



*National
Coaching
Certification
Program*

Make Ethical Decisions: Coach Workbook



PARTNERS IN COACH EDUCATION

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The Collection, Use, and Disclosure of Personal Information

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1 INTRODUCTION

1.1 Purpose of Document

- ❑ This Coach Workbook is your record of what you did and what you learned in the Make Ethical Decisions workshop. The *Coach Workbook* has been designed to help you work on your own, after the workshop, to improve even more as a coach. We therefore recommend that you save your workbook and consult it regularly to ensure continuous improvement of your coaching skills.
- ❑ This workbook refers often to *Reference Material*, a document developed to deepen your knowledge of key coaching topics. You receive *Reference Material* along with this Coach Workbook when you register for the Make Ethical Decisions workshop.

1.2 NCCP Core Competencies

As you progress through this module, you will work on developing *five core competencies* that will help you 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

1.3 Learning Outcomes

After finishing this module, you will be able to apply a process for making ethical decisions that is based on the *NCCP Code of Ethics*. This involves:

- ❑ Establishing the facts in a situation
- ❑ Deciding whether the situation involves legal or ethical issues
- ❑ Identifying your options and possible consequences
- ❑ Evaluating your options
- ❑ Choosing the best option
- ❑ Implementing your decision

1.4 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.

1.5 Symbols

- ❑ You will find the following symbols in this workbook:



This symbol means refer to the *Reference Material*



This symbol means write your thoughts on your *Action Card*

1.6 Workbook Topics

There are nine topics related to making ethical decisions in this workbook:

- ❑ Your starting point
- ❑ The ethical decision-making process
- ❑ Establishing the facts in a situation
- ❑ Deciding whether the situation involves legal or ethical issues
- ❑ Identifying your options and possible consequences
- ❑ Evaluating your options
- ❑ Choosing the best option
- ❑ Implementing your decision
- ❑ Applying the ethical decision-making process

2 YOUR STARTING POINT

2.1 To Play or Not to Play

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

Jamie has just been named the head coach of her sport organization. Recently, she has noticed that one of the athletes seems to suffer from a knee injury. She brings the situation up with the parents of this 13-year old athlete, whom she knows very well. They say that they are aware of the situation and that they have called their family doctor. The physician was away but, during a telephone conversation, told them not to worry since “this is normal for growing children” and “there should not be any risk”.

The coach speaks with the athlete who confirms that he hurts a bit, but that he will be ready for the championships that are scheduled in a few days. The athlete has a lot of talent and his name is on the provincial coach’s list of potential new recruits.

The athlete’s parents are both members of the organization’s Board of Directors and they are responsible for hiring and assessing coaches. Club policy dictates that it is the coach who ultimately decides whether or not an athlete will take part in a competition. Another policy dictates that an injured athlete cannot compete, and that a written confirmation declaring that the athlete is fit to return to competition must be obtained from a medical doctor.

Since her last discussion with the athlete and the parents, the coach has read a recent sport medicine article dealing with the possible long-term consequences of this type of injury if the first warning signs are ignored. She has also spoken to a sport physician who strongly suggests to not take any chances in this situation, and to consult a specialist as soon as possible. These verifications confirm the signs she had observed in the athlete.

One hour before the beginning of the competition, the parents talk to the coach. They repeat what their family doctor has said, and guarantee that, first thing tomorrow morning, she will have the required letter confirming that the child is fit to compete. The athlete mentions that the pain has increased since last time, but that he is ready to compete if the parents and the coach give the go ahead. The parents insist that their child competes because (1) he wants to and says he can, and (2) the provincial team coach has made a two-hour trip to come and see him compete in order to confirm his selection. The parents leave the coach, and walk towards the registration table with their child.

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.

In this situation, the decision I would make or the action I would take would be.....

I would make this decision or take this action because.....

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?

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*.

Factors that May Influence Your Decision

Internal Influences		
Previous Experiences	Personal Values	Personal Circumstances
<input type="checkbox"/> Past experiences with a similar issue <input type="checkbox"/> Results, positive or negative, of previous decisions in a similar situation	<input type="checkbox"/> Family education <input type="checkbox"/> Academic training <input type="checkbox"/> Religion and beliefs <input type="checkbox"/> Age and maturity level <input type="checkbox"/> Factors linked to ethnicity or culture	<input type="checkbox"/> Employment <input type="checkbox"/> Level of action <input type="checkbox"/> Ambitions and plans <input type="checkbox"/> Reputation <input type="checkbox"/> Relations with others
External Influences		
Economic and Political Aspects	Seriousness of Situation	Organizational, Institutional, and Social Aspects
<input type="checkbox"/> Economic or financial impact of decision <input type="checkbox"/> Potential political or human rights impact of situation	<input type="checkbox"/> Urgency of decision <input type="checkbox"/> Individuals directly affected <input type="checkbox"/> Number of individuals directly affected	<input type="checkbox"/> Relations and links with: <ul style="list-style-type: none"> • Official bodies • Individuals • Communities <input type="checkbox"/> Relevant standards or social conventions
Other Factors (If any)		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The *Reference Material* contains a more detailed description of these factors.



p. 8-10

3 THE ETHICAL DECISION-MAKING PROCESS

Let's look again at *To Play or Not to Play*, but this time let's use an ethical decision-making process.



The ethical decision-making process used in this workshop has six distinct steps, and it depends heavily on the *NCCP Code of Ethics*. The Code provides a set of guiding principles that coaches can draw on in their decision-making. The Code is reproduced in the *Reference Material* for this workshop.

p. 11-12 The six steps in the process are:

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

4 ESTABLISH THE FACTS IN A SITUATION (STEP 1)

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*.



p. 3

The Facts in the Situation

5 DECIDE WHETHER THE SITUATION INVOLVES LEGAL OR ETHICAL ISSUES (STEP 2)

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.

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- 5.1.2 Does the situation have legal implications?

() YES () NO

- 5.1.3 What are the reasons for your answer?

5.2 Identify the Ethical Issues

The *NCCP Code of Ethics* is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas (coaching responsibility, for example, or integrity in relations with others).

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.

Key Questions to Ask when Identifying Ethical Issues in Sport

Is there a potential issue with...	Is this question relevant in this situation? (YES or NO)	Why is this question relevant?
<input type="checkbox"/> Health and safety of athletes now or in future?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Competition site safety?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Emergency preparedness?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Unnecessary risk to athletes?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Authority being exercised or the best interests of the athletes being considered?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Self-esteem of athletes?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Conflict of interest?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Competency, qualification, certification, or scope of practice?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Loyalty, keeping of commitments, or keeping of one's word?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Privacy or confidentiality?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Harassment?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Equity and equality of treatment of individuals?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Level of respect and dignity shown to individuals?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Breaking of an organization's rules or policies?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Violation of the rules and regulations of sport?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Fair play?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Dignity and self-control in personal behaviour?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<input type="checkbox"/> Respect shown for officials and their decisions?	YES <input type="checkbox"/> NO <input type="checkbox"/>	

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

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.

6 IDENTIFY YOUR OPTIONS AND POSSIBLE CONSEQUENCES (STEP 3)

This step of the decision-making process involves identifying your options for decision or action. You do this by asking yourself some questions from the *Reference Material*.

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.



p. 7-12

Options	Possible Consequences
Option 1: (e.g., <i>Do nothing</i>)	
Option 2:	
Option 3:	
Option 4:	
Option 5:	

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.

Evaluating Your Options in *To Play or Not to Play*

Record your options below and then evaluate them: My option upholds this standard of behaviour (✓) My option does not uphold this standard (✗) The standard does not apply to the situation (N/A)					Standard of Behaviour from the <i>NCCP Code of Ethics</i>
My #1:	My #2:	My #3:	My #4:	My #5:	
					NCCP Principle: Physical safety and health of athletes
					Strive to maintain the present and future health and well-being of athletes
					Ensure training or competition sites are safe at all times
					Be prepared to act appropriately in case of emergency
					Avoid placing athletes in situations presenting unnecessary risk or beyond their level
					NCCP Principle: Coaching responsibly
					Make wise use of the authority of the position and make decisions in the interest of athletes
					Foster self-esteem among athletes
					Avoid deriving personal advantage for a situation or decision
					Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
					Honour commitments, word given, and agreed objectives
					Maintain confidentiality and privacy of personal information, and use it appropriately
					NCCP Principle: Integrity in relations with others
					Avoid situations that may affect objectivity or impartiality of coaching duties
					Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
					Always ensure decisions are taken equitably
					NCCP Principle: Respect
					Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
					Preserve the dignity of each person in interacting with others
					Respect the principles, rules, and policies in force
					NCCP Principle: Honouring sport
					Strictly observe and ensure observance of all regulations
					Aim to compete fairly
					Maintain dignity in all circumstances and exercise self-control
					Respect officials and accept their decisions without questioning their integrity
					Number of Checkmarks

8 CHOOSE THE BEST OPTION (STEP 5)

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.

8.2 Checking Your Decision



p. 14-15

- 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.

In this case there is a conflict between preserving the principle of
.....
..... which competes with the principle.....
.....

- 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?

() YES () NO

- 8.2.3 Would you make the same decision in all similar cases?

() YES () NO

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

My decision in the case of *To Play or Not to Play* is to:

This is consistent with maintaining this core principle from the *NCCP Code of Ethics*:

My choice is also consistent with the expectation that a coach should:

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.

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?

9 IMPLEMENT YOUR DECISION (STEP 6)

Once you've made the best decision possible, you need to 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.

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.

9.1.2 Think about what may happen. Consider the likely outcomes of your decision, and write down how you will manage any consequences.

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.

9.1.4 ACTION CARD — Use your Action Card to note what you will do differently now when dealing with ethical situations.



10 APPLICATION OF THE ETHICAL DECISION-MAKING PROCESS

You will now use the Ethical Decision-making Worksheet on page 22 to apply the ethical decision-making process to a situation or scenario. The Learning Facilitator will assign a scenario for you to work through or you may choose your own situation to work through.

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.



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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.

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.



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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?



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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.

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.

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Evaluating Your Options Worksheet

Record your options below and then evaluate them: My option upholds this standard of behaviour (✓) My option does not uphold this standard (✗) The standard does not apply to the situation (N/A)					Standard of Behaviour from the <i>NCCP Code of Ethics</i>
My #1:	My #2:	My #3:	My #4:	My #5:	
					NCCP Principle: Physical safety and health of athletes
					Strive to maintain the present and future health and well-being of athletes
					Ensure training or competition sites are safe at all times
					Be prepared to act appropriately in case of emergency
					Avoid placing athletes in situations presenting unnecessary risk or beyond their level
					NCCP Principle: Coaching responsibly
					Make wise use of the authority of the position and make decisions in the interest of athletes
					Foster self-esteem among athletes
					Avoid deriving personal advantage for a situation or decision
					Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
					Honour commitments, word given, and agreed objectives
					Maintain confidentiality and privacy of personal information, and use it appropriately
					NCCP Principle: Integrity in relations with others
					Avoid situations that may affect objectivity or impartiality of coaching duties
					Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
					Always ensure decisions are taken equitably
					NCCP Principle: Respect
					Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
					Preserve the dignity of each person in interacting with others
					Respect the principles, rules, and policies in force
					NCCP Principle: Honouring sport
					Strictly observe and ensure observance of all regulations
					Aim to compete fairly
					Maintain dignity in all circumstances and exercise self-control
					Respect officials and accept their decisions without questioning their integrity
					Number of Checkmarks

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

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?

☐ YES ☐ NO

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

☐ YES ☐ NO

11 OPTIONAL ACTIVITIES

11.1 Are the Issues Legal or Ethical?

11.1.1 Read Situation A and Situation B below.

Situation A

At the end of a series of qualifying competitions for the 13-14 age group, one of your athletes has not secured a spot to compete at the regional championships. This is a dedicated young athlete who tries hard and attends all training sessions. After the competition, you're in the stands when you notice this child and his parents together in a corner far away from the group. You can hear the parents, because their voices are raised: they are criticizing the child's performance, calling him an embarrassment to the family. They are telling him that he is the only one of their children who has failed to meet the regional standards, and he will be grounded for the next while so that he can think about his lack of effort and wimpiness when it really counted.

Situation B

You're coaching a group of 14-15 year-old athletes, and they have just finished a competition. You are somewhat frustrated because they underperformed. After talking with the group and airing what went well and what you would work on in the next practice, the athletes go home and all seem to be in good spirits. On the way to your car in the parking lot, you witness an athlete that you coach cowering below the raised hand of her father who is yelling that he is disgusted by her performance and that she has no talent. On several occasions you've noticed dark bruises on the athlete's face, arms, and legs. Whenever you asked her where her bruises came from, she claimed to be a klutz, to have fallen downstairs or bumped into objects.

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



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?

p. 3



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.

p. 3-6

In my opinion, Situation A has legal implications () YES () NO

In my opinion, Situation B has legal implications () YES () NO

12 WORKSHEETS

The next two pages contain blank worksheets you can use for making ethical decisions. These are the same worksheets you used during the workshop.

Ethical Decision-making Worksheet

Column 1: The Facts of the Situation	Column 2: Ethical Issues	Column 3: Options and Their Possible Consequences
<p>The situation has legal implications: YES () NO ()</p> <p>If yes, what do you do?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Well-being, health or safety of people, short or long term <input type="checkbox"/> Safety at competition site <input type="checkbox"/> Emergency preparedness <input type="checkbox"/> Unnecessary level of risk <input type="checkbox"/> Appropriate use of authority in best interests of athletes <input type="checkbox"/> Self esteem of athletes <input type="checkbox"/> Conflict of interest <input type="checkbox"/> Competency, level of training or scope of practice of coaches or persons in authority <input type="checkbox"/> Loyalty, keeping of commitments, or keeping of one's word <input type="checkbox"/> Privacy or confidentiality <input type="checkbox"/> Harassment <input type="checkbox"/> Equity and equality <input type="checkbox"/> Respect and dignity <input type="checkbox"/> Observance of established principles, team rules or organizational policies and procedures <input type="checkbox"/> Observance of rules and regulations in sport <input type="checkbox"/> Fair play <input type="checkbox"/> Maintaining dignity and self control <input type="checkbox"/> Respect for officials and their decisions 	<p>Option 1: _____ Possible consequences</p> <p>Option 2: _____ Possible consequences</p> <p>Option 3: _____ Possible consequences</p> <p>Option 4: _____ Possible consequences</p> <p>Option 5: _____ Possible consequences</p>

Evaluating Your Options Worksheet

Record your options below and then evaluate them: My option upholds this standard of behaviour (✓) My option does not uphold this standard (✗) The standard does not apply to the situation (N/A)					Standard of Behaviour from the <i>NCCP Code of Ethics</i>
My #1:	My #2:	My #3:	My #4:	My #5:	
					NCCP Principle: Physical safety and health of athletes
					Strive to maintain the present and future health and well-being of athletes
					Ensure training or competition sites are safe at all times
					Be prepared to act appropriately in case of emergency
					Avoid placing athletes in situations presenting unnecessary risk or beyond their level
					NCCP Principle: Coaching responsibly
					Make wise use of the authority of the position and make decisions in the interest of athletes
					Foster self-esteem among athletes
					Avoid deriving personal advantage for a situation or decision
					Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
					Honour commitments, word given, and agreed objectives
					Maintain confidentiality and privacy of personal information, and use it appropriately
					NCCP Principle: Integrity in relations with others
					Avoid situations that may affect objectivity or impartiality of coaching duties
					Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
					Always ensure decisions are taken equitably
					NCCP Principle: Respect
					Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
					Preserve the dignity of each person in interacting with others
					Respect the principles, rules, and policies in force
					NCCP Principle: Honouring sport
					Strictly observe and ensure observance of all regulations
					Aim to compete fairly
					Maintain dignity in all circumstances and exercise self-control
					Respect officials and accept their decisions without questioning their integrity
					Number of Checkmarks

13 SELF-ASSESSMENT

This self-assessment will allow you to reflect on your 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 you have the required abilities/competencies. The self-assessment form will help you 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).

DATE: _____

I make ethical decisions when I coach by...	Never	Sometimes	Often	Always
Ensuring that I gather the facts before responding to situations involving ethical issues	1	2	3	4
Knowing the difference between situations involving legal issues and those involving ethics	1	2	3	4
Ensuring that I report situations involving legal issues to the appropriate authorities	1	2	3	4
Reflecting on whether situations that have ethical implications involve the safety or health of individuals in both the short or long term	1	2	3	4
Respecting the established principles, rules (team rules, rules of the game, etc.), and policies of my sport organization	1	2	3	4
Reflecting on whether situations that have ethical implications, involve obligations, loyalties, or responsibilities to the individuals concerned	1	2	3	4
Reflecting on whether individuals in a position of authority have used their power inappropriately	1	2	3	4
Ensuring that everyone involved is treated fairly and equally	1	2	3	4
Reflecting on whether the goals sought by the group or individuals could influence how I respond to situations that have ethical implications	1	2	3	4
Respecting standards of behaviour and practices that are generally considered acceptable in my sport	1	2	3	4
Showing respect for everyone involved	1	2	3	4
Keeping information confidential and respecting the privacy of those involved	1	2	3	4
Reflecting on whether my personal values may influence how I respond to situations that have ethical implications	1	2	3	4
Identifying at least two solutions before responding to situations that have ethical implications	1	2	3	4

I make ethical decisions when I coach by...	Never	Some-times	Often	Always
Identifying the consequences of the solutions I have considered	1	2	3	4
Choosing the solution that best reflects the principles of the <i>NCCP Code of Ethics</i>	1	2	3	4
Validating that the solution I have chosen reflects the “do no harm principle”	1	2	3	4
Developing a plan for implementing the solutions I have chosen	1	2	3	4
Implementing strategies that deal with the consequences of the solutions I have chosen	1	2	3	4
Reflecting on whether my solutions have the desired effect on the individuals involved	1	2	3	4
Critically reflecting on whether my solutions will provide future benefits to the individuals and programs involved	1	2	3	4

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.

14 ACTION CARD

Date: _____

Location: _____

I will START...

I will STOP...

I will CONTINUE...

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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