

Appendix 1:

Coach Workbook –
Make Ethical Decisions



*National
Coaching
Certification
Program*

Coach

WORKBOOK

Contexts:

- **Introduction to Competition**
- **Instruction - Beginners**

Module:

Make Ethical Decisions

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

Partners in Coach Education



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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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Module Overview - Make Ethical Decisions

In this module, you will be working toward applying a decision-making framework to a coaching situation that touches on values and ethics.

This decision-making framework includes a series of reflective questions to ask yourself when you are faced with an ethical situation; it also incorporates the Code of Ethics of the National Coaching Certification Program (NCCP). The latter outlines the expected standard of behaviour for coaches trained and certified in the NCCP.

TABLE OF CONTENTS

Topic	Page
1- Analyzing Delicate Situations: A Question of Parenting	5
2- Dealing With an Ethical Situation	7
The Facts of the Situation	8
Ethical Issues Involved	8
Options, Decisions and/or Actions That May Be Taken, and Possible Consequences of Each of Them	9
NCCP Code of Ethics	10
Pros and Cons of the Options	11
Making a Decision: Selecting the Best Option	12
Factors That Could Influence the Coach in the Situation <i>To Play or Not to Play</i>	13
Your Decision	14
3- Put it All Into Practice: Apply the Ethical Decision-Making Process in a Personal Situation	16
4- How to Put My Decision into Action?	20
Good Ideas	21
Worksheet 1 – Analyzing an Ethical Situation: <i>To Play or Not to Play</i>	22

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 Analyzing Delicate Situations: A Question of Parenting

1.1- Read situations A and B below.

SCENARIO 1

You are a rookie instructor at a community tennis club. While you have just recently started coaching, you love tennis and watching kids learn the game. While on your lunch break, you walk past a court on which one of the parents of the better under 12 female players at the club is talking to his daughter. This player is known as an up-and-comer who has solid basic skills and enthusiasm for the game, and whom your supervisor has been coaching for several months.

As you walk by the lesson you hear the parent raising his voice. The parent seems to be angry at the child, and you hear the following: "You'll never be any good at tennis until you stop being so lazy! You are on your way to wasting the natural talent that you have been given. If you don't get your act together, I can't see myself investing in your lessons anymore because it is getting to be a waste of my money. I can't believe you even made it this far with the way that you chicken out whenever you are asked to get your butt in gear." You can also see that the player looks like she is going to start crying.

SCENARIO 2

You are instructing at a community tennis club, and have just finished running a friendly tournament, at which the young players you are working with had the chance to play youth from other clubs. After the tournament has been completed and you are on your way to your car in the parking lot, you see a parent of one of the players that you are coaching learning over her son with a raised hand. The child appears to be scared and cowering. You cannot hear anything from where you are, other than a lot of yelling coming from the parent.

In the past few months you have noticed that the child often arrives to practice with bruises on his body, and recently had a bruised face as well. When you talked with the child about the marks on his body, he said that he is a klutz, and falls down a lot in gym class at school, that it's no big deal.

SCENARIO 3

As the new tennis instructor at a community recreation club you are responsible for teaching tennis to a group of 25 children, three times a week for the summer months. You are excited to be instructing tennis as a summer job, which you need at this point in your life.

Some of the children whom you will be instructing have been coming to the program for many years, while others are new to the sport. You have been given very little guidance on how the program was run in the past, and there is almost no paperwork to which you can refer that would tell you how the previous instructor ran the program last year. It is your instructing philosophy that all players that show interest and dedication should receive fair playing time and instruction, regardless of ability. The only policy of the club regarding instruction states that playing time for each participant is to be awarded at the discretion of the instructor.

The day before the program is set to begin, the volunteer head of programming, who is your boss and who has filled this position for the past few years, comes to see you and says the following: “Nice to have a new face on staff for the summer. I’m really looking forward to seeing you play and to see how you are planning to run the program. Last year, let me tell you, was a real challenge for the board, because we were unhappy with your predecessor. I came to visit to let you know a bit about some things we’d like to see happen, so that we have a better experience with you. For starters, we expect that the better players get more court time, because they need it more than those who are just out to hit balls and play around a bit. Also, some of us do a lot to keep this program running. It would be good if you could think about that when you are spending time with our children, if you get what I mean (he/she winks at you). I can see that you do, so I’ll leave those thoughts with you for now, and check in with you again after the first few days.”

1.2- What fundamental differences do you see between these situations?



p. 4

1.3- Discuss with other coaches, and share your respective points of views. Then, check *Establish the Facts in a Situation* in the *Reference Material*. What facts can you establish in each situation? Add them to your notes in 1.2 if necessary.



p. 7

1.4- Check *Critical Path: Determining if a Situation is Legal* in the *Reference Material*. Then, determine if these situations have legal implications.

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

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

2 Dealing With an Ethical Situation

2.1 Read the Scenario 3 on Page 6

The Facts of the Situation



p. 4

2.2 Use Worksheet 1 at the end of this workbook. Identify the facts of this situation in the first column. If necessary, refer to the section of the Reference Material entitled Step 1 - Establish the Facts of the Situation.

2.3 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

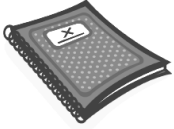
2.4 Use the second column of Worksheet 1 to identify the ethical issues in this situation.

2.5 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.



2.6 **ACTION CARD** – Make a note of your thoughts on the way you will establish the facts and determine whether a situation poses a legal problem or an ethical problem in the future.

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



p. 9

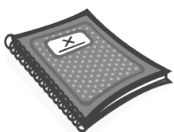
Step 3 of the decision-making process proposes certain questions to help you determine options, decisions and/or actions that may be taken in an ethical situation, and reflect upon the possible consequences of each of them.

2.7 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:



2.8 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*.



p. 9

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

2.11 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 <i>Outcome</i> of the decision. The option promotes ...	Coach makes no intervention	Coach authorizes the athlete to compete	Coach does not authorize the athlete to compete	Other
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 <i>PROCESS</i> 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

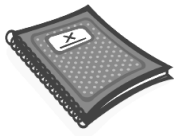
We have arrived at the crucial stage in our ethical decision-making process: making a decision. This phase is intended to link together all the preceding steps and lead to a final reflection which will enable you to make the best possible decision in the circumstances, i.e. a decision that will be “just 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

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

2.12- Factors that could influence the coach in the situation *To Play or Not to Play*.

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	



p. 19 - 21

Your Decision

2.13 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...



p. 22

2.14 Validate your decision in 2.13 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? To answer this question, refer to the table in question 2.11, and to the stated value you are seeking to preserve when you make your 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 in question 2.13.

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

2.15 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.



2.16 **ACTION CARD** – How could the process suggested in sections 1 and 2 of this *Workbook* affect the way you will make decisions in the future? What do you think is most important thing to learn from this process?

3- Put it All Into Practice: Apply the Ethical Decision-Making Process in a Personal Situation

Note: This section is optional. Follow the instructions of the Facilitator. If you do not do this section, go immediately to section 4.

3.1- Describe an ethical situation you have had to manage or you know about and you wish to analyze in detail, because of its importance to you. If there is no single situation that comes to mind, team up with another coach and analyze his or her situation together.

Ethical situation

3.2- Use the worksheets on the following pages, which take you through the steps in the ethical decision-making process we have followed in this workshop. Analyze your situation using these instruments.

Personal reflection: Answer when you have finished exercise 3.2

Has the fact of putting into practice the ethical decision-making process enabled you to find a more effective solution than the one reached previously in your personal situation? If yes, why? If not, why not? What could you do differently if the situation arose again?

Analyzing an Ethical Situation

The Facts of this Situation	Ethical Issues	Optional Actions or Decisions and Possible Consequences of Each Option
<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"/> 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: Do nothing</p> <p>Option no. 2: _____</p> <p>Option no. 3: _____</p> <p>Option no. 4: _____</p>

Start with Option 1 and review each criterion. Indicate whether this option 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 <i>Outcome</i> of the decision. The option promotes ...	Do nothing			
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 <i>PROCESS</i> 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.				
<i>Fulfilling duties or obligations of position towards others.</i>				
Total – Criteria to which you have answered YES				

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”



p. 23

4. 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.

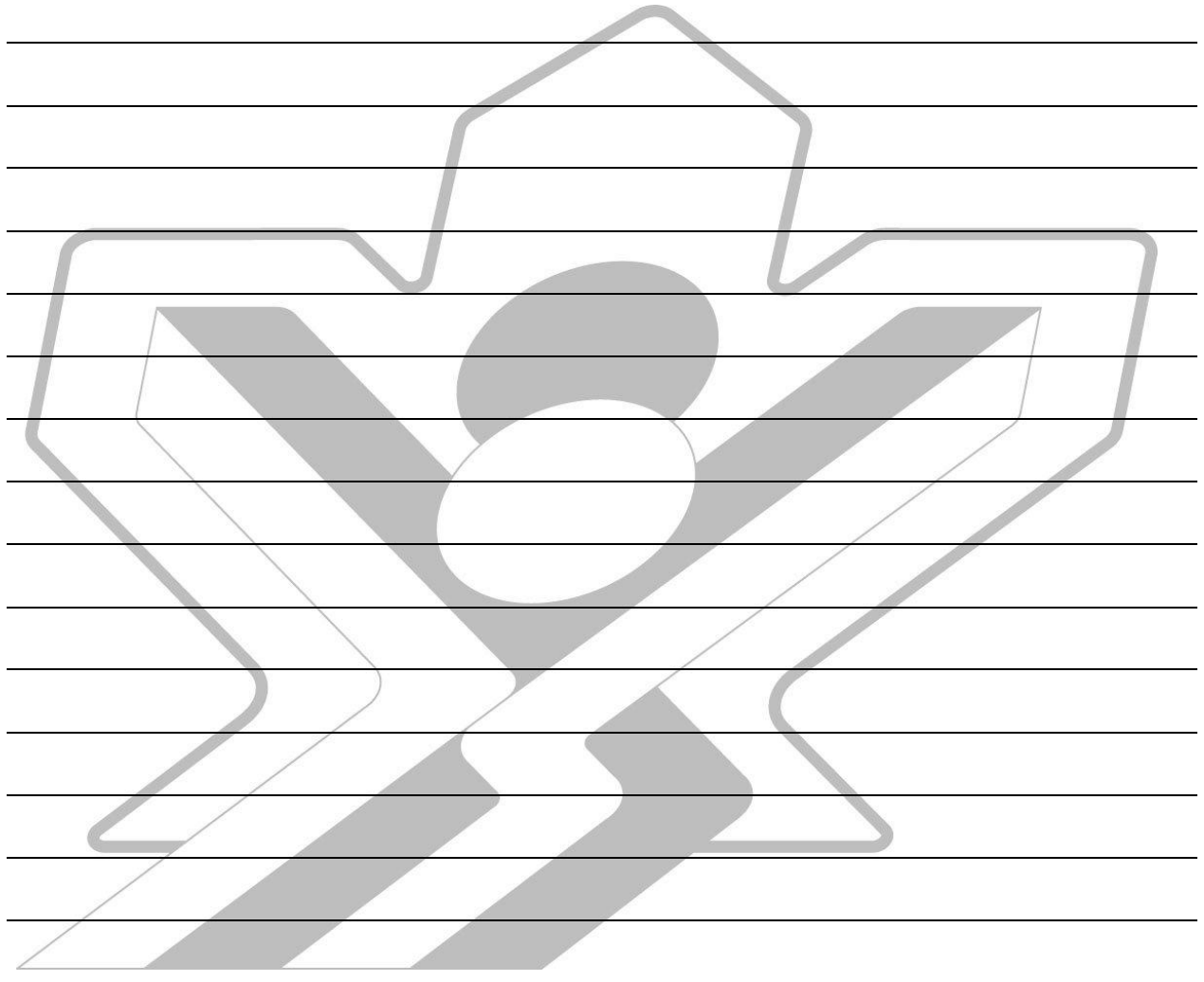
Think about what may happen. Consider the likely outcomes of the decision and how the consequences will be managed.

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: _____

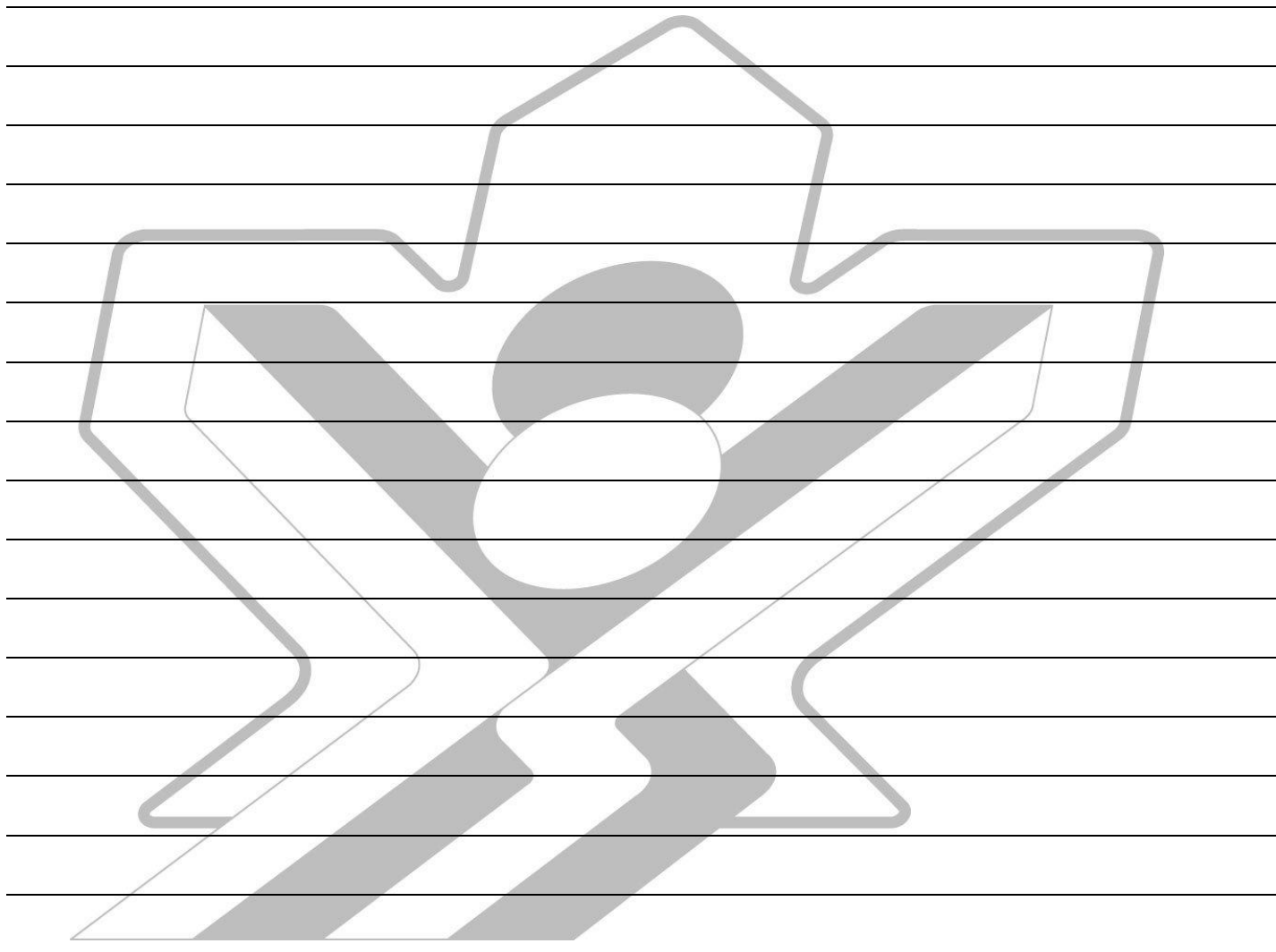
ACTIONS:

I intend to STOP... _____

I intend to CONTINUE... _____

I intend to START... _____

GREAT IDEAS:



New friends in coaching from this workshop...

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and more
information about
coaching workshops,
visit www.coach.ca



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