
















**National
Coaching
Certification
Program**

Make Ethical Decisions: Coach Workbook Home Study

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

Partners in Coach Education

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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 home study. The Coach Workbook has been designed to help you work on your own to improve even more as a coach. We 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 home study course.

1.2 How to Use This Document

To obtain credit for this module, you need to complete this Workbook and submit it to your delivery agency. You can complete the Workbook in one of two ways:

- ❑ You can print the Workbook and write your answers in the spaces provided. If you do this, you will need to mail your completed workbook to your delivery agency.
- ❑ You can complete the Workbook electronically by writing your answers in the shaded sections ☐ or ☐☐☐☐☐. Just click in the shaded areas or start writing your own text. If you complete your Workbook this way, you will need to e-mail your completed workbook to your delivery agency.

There are also shaded areas in this document where the marker can comment on your answers. These areas look like this:

For marker's comments only

If you complete the Workbook electronically, be sure to look in these areas for comments from your marker.

1.3 NCCP Core Competencies

As you progress through this module, you will work on developing four of the *five core competencies* that will help you become a more effective coach and have a more meaningful impact on athletes' experience. The four competencies are problem-solving, valuing, critical thinking, and leadership. The fifth competency, interaction, is something you can work on with athletes and other coaches after you finish this home study.

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

Leadership

- ☐ 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

Interaction

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

1.4 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

1.5 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 <http://www.coach.ca/eng/certification/index.cfm>.

1.6 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***

1.7 Workbook Topics

There are eight 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

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 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.....

□□□□□

For marker's comments only

2.1.3 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"/> □□□□□ |

For marker's comments only

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 home study course 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. Now identify the facts in the situation by indicating whether the statements in Column 1 of *Worksheet 1*, on the next page, are true or false. Use the drop-down box at the left of each statement to make your True/False choice. If necessary, refer to the section of the *Reference Material* called *Step 1 — Establish the Facts in a Situation*.



p. 3

Note: Once this exercise is completed, set *Worksheet 1* aside for the time being.

Worksheet 1: Establishing the Facts in a Situation

| Column 1: The Facts of the Situation | Column 2: Ethical Issues | Column 3: Options and Their Possible Consequences |
|---|---|---|
| <p>True The athlete is a minor (13 years old).</p> <p>True The athlete shows no symptoms of injury or health-related problem.</p> <p>True Everyone (coach-parents-athlete-physician) agrees that symptoms are present.</p> <p>True Parents demand that their child take part in the competition and refer to the opinion of their family doctor to justify that there is no risk.</p> <p>True The family doctor is a specialist of sport injuries.</p> <p>True The coach works in the health profession.</p> <p>True There is no written proof of the family doctor's option or diagnostic.</p> <p>True Individual research conducted by the coach confirms his/her doubts that the situation should not be ignored because of potential long-term consequences.</p> <p>True The coach knows for sure what the condition of the athlete really is, even though medical examination has yet occurred.</p> <p>True Even though the athlete has lots of talent, his chance of being selected on the provincial team is slight.</p> | <p><input type="checkbox"/> Well-being, health or safety of people, short or long term</p> <p><input type="checkbox"/> Safety at competition site</p> <p><input type="checkbox"/> Emergency preparedness</p> <p><input type="checkbox"/> Unnecessary level of risk</p> <p><input type="checkbox"/> Appropriate use of authority in best interests of athletes</p> <p><input type="checkbox"/> Self esteem of athletes</p> <p><input type="checkbox"/> Conflict of interest</p> <p><input type="checkbox"/> Competency, level of training or scope of practice of coaches or persons in authority</p> <p><input type="checkbox"/> Loyalty, keeping of commitments, or keeping of one's word</p> <p><input type="checkbox"/> Privacy or confidentiality</p> <p><input type="checkbox"/> Harassment</p> <p><input type="checkbox"/> Equity and equality</p> <p><input type="checkbox"/> Respect and dignity</p> <p><input type="checkbox"/> Observance of established principles, team rules or organizational policies and procedures</p> <p><input type="checkbox"/> Observance of rules and regulations in sport</p> <p><input type="checkbox"/> Fair play</p> <p><input type="checkbox"/> Maintaining dignity and self control</p> | <p>Option 1: Do nothing</p> <p>Possible consequences</p> <p>Option 2: Authorize the athlete to compete</p> <p>Possible consequences</p> <p>Option 3: Don't authorize the athlete to compete</p> <p>Possible consequences</p> <p>Option 4:</p> <p>Possible consequences</p> <p>Option 5</p> <p>Possible consequences</p> |

| | | |
|---|---|--|
| <p>True Parents have power and authority within the sport organization.</p> <p>True A policy of the organization gives authority to the coach to decide which athletes will take part in a competition.</p> <p>True There is no policy in the organization that says a written confirmation is required from a doctor before an athlete can return to competition after an injury.</p> <p>True Before the competition, the athlete confirms that he still feels some pain but is prepared to play.</p> <p>True The athlete's best friend had experienced the same pain and was allowed to play in his competition with no ill effects.</p> <p>True The provincial team coach has come a long way to see the athlete compete and to confirm his selection of the athlete.</p> <p>The situation has legal implications: YES (<input type="checkbox"/>) NO (<input type="checkbox"/>)</p> <p>If yes, what do you do?</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p><input type="checkbox"/> Respect for officials and their decisions</p> | |
|---|---|--|

For marker's comments only

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

5.1 Are the Issues Legal or Ethical?

5.1.1 Read pages 3 to 6 of the *Reference Material*. For each of the following situations, identify (mark with an X) whether the situation has ethical or legal implications.



p. 3-6

| Situation | Ethical | Legal |
|--|--------------------------|--------------------------|
| 1. A coach serves alcohol to an underage player. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A coach plays his or her best player although the player is complaining of knee pain, a chronic problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A coach plays one athlete ahead of others. He is having an affair with the child's mother. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A coach registers an overage athlete for a tournament. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A male coach continually touches teenage female athletes during practice. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A coach talks about an athlete's personal situation to another parent. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A coach uses nicknames to only non-white players on the team. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. A coach observes extensive bruising on the arms of a player. The player will not give an explanation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A coach of young soccer players teaches and encourages players to head the ball. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A coach breaks a team rule and lets a player who has missed three practices take part in a tournament. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. A coach encourages young athletes to drink coffee before an endurance competition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. A coach has his or her team do push-ups whenever the team underperforms. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. A coach instructs his or her players never to assist the referee under any circumstances. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. A coach publicly decries violence but privately condones it with his or her athletes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. A coach continually ends his or her house league practice 1 hour early and immediately starts the rep team practice that would normally follow. The coach is paid for coaching the rep team. | <input type="checkbox"/> | <input type="checkbox"/> |

For marker's comments only

- 5.1.2 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. Recall *To Play or Not to Play*, and answer the following questions about it.



p. 3-6

- 5.1.3 Does the situation have legal implications?

(☐) YES (☐) NO

Copy this answer to the bottom part of Column 1 in *Worksheet 1*.

For marker's comments only

- 5.1.4 What are the reasons for your answer?

□□□□□

For marker's comments only

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 Read pages 11-12 of the **Reference Material**. Recall *To Play or Not to Play*, and 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.



p. 11-12

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"/> |
| <input type="checkbox"/> Competition site safety? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Emergency preparedness? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Unnecessary risk to athletes? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |

| Is there a potential issue with... | Is this question relevant in this situation? (YES or NO) | | Why is this question relevant? |
|--|---|-----------------------------|--------------------------------|
| <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"/> |
| <input type="checkbox"/> Self-esteem of athletes? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Conflict of interest? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Competency, qualification, certification, or scope of practice? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <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"/> |
| <input type="checkbox"/> Privacy or confidentiality? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Harassment? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Equity and equality of treatment of individuals? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <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"/> |
| <input type="checkbox"/> Breaking of an organization's rules or policies? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <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"/> |
| <input type="checkbox"/> Fair play? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Dignity and self-control in personal behaviour? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Respect shown for officials and their decisions? | YES <input type="checkbox"/> | NO <input type="checkbox"/> | <input type="checkbox"/> |

For marker's comments only

5.2.2 Think about the questions that seemed important to you, and explain why you found them important.

□□□□□

For marker's comments only

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.

□□□□□

For marker's comments only

5.2.4 Now read the entries in Column 2 of *Worksheet 1*, and indicate on the worksheet the statements that are relevant to *To Play or Not to Play*.

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*. Now turn to **Worksheet 1**, and note that the third column lists three options for decision or action for the coach in *To Play or Not to Play*. For each option listed, identify possible consequences and record them in **Column 3**. Note that the consequences may be positive or negative — pros and cons.



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Did the factors listed in 2.1.3 help you identify other potential outcomes?

□□□□□

For marker's comments only

7 EVALUATE YOUR OPTIONS (STEP 4)

7.1.1 Use the table on the next page to determine the extent to which each of the options you identified in *Worksheet 1* upholds NCCP standards of behaviour.

- ☐ Consider Option 1.
- ☐ Read the first statement in the first row of the column *A coach is expected to*.
- ☐ Ask yourself whether Option 1 upholds this standard of behaviour. If it does, write **Yes** in the Option 1 column; if it doesn't, leave the Option 1 column empty.
- ☐ Repeat this for each statement in the *A coach is expected to* column for Option 1.
- ☐ Once you've evaluated Option 1 in the light of each statement, do the same for each of the other options you identified in Worksheet 1 (Options 2, 3, 4, and 5 as appropriate).
- ☐ Total the number of Yes statements associated with each option.

Worksheet 2: Evaluating Your Options

| Principles | A coach is expected to: (expected standards of behaviour) | Option Number | | | | |
|--|---|--|--|--|--|--|
| | | 1 | 2 | 3 | 4 | 5 |
| Physical safety and health of athletes | Ensure training or competition sites are safe at all times | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Be prepared to act appropriately in case of emergency | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Avoid placing athletes in situations presenting unnecessary risk or beyond their level | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Strive to maintain the present and future health and well-being of athletes | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Coaching responsibly | Make wise use of the authority of the position and make decisions in the interest of athletes | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Foster self-esteem among athletes | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Avoid deriving personal advantage for a situation or decision | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Honour commitments, word given, and agreed objectives | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Maintain confidentiality and privacy of personal information, and use it appropriately | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| Principles | A coach is expected to: (expected standards of behaviour) | Option Number | | | | |
|---|---|--|--|--|--|--|
| | | 1 | 2 | 3 | 4 | 5 |
| Integrity in relations with others | Avoid situations that may affect objectivity or impartiality of coaching duties | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Always ensure decisions are taken equitably | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Respect | Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion or age | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Preserve the dignity of each person in interacting with others | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Respect the principles, rules, and policies in force | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Honouring sport | Strictly observe and ensure observance of all regulations | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Aim to compete fairly | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Maintain dignity in all circumstances and exercise self-control | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Respect officials and accept their decisions without questioning their integrity | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Number of behavioural standards consistent with Options 1 through 5 = | | <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

For marker's comments only

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 most Yes statements? Record that option below. This is your decision.

□□□□□

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8.2 Checking Your Decision

8.2.1 Read the section on moral dilemmas in the *Reference Material*. Is there an ethical dilemma in this case? What if any values and ethical principles are competing? Clearly state any dilemma you identify, and write your answer below.



p. 14-15

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

Note: If you answer YES to the questions in 8.2.2 and 8.2.3, you can be confident that the option you have chosen is the best one under the circumstances.

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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 the following principle from the NCCP Code of Ethics:

□□□□□

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

□□□□□

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8.2.5 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?

□□□□□

For marker's comments only

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.



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10 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, **choose the answer 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowing the difference between situations involving legal issues and those involving ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensuring that I report situations involving legal issues to the appropriate authorities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflecting on whether situations that have ethical implications involve the safety or health of individuals in both the short or long term | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Respecting the established principles, rules (team rules, rules of the game, etc.), and policies of my sport organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflecting on whether situations that have ethical implications, involve obligations, loyalties, or responsibilities to the individuals concerned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflecting on whether individuals in a position of authority have used their power inappropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensuring that everyone involved is treated fairly and equally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflecting on whether the goals sought by the group or individuals could influence how I respond to situations that have ethical implications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Respecting standards of behaviour and practices that are generally considered acceptable in my sport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Showing respect for everyone involved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Keeping information confidential and respecting the privacy of those involved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflecting on whether my personal values may influence how I respond to situations that have ethical implications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| I make ethical decisions when I coach by... | Never | Some-times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Identifying at least two solutions before responding to situations that have ethical implications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifying the consequences of the solutions I have considered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Choosing the solution that best reflects the principles of the NCCP Code of Ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Validating that the solution I have chosen reflects the “do no harm principle” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Developing a plan for implementing the solutions I have chosen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implementing strategies that deal with the consequences of the solutions I have chosen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reflecting on whether my solutions have the desired effect on the individuals involved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Critically reflecting on whether my solutions will provide future benefits to the individuals and programs involved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For marker's comments only

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:



11 ACTION CARD

Date: □□□□ Location: □□□□

I will START...

□□□□

I will STOP...

□□□□

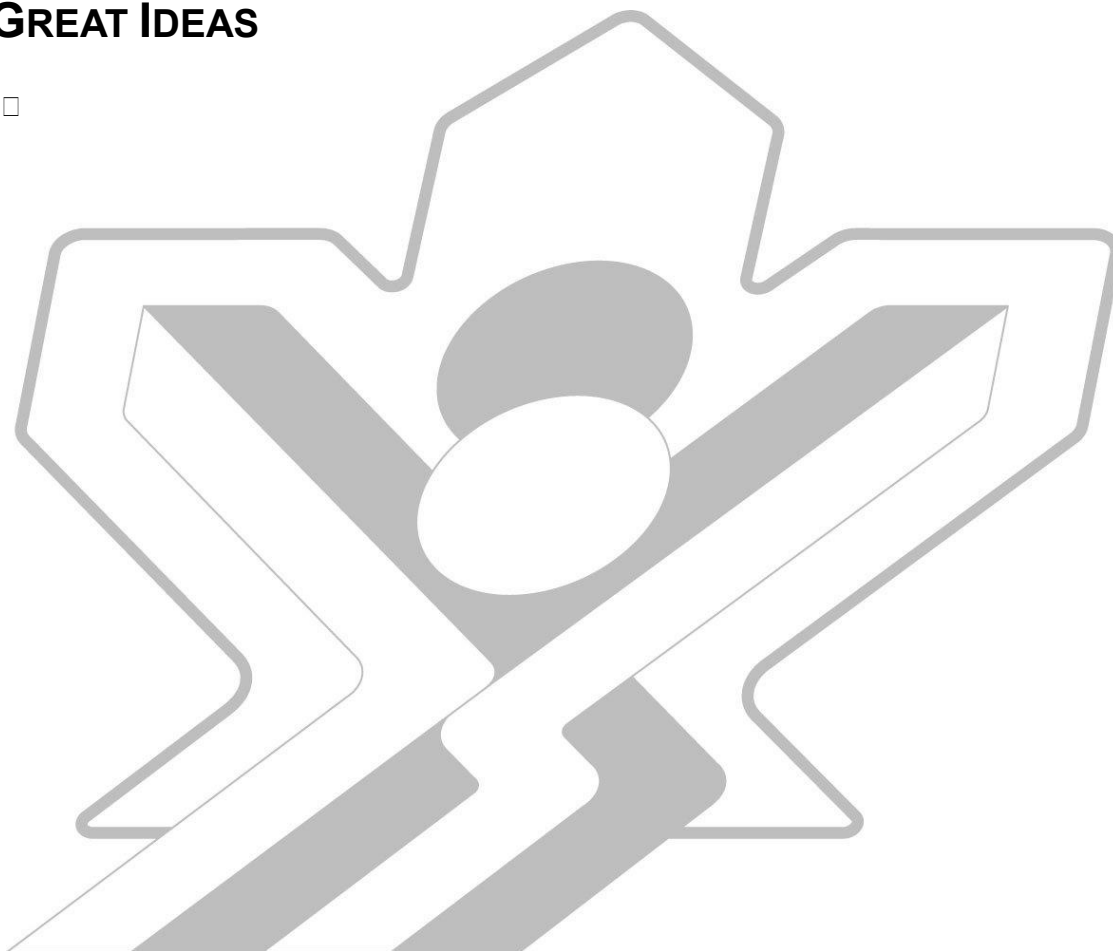
I will CONTINUE...

□□□□

For marker's comments only

12 GREAT IDEAS

□□□□□



For coaching tips and more
information about coaching
workshops, visit the
Coaching Association of
Canada website at:



www.coach.ca

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.

Brought to you by
the Coaching Association of Canada www.coach.ca





Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive website that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!



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National
Coaching
Certification
Program