

## Appendix 1:

### Course Facilitator Guide NCCP Ethical Decision Making Module

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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## CRITICAL PATH WITH SUGGESTED TIMELINES

<b>Contents</b>	<b>Group or Individual Work</b>	<b>Approx. Time</b>
The Approach Used in the Workshop	N/A	N/A
Description of the Module	CF	5 min
Analyzing Sensitive Situations: A Question of Parenting Reading Scenario 1 and 2	Individual	5 min
Question 1.2 and 1.3	Small group	10 min
Debriefing on Establishing the Facts	CF	5 min
Determining the Issues in the Situation: Does the Situation Have Legal Implications? Read Reference Material: Appendix 1 in Tennis Participants Manual, pages 5-8	Individual	5 min
Question 1.4	Small group	5 min
Debriefing on Legal Implications and Critical Path	CF	5 min
Dealing With an Ethical Situation: Reading Scenario 3	Individual	5 min
Question 2.2 using Column 1 of Worksheet 1	Small group	10 min
Quick Debriefing on importance of Establishing the Facts	CF	5 min
Determining the Ethical Issues in the Situation using Column 2 of Worksheet 1	Small group	10 min
Options for Decision or Action and Possible Consequences using Column 3 of Worksheet 1	Small group	10 min
Pros and Cons of the Options for Decision or Action	Small group	5 min
NCCP Code of Ethics Read Reference Material: Appendix 1 in Tennis Participants Manual, pages 11-15	Individual	10 min
Question 2.9	Small group	10 min
Question 2.10 Choose 2 options and complete the table	Small group	10 min
Quick Debriefing on Criteria related to Outcome and Process	CF	5 min
Selecting the Best Option for Decision or for Action Question 2.13	Small group	5 min
Validating the Decision Question 2.14	Small group	10 min
Implementing the Decision and Managing the Consequences Question 4	Small Group	10 min
Good Ideas	Individual	5 min
Debriefing: CC #, Registration and Online Procedures	CF	10 min

# The Approach Used in the Workshop

## Learning process

Competency-based education and training is founded on the concept of learning by doing. Coaches develop and refine their skills when they are given the opportunity to apply certain concepts in situations that relate to the environment in which they work. This workshop is designed according to this important principle, and it allows participants to practice certain skills, and reflect on how they might be put into practice in their own coaching context.

As long as you respect the principles of the learning process at each step of the way, you may guide your group any way you wish. You may use your own choice of presentation methods when, for example, you need to highlight certain aspects of the *Reference Material in Appendix 1: Tennis Instructor Manual*, or to go back to the group. One of the principal characteristics of a good facilitator is to be able to adapt to the needs of the moment while still respecting the learning process and meeting the objectives of each step along the way.

These are some general tips that will help you achieve these aims:

- At the beginning of each step in the process, give the coaches a few minutes to answer the questions in their *Workbook (see Appendix 1 of Workbook #2)*. This will enable them to determine their “starting point”. It is preferable to allow them to answer first in their own way. Get the coaches to write down their reflections and answers so that they can then do a “before and after” comparison.
- Give the coaches enough time to consult the *Reference Material in Appendix 1: Tennis Instructor Manual*.
- Give the coaches time to make note of how their viewpoint may change as a result of discussing with others and consulting the *Reference Material in Appendix 1 of the Tennis Instructor Manual*.
- Go back over the material with the group so as to highlight the main points that have been learned.

## Workshop

The suggestions for times are approximate, but quite accurate if you follow the procedure described. As the time available for the workshop is relatively short, be sure to establish outside time limits for each task. This will also encourage coaches to focus on the task at hand. Keep the pace up, but don't skip anything; the coaches will appreciate it if they feel that their time is well spent.

## Managing the group discussions

Most of the time you will lead or “orchestrate” rather than present. You will know you are doing a good job when you see the following:

- All the coaches are working at the task;
- All the coaches are using their present coaching situation as a point of reference for the tasks being done in the workshop;
- The coaches have plenty of occasions to discuss and exchange ideas;
- You are managing the environment and the time;
- You are only having to speak to answer a question, clarify a task, give a résumé of a section from the *Reference Material in Appendix 1: Tennis Instructor Manual*, review a topic or introduce the next topic;
- You draw on the experience of the coaches rather than your own;
- There is little or no dead time (the coaches don't need to wait for each other or to be told what to do next);
- You sense that the coaches are enthusiastic about what they doing and you hear them talking with each other;
- The coaches listen to what other coaches have to say and work together to form their ideas.

Intervene in a group discussion only if you observe that...

- It is off-topic;
- Discussion is being led by one person;
- The conclusions being reached by the group are different from those being described in *Appendix 1: Tennis Instructor Manual*;
- Most of the group is ready to move on to the next task.

Generally, you should also:

- Get the participants to complete the tasks as quickly as possible;
- Make sure that learning happens as much as possible without your intervention;
- Give relevant positive feedback;
- Move around the room;
- Praise the good efforts publicly, but correct errors privately.

Remember that the coaches will tend to do what you do, rather than what you say.

## Description of the Module

### A) Introduction: Outline to coaches what this module is about

Summarize in your own words the message below:

- As a coach you will deal with a wide range of situations.
- Sometimes, you may feel that an action/behaviour is wrong. At other times, you may suspect or even know that a behaviour is illegal. In other instances you may feel unsure about a situation and a decision, since there seems to be a number of alternatives that could be acceptable.
- Our values represent a set of deeply held beliefs. Ethical issues arise when our values or those we want to see respected in sport are compromised in some way.
- When this happens, a coach may have to make decisions that are both sensitive and difficult. In these situations, the quality of the decisions a coach makes depends on a number of factors including:
  - an understanding of the facts of the situation
  - an awareness of his or her own values, and of the various factors that can influence his or her decision
  - the use of appropriate points of reference to analyze the situation and understand what is involved
  - the ability to apply a rigorous ethical decision-making framework to the situation at hand
- This module deals with a process that will enable you to make thoughtful and responsible decisions in situations that present ethical or moral dilemmas. To this end, a series of steps will be proposed, each emphasizing certain questions.
- If you follow this path and answer the questions to the best of your knowledge you will: (1) have solid arguments to make decisions on sensitive issues and (2) feel confident to fully assume the consequences of your decisions, knowing that *“it was the right thing to do under the circumstances”*.

Explain how the *Coach Workbook (Appendix 1 of Workbook #2)* and the *Reference Material* located in *Appendix 1 of the Tennis Instructor Manual* have been designed.

- The *Coach Workbook* contains a series of exercises and worksheets that will guide you throughout the reflection process.
- *Appendix 1: Tennis Instructor Manual* contains detailed information on a variety of topics; you will refer to it frequently during the workshop to validate and clarify certain concepts or steps of the ethical decision-making process.

## 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.*

- 1.2 What fundamental differences do you see between these situations? What factors lead to this conclusion?
  
- 1.3 Discuss with other coaches, and share your respective points of view. Then, check the section of the *Appendix 1: Tennis Instructor Manual* entitled *Step 1 Establish the Facts in a Situation*. What facts can you establish in each situation?

## **Debrief**

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

**Note:** *At this stage, you must be careful to avoid that the discussion become too emotional or that it focus on what should be done 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, i.e.:

- What has happened
- Who is involved
- Where and when things have happened

**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 the nature of the situation. The facts will impact the choice of the most appropriate course of action.



## Determining the Issues in the Situation: (a) Does the Situation Have Legal Implications?

*This step of the process allows coaches to:*

- *Examine the facts established in question 1.2, consult Appendix 1: Tennis Instructor Manual Material on the legal implications of a situation, and reflect on appropriate actions to take when a situation has legal implications.*
- *Be exposed to their legal obligations in situations that contravene existing laws, particularly in the case of violence against children.*

Ask coaches to consult page 6-8 of the Appendix 1: Tennis Instructor Manual. Outline step 2 of the process, which consists in 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:

### Key points

- Sometimes coaches must face situations that have legal implications.
- It is important that you recognize the legal nature of a situation, because when this happens the appropriate course of action has already been determined by society. (**Note:** *at this stage outline types of situations that have legal repercussions; a list appears on page 6 of Appendix 1: Tennis Instructor Manual*).
- A coach occupies a position of authority and accordingly, has important legal responsibilities. When a coach is confronted by a legal situation such as those described on page 7 of the *Appendix 1: Tennis Instructor Manual*, 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 will consist in reporting 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.

Ask coaches to determine if scenario 1 or 2 has legal implications (Question 1.4, page 5 of the *Coach Workbook*).

Validate their answers; situation B is legal. In this case, even if the coach is uncomfortable in doing so, he or she must report the situation to the police or the child protection service.

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

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

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

## **Determining the Issues in the Situation: (b) Does the Situation Have Ethical Implications?**

*This step of the process allows coaches to:*

- ❑ *Be exposed to the NCCP ethical decision-making process*
- ❑ *Understand what an ethical situation is*
- ❑ *Become familiar with the steps of the process that consist in analyzing an ethical situation*

### **Introduction (2 min):**

- Fortunately, the vast majority of situations you are likely to have to deal with as a coach do not have legal implications. However, this does not mean that they are not important, or that they should be ignored.

Briefly present the steps of the NCCP ethical decision-making process, and indicate to coaches where the present step fits (see *Appendix 1: Tennis Instructor Manual, Page 4*). The process has three distinct phases:

1. Analysis
  2. Decision-Making
  3. Implementation of the decision
- The reflections done until now are all related to the beginning of the analysis phase. At this stage, we have focused on the importance of clearly establishing the facts in a situation, in order to understand what are the issues and determine if it has legal implications.
  - We will carry on with our reflection and continue to familiarize ourselves with this process by analyzing another situation which does not have legal implications, but which is nonetheless somewhat “touchy”.

## **Determining the Issues in the Situation: (b) Does the Situation Have Ethical Implications? (cont.)**

**Ethical situation** – Ask coaches to refer to page 6 of their *Workbook* and to read the situation in section 2.1.

***Note:** This situation is somewhat long to read, but it is the last scenario coaches will be asked to work with; specific aspects of this situation will be used in the next steps of the process to illustrate the issues and the complexity of an ethical situation. Make sure coaches have sufficient time to read it and to understand the situation. Alternatively, you may choose to read the situation to the group; if you do so, just read it to them, do not engage in a discussion about the facts or anything else just yet.*

**Initial reflection by coaches** – Inform coaches that, after reading the situation, they have to identify the facts. To do so, they should use Worksheet 1 at the end of the *Workbook*, and list the facts in column 1. They can begin as soon as they have finished reading the situation.

## Dealing With an Ethical Situation

### 2.1 Read the situation below: *To Play or Not to Play*

#### 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."

- 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 *Appendix 1: Tennis Instructor Manual* 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 would like to add to your list? If so, add them to your list in the first column of *Worksheet 1*.

## Debrief

Facilitate a group discussion aimed at listing the facts coaches have identified. Below is a list of facts to help you validate their analyses:

### **The facts**

- You are a new instructor at the club
  - You need the money you are earning
  - You are instructing in a community recreation club
  - There are 25 children participating
  - You will be instructing this group 3 times per week
  - Some children are new to the program, while others have been attending for years
  - There is little documentation on how the program was run in previous years
  - You have a personal instructing philosophy of fair attention and playing time for those that show interest and dedication
  - There is a club policy that the instructor decides what playing time is awarded to each participant
  - The head of programming is your boss
  - The head of programming is a volunteer
  - The head of programming has children in the program
  - The head of programming claims that the board was unhappy with the previous instructor, but it is unclear why
  - The head of programming claims that the board would like to see the more skilled players receive a larger proportion of court time
  - The head of programming claims that the board would like to see you pay more attention to their children than to the children of non-board members
  - There is no evidence that either of these requests is the actual will of all board members
  - The head of programming plans to check in with you within a few days, indicating some form of assessment of what you do will take place between now and then regarding the points made
- After this discussion, ask coaches to add any facts they might have omitted in the first column of their worksheet.

*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 impacts all the others.*

- Conclude by mentioning that, although it does not have any legal implications, the situation *To Play or Not to Play* nonetheless features several grey areas which will be the object of further reflection in the upcoming steps of the process.

## Determining the Ethical Issues of the Situation

Use the overhead outlining the steps of the NCCP Ethical Decision-Making Process and point out that we are still in step 2, which consists in determining what is involved in the situation.

Mention that once it is clear the situation is *not* legal, it is important to continue the reflection to (1) determine whether it has ethical implications and (2) identify the ethical issues involved.

Ask coaches to refer to the second column of worksheet 1, which contains a list of statements. These statements can be used to identify the ethical issues in the situation.

The next exercise will require that coaches cross-reference the facts listed in Column 1 with these statements to determine ethical issues in the situation *To Play or not to Play*. They check each statement that seems to apply. The presence of only one check will indicate that the situation has ethical implications; each statement checked reveals a potential ethical issue.

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

Once coaches have completed this exercise, facilitate a brief group discussion to highlight the ethical dimensions in the situation *To Play or Not to Play*. Ethical issues that apply to this situation are listed below.

- Safety of certain individuals
- Well-being or health of certain individuals in the short or long term
- Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization
- Obligations, loyalties, or responsibilities of the person(s) concerned
- Appropriate use of power by the individuals in a position of authority
- Objectives and goals sought by the group or by an individual
- Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour)
- Fairness and equity
- Confidentiality of information and privacy
- **Respect of others**

## Options for Decision or Action and Possible Consequences

*This step allows coaches to:*

- ❑ *Become familiar with a simple procedure to identify options for action or decision in an ethical situation*
- ❑ *Apply this procedure to the situation To Play or Not to Play*
- ❑ *Identify potential consequences of each option in this situation.*

Use the overhead outlining the steps of the NCCP Ethical Decision-Making Process and introduce step 3 with the following message:

- Because they often relate to sensitive issues, ethical situations may generate some degree of emotional reaction. As a result, some individuals may have a tendency to react quickly and spontaneously, and to make quick decisions. Sometimes, this may affect their judgment and the quality of the decisions they make. Whenever the situation allows, it is therefore a good idea to step back and try to remain as objective as possible.
- Having determined the ethical issues in the situation, you should now identify options for decision or for action, and assess potential consequences in each case.
- This reflection represents an important step in the ethical decision-making process because it shows that you care about what might happen to others.

Suggest the following procedure to identify options for decision or for action. This information is also presented on page 10 of the *Appendix 1: Tennis Instructor Manual*.

- Start by asking yourself: ***What could I do in this situation?*** In the process of answering this question, think about a variety of options. The first one to consider should be “not making any decision” or “taking no action”. This would be the least demanding option, and it could be thought of as representing one end of a continuum of possibilities. As a second step, consider the other “extreme” of the continuum, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options.
- Do not rule out any option at this stage, even though spontaneously it may appear an unlikely choice.



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

### What might happen?

- Now that certain options for action or for decision have been identified, coaches must now reflect on ***what might happen***. This will enable them to assess the potential consequences of each option.
- In many ethical situations where a “Yes – No” decision must be made, the following questions will therefore likely arise:
  - What might happen if the coach *chose not to make any decision or took no action*?
  - What might happen if the coach’s position were *favorable* to the situation, question, or issue at hand?
  - What might happen if the coach’s position were *not favorable* to the situation, question, or issue at hand?

For each option of the situation *To Play or Not to Play*, ask coaches to identify potential consequences, and to write them down in the third column of Worksheet 1.

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

### Debrief

Briefly discuss what the consequences of each option might be in the situation *To Play or Not to Play*. Some are listed below.

**Implement fair playing time and attention for all players, regardless ability and who their parents are.**

**Provide the more skilled players with greater playing time and the children of the board members with more of your attention than the other players.**

**Do not plan for either option 1 or 2, and just see how things play out on a given day**

**Note:** At this stage of the process, some coaches may start to show signs of emotion or want to get into a discussion about what is the right thing to do or share what they would do. Avoid this type of debate for the moment. Refocus the discussion on the possible consequences of each option, not on its merit. Indicate that one of the reasons why we go through all these steps is precisely to ensure that an objective process is followed, in order to make a thoughtful and thorough decision.

## Pros and Cons of the Options for Decision or Action

This step allows coaches to:

- Become familiar with the NCCP Code of Ethics
- React to the NCCP Code of Ethics
- Use criteria based on the principles of the NCCP Code of Ethics to assess the pros and cons of each option for decision in the situation To Play or Not to Play.

Use the overhead outlining the steps of the NCCP Ethical Decision-Making Process and introduce step 4, which consists in assessing the pros and cons of each option for decision or for action.

### Key Points:

- We are getting towards the end of our process, and closer to the decision-making step. The reflection we are about to do will consist in passing a judgment on the merit of each of the options we have identified.
- To pass this type of judgment, we need some points of reference: for most of us, these will be our values, i.e. our deeply held beliefs.
- Core coaching values have been formalized and expressed as a series of principles in the NCCP Code of Ethics. These principles outline the duties and responsibilities of coaches.
- The Code of Ethics also helps to define what can be considered good and right behaviour by coaches, and their expected conduct while they perform their duties. The NCCP Code of Ethics is based on the following fundamental principles and beliefs:
  1. Respect for Athletes
  2. Coaching Responsibly
  3. Maintaining Integrity in Relations with Others
  4. Honouring Sport

**NCCP Code of Ethics** – Ask coaches to read the Code of Ethics and to note comments or reactions they may have. This is an individual reflection.

2.10 Once you are aware of the principles of the NCCP Code of Ethics, take a few moments to note your reactions or comments. Answer the following questions.

- Do you agree with all the principles of the Code? Why?
- Are there principles you do not agree with? If yes, which one(s), and why?
- Are there principles or values in which you believe strongly but which do not seem to be represented in the Code? If so, what are they?
- Other comments or reactions after reading the NCCP Code of Ethics.

**Pros and Cons** – After this reflection, do not engage in a plenary discussion; rather, direct coaches to the next exercise which will consist in using a series of criteria based on the NCCP Code of Ethics to assess the pros and cons of each option for action or for decision in the situation *To Play or Not to Play*. This exercise can be completed individually or in a small group.

**Message and instructions:**

- Worksheet 1 has allowed you to compile some important information pertaining to the situation *To Play or Not to Play*, i.e. the facts, the ethical issues involved, and a series of options for decision or action with their potential consequences.
- Using this information, and having been exposed to the principles of the NCCP Code of Ethics, you will now assess the pros and cons of each option using the criteria in section 2.11 of the *Workbook*.
- These criteria reflect the principles and the values of the NCCP Code of Ethics, and are classified into two categories based on whether they relate primarily to the **outcome** (or result) of the decision, or the **means** (or process) used to reach a decision. (**Note:** take a few moments to review the list of criteria).
- Select one option for decision and then go over each criterion. Enter YES or NO according to whether the option meets the criterion or not. Do not write anything if you are not sure, and write N/A if the criterion does not seem to apply to the option you are reviewing. Then, determine the number of criteria to which you answered Yes for this option. Repeat this process for the other options.

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.

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

Supervise exercise 2.11 and make sure coaches understand the meaning of the criteria.

After this exercise, you should not debrief in plenary, as this would require too much time.

## **Step 5 – Selecting the Best Option for Decision or for Action**

*This step allows coaches to:*

- ❑ *Reflect on certain factors that might influence the decision-making process when someone must make an ethical decision.*
- ❑ *Become familiar with the notion of an ethical dilemma, and use a simple procedure to prioritize values or principles that may be involved in a situation.*
- ❑ *Apply a simple procedure to validate an ethical decision.*
- ❑ *Explain the decision they would make if they were involved in the situation To Play or Not to Play.*

Use the overhead outlining the steps of the NCCP Ethical Decision-Making Process and introduce step 5, which consists in selecting the best option for decision or for action.

## Step 5 – Selecting the Best Option for Decision or for Action (cont.)

### Key Messages:

- We are now reaching a crucial phase of our process, i.e. the one where a decision must be made. At this stage, it is important to bring together key elements of the previous steps and reflect on how to make a decision that is “just and reasonable”.
- In step 4 we used certain criteria to assess the merit of options for decision or for action. Based on these criteria, a solution that is “just and reasonable” can therefore be defined as one that:
  1. results in a positive outcome for the majority of the individuals concerned;
  2. minimizes the negative implications to all parties involved;
  3. appears to be the “right thing to do” with regard to your coaching duties and responsibilities;
  4. is being made using a fair and equitable process;
  5. is consistent with certain expected standards of behaviour, such as those outlined in the NCCP Code of Ethics.
- Despite the availability of such criteria, not all ethical decisions are clear-cut. In some instances, a coach may experience some difficulty in making a decision because there appears to be **more than one reasonable solution**. Sometimes, making a decision will even involve sacrificing one value for another.
- To rank options that seem reasonable with the view of “making the best possible decision under the circumstances”, we will now consider the following aspects:
  1. What factors could possibly influence decision-making?
  2. How can the coach prioritize principles or values in which he or she strongly believes, but that seem to be in conflict in the situation at hand? In other words, what do you do when confronted with an *ethical dilemma*?

### **Debrief– 5 minutes**

Through a short group discussion, highlight potential factors that might influence the coach involved in the situation *To Play or Not to Play*.

Possible factors of influence in the situation are listed in the table on the previous page. Make sure they come out during the discussion.

### **Moral or Ethical Dilemma – 5 minutes**

Briefly outline the notion of moral dilemma, which is described on page 21 of *Appendix 1 of the Instructor Participants Manual*.

#### **Key Points**

- The reflection on the factors of influence serves to increase the awareness of the decision-maker about certain things that may shape how he or she sees certain things. This can provide useful insight at the time of making the decision. However, a decision still has to be made!
- Certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes making a decision even involves sacrificing one value for another.
- When there are two potentially right solutions, the situation is referred to as **an ethical dilemma – a conflict between values we wish to maintain**.
- The challenge in ethical decision-making is to determine which value you will maintain in your course of action.

## Your Decision

This step allows coaches to:

- Make a decision based on their own values and past experiences, while taking into consideration all the facts, ethical issues, consequences, and factors of influence in the situation *To Play or Not to Play*.
- Explain why their decision is “just and reasonable”.

## Key message

- Until now, the analyses you have done in the situation *To Play or Not to Play* were always from the perspective of an observer.
- Now, imagine that **you** are the coach in the situation *To Play or Not to Play*.
- You must now make the decision on the basis of your **own values, beliefs, and past experiences**, while taking into consideration all the facts, ethical issues, consequences, and factors of influence in the situation.
- You must also explain **why**, in your opinion, this is the best decision.
- To help you at this stage, consider the following:
  - Which criteria (or value) do you consider the most important from those listed in the table of question 2.11?
  - Is there another value in which you strongly believe, and that you would seek to maintain at all costs? If so, which is it?
  - What does the NCCP Code of Ethics suggest in this type of situation?

Coaches must answer question 2.13 individually.

Before letting coaches make their decision, mention the golden rule of the NCCP’s **Do No Harm Principle**.

**Even though it is delicate to suggest a ranking of your values, the NCCP nonetheless considers that it is the duty of all coaches to ensure the decisions they make and the actions they take will result in no harm, physical or other, to the athletes.**



- 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 *Appendix 1 of the Tennis Instructor Manual* 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 maintain 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...

## Validating the Decision



p. 15

**2.14 – Validating the decision** Once they have made their decision, ask coaches to validate it using the series of questions in section 2.14 of their *Workbook*. Again, this is an individual reflection.

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 of 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 maintain 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 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.

## Explaining the Rationale for the Decision

**2.15 Explaining the rationale for the decision** – Once they have validated their decision, they must explain their decision to another coach, and say why, in their opinion, this is the best decision under the circumstances.

## Section 4 – Implementing the Decision and Managing the Consequences

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### Introduction

Use the overhead outlining the steps of the NCCP Ethical Decision-Making Process as “background information”.

- In steps 1 – 5 of the NCCP Ethical Decision-Making Process you have made a thorough analysis of an ethical situation, which allowed you to make a just and reasonable decision.
- The questions that now arise are “Now what?” and “What should be done next?” The implementation of the decision is obviously a key step in the process: it is what gets done after the decision is made, and how it gets done, that determines if a positive outcome can be achieved.

Refer coaches to section 4 of their *Workbook* (page 20) *How to Put my Decision into Action*, and to page 24 of *Appendix 1 of the Tennis Instructor Manual*.

Ask them to design an action plan for their decision based on the questions that are proposed.

**Note:** *If the coaches did not complete section 3, they should work in pairs, and discuss how the decision of the coach in the To Play or Not to Play situation might be implemented. You can suggest that coaches pair up with a person with whom they have not yet worked. Groups should be formed on the basis of the decision made (i.e. coaches who would have authorized the athlete to compete should work together, and likewise for coaches who may have chosen other courses of action), even though the reasons for reaching the decision may not be the same.*

### Conclusion

To conclude, briefly outline the concept of making an informal approach, i.e. Warn Don't Threaten. Emphasize the importance of having a PLAN B if the informal approach does not work.

Refer to the documents listed in the appendices, but do not go over them in detail.

Take a stretch pause or involve the group in a fun activity before moving on to another module.

## Action Plan – Implementing the Decision

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

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

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

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**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.

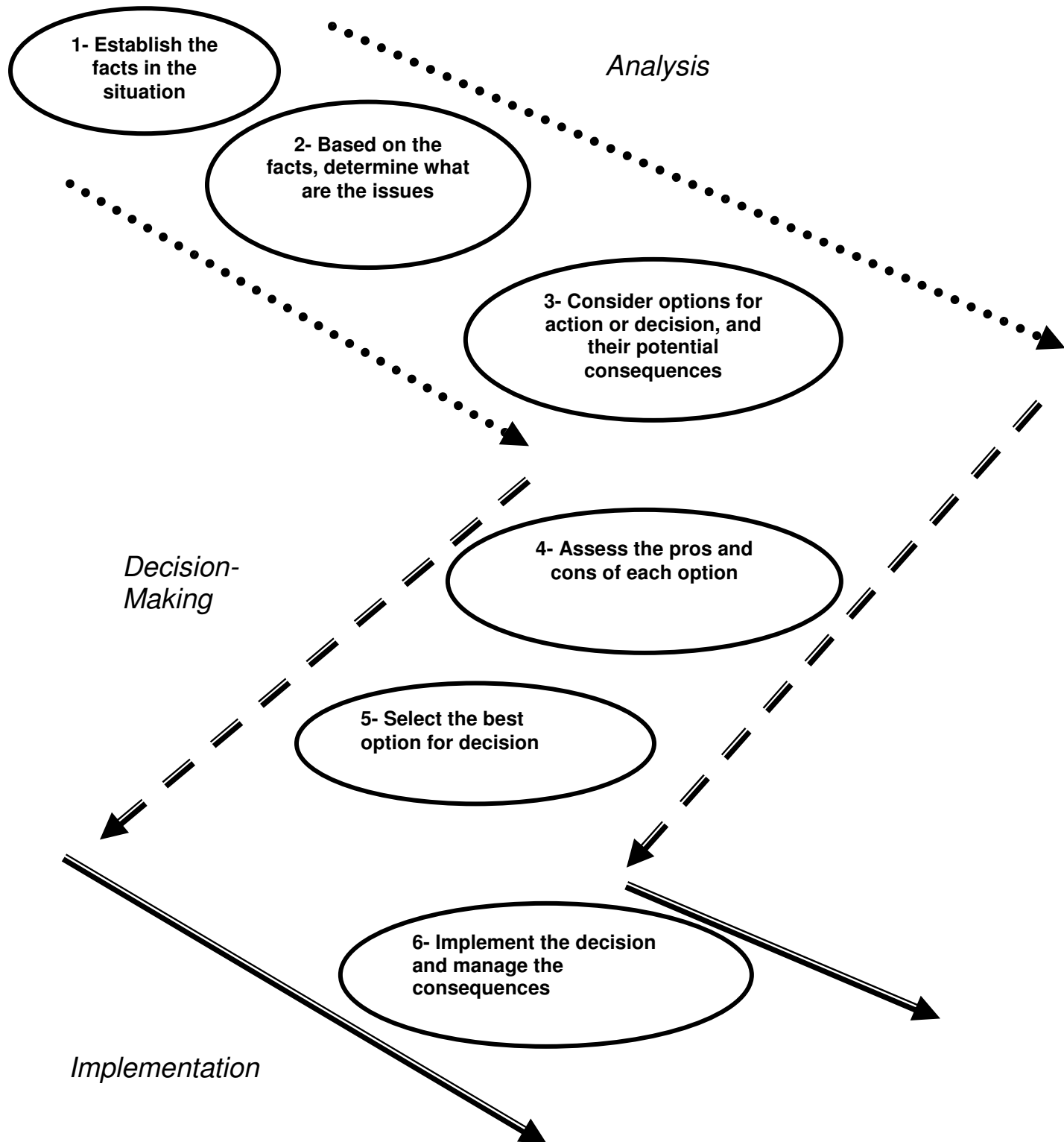
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## ***Analysis and Decision-Making Process for Situations that Have Ethical Implications***





# Introduction to Competition Make Ethical Decisions Workshop



Date: \_\_\_\_\_ Location: \_\_\_\_\_

I intend to STOP ... \_\_\_\_\_

I intend to CONTINUE ... \_\_\_\_\_

I intend to START ... \_\_\_\_\_

## Worksheet – Instructor Scenario 3

**Note:** This worksheet is designed to help the Course Conductor consider the various elements of the situation. **Not for distribution to candidates**

Column 1- steps 2.2 and 2.3	Column 2 - steps 2.4 and 2.5	Column 3 – steps 2.8 and 2.9
The facts of this situation	Ethical issues	2.8 – Options for decisions or actions 2.9 – Possible consequences of each option
<ul style="list-style-type: none"> <li>• You are a new instructor at the club</li> <li>• You need the money you are earning</li> <li>• You are instructing in a community recreation club</li> <li>• There are 25 children participating</li> <li>• You will be instructing this group 3 times per week</li> <li>• Some children are new to the program, while others have been attending for years</li> <li>• There is little documentation on how the program was run in previous years</li> <li>• You have a personal instructing philosophy of fair attention and playing time for those that show interest and dedication</li> <li>• There is a club policy that the instructor decides what playing time is awarded to each participant</li> <li>• The head of programming is your boss</li> <li>• The head of programming is a volunteer</li> <li>• The head of programming has children in the program</li> <li>• The head of programming claims that the board was unhappy with the previous instructor, but it is unclear why</li> <li>• The head of programming claims that the board would like to see the more skilled players receive a larger proportion of court time</li> <li>• The head of programming claims that the board would like to see you pay more attention to their children than to the children of non-board members</li> <li>• There is no evidence that either of these requests is the actual will of all board</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety of certain individuals</li> <li><input type="checkbox"/> Well-being or health of certain individuals in the short or long term</li> <li>√ <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization</li> <li>√ <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned</li> <li>√ <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority</li> <li>√ <input type="checkbox"/> Objectives and goals sought by the group or by an individual</li> <li>√ <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour)</li> <li>√ <input type="checkbox"/> Fairness and equity</li> <li><input type="checkbox"/> Confidentiality of information and privacy</li> <li>√ <input type="checkbox"/> <u>Respect of others</u></li> <li><input type="checkbox"/> <u>Other?</u> _____</li> </ul>	<p><b>Option no. 1: Implement fair playing time and attention for all players, regardless of ability and who their parents are</b></p> <ul style="list-style-type: none"> <li>• You will be acting consistent with your personal philosophy</li> <li>• The volunteer head of programming will not be happy with how you are doing your job</li> <li>• You may get fired</li> <li>• The board may or may not be happy with what you are doing</li> <li>• The more skilled children may be disappointed that they are not getting more playing time</li> <li>• The children of the board members may be disappointed that they are not getting more of your attention</li> <li>• The less skilled players may be happy that they are receiving as much playing time as the skilled players</li> <li>• The children who do not have parents on the board may be happy that this is not affecting the amount of your attention they are receiving</li> <li>• You will be assuming your responsibility of awarding playing time, as outlined in the club policy</li> </ul> <p><b>Option no. 2: Provide the more skilled players with greater playing time and the children of the board members with more of your attention than the other players</b></p> <ul style="list-style-type: none"> <li>• You will NOT be acting consistent with your personal philosophy</li> <li>• The volunteer head of programming WILL be happy with how you are doing your job</li> <li>• You will likely keep your job</li> <li>• The board may or may not be happy with what you are doing</li> <li>• The more skilled children may be happy that they are getting more playing time</li> <li>• The children of the board members may be happy that they are getting more of your attention</li> <li>• The less skilled players may not be happy that they are receiving less playing time as the skilled players</li> </ul>

<p>members</p> <ul style="list-style-type: none"> <li>The head of programming plans to check in with you within a few days, indicating some form of assessment of what you do will take place between now and then regarding the points made</li> </ul>		<ul style="list-style-type: none"> <li>The children who do not have parents on the board may not be happy that this seems to be affecting the amount of your attention they are receiving</li> <li>You will be assuming your responsibility of awarding playing time, as outlined in the club policy</li> </ul> <p><b>Option no. 3: Do not plan for either option 1 or 2, and just see how things play out on a given day</b></p> <ul style="list-style-type: none"> <li>Any of the pros and cons from Options 1 and 2 could result, the only difference is that they would result by circumstance and not as a result of a deliberate choice on your part</li> <li>You are not assuming your responsibility of awarding playing time, as outlined in the club policy</li> </ul>
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