Make Ethical Decisions
Competition stream

Master
Additional training and evaluation

Advanced
Additional training and evaluation

Certified
Competence demonstrated and evaluated

Trained
While taking workshops, prospective coaches are “in Training”

Community Sport stream

Initiation
Providing an initial sport experience to participants

Organize participation
Promote sport experience to participants

Instruction stream

Beginners
Working with beginner athletic performers

Intermediate
Working with intermediate athletic performers

Advanced
Working with advanced athletic performers

Master
Working with high performance athletes

High Performance
Working with development stage athletes

Introduction
Introducing athletes to competition
MAKE ETHICAL DECISIONS

LONG-TERM ATHLETE DEVELOPMENT INFORMATION FOR PARENTS
MAKE ETHICAL DECISIONS

The Five NCCP Core Competencies

- Valuing
- Problem-solving
- Interacting
- Leading
- Critical Thinking
Learning Outcomes

Establish the facts in a situation

Identify the options and possible consequences

Choose the best option

Decide whether the situation involves legal or ethical issues

Evaluate the options

Implement the decision
Module Outline

• Learn how to apply an ethical decision-making process that is based on the NCCP Code of Ethics.

• Practise using the decision-making process.
Quality Of The Decision Will Depend On:

- An understanding of the facts.
- An awareness of your own values.
- An awareness of the factors that can influence your decision.
- The use of appropriate points of reference to analyze the situation.
- The ability to apply a rigorous ethical decision-making framework.
Starting Point

• Read scenario “To Play or Not to Play”

• Individually complete 2.1.2

CW, p. 3

CW, p. 4
Factors that May Influence your Decision

<table>
<thead>
<tr>
<th>Internal Influences</th>
<th>Personal Values</th>
<th>Personal Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past experiences with a similar issue</td>
<td>Family education</td>
<td>Employment</td>
</tr>
<tr>
<td>Results, positive or negative, of previous decisions in a similar situation</td>
<td>Academic training</td>
<td>Level of action</td>
</tr>
<tr>
<td></td>
<td>Religion and beliefs</td>
<td>Ambitions and plans</td>
</tr>
<tr>
<td></td>
<td>Age and maturity level</td>
<td>Reputation</td>
</tr>
<tr>
<td></td>
<td>Factors linked to ethnicity or culture</td>
<td>Relations with others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Influences</th>
<th>Seriousness of Situation</th>
<th>Organizational, Institutional, and Social Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and Political Aspects</td>
<td>Urgency of decision</td>
<td>Relations and links with:</td>
</tr>
<tr>
<td>Economic or financial impact of decision</td>
<td>Individuals directly affected</td>
<td>• Official bodies</td>
</tr>
<tr>
<td>Potential political or human rights impact of situation</td>
<td>Number of individuals directly affected</td>
<td>• Individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relevant standards or social conventions</td>
</tr>
</tbody>
</table>

Other Factors (If any)
The Ethical Decision-making Process

Six steps in the MED process:

1. Establish the facts in a situation;
2. Decide whether the situation involves legal or ethical issues;
3. Identify the options;
4. Evaluate the options;
5. Choose the best option;
6. Implement the decision.
Step 1: Establish the Facts in a Situation

- Need to act as objectively and rationally as possible.

- The coach must act within a framework that is consistent with the NCCP Code of Ethics.

- Always gather as much information regarding ethical situations as you can until as complete a picture as possible is developed.
Establish the Facts in a Situation

Activity 4.1.1

• List at least 10 key facts about the scenario “To Play or Not to Play”.

CW, p. 7
Step 2: Decide Whether the Situation Involves Legal or Ethical Issues

A. Has anyone been harmed by the actions or decisions of another, and if so, in what way?

B. Does the action or the situation contravene an existing law?
Decide Whether the Situation Involves Legal or Ethical Issues

- Read Reference Material
- Individually, complete 5.1.2 & 5.1.3

RM, p. 3 - 6
CW, p. 8
Legal Situations

• Report to the police.

• Report the situation to child protection authorities.

• Report the matter to the employer or the organization.
Identify the Ethical Issues

NCCP Code of Ethics

1. Physical safety and health of athletes
2. Respect for athletes
3. Coaching responsibly
4. Maintaining integrity in relations with others
5. Honouring sport

RM, p. 11 - 12
### Key Questions to Ask when Identifying Ethical Issues in Sport

**Activity 5.2.1**

<table>
<thead>
<tr>
<th>Question</th>
<th>Is there a potential issue with...</th>
<th>Is this question relevant in this situation? (YES or NO)</th>
<th>Why is this question relevant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and safety of athletes now or in future?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Competition site safety?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Emergency preparedness?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Unnecessary risk to athletes?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Authority being exercised or the best interests of the athletes being considered?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Self-esteem of athletes?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Conflict of interest?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Competency, qualification, certification, or scope of practice?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Loyalty, keeping of commitments, or keeping of one’s word?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Privacy or confidentiality?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Harassment?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Equity and equality of treatment of individuals?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Level of respect and dignity shown to individuals?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Breaking of an organization’s rules or policies?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Violation of the rules and regulations of sport?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Fair play?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Dignity and self-control in personal behaviour?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Respect shown for officials and their decisions?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Identify Your Options and Possible Consequences

• Identify the pros & cons of each decision.

• It is important to have an objective analysis to differentiate between two or more decisions that may initially seem reasonable.
Step 3: Identify Your Options and Possible Consequences

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td></td>
</tr>
<tr>
<td>Option 3</td>
<td></td>
</tr>
<tr>
<td>Option 4</td>
<td></td>
</tr>
<tr>
<td>Option 5</td>
<td></td>
</tr>
</tbody>
</table>
## Step 4: Evaluate Your Options

Record your options below and then evaluate them:

My option upholds this standard of behaviour (√)
My option does not uphold this standard (×)
The standard does not apply to the situation (N/A)

<table>
<thead>
<tr>
<th>My #1</th>
<th>My #2</th>
<th>My #3</th>
<th>My #4</th>
<th>My #5</th>
</tr>
</thead>
</table>

### Standard of Behaviour from the NCCP Code of Ethics

#### NCCP Principle: Physical safety and health of athletes
- Strive to maintain the present and future health and well-being of athletes
- Ensure training or competition sites are safe at all times
- Be prepared to act appropriately in case of emergency
- Avoid placing athletes in situations presenting unnecessary risk or beyond their level

#### NCCP Principle: Coaching responsibly
- Make wise use of the authority of the position and make decisions in the interest of athletes
- Foster self-esteem among athletes
- Avoid deriving personal advantage for a situation or decision
- Know one’s limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
- Honour commitments, words given, and agreed objectives
- Maintain confidentiality and privacy of personal information, and use it appropriately

#### NCCP Principle: Integrity in relations with others
- Avoid situations that may affect objectivity or impartiality of coaching duties
- Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
- Always ensure decisions are taken equitably

#### NCCP Principle: Respect
- Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
- Preserve the dignity of each person in interacting with others
- Respect the principles, rules, and policies in force

#### NCCP Principle: Honouring sport
- Strictly observe and ensure observance of all regulations
- Aim to compete fairly
- Maintain dignity in all circumstances and exercise self-control
- Respect officials and accept their decisions without questioning their integrity

### Number of Checkmarks
Step 5: Choose The Best Option

Moral Dilemma:

• A choice between more than one reasonable decision;
• A conflict between values we wish to maintain.

RM, p. 14 - 15
Step 5: Choose The Best Option

• What options received the most check marks?

• What would make an option “just” and “reasonable”?

• Would you consider these options as “just”?

• Would you consider these options as “reasonable”?

• What is meant by the term “Do no harm”?

• What options meet the standard of “Do no harm”?
The NCCP’s Golden Rule

**DO NO HARM PRINCIPLE**

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 athlete.
Step 5: Choose The Best Option

- Using the Reference Material complete activities 8.1 to 8.2.6

RM, p. 14 - 15

CW, p. 14 - 15
Step 6: Implement Your Decision

- Choose your path;
- Think about what may happen;
- Identify who needs to know;
- Determine if you can deal on your own with the person(s) involved;
- Warn, don’t threaten;
- Think about what you might do next if the chosen plan or action doesn’t work.
Step 6: Implement Your Decision

- Individually, complete 9.1.1 - 9.1.3.

- In pairs, compare your responses.

CW, p. 16 - 17
Application Of The Ethical Decision-Making Process

Use the Ethical Decision-making Worksheet on page 22 to apply the ethical decision-making process to either:

- Scenario #1: To Retire or Not to Retire
- Scenario #2: One Sport and One Sport Only
- Your own situation

CW, p. 18 - 24
Concussion Education Training

Making Head Way
NCCP eLearning Modules
Get concussion smart today!

Click to learn more

Visit coach.ca today!
MAKE ETHICAL DECISIONS

Action Card

I will START…

I will STOP…

I will CONTINUE…