

CLUB PRO 1
Workbook #2: Appendix 1

MAKE ETHICAL DECISIONS

Coach Workbook

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Version 6.1

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Partners in Coach Education



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Ethical Scenarios

SCENARIO 1

You've been the head pro at your club for 2 years and are asked to give advice (which you know will probably be followed) about which of the applicants should be hired for the new assistant coaching position. Your boyfriend/girlfriend is among the applicants and you think that he/she is qualified. However, you are also concerned about how your endorsement of him/her will look to the management and the other coaches. What do you do?

SCENARIO 2

You have been newly hired at a community club. You get along with your supervisor and become fairly close. You are then approached by the president of the club and asked if you would consider taking over your boss' position, as they are pleased with your work and thinking of restructuring the club. You are concerned about how your choice might be perceived by your boss. What do you do?

SCENARIO 3

It has come to your attention that the assistant coaches regularly take things from the club (e.g. tournament t-shirts, racquet grips and strings, balls, drinks, etc.) without paying for them or recording what they took. You are quite sure that the management would like to know about this but you are the new coach at the club and don't want to feel alienated from your co-workers. What do you do?

SCENARIO 4

During a warm-up exercise you overhear one of the 9 year-old kids say to his friend "you throw like a girl". You are concerned with the implications of this comment but you are also aware that because it is so commonly used in society, saying something might not make much of a difference. What do you do?

SCENARIO 5

You are asked by your supervisor to rate the performance of your two co-workers. If you are honest and tell him that a couple of people in particular are, to your mind, poor coaches who waste time and the club's money, you might be partly responsible for them losing their job. You do not like this idea but you are concerned that not telling your supervisor how you feel would be dishonest. What do you do?

SCENARIO 6

In the round-robin that you run players are not allowed to request partners or opponents (in the hope that this will create an inclusive attitude at the club and avoid cliques). The president of the club, however, pulls you aside and asks that she not be paired with three people whom she does not like. You don't want to break the rules, but you are being asked by your supervisor to accommodate her. What do you do?

Establish the Facts in a Situation: What facts can you establish in each situation?
 (see *Appendix 1 in Instructor Participants Manual*)

The facts of the situation	The facts of the situation	The facts of the situation

Determining if a Situation is Legal: Determine if these situations have legal implications (see *Appendix 1 in Instructor Participants Manual*).

In my opinion, Scenario 1 has legal implications () YES () NO

In my opinion, Scenario 2 has legal implications () YES () NO

In my opinion, Scenario 3 has legal implications () YES () NO

In my opinion, Scenario 4 has legal implications () YES () NO

In my opinion, Scenario 5 has legal implications () YES () NO

In my opinion, Scenario 6 has legal implications () YES () NO

The Facts of the Situation

Use *Worksheet 1* at the end of this workbook. Identify the facts of this situation in the first column.

Once you have discussed this case with other coaches, are there any facts that you omitted and you would like to add to your list? If so, add them to your list in the first column of *Worksheet 1*.

Ethical Issues Involved

Use the second column of *Worksheet 1* to identify the ethical issues in this situation.

Once you have discussed with other coaches and are aware of the information presented by the Facilitator, complete your analysis in the second column of *Worksheet 1*. If necessary, identify other ethical issues that you had not determined before.

Options, Decisions and/or Actions That May Be Taken, and Possible Consequences of Each of Them

Step 3 of the decision-making process proposes certain questions to help you determine options, decisions and/or actions that may be taken in an ethical situation, and reflect upon the possible consequences of each of them.

With the help of these questions, identify the options available to the coach in the situation *To Play or Not to Play*.

In this situation, the coach could:



Once you have discussed with the other members of your group the range of options available to the coach in the situation *To Play or Not to Play*, add them to the third column of *Worksheet 1*.

For each one of these options, now identify the possible consequences of this choice, and write them in the third column of *Worksheet 1*.

Pros and Cons of the Options - Worksheet 1 enabled you to organize important information relating to the situation To Play or Not to Play i.e. the facts, the ethical issues, and the possible consequences of different courses of action or decisions. With this information in mind and now that you have read the NCCP Code of Ethics, analyze the strengths and weaknesses of each option using the criteria in the first column of the grid below.

Start with Option 1 and review each criterion. Indicate whether it would respect the corresponding criterion by writing YES or NO in the appropriate box. Write N/A (not applicable) if the criterion does not seem to apply in the present situation. Leave the space blank if you are not sure. Add up the number of criteria to which you have answered YES. Repeat this process for the other options.

	Option 1	Option 2	Option 3	Option 4
Criteria related to the Outcome of the decision. The option promotes ...				
Positive repercussions for the majority of individuals concerned.				
Minimal negative repercussions to all parties involved.				
Negative repercussions on the fewest possible people.				
Protection of physical, intellectual, emotional integrity of the people concerned.				
Achievement of a desirable group or individual goal.				
Preserving the best interests of the athlete(s) as its high priority.				
Criteria related to the PROCESS by which the decision is made. The option promotes ...				
Equal treatment of everyone, regardless of athletic potential, race, gender, language, age.				
Respect for the authority of individuals in a responsibility position.				
Decision based on the use of credible information.				
Respect for the rules, policies, and established principles.				
Decision by competent people.				
Fulfilling duties or obligations of position towards others.				
<i>Total – Criteria to which you have answered YES</i>				

Making a Decision: Selecting the Best Option

We have arrived at the crucial stage in our ethical decision-making process: making a decision. This phase is intended to link together all the preceding steps and lead to a final reflection which will enable you to make the best possible decision in the circumstances, i.e. a decision that will be “just and reasonable”. To help you decide between possible solutions that all seem more-or-less acceptable, we are going to consider the following aspects of the situation:

- Factors that can influence your decision-making
- Questions that can help us prioritize the principles we hold but seem to be in opposition in this case

In the situation *To Play or Not to Play*, what factors could influence the coach’s decision? Use the following table to answer this question.

Possible influences	In this situation, this factor comes into play (YES or NO); if yes, describe how
Could the decision have an impact on the coach’s job?	
How could the decision influence the development of the coach’s career?	
Could the decision affect the coach’s reputation in the club, sport, or even in the situation?	
Could the situation have an effect on the finances of the team or club?	
Could the decision undermine personal relations between some people?	
How important is it to make an immediate decision?	
Could it be detrimental to delay making a decision?	
Does the decision call into question social conventions (for example, parental authority)?	
Can the decision bring into play professional standards or social standards?	
Other	

Your Decision

Once you have identified factors which could influence decision-making in this situation (see question 2.12) and taken note of the information in the sections of the *Reference Material* entitled *Making Decisions That Are “Just and Reasonable and Moral Dilemmas and Ethical Decision-Making*, **put yourself in the place of the coach in the situation *To Play or Not to Play*.**

Bearing in mind the reflection you have made thus far, including the **facts** in the situation, the **ethical issues** involved, the **options** for decision or for action and their **consequences**, the **pros and cons** of each option, and possible **factors of influence**, what would you decide to do if you were in the place of this coach? Why, in your opinion, is this the best decision in the circumstances? Bear in mind the following aspects:

- Which criteria (or value) do you consider the most important from those listed in the table in question 2.11 (page 11)?
- Is there another value in which you strongly believe and would seek to preserve at all costs? If so, which one(s)?
- What does the NCCP Code of Ethics suggest in this type of situation?

My decision:

In my opinion it is the best decision because...

Validate your decision one last time by answering the questions below:

- Is your decision consistent with the ***Do No Harm Principle***?
- Are you more concerned about the outcome of your decision or by the process in arriving at that decision?
- Would you make this decision in all similar cases?
- If you feel that you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What leads you to believe that an exception might be justified in this case, but not in other situations?
- Is the decision consistent with previous decisions that have been made in similar situations in the past, and that have resulted in a positive outcome?

If necessary, reconsider certain aspects of the decision you made.

From an ethical point of view, you should now have very solid arguments to support the decision you have made.

Share your decision with another coach and share with this person the reasons why, in your opinion, it is the best thing to do in the circumstances.

Possible Factors of Influence in this Situation

Past personal experiences	Personal values	Personal circumstances
Economics and politics	Severity of situation	Organizational, institutional, and social aspects

The value(s) I want to preserve in this situation:

My decision:

In my opinion it is the best decision because ...

I have validated my decision and it is “just and reasonable”

How to Put My Decision into Action?

Once you have made the best decision possible, you must think carefully about how to put it into action. This section will help you carry out an effective action plan to solve an ethical problem, while still showing respect for the people involved. Develop an action plan to put into action the decision you made in 2.13 or in section 3 by answering the following questions.

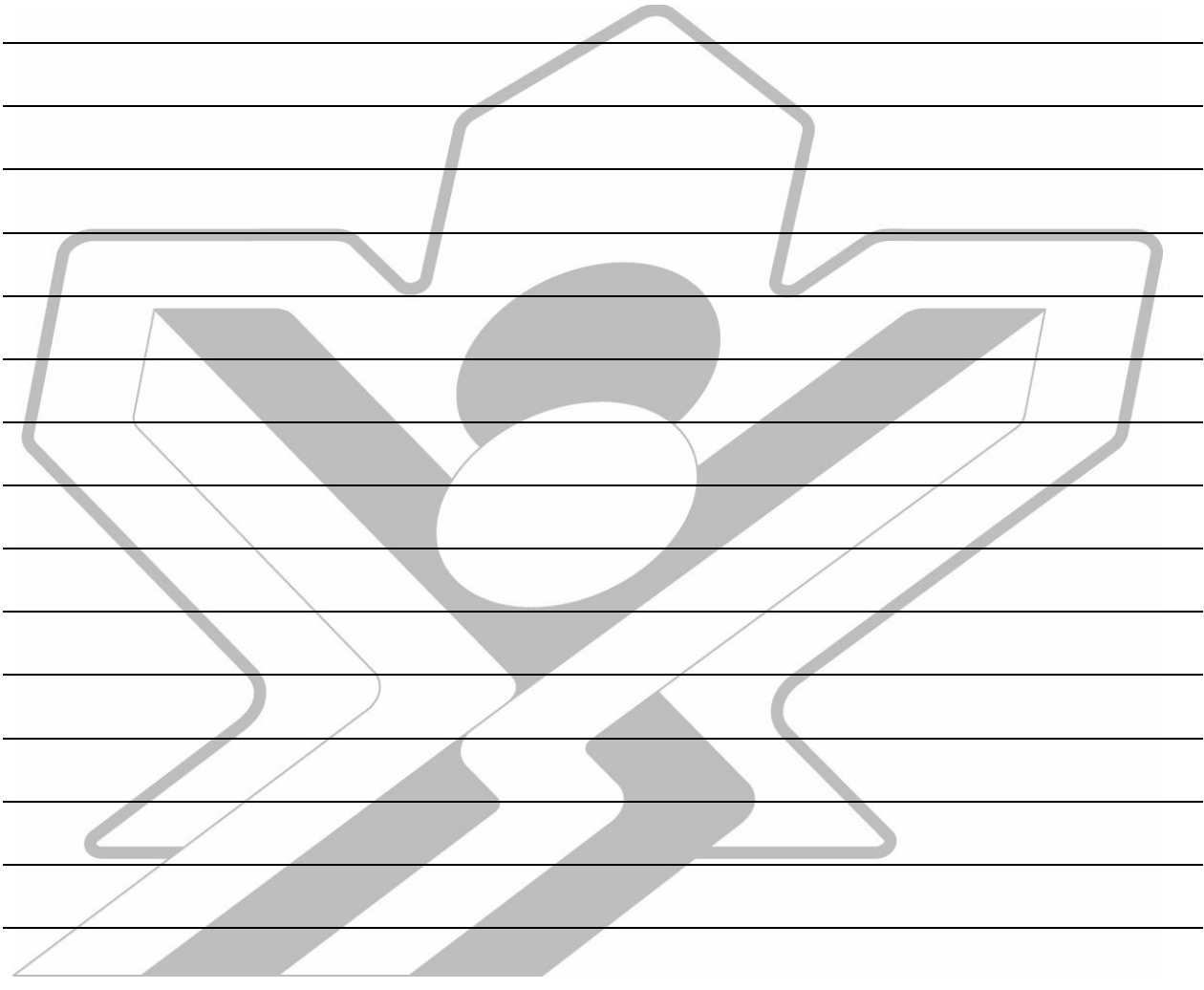
Think about what may happen. Consider the likely outcomes of the decision and how the consequences will be managed.

Identify who needs to know. Consider carefully who needs to be informed of, or involved in, the implementation of the action plan.

Determine if you can deal on your own with the person involved. Is it appropriate to seek an *informal resolution* in this situation by warning instead of threatening?

Think about what you might do next if the informal resolution doesn't work. In the event an informal resolution does not work, carefully consider what to do next. Inform the individual that you now have to follow up with "plan B". Consider who should be contacted, and what level of authority you should now involve in this situation.

GOOD IDEAS



Coaches met during this workshop

To obtain more information about training and education workshops for coaches and advice on coaching, visit the Web site of the Coaching Association of Canada at the following address:
www.coach.ca



Worksheet 1 – Analyzing an Ethical Situation: *To Play or Not to Play*

Column 1- steps 2.2 and 2.3 The facts of this situation	Column 2 - steps 2.4 and 2.5 Ethical issues	Column 3 – steps 2.8 and 2.9 2.8 – Options for decisions or actions 2.9 – Possible consequences of each option
	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people 	<p>Option no. 1: _____</p> <p>Option no. 2: _____</p> <p>Option no. 3: _____</p> <p>Option no. 4: _____</p>



Make Ethical Decisions Module Action Card



Date: _____

Location: _____

ACTIONS:

I intend to STOP... _____

I intend to CONTINUE... _____

I intend to START... _____