regarding ethical situations until as complete a picture as possible was developed. Emphasize that the discussion of To Play or Not to Play is an exercise only and that coaches can only work with the information at hand.

From the Workbook...

4.1 Looking Again at To Play or Not to Play

4.1.1 Recall To Play or Not to Play and the decision you made about it in 2.1.2. Working with 2 or 3 other coaches, identify the facts in the situation, and record them below. If necessary, refer to the section of the Reference Material called Step 1 — Establish the Facts in a Situation.

Debrief

Facilitate a group discussion aimed at listing the facts coaches have identified. Listed below are all the facts in To Play or Not to Play. Use these facts to validate coaches’ analyses.

The Facts

- The athlete is a minor (13 years old)
- The athlete shows symptoms of injury or health-related problem
- Everyone (coach, parents, athlete, physician) agrees that symptoms are present
Parents demand that their child take part in the competition and refer to the opinion of their family doctor to justify that there is no risk.

The family doctor is a general practitioner, not a specialist in sport injuries.

There is no written proof of the family doctor’s opinion or diagnosis.

Individual research conducted by the coach confirms her doubts that the situation should not be ignored because of the potential long-term consequences.

Nobody knows for sure what the condition of the athlete really is, because no medical examination has occurred.

The athlete has lots of talent and has a good chance of being selected on the provincial team.

The parents have power and authority within the sport organization.

A policy of the organization gives authority to the coach to decide which athletes will take part in a competition.

Another policy governs return to competition in case of an injury and requires written confirmation from a doctor.

Before the competition, the athlete confirms that he still feels some pain but is prepared to play.

The provincial team coach has come a long way to see the athlete compete and to confirm the athlete’s selection.

After this discussion, ask coaches to add to the first column of their worksheet any facts they might have omitted.

From this point on, it is important that all coaches work from the same list of facts. Remind them that establishing the facts is a crucial step in the ethical decision-making process and that this step affects all the others.

Conclude by mentioning that while *To Play or Not to Play* doesn’t have any legal implications, it features several grey areas that will be the subject of reflection in the upcoming steps of the ethical decision-making process.
DETERMINE WHETHER THE SITUATION INVOLVES LEGAL OR ETHICAL ISSUES (STEP 2)

Step 2

Explain to coaches the need to differentiate between legal and ethical issues. Point out that there is a process they can follow to determine whether a situation has legal implications. The briefly summarize that process.

From the Workbook...

5.1 Are the Issues Legal or Ethical?
5.1.1 Read the section called Step 2 — Determine Whether the Situation Involves Legal or Ethical Issues, in the Reference Material, especially the examples of situations that have legal implications. Listen as the Learning Facilitator describes a situation that may involve legal or ethical issues, and then take 5 minutes or so to discuss the situation with two or three other coaches.

5.1.2 Does the situation have legal implications?

From the Workbook...

5.1 Are the Issues Legal or Ethical?
5.1.3 What are the reasons for your answer?

If coaches have trouble telling the difference between these two types of situations, either work through one or two examples to help the group, or assign the following optional activities.

Optional Activities

If coaches have trouble telling the difference between legal and ethical issues, you may want to assign 11.1.1 through 11.1.4.
11.1 Are the Issues Legal or Ethical?

11.1.1 Read Situation A and Situation B below.

From the Workbook...

11.1 Are the Issues Legal or Ethical?

11.1.2 Do you see any fundamental differences between these two situations? What are the differences, and what do you think causes them?

Debrief

- Ask coaches to comment on the fundamental differences between each situation, based on the facts, as they know them.

- At this stage, you mustn’t let the discussion become too emotional or focus on what to do in each situation. If some people make comments about what they feel should be done in each case, remind them that we are only at the beginning of our reflection and that we will discuss solutions or possible actions later.

- Then mention that the fundamental differences between the two situations can only be determined based on the facts:
  - What has happened
  - Who is involved
  - Where and when things have happened

- In Situation A, these are the facts. The athlete involved in the situation is a minor; a hard-working athlete has not been selected; parents use intimidating and humiliating language when speaking to the child; for the parents, the child’s failure has a negative impact on the family’s honour; parents are intent on punishing the child because he was not selected.

- In Situation B, these are the facts: athletes performed poorly; the athlete involved is a minor; the coach witnesses verbal abuse and the threat of physical violence by the parent toward the child; in the past, marks have been observed on the child’s body, which suggested physical abuse; in the past, the child has offered excuses commonly used by victims of physical abuse.

- Key message to coaches: To respond appropriately to this type of situation, it is important to gather all the facts. This will allow you to determine what is really at stake and what the nature of the situation is. The facts will affect the course of action chosen.
From the Workbook…

11.1 Are the Issues Legal or Ethical?

11.1.3 Now discuss your answer with other coaches, and share your points of view. Then check Step 1 — Establish the Facts in a Situation, in the Reference Material. What facts can you establish in each situation?

Ask coaches to consult pages 3 and 4 of the Reference Material. Outline Step 2 of the process, which consists of determining what the issues in a situation are by first assessing if it has legal implications. To do so, you may use the following key points:

- Sometimes coaches must deal with situations that have legal implications.
- It is important to recognize the legal nature of a situation, because when this happens the appropriate course of action has already been determined by society. Outline the types of situations that have legal repercussions; a list appears on pages 3 and 4 of the Reference Material.
- A coach occupies a position of authority and therefore has important legal responsibilities. When a coach is confronted by a legal situation like one of those mentioned in the Reference Material, he or she has a duty to do something about it. Doing nothing is not an option.
- In most instances, the proper course of action is to report the situation to the authorities, e.g. the police or child protection services (if the situation involves a minor). You must report violence against children or sexual contacts with a minor.

From the Workbook…

11.1 Are the Issues Legal or Ethical?

11.1.4 Check Step 2 — Determine Whether the Situation Involves Legal or Ethical Issues, in the Reference Material. Then determine if either situation has legal implications.
Identify the Ethical Issues

- Introduce the *NCCP Code of Ethics*, and explain its importance as a standard or framework for making ethical decisions. Also tell coaches that the Code is in the *Reference Material*.

- Point out that the Code is based on certain values. Emphasize that these values are organized as a series of principles, each in turn associated with standards of behaviour expected of coaches.

- Review the Code with coaches, and explain any terms you think coaches might not understand.

- Tell coaches they can use the Code at different points in the decision-making process.

- Lead a group discussion about the criteria used to identify ethical issues in *To Play or Not to Play*.

From the *Workbook*…

5.2 **Identify the Ethical Issues**

5.2.1 Answer the questions in the table below regarding actions and behaviours that might occur. These questions are based on the *NCCP Code of Ethics*, and they will help you identify possible ethical issues.

From the *Workbook*…

5.2 **Identify the Ethical Issues**

5.2.2 Discuss the questions that seemed important to you with other coaches, and explain why you found them important.

From the *Workbook*…

5.2 **Identify the Ethical Issues**

5.2.3 Are there questions not listed in the table in 5.2.1 that could help identify ethical issues? If there are, list them below.
IDENTIFY YOUR OPTIONS AND POSSIBLE CONSEQUENCES (STEP 3)

- In this part of the workshop, coaches consider the options available in To Play or Not to Play.
- Emphasize to coaches that doing nothing is an option.
- Coaches also consider the consequences of each option. Remind coaches that consequences can be either positive or negative.
- The first activity associated with Step 3 involves answering questions from the Reference Material.

From the Workbook...

6 Identify Your Options and Possible Consequences (Step 3)

6.1.1 Refer to the section Step 3 — Identify Your Options and Possible Consequences, in the Reference Material. In the table below, record the possible options in To Play or Not to Play, as well as the consequences of each of your options.
EVALUATE YOUR OPTIONS (STEP 4)

- In this part of the workshop, coaches analyze a maximum of 5 options.

- The five options represent those most likely to apply in this situation. Coaches may include one or two of their own options if they feel are sufficiently different from Options 1, 2 and 3. You must manage the section of these additional options and make sure they are clear and everyone understands them.

- The five options are as follows:
  
  - **Option 1**: Having spoken to the athlete and parents and informed them of potential risks, the coach lets the parents decide whether the athlete will compete or not. In this case, it results in the athlete competing.
  
  - **Option 2**: Having spoken to the athlete and parents and informed them of potential risks, the coach makes the decision to let the athlete compete.
  
  - **Option 3**: Having spoken to the athlete and parents and informed them of potential risks, the coach decides not to let the athlete compete.
  
  - **Option 4**: Other option you or your group identified, not matching any of the above.
  
  - **Option 5**: Other option you or your group identified, not matching any of the above.

- Emphasize that identifying pros and cons at this point is a highly subjective assessment. However, this can help identify options that are clearly inappropriate or harmful.

- Emphasize the importance of a more objective analysis to differentiate between two or more decisions that may initially seem reasonable.

From the Workbook…

7 Evaluate Your Options (Step 4)

7.1.1 Use the worksheet on the next page to determine the extent to which each of the options you identified in 6.1.1 for To Play or Not to Play upholds NCCP standards of behaviour.

1 Transfer your options from 6.1.1 to the worksheet on the next page.

2 Start with your Option 1.

3 Read the first standard of behaviour in the first row.

4 Ask yourself whether your option upholds the standard of behaviour. If it upholds the standard, put a checkmark in the column for the option; if it doesn’t uphold the standard, put an X in the column; and if the standard doesn’t apply to the situation, put N/A in the column.
5. Repeat Step 4 for each standard of behaviour and each option.

6. Total the number of checkmarks associated with each option and record it in the last row of the table.
CHOOSE THE BEST OPTION (STEP 5)

- Recap the main options available, and then explain the notion of moral dilemma.
- Present a process enabling coaches to make decisions that are just and reasonable when they are confronted with a conflict in values.
- Emphasize the Do No Harm principle and the importance the NCCP attaches to it as a reference point in solving moral dilemmas.
- Tell coaches it’s often useful to consider similar situations, actions, or decisions when making a decision. Remind coaches to think of similar cases when they’re doing some of the activities for Step 5.

From the Workbook…

8.1 Reviewing Your Scoring
8.1.1 Refer to your scoring for your options in 7.1.1. What option has the highest score? Record that option below.

From the Workbook…

8.2 Checking Your Decision
8.2.1 Read the section on moral dilemmas in the Reference Material. Is there an ethical dilemma in this case? What if any values and ethical principles are competing? Discuss your views with other coaches. Clearly state any dilemma you identify, and write your answer below.

From the Workbook…

8.2 Checking Your Decision
8.2.2 Does the option with the highest marks preserve the principle of DO NO HARM? In other words, does it maintain athletes’ physical, emotional, and psychological safety?

From the Workbook…

8.2 Checking Your Decision
8.2.3 Would you make the same decision in all similar cases?
8.2 Checking Your Decision

8.2.4 State your decision in terms of the NCCP Code of Ethics.

8.2 Checking Your Decision

8.2.5 Share your decision with another coach, saying why you feel the choice you made is the best course of action under the circumstances. Answer any questions the other coach has.

- Once coaches have completed 8.2.4, summarize the importance of the DO NO HARM principle and consistency with the NCCP Code of Ethics.
- Once they’ve made their final decision and recorded it clearly and concisely, coaches explain it to another person and explain how it is consistent with NCCP values and the Do No Harm principle. It’s very important that coaches record their decision – you need to make sure that coaches complete this step.

8.2 Checking Your Decision

8.2.6 Think about the decision you made in 8.2.4 and your explanations for your decision. How does the decision you recorded in 8.2.4 compare with the one you made more spontaneously in 2.1.2? Which aspects are the same? Which are different?
IMPLeMENT YOUR DECISION (STeP 6)

- Lead a brief group discussion about the Warn don’t threaten approach.
- Once you’ve made the best decision possible, think carefully about how to put it into action. This section will help you carry out an action plan to solve an ethical problem while still showing respect for the people involved.

From the Workbook…

9 Implement Your Decision (Step 6)
9.1.1 Identify who needs to know. Consider carefully who needs to know about or be involved in the implementation of the action plan.

From the Workbook…

9 Implement Your Decision (Step 6)
9.1.2 Think about what may happen. Consider the likely outcomes of your decision, and write down how you will manage any consequences.

From the Workbook…

9 Implement Your Decision (Step 6)
9.1.3 Write down what you will do if your first plan of action doesn’t work. Consider who to contact and what level of authority you should now involve in this situation.

From the Workbook…

9 Implement Your Decision (Step 6)
9.1.4 ACTION CARD — Use your Action Card to note what you will do differently now when dealing with ethical situations.
APPLICATION OF THE ETHICAL DECISION-MAKING PROCESS

This activity allows coaches to apply the NCCP ethical decision-making process to another situation. There is a return to play scenario and a long-term athlete development scenario. Coaches may also choose to apply the ethical decision-making process to a situation in their own context or to a situation they’ve already experienced.

- Refer coaches to page 18 of their workbook.
- For this exercise, coaches must choose a scenario or define an ethical situation they have experienced or are familiar with and analyze it thoroughly using the NCCP ethical decision-making process.
- There are several ways of facilitating this activity. Coaches can work individually and pick the scenario that interests them, or you can divide the scenarios up so that an equal number of people are completing each scenario. Since this is an application of the ethical decision-making process, it is best if coaches work independently. If some coaches prefer to work together, they may do so.
- Coaches choose one of the scenarios presented on pages 18 to 20 of their workbook, or they think of an ethical situation they have had to manage or know about and that is important to them. They then use the worksheets and questions on pages 21 through 24 of their workbook to analyze the scenario or situation and apply the ethical decision-making process.
- Answers for the two scenarios are presented in Scenarios: Answers, starting on page 28.

From the Workbook…

10.1 Applying the Ethical Decision-making Process

10.1.1 Read the assigned return to play scenario and the information on return to play in Appendix 4 of the Reference Material, and answer the questions about the scenario.

Scenario #1: To Retire or Not to Retire?

You are the long-term head coach of a local U14 rep team, and you are starting the selection process for this year’s team. You have brought together a number of respected coaches to help you with the selection process, but ultimately you have the final say on who will and will not be on your roster. The sport governing body allows you to register only a certain number of players, and only
those registered at the start of the season are eligible to compete in sanctioned competitions.

You are very excited about the upcoming season, as you have a strong group of individuals coming up from the age group below. You are hoping that this is the year you win the championship. Many parents, colleagues, and other coaches keep jokingly saying that if you don’t win with the group of athletes moving up, you’ll have to take a serious look at your coaching. You’ve always had good teams, but you’ve never won the championship. This could be the year.

Last year, the athletes moving up won their division. The captain, who was the best player on that team, is often injured. You know that the player has already had a number of concussions and often gets injured, usually as a result of hustling and working really hard. In fact, the player fell and hit his or her head last year during the championship game. The player finished the game but has been experiencing various concussion symptoms ever since. And while the player claims to be feeling a lot better, he or she is still getting a lot of headaches and has frequent dizzy spells.

This is the type of player everyone loves to have on his or her team. The player works hard in practice and in competitions and always gives everything in every competition situation. The player elevates teammates’ play through the hard work and hustle he or she displays in practice each and every day. Off court, the player often distracts other players and plays lots of practical jokes on teammates.

You know that this player has been early-identified by the National Team. You know from talking to the athlete that being on the National Team at the Olympics is a childhood dream. The player sees the national team members as role models and has the autograph of every current member of the National Team. The player started in the sport at the age of 4, has always been involved with the sport organization, is truly dedicated to the sport, and has never played any other sport.

The athlete’s parents are very busy. They’re supportive, but not overbearing. They work a lot of hours to pay for the athlete’s involvement in the sport. They have not had time for a follow-up appointment with the family doctor. They did get the original concussion diagnosed 6 months ago. The family doctor told the athlete to rest for a week, and the player did that. The parents are planning to make an appointment for the player to see the doctor before the first competition, which is in a couple of months. One of the assistant coaches took a first aid course and learned that players with multiple concussions should retire from sports in which there is a high chance of recurring injury. You have to submit your final list of team members to the sport governing body tomorrow. As head coach, do you put this player on your team?
Use the ethical decision making process to choose your best option, and describe how you reached your decision.

From the *Workbook*...

**10.1 Applying the Ethical Decision-making Process**

10.1.2 Read the assigned Canadian Sport for Life scenario and the information on Long Term Athlete Development in Appendix 5 of the *Reference Material*, and answer the questions about the scenario.

Scenario #2: One Sport and One Sport Only?

You are an experienced coach who has all kinds of coaching certification. You are often a guest speaker at numerous coaching conferences. This year, your 12-year-old daughter is playing on a U13 rep team. You have been asked to coach the team.

It is the first year a majority of the players have ever played on a rep team. You learned in your NCCP coaching course that you should have a parent meeting to go over expectations. At the meeting, you tell the parents your expectations. You let everyone know that the league has an equal-playing-time rule, except in the last two minutes of every game. You also let the parents know of some of your other expectations, which include that all players will be at practices 30 minutes ahead of time and at games 45 minutes ahead of time. You hand out some information on concussion education, nutrition, and prevention and recovery. You ask all the players to read a book on mental preparation. Finally, you let parents know that if a player misses more than three practices for any reason other than illness, the player will be removed from the team.

The meeting goes well from your perspective, and the parents and the children leave with no questions or comments. They thank you for your time. You have a good feeling about this group of parents and children.

One parent stays after the meeting to volunteer to be the team’s fundraising chair. The parent has a lot of great ideas, and you are glad that someone has volunteered to do this. Over the season, this parent puts a lot of time and energy into this position and because of those efforts, your team has been able to do a lot of neat things: have team meals, go sightseeing, take part in extra competitions, and have team bags.

The child of the fundraising chair is a great kid. It is obvious that the parent’s thoughtfulness has rubbed off on the child. The child is an average player, but one who really binds the team together. The player is very inclusive and always makes sure that everyone
is included whenever you travel to a competition. The player is polite and works hard but is just not that skilled in your sport.

This athlete is very busy. Like the parents, the athlete is involved in a number of things. For instance, the child plays a musical instrument and often has music recitals, excels in school and sometimes has enrichment opportunities, and plays a couple of other sports. Only one of the other sports takes place in the same season as your sport. There is not usually any scheduling conflict, but once in a while there is.

As a result of these other activities, the player has missed a number of practices. Sometimes these absences cause problems, because you can’t run all your systems. Even though the player does as much as possible to catch up by coming in early or staying after practice, the player is falling a bit behind the other kids on the tactical part of the game.

It is mid-way through the season. Your team is coming together nicely. You are happy with the way the players are progressing, and you feel confident that you will have a positive outcome by the end of the season. As the coach, what do you do about the player who is missing practices? Use the ethical decision making process to choose your best option, and describe how you reached your decision.

Does your answer align with Long Term Athlete Development (LTAD) principles (Appendix 5 in the Reference Material)? Why or why not?

From the Workbook…

10.1 Applying the Ethical Decision-making Process

10.1.3 Think of an ethical situation you have had to manage or you know about that is important to you. Analyze the situation in detail, and explain your answer in terms of the ethical decision-making process.

From the Workbook…

10.1 Applying the Ethical Decision-making Process

10.1.4 Using the worksheets on the following two pages, apply Step 1 through Step 4 of the ethical decision-making process to your situation. Then proceed to 10.1.5.
From the Workbook…

10.1 Applying the Ethical Decision-making Process

10.1.5 Refer to your scoring for your options in 10.1.4. What option has the highest score? Record that option below.

From the Workbook…

10.1 Applying the Ethical Decision-making Process

10.1.6 Does the option with the highest marks preserve the principle of DO NO HARM? In other words, does it maintain athletes’ physical, emotional, and psychological safety?

From the Workbook…

10.1 Applying the Ethical Decision-making Process

10.1.7 Would you make the same decision in all similar cases?

Note: Remind coaches that pages 28 and 29 of the Coach Workbook contain blank worksheets they can use for making ethical decisions. These are the same worksheets coaches used during the workshop.
APPENDICES

At the end of the module, take a few moments to review the appendices in the Reference Material. However, avoid getting into any detailed explanation; simply draw coaches’ attention to the type of information in each appendix.

Encourage coaches to use the Reference Material. This document contains a wealth of up-to-date information, and the best way to learn it is to refer to it regularly when making ethical decisions.
SCENARIOS: ANSWERS

To Retire or Not to Retire?

Step 1: Establish the facts in a situation
- The athlete is under 14
- The coach can have only a certain number of players on his or her roster
- The athlete has been early-identified by the National Team
- The athlete has had a number of concussions
- The athlete hit his or her head in the championship game last season
- The athlete is still having concussion symptoms, including dizzy spells and headaches
- It is the athlete’s childhood dream to go to the Olympics
- The athlete has not seen a doctor to get the green light to return to play

Step 2: Determine the issue
- The athlete has had a number of concussions and is still experiencing concussion symptoms

Step 3: Identify your options
- Do nothing
- Don’t put the player on the team
- Put the player on the team and let him or her play
- Put the athlete on the team but don’t let him or her play until all the symptoms are gone and he or she has a doctor’s note to return to play
- Suggest the athlete retire from the sport

Steps 4-6: Evaluate your options; choose the best option; implement your decision
- **Best option:** The athlete should not return to play until he or she is completely symptom free; in addition, the athlete should receive professional guidance about the harmful effects of multiple
concussions and should consider retiring from the sport if the symptoms persist

**One Sport and One Sport Only?**

**Step 1:** Establish the facts in a situation

- Athlete is 12
- The coach has lots of experience
- There is a rule that athletes cannot miss practices
- One of the parents is the team’s fundraising chair
- The athlete has missed more practices than the rule allows
- The athlete is falling behind

**Step 2:** Determine the issue

- CS4L recommends rep teams for those 12 or 13, not under 12
- LTAD suggests encouraging a wide range of sports
- LTAD does not recommend specializing before the age of 14 or 15
- LTAD recommends against running systems at this age — instead, the focus should be on technical development and creative decision-making

**Step 3:** Identify your options

- Do nothing
- Kick the player off the team
- Allow the player to stay on the team
- Do not allow the athlete to play in games

**Steps 4-6:** Evaluate your options; choose the best option; implement your decision

- **Best option:** Allow the player to stay on the team and focus on skill development instead of on winning and systems
**SELF-ASSESSMENT**

This self-assessment will allow coaches to reflect on their current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during assignments and observations. They will help determine if coaches have the required abilities/competencies. The self-assessment form will help coaches identify areas of strength and areas for improvement.

Rate your ability to use a process for making ethical decisions based on the *NCCP Code of Ethics*.

For each statement presented below, **circle the number that best represents whether you achieve the statement** (Never, Sometimes, Often, Always).

<table>
<thead>
<tr>
<th>I make ethical decisions when I coach by…</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring that I gather the facts before responding to situations involving ethical issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Knowing the difference between situations involving legal issues and those involving ethics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ensuring that I report situations involving legal issues to the appropriate authorities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on whether situations that have ethical implications involve the safety or health of individuals in both the short or long term</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respecting the established principles, rules (team rules, rules of the game, etc.), and policies of my sport organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on whether situations that have ethical implications, involve obligations, loyalties, or responsibilities to the individuals concerned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on whether individuals in a position of authority have used their power inappropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ensuring that everyone involved is treated fairly and equally</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on whether the goals sought by the group or individuals could influence how I respond to situations that have ethical implications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respecting standards of behaviour and practices that are generally considered acceptable in my sport</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Showing respect for everyone involved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Keeping information confidential and respecting the privacy of those involved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on whether my personal values may influence how I respond to situations that have ethical implications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Identifying at least two solutions before responding to situations that have ethical implications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I make ethical decisions when I coach by...</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------</td>
<td>-----------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Identifying the consequences of the solutions I have considered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Choosing the solution that best reflects the principles of the NCCP Code of Ethics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Validating that the solution I have chosen reflects the “do no harm principle”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Developing a plan for implementing the solutions I have chosen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Implementing strategies that deal with the consequences of the solutions I have chosen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reflecting on whether my solutions have the desired effect on the individuals involved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Critically reflecting on whether my solutions will provide future benefits to the individuals and programs involved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Thank you for your participation in the Make Ethical Decisions module. We encourage you to complete the online evaluation for this module. Please visit www.coach.ca and click on this icon to start:

Your feedback is important! Please take a few minutes to let us know what you thought of the workshop.

Use either the QR code or the weblink below to quickly access a short survey on the workshop.

http://opinion.coach.ca/surveys/research/med/langeng/

Note: You must have a QR code reader installed on your smartphone or tablet to access the survey from the QR code. If you don’t have such an app on your device, search for a top-rated app that is compatible with your device and install it.
ACTION CARD

Date: __________________________ Location: __________________________

5 minutes

I will START…

I will STOP…

I will CONTINUE…
GREAT IDEAS

New friends in coaching from this workshop...

For coaching tips and more information about coaching workshops, visit the Coaching Association of Canada website at:
How to be a better coach

Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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