



# Coach 1 Workbook

**CSPA Role: Coach 1**

**NCCP Context: Instruction - Beginners**

**Sections:**

- 1. Role of the Coach 1**
- 2. Planning a Jump**
- 3. Conduct a Safe Skydive**
- 4. Making Ethical Decisions**



*National  
Coaching  
Certification  
Program*

Last Updated: March 2019

### About the National Coaching Certification Program

The National Coaching Certification Program (NCCP) is a standardized coach education program available and accessible throughout Canada. Identified as a world leader in coach education, the NCCP ensures all coaches receive training based on best practices in instructional design, ethical decision-making, and with content that is relevant, current and which leads to the development of competent coaches.

The NCCP gives coaches the confidence to succeed and is designed and delivered in partnership with the Government of Canada, 65 National Sport Organizations (NSOs), 13 Provincial/Territorial Coaching Representatives (PTCRs), and the Coaching Association of Canada™.



Programs of this organization are funded in part by Sport Canada.



Printed in Canada

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**ACKNOWLEDGMENTS**

The production of this workbook and the development of the Coach 1 (Instruction - Beginners) program were assisted by funding from CSPA and the CAC. It uses material from the NCCP (2004) and CSPA's Coach 1 manual (2001) and was compiled by Tony Mercer with assistance from Tim Grech, Rob Hutchinson, John Moore, Derek Orr, Tom Pfeifer, and Nick Stetzenko. Updates provided in 2009-2010 by Scott McEown. Additional updates provided in 2018/19 by Izzy Perry and Phil Perry and the CWC.

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

To obtain more information about different ratings please visit the website of the Canadian Sport Parachuting Association/Association Canadienne de Parachutisme Sportif at <http://www.cspa.ca> and click on "Ratings".

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## PRE-COURSE TASKS

Prior to the course you **MUST** complete the following five sections in this Workbook. Failure to complete this before the course may result in your removal. They are:

### 1) WORKBOOK SECTIONS

- Section 1.2: CAC and CSPA models
- Section 1.4: Role in the "A" CoP and Main Packing Endorsement
- Section 2.1: The Profile of the Novice Skydiver
- Section 2.5: Learning Style Questionnaire
- Section 4.1: Making Ethical Decisions – Analyzing Delicate Situations

### 2) SECTION 2.8: TECHNICAL KNOWLEDGE

You will be responsible for preparing and presenting a presentation on one of the topics below. You are to submit a Lesson Plan to your Learning Facilitator a minimum of 1 week prior to the course in a format specified by your Learning Facilitator).

- Spotting: determining LANDING point → OPENING point → EXIT point, PIM 2A Section 4.5.5
- Freefall Control: PIM 2A Section 5.19
- Canopy Flight: PIM 2A Section 6.14
- Landing Approach: PIM 2A Section 6.7-6.9
- Equipment and Instruments: setting of AAD, audible altimeter, etc. PIM 2A Section 3.4, 3.6
- ....other as assigned by the Learning Facilitator

### 3) MANOEUVRE SERIES

You also need to perform a **Manoeuvre Series** jump that shows individual Freefall Control. You are required to provide a video tape at the START, of you performing a series of manoeuvres in freefall:

- dive out
- front loop
- back loop
- right barrel roll
- left barrel roll
- delta / backslide
- and finally track.

Emphasis is placed on the proper execution of each rotation (i.e. on the correct plane) and the precision of headings (+/- 30°) rather than the speed of the rotations. If you do not have a video, it may be possible to perform the jump on the course; if not, a make-up will be issued.

Note: To evaluate the tape the heading changes must be observable so the videographer must ensure that the jump is filmed with suitable ground references in the background. The videographer should film the candidate from BEHIND and slightly ABOVE, and be still in the air to capture the heading. The videographer should not be moving about the sky at all.

## SECTION 1: ROLE OF THE COACH 1

In this section you will learn about:

- a) The content of the Coach 1 course and the evaluation standards.
- b) The CSPA and CAC / NCCP coaching models.

You will also explore:

- c) The global roles and tasks of the Coach 1.

### 1.1 INTRODUCTION AND OVERVIEW

The Learning Facilitator will ask you to introduce yourself to the other candidates and then conduct a brief overview of the course.

### 1.2 THE CSPA AND CAC COACHING MODELS

#### [PRE-COURSE TASK]

Read Section 1.2.2 and Section 1.2.3 in the *Reference Manual*. Then answer the following questions in the space provided:

1) Arrange the following coaching and instructional ratings in the correct progression sequence. Identify where a rating requires one of the other ratings as a pre-requisite.

Coach 1 (NCCP Instruction - Beginners Context), Coach 2 (NCCP Instruction Intermediate Context), Skydiving School Instructor, Jump Master (IAD / SL), Progressive Freefall Instructor, Ground Control Instructor, Skydive School Examiner, Tandem Instructor.

2) State two advantages for skydiving of the association of CSPA and CAC / NCCP?

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3) How do you become certified as a Coach 1 after passing this course?

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4) What are the currency requirements once you certify as a Coach 1?

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1.3 ROLES, FUNCTIONS, AND TASKS OF THE COACH 1

1) This is a small group exercise in which you will be assigned to a group. Your group will be asked to generate a list of points that answer one of the following two questions:

EITHER

a) What is the overall global role of the Coach 1?

OR

b) What are the tasks performed by a Coach 1 when coaching a novice on a normal jump?

Write your answers in the appropriate space below:

What is the overall global role of the Coach 1, e.g. what or who can they teach, supervise, assist, certify, etc.?

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What are some of the specific tasks performed by a Coach 1 when coaching a novice on a normal jump?

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2) Based upon the group discussion take a few minutes to update or complete both lists.



**1.4 ROLE IN THE A “COP” SYSTEM AND THE MAIN PACKING ENDORSEMENT  
[PRE-COURSE TASK]**

Read Section 1.3.4.3 in the *Reference Manual*. Then answer the following questions in the space provided below:

1) What “A” CoP requirements can you verify?

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2) What is your role in the Packing Endorsement?

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3) The training for the Packing Endorsement can be summarized by the acronym **PINT**.

a) What do these letters stand for?

P \_\_\_\_\_

I \_\_\_\_\_

N \_\_\_\_\_

T \_\_\_\_\_

b) Briefly explain what you would do in each section:

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## SECTION 2: PLANNING A JUMP

In this section, you will be working towards planning a skydive that meets the standard of the Canadian Sport Parachuting Association (CSPA) and the National Coaching Certification Program (NCCP). This includes knowing the skills and goals of your novice, teaching skills to the novice, analyzing performance, and presenting technical knowledge. You will also consider safety routines, and how to deal with unusual situations. Finally, you will develop or analyze an Emergency Action Plan to use if an accident or injury occurs.

### 2.1 THE PROFILE OF THE NOVICE SKYDIVER

#### [PRE-COURSE TASK]

To help you develop a profile for the novice skydiver, answer the following two questions in the space below.

a) What are some of the novice skydiver's skills and abilities?

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b) What are some of the goals of the novice skydiver?

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**B) Planning Decisions**

1) Share your ideas with the other coaches and see what you can add to your own list of important items or questions to consider when planning a skydive.

2) Use the diagram in Section 2.2 “Schematic of Planning a Jump – The Skydive PPAF Plan” of the *Reference Manual* to check the information you considered when you designed the skydive. The diagram will give you an indication of some points you may have forgotten and that you may want to take into account in the future. Add these points to your planning notes on the previous page.

### 2.3 GOAL SETTING AND DIVE PLANNING USING THE SKILLS GRID

Introduction: A key aspect of coaching is to assist the novice in developing self guided development. After you have learned the theory behind determining and setting goals you will then learn how to use all phases of the skills grid to help the novice progress efficiently and safely. Being able to do this will certainly make you a much better coach

1) Take a few minutes to consider the following questions and write your answers in the space provided.

a) What is a goal?

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b) Why is it important to have goals?

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Notes on: Goal setting through the skills grid (p.2):

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3) Now observe the Facilitator and assistant as they role model a goal setting session for a novice jump. In the space are questions that will help you analyze the presentation and identify the key points being illustrated.

What training aids did the Facilitator use?

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How many sections of the skills grid did the Facilitator discuss in the goal setting session?

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How many new skills did the Facilitator assign for the next jump?

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Were the goals set for the new skills SMART?

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## 4) Practice of Goal Setting

The Learning Facilitator will assign you one of the logbook entries for Johnny Jumper. Use it to plan goals for the next jump for Johnny. You will also be assigned a partner who will use one of the other entries. Write your goals for Johnny in the space below. Once completed show your goals to the Learning Facilitator.

<p>The goals for Johnny Jumper on his next jump are:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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5) With all the information you have received in this section, conduct a mock briefing with your partner.

6) The group will debrief this exercise. After the discussion, adjust your notes if necessary.

## 2.4. ANALYZING PERFORMANCE

Introduction: To teach a skill and to provide accurate and effective feedback when that skill is performed you must be able to break down a skill into its component parts. In this section, you will learn how to do this through the process of skill analysis.

1) What do novice skydivers have to train in skydiving?

Working with a partner, complete the table below to make a basic analysis of the athletic abilities needed by the novice in a freefall manoeuvre or canopy control task.

### PHYSICAL ABILITIES

Physical ability	This means the ability to...	Actions or situations in freefall manoeuvre or canopy control task	Importance in my sport (low, med, or high)
<b>Speed</b>	Perform quick movements or cover a given distance in the shortest possible time ( <i>e.g., all-out efforts lasting up to 8 seconds</i> )		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Speed-endurance</b>	Sustain efforts at near maximum speed for as long as possible ( <i>e.g., very intense efforts lasting between 10 and 60 seconds</i> )		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Aerobic stamina</b>	Sustain a dynamic effort over an extended period of time ( <i>e.g., efforts lasting several minutes, or even hours</i> )		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Maximum strength</b>	Make a muscle or muscle group generate the highest level of tension during a maximum contraction, regardless of its length		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Speed-strength</b>	Perform a muscle contraction or overcome a resistance as fast as possible ( <i>normally very brief efforts of 1 or 2 seconds or so</i> )		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Strength-endurance</b>	Perform repeated muscle contractions at intensities below maximum strength ( <i>15 to 30 repetitions or more</i> )		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Flexibility</b>	Perform movements of large amplitude at a joint, without sustaining an injury		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High

**MOTOR ABILITIES**

Motor ability	This means the ability to...	Actions or situations in my sport that require this ability	Importance in my sport (low, med, or high)
<b>Coordination</b>	Perform movements in the correct order and at the right time		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
<b>Balance</b>	Achieve and maintain stability, or keep control of the body during the execution of movements		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High

- 2) a) Compare your ratings with those of the other candidates.  
 b) Then reflect on how this information will affect the design of your coaching of the novice.

3) Skill Analysis in Skydiving

- a) Consider what you think you will have to do or know to perform skill analysis. Write your thoughts down in the space below.

What I will have to do or know to perform skills analysis...

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5) Partner Exercises on Analyzing Skills

- a) The Facilitator will give an example of how to perform skill analysis on a Coach 1 freefall skill.
- b) Then you will be asked to watch a video so that you and a partner can practice analyzing skills.

The following points will help you analyze the performance:

- a) Did the skydiver in the video use the correct technique? I.e. were the key elements of each phase correct?
- b) Was the viewing position suitable to analyze the skills being presented?
- c) Was the move performed bearing in mind the principles of effective movement?
- d) Were there any external factors that influenced the performance?

You can use the space below to make notes on your analysis.

Notes on my skill analysis of the freefall / canopy control video

## 2.5 TEACHING A SKILL: PPAF

Introduction: As a coach, you will have to teach skills and it is very important that you can do this well. In this section you will:

- Have the opportunity to engage in an extensive reflection on the notions of teaching and learning and be asked to clarify your beliefs about teaching and learning.
- Learn how to optimize your athletes' learning through effective teaching methods.
- You will reflect about learning styles, and on how to take them into account while you coach.
- Analyse coaching sessions using assessment tools that will enable you to take a more objective view of the learning environment being created for the athletes.
- Discuss how to teach to adults and select and use effective training aids.

Later in the course you will be evaluated on your ability to teach using these methods.

### **A) LEARNING STYLES**

#### **1) INDIVIDUAL REFLECTION: HOW I LEARN BEST**

What sources of information, situations, and experiences are most effective in promoting your own learning? In other words, how do you learn best, and what helps you most to learn new things? Take a few minutes to write some of them down in the space below.

<p>Some of the sources of information, situations, and experiences that best help me to learn are:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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2) COMPLETE THE FOLLOWING QUESTIONNAIRE DESIGNED TO DETERMINE YOUR PREFERRED LEARNING STYLE.

## PRE-COURSE TASK

### YOUR PREFERRED LEARNING STYLE – QUESTIONNAIRE

The following questionnaire is designed to help you find out your preferred learning style. To a large extent, your preferred learning style is linked to the sensory channel you use most to learn (i.e. hearing, seeing, feeling). In the 21 situations described in the following pages, choose from the three options proposed (A, B, or C) the one that most closely describes your personal experience.

When you have completed all your answers, use the score sheet and then the Learning Facilitator will help you to analyse the results and discuss the implications

#### What Happens When:

**1. You are preparing a technical learning sequence for the next month:**

- A. You make lots of gestures with your hands while you think.
- B. You draw up a diagram to help you clarify a few key ideas.
- C. You prepare a detailed plan of the content of the coaching sessions.

**2. You are getting ready to write up work for the course you are taking:**

- A. You are taken aback by the pile of paper.
- B. You feel tired even before you begin.
- C. You regret waiting until now to get to the work.

**3. You are off to practice:**

- A. You are delighted to see that the sky is clear.
- B. You hear birds singing and it is really delightful.
- C. You yawn and wish you could stay in bed.

**4. You go into the coffee shop and the first thing you notice is:**

- A. The sounds of conversations.
- B. Your colleague's beautiful smile.
- C. The smell of coffee.

**5. You go to fetch some colleagues who are supposed to be participating in a meeting:**

- A. You see that they are chatting and don't know that the meeting is about to start.
- B. You hurry them along so that they get into the room as quickly as possible.
- C. You see that they are not ready to go into the meeting.

**6. You walk into a room to begin a presentation:**

- A. You hope that the heating will be switched on soon; it's cold in the room.
- B. You notice that the walls are painted an ugly colour.
- C. You are upset by the students who continue chatting.

**7. You walk into a room to begin a presentation:**

- A. The whispering is intriguing.
- B. You notice that two difficult students are sitting next to each other.
- C. You are not sure where to be: sitting down or walking up and down.

**8. An athlete comes to see you to ask you a question:**

- A. The fact that he/she is looking anxious is not a surprise.
- B. You wonder what can be behind his/her approach.
- C. You are amused that he/she is coming to see you.

**9. You are writing an important piece for your athletes:**

- A. Your hand will go to sleep if you go on any longer.
- B. You try to figure if your handwriting is legible.
- C. You really like these rolling ball pens.

**10. Your athletes don't understand an explanation:**

- A. You immediately think about how to explain it in another way.
- B. You are surprised at the number of puzzled faces in front of you.
- C. You are not pleased; you don't like this kind of situation.

**11. Two athletes challenge the coach and you notice:**

- A. That it makes everyone uncomfortable.
- B. That they speak without asking permission.
- C. That they look very angry.

**12. Some athletes ask to discuss a problem that everyone in the organization is talking about:**

- A. You think that their request is out-of-line.
- B. You are touched by their request.
- C. You note that the other people present agree with the request.

**13. The athletes are surprised when you announce the next special activity:**

- A. Even though it has been in the schedule for a long time.
- B. Even though they know what to do anyway.
- C. Even though you had repeated it several times.

**14. You are off to a competition:**

- A. You notice that your new shoes are very comfortable.
- B. You are delighted to see the smiling faces of the people who are hosting you.
- C. You check the numbers several times to be sure that everyone is there.

**15. You are summoned to your boss' office:**

- A. You have made up your mind to stand firm on this issue.
- B. You wonder whether this is a good omen or not.
- C. You re-read the secretary's note to see if you can find an explanation.



**16. A meeting is just about to start:**

- A. You notice that person X is not there.
- B. You work out how long the meeting will last by reckoning on ten minutes per agenda item.
- C. You notice that you have chosen a more comfortable seat than last time.

**17. You approach the parents of some athletes with whom you have arranged a meeting:**

- A. You notice that they have a slight regional accent.
- B. You extend your hand to them spontaneously.
- C. Just a moment! You thought they were older than this.

**18. A supervisor walks into your work area:**

- A. You find he/she has a pleasant voice.
- B. You find him/her pleasant.
- C. You have a dry throat.

**19. In the cafeteria, you are swallowing the last few mouthfuls of your meal:**

- A. You have enjoyed the meal.
- B. The conversation around you is not loud: so much the better!
- C. You find the colour of the dishes brighter than usual.

**20. Some athletes come and go during your presentation:**

- A. You look at your notes several times to find where you were because they distracted you.
- B. You are put off by the coming-and-going.
- C. You are inwardly furious.

**21. Once the day is over, you go home and you:**

- A. Congratulate yourself inwardly for the successful moments of the day.
- B. Think back over the good moments of the day.
- C. Enjoy sitting down after a day on your feet.

**INTERPRETATION TABLE**

Circle the letters that correspond to your choice of answer in each situation. The column with the highest number of points represents your primary learning style.

<b>Situation</b>	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>
1	B	C	A
2	A	C	B
3	A	B	C
4	B	A	C
5	C	A	B
6	B	C	A
7	B	A	C
8	A	B	C
9	B	C	A
10	B	A	C
11	C	B	A
12	C	A	B
13	A	C	B
14	B	C	A
15	C	B	A
16	A	B	C
17	C	A	B
18	B	A	C
19	C	B	A
20	A	C	B
21	B	A	C
<b>TOTAL</b>			

TEACHING TO THE DIFFERENT LEARNING STYLES

3) Three of the different learning styles are:

- visual: people who learn best by seeing;
- auditory: people who learn best by hearing;
- kinesthetic: people who learn best by feeling or doing

How could the fact that there exist these different learning styles influence your way of coaching? What concrete things could you do to ensure that each athlete is given the opportunity to learn in their preferred way? Write down your answers in the space below.

Actions I can take when coaching a novice to ensure that they are given the opportunity to learn in their preferred way or learning style:

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**B) THEORY OF LEARNING, THE TEACHING PROCESS, AND THE USE OF TRAINING AIDS**

6) Use the space below to note down key points on the Teaching Process and the use of Training Aids from the mini-lecture presented by the Learning Facilitator.

Notes on the Theory of Learning, the Teaching Process, and the use of Training Aids:

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**C) TEACHING A SIMPLE SKILL - OBSERVATION**

7) Refer to the table below which is a check list that can be used to help you assess if a skill presentation is effective. If necessary, ask for clarification of any of the points.

8) Now observe the Facilitator teach a simple skill. Use the chart and the space on the next page to make notes about what you observe.

**PPAF Teaching Process**

		Demo #1		Demo #2	
1	Coach had a Written Plan	Yes	No	Yes	No
2	Equipment was ready for the start of the demonstration	Yes	No	Yes	No
3	Demonstration gave a good general idea of the technique or movement	Yes	No	Yes	No
4	Demonstration was repeated from different angles	Yes	No	Yes	No
5	Technical elements of the demonstration were executed correctly	Yes	No	Yes	No
6	Coach used Whole Part Whole in the demonstration	Yes	No	Yes	No
7	Coach explained the reason for doing the activity/drill (link with previous practices, etc.)	Yes	No	Yes	No
8	Novice's learning was demonstrated through active participation – Application through Part Whole	Yes	No	Yes	No
9	Coach provided Positive and Specific Feedback	Yes	No	Yes	No
10	Coach checked that the athletes had a good understanding of what needs to be done	Yes	No	Yes	No
11	Coach ensured that there was a final rehearsal	Yes	No	Yes	No
12	Amount of information provided by the coach was appropriate (clear, short, accurate)	Yes	No	Yes	No
13	Coach used vocabulary respecting the three learning styles	Yes	No	Yes	No
14	Coach emphasized safety aspects when appropriate	Yes	No	Yes	No
15	Coach's voice was loud enough and projected well enough	Yes	No	Yes	No

**Overall assessment:**

- Excellent performance
- Good performance, some adjustments required, but generally well done
- One or two serious mistakes, room for improvement, but acceptable
- Not acceptable, several serious mistakes







**E) ADDITIONAL INFORMATION**

10) Motor Learning – Practical Techniques in Physiological Training

Use the space below to make notes on the mini-lecture presented by the Learning Facilitator on Motor Learning – Practical Techniques.

Notes on Motor Learning – Practical Techniques:

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11) Activity on Stress Management and Concentration – Psychological (Mental) Training

1) Using the skills grid, discuss with the other members of the group the mental preparation skills relevant to a novice skydiver.

2) Answer the following question in the space below:

- a) What are the signs of stress in a skydiver?
- b) How do you deal with the stress of skydiving?

<p>a) What are the signs of stress in a skydiver?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>b) How do you deal with the stress of skydiving?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## 2.6 THE WRITTEN LESSON PLAN FOR A SKILL PRESENTATION (PPAF PLAN)

In Section 2.2 – Planning a Skydive – Overall Jump Planning Process of the *Coach 1 Workbook* and on Section 2.2 of the *Reference Manual*, we looked at a schematic that indicated the factors that affect a plan for a skydive. So far in this module we have looked at the following:

- Section 2.1 Who are my athletes? (Profile of a novice)
- Section 2.3 What am I trying to accomplish with my skill training session? (Goal setting)
- Section 2.4 and 2.5 How am I going to deliver my skill training session? What are the logistics of my skill training session? - How will I organize my skill training session? What skills do athletes have to train in skydiving? (Analyzing Performance and Teaching a skill)?

Now we have all the information we need to write a plan for a skill presentation for a novice's skydive.

Note: We will deal with: What are the safety concerns and how should I prepare for them, the final box in the schematic, later in Section 2.7.

1) Use the space below to list what you think the key elements of an effective lesson plan are:

I think that the key points for an effective lesson plan are:

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2) The Facilitator will present a mini-lecture on effective lesson planning. You may make notes in the box below.

3) Use the information from the mini-lecture to modify the key points for an effective lesson plan below.

Note: Prior to Coach Evaluation Jump # 2 the Facilitator will ask you to produce a written lesson plan for the briefing of your skydiver. The space to write your plan can be found in the section on your role in the coached jumps on Page 50 of this Workbook.

Notes on the mini-lecture on effective lesson planning:

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**Integrating the PAF plan into the Whole Jump**

Up to this point we have looked at the overall notion of coaching a novice and specifically concentrated on teaching specific skills. In this course, the information of how to generate the overall jump plan is developed through the three coaching jumps. You should refer to Section 3 – Conduct a safe skydive to obtain this information which includes how to brief the novice for the jump, your role in supervising in the plane and your role as an observer, and how to debrief after the jump.

**2.7 SAFETY AND LIABILITY**

**A) Leadership in Unusual Situations**

- 1) The Learning Facilitator will assign you to small groups to generate lists of:
- a) Potentially unusual and dangerous situations in four of the phases of the skills grid, and
  - b) The solutions to these situations.

Place your answers in the spaces in the tables on the next two pages.

Phase	Unusual Situations	Solutions
Preparation		
In-flight		

Phase	Unusual Situations	Solutions
Freefall		
Canopy Control		

2) After the group discussion, complete the other sections of the table above.

3) The question of how to influence opinion and attitude is one that you will face as a coach. To maintain a safe jumping operation, it is sometimes necessary to deal with jumpers who have an inappropriate attitude towards safety. In a group discussion, come up with ways of influencing the attitudes of others. Focus on how to get the message across rather than the message itself.

Notes on how to influence attitudes and opinions towards safety in skydiving:

Lined area for writing notes, consisting of multiple horizontal lines.



**B) Emergency Response – Emergency Action Plan**

- 4) Assume you are on the drop zone and coaching a novice from the ground. They turn very close to the ground and land incredibly hard. It seems obvious that you will need to get medical assistance. Write what you would do below, step by step, if you were faced with this situation.

Step by step actions to take in the case of a serious injury on the drop zone:

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- 5) Compare your steps with another coach and generate a combined plan.

- 6) Now compare your response with the Emergency Action Plan (EAP) provided by the Learning Facilitator. Do you have comments that would make this plan better?

**C) First Aid and the Return to Jumping after Injury**

7) Use the space below to make notes on the mini-lecture presented by the Learning Facilitator on first aid, soft tissue injury and the return to jumping after injury.

Notes on First Aid and the Return to Jumping after Injury:

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**Note:** This workshop deals with the prevention of injury and the response required of you in the event of an injury. It does not prepare you to make a medical intervention with an injured athlete. It is highly recommended that you take a first-aid course or have someone who has first-aid training on site with you at all times during practices.

**D) Your Liability as a Coach**

8) Check the *Reference Manual* Section 2.7.7 and Section 2.7.8 entitled “Coach Liability” and “Coach’s Personal Risk Management Plan”. If you are not clear on the meaning or implication of any of the information you read, please ask the Facilitator for clarification.

9) The Facilitator will also discuss CSPA’s liability insurance, the defence fund, and AIM reports.

## 2.8 TECHNICAL KNOWLEDGE

### [PRE-COURSE TASK]

The Facilitator will have assigned you one of the following topics with the stated objectives before the course began: You will be asked to research the key points using the PIM manuals.

In the course you will be asked to present your findings to the group as a whole either as a five minute lecture or through key points written on the board.

#### **a. Spotting – PIM 2A Section 4.5**

- State how to determine the exit and opening points through knowledge of upper and lower winds and forward throw
- Identify factors that must be taken into account when spotting for a load of skydivers

#### **b. Freefall control – PIM 2A Section 5.19**

- State and explain the 4 basic components of free fall control: curve, stance, tilt, and airspeed
- Relate the components to the manoeuvres from the “Novice Progression – the Basics” portion of the Skills Grid

#### **c. Canopy flight – PIM 2A Section 6.14**

- State and explain the forces that affect canopy control: gravity, lift, and drag
- Discuss the mechanics of canopy control to include turning and flaring
- Define the terms aspect ratio, wing loading, and response time
- Discuss the effects of various wing loadings and associated safety considerations

#### **d. Landing Approach and Line and Angle Control – PIM 2A Section 6.10, 6.11, 6.13**

- Explain the components of the landing pattern: downwind, base, and final
- Discuss factors that influence the set-up position
- Explain how to determine the wind line
- Explain how to vary the angle of approach

While listening to the other presentations use the space on the next two pages to make notes.

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Canopy Flight

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## SECTION 3: CONDUCT A SAFE SKYDIVE

### 3.1 BRIEFING FOR THE JUMP

Observe the Learning Facilitator and assistant go through a typical novice’s briefing.

- 1) Make notes on what you saw in the space below.
- 2) Compare your observations with those of another candidate. Amend your list accordingly.
- 3) The whole group will compare answers and develop a briefing format.

Note: The Facilitator will also review how to brief for a jump prior to Coached Jump #3. All the aspects that you have to cover are clearly outlined on the Evaluation Tool.

My notes on briefing a novice:

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### 3.2 WARM-UPS, STRETCHING, PHYSIOLOGICAL SKILLS, AND HYDRATION

1) The Facilitator will run through a warm up and stretching routine with you prior to Coached Jump #1.

2) You will also be asked to read the section in the *Reference Manual* on the importance of hydration in jumping. See the *Reference Manual Section 2.5.5.6 Physiological Training in Skydiving*.

You can make notes on these topics in the box below.

My notes on warm-up and stretching routines and the importance of hydration in jumping:

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### 3.3 COACH'S ROLE ON THE NOVICE'S JUMP

This section covers the areas of supervision that occur from putting on equipment to landing. The material was previewed in the exercise on the role of a Coach 1 on the normal jump. Before each jump the Facilitator will review what is expected of you. See also Section 3.5 The Coached Jumps.

#### **Coach's role on the Coached Jump #1**

Prior to Coached Jump #1 the Facilitator will discuss or review:

- freefall skill analysis and observation position
- canopy control skill analysis and observation position
- the debriefing format

Coached Jump #1: My notes freefall skill analysis and observation position, canopy control skill analysis and observation position, and the debriefing format:

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### **Coach's role on the Coached Jump #2**

Prior to Coached Jump #2 the Facilitator will discuss or review:

- equipment, loading the aircraft, control in the aircraft, and
- the freefall skill and observation position, and canopy control observation position.

Coached Jump #2: My notes on equipment; loading the aircraft; control in the aircraft; the freefall skill and observation position; and canopy control observation position.

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**B) RECORD KEEPING:**

4) In the space below answer the following questions:

- a. Why do we keep records?
- b. What should be the characteristics of a log book entry?

a. Why do we keep records?

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b. What should be the characteristics of a log book entry?

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5) The whole group will compare their answers and come up with recommendations as to the content of a useful logbook entry for the novice.

My notes on a useful logbook entry:

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## 3.5 THE COACHED JUMPS

### 1) COACH JUMP #1 - IN AIR SKILL ANALYSIS AND DEBRIEF

#### Aim: You will:

- Spot the aircraft.
- Provide in air skill analysis of freefall and canopy control.
- Debrief the novice.

#### Outline

- The Facilitator / evaluator will be performing one free fall task (known to the coach) and one canopy control task (unknown). There is no need for you to teach these tasks.
- You have no coaching role in the plane but you do spot. Normally the novice spots but this allows the Facilitator to assess your spotting ability.
- The exit set up is the Facilitator / evaluator on the step and you dive out of the door.
- You are expected to have an observation plan for the free fall and canopy control skill.
- The Facilitator / evaluator will demonstrate major (easily observed) errors in the free fall and canopy tasks.
- You will act in an observer role in the air and in the debrief you will need to give a skill analysis of the free fall and canopy control segments of the jump only. It is useful to make notes before the debriefing session.
- You will initiate break off at 4,000' and track away. Normally the novice pulls at 3,500'. This role reversal allows the Facilitator / evaluator to assess your track and deployment skills.
- You will conduct a debrief which only deals with skill analysis. This should follow the debrief format. In your version, you must be able to state what happened and if possible why (using principles of movement and skill analysis).

#### Evaluation

You will be evaluated using the Coach Jump #1 Evaluation Tool, on:

- Spotting ability
- Exit
- Freefall flying ability and observation position
- Skill analysis of freefall and canopy control
- Debrief format
- Quality of feedback
- Canopy control - line of approach

#### Task Assignments

- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns

## 2) COACH JUMP #2 – FREEFALL PPAF, IN-FLIGHT COACHING, IN AIR SKILL ANALYSIS, AND DEBRIEF

### AIM: You will

- PPAF one skill area
- Provide In-flight Coaching
- Conduct Freefall and Canopy Control Skill Analysis
- Debrief the Jump
- Act as a Ground Coach for Canopy Control for another candidate

### Outline

- You will be asked to teach an assigned freefall skill.
- There is no need for goal setting of the jump or a formal briefing.
- The jump begins at the airplane with pin checks.
- You will act as a coach in the plane to observe or coach mental rehearsal, relaxation techniques, verbal review, and handles / pin check.
- You will spot.
- The conductor or evaluator performs major errors with one minor error and also performs a canopy skill (with errors).
- You will debrief the in-flight, freefall and canopy control sections of the jump.
- Another candidate will be a ground coach.
- As the Ground Coach, you will provide a separate freefall (binoculars) and canopy control debrief.

### Evaluation

You will be evaluated using both the Coach Jump #2 Evaluation Tool and the Teaching Task Evaluation Tool, on:

- PPAF (Teaching Task Evaluation Tool)
- In-flight Supervision
- Freefall skills
- Observation position for freefall and canopy control
- Skill Analysis of freefall and canopy control
- Debrief format and content
- Canopy control - line of approach

Acting as a Ground Coach you are evaluated on

- Skill Analysis

### Task Assignments

- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns

### 3) COACH JUMP #3 – CONDUCT A SAFE AND ENJOYABLE SKYDIVE - COMPLETE COACHED JUMP

#### AIM:

To perform the role of:

- A coach from "hello to goodbye"
- A ground coach.

#### Outline

- You are provided with a profile of a solo jumper.
- From the profile and questioning you must help the jumper to plan an appropriate jump.
- Two new skills (SMART goals) should be planned for the jump though all areas of the skills grid should be discussed
- You must prepare two written skill presentations (PPAF Plans) for these skills.
- The conductor evaluates the overall goals, and tests one of the PPAF's (the second may be used as backup)
- You conduct a full pre-jump briefing
- You spot.
- The conductor performs major errors with one minor error
- The conductor will introduce unusual situations for you to deal with
- The conductor also performs a canopy skill (with errors).
- You will debrief the complete jump.
- Another candidate will be a ground coach and provide a separate freefall (binoculars) and canopy control debrief.

#### Evaluation

You will be evaluated using the Conduct a Safe and Enjoyable Skydive - Coach Jump #3

Evaluation Tool, on:

- All aspects of the Coached Jump
- Your ability to deal with unusual situations
- Canopy control - line of approach

As the Ground Coach you are evaluated on:

- Skill Analysis

#### Task Assignments

- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns



**SECTION 4: MAKING ETHICAL DECISIONS****4.1 ANALYZING DELICATE SITUATIONS**

*Reference Manual Section 4 – Page 115*

1) Read Situations A and B below.

**Situation A**

Last weekend you coached a novice and suggested that on the next jump they perform back loops. Today, the novice ends up jumping with another coach and you observe the jump from the ground. It is obvious that the coach and the novice are actually doing a 2-way jump with a number of hook-ups. The break off looks a little low to you and although the coach opens at an appropriate altitude the novice opens and has a 1 min and 20 sec canopy ride on a 170 square foot canopy.

**Situation B**

You see a novice that you have been helping to get their packing endorsement packing the main of a student rig apparently unsupervised. After they finish packing it, you are amazed that they take it to a CSPA jump master who uses it to gear up a first jump student.

2) Identify the important facts in the two scenarios above and write them in the space below.

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3) What additional information would be valuable and how would you get it? You may use the information **Establish the Facts of a Situation** in the *Reference Manual Section 4.2*.

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4) What fundamental differences do you see between these situations?

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5) Read the section in the *Reference Manual* entitled **Critical Path: Determining if a Situation is Legal** (Page 120). Then, determine if these situations have legal implications.

In my opinion, Situation A has legal implications:  YES  NO

In my opinion, Situation B has legal implications:  YES  NO



**Step 1: Establish the Facts of the Situation**

- 1) Using the worksheet on the next page of this workbook, identify the facts of this situation in the first column. If necessary, refer to the section of the *Reference Manual* entitled Step 1 - Establish the Facts of the Situation (page 118).
- 2) Once you have discussed this case with other coaches, are there any facts that you omitted and you would like to add to your list? If so, add them to your list in the first column of the worksheet.

**Step 2: Determine the Ethical Issues Involved in the Situation**

- 1) Use the second column of the worksheet to identify the ethical issues in this situation. If necessary, refer to the section of the *Reference Manual* entitled “Step 2 – What are the issues in the Situation – (B) Does the Situation have Ethical Implications?” (page 118-122).

If you are having problems deciding if it is ethical or not try asking the following:

*“Is there a reasonable doubt that the situation might impact on or be related to the safety of certain individuals”, etc.*

This should help you check off what you believe are ethical issues in column 2.

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

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

<b>Column 1- Step 1</b>	<b>Column 2 - Step 2</b>	<b>Column 3 – Step 3</b>
<b>The facts of this situation</b>	<b>Ethical issues</b>	<b>Options for decisions or actions Possible consequences of each option</b>
	<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"/> Respect of people</li> </ul>	<p><b>Option no. 1:</b> _____ <b>Consequences</b></p> <p><b>Option no. 2:</b> _____ <b>Consequences</b></p> <p><b>Option no. 3:</b> _____ <b>Consequences</b></p> <p><b>Option no. 4:</b> _____ <b>Consequences</b></p>

**Step 3: Identify potential decisions that could be made or actions undertaken, and consider what might result in each case.**

Step 3 of the decision-making process proposes certain questions to help you determine options, decisions and/or actions that may be taken in an ethical situation, and reflect upon the possible consequences of each of them. Refer to the section of the *Reference Manual* entitled “Step 3: Identify potential decisions that could be made or actions undertaken, and consider what might result in each case” (page 122).

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

In this situation, the coach could:


2) Once you have discussed with the other members of your group the range of options available to the coach in the situation *To Jump or Not to Jump*, add them to the third column of the worksheet on the previous page.

3) For each one of these options, now identify the possible consequences of this choice, and also write them in the third column of the worksheet.

**Making ethical Decisions – The first three steps**

**Step 1: Establish the Facts of the Situation.**

**Step 2: Determine the Ethical issues involved in the situation.**

**Step 3: Identify potential decisions that could be made or actions undertaken, and consider what might result in each case.**

### NCCP Code of Ethics

Read the section in the *Reference Manual* on the **NCCP Code of Ethics**. (page 123) Then take a few moments to note your reactions or comments. Individually, answer the following questions.

➤ *Do you agree with all the principles of the Code? Why?*

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➤ *Are there principles you do not agree with? If yes, which one(s), and why?*

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➤ *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?*

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➤ *Other comments or reactions after reading the Code of Ethics of the NCCP.*

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**Step 4: Identify the Pros and Cons of each potential decision that could be made**

The worksheet you have just completed enabled you to organize important information relating to the situation *To Jump or Not to Jump* 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 on the next page.

The Facilitator will assign specific options based upon the group decision of all the potential options. Write these options in the boxes at the top of the grid.

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.



**Step 4: Identify the Pros and Cons of each potential decision that could be made**

	Option 1	Option 2	Option 3	Option 4
<b>Criteria related to the <i>OUTCOME</i> of the decision. The option promotes ...</b>				
The option promotes the achievement of a positive outcome for the majority of the individuals concerned.				
The option minimizes the negative implications that may follow.				
Potentially negative implications affect the fewest people possible.				
The option does not represent a risk for the physical, intellectual, emotional or social development of a person.				
The option does not represent an obstacle to the achievement of a person's or a group's goals.				
The option seeks to protect the interests of others who might be in a vulnerable position.				
<b>Criteria related to the <i>PROCESS</i> by which the decision is made. The option promotes ...</b>				
The option is fair and respects the rights of everyone regardless of athletic potential, sex, race, language, age, religion, etc.				
The option is consistent with successful decisions or actions taken in the past in similar situations.				
The option respects the authority of people in a position of responsibility.				
The option is based on credible information.				
The option takes into account and is consistent with all established rules and principles.				
<i>Total – Criteria to which you have answered YES</i>				

### **Step 5: Making a Decision: Selecting the Best Option**

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

- Factors that can influence your decision-making
- Questions that can help us prioritize the principles we hold but seem to be in opposition in this case
  - 1) In the situation *To Jump or not to Jump*, what factors could influence the coach’s decision? You may find it useful to read the section in the *Reference Manual* entitled *Step 5: Making a Decision: Select the Best Option for the Decision*. (page 128)
  - 2) Use the table on the following page to answer this question.

Factors that could influence the coach in the situation *To Jump or Not to Jump*.

<b>Internal Factors of Influence</b> <b>Personal Circumstances</b>	<b>In this situation, this factor comes into play (YES or NO); if yes, describe how</b>
Could the decision have an impact on your role as a coach on this drop zone?	
Could the decision have an impact on your coaching career?	
Could the decision affect your reputation in the club, in the sport, or at the drop zone?	
<b>External Factors of Influence</b>	<b>In this situation, this factor comes into play (YES or NO); if yes, describe how</b>
Could the situation have an effect on the finances of the club or drop zone?	
Could the decision undermine personal relations between some people?	
How important is it to make an immediate decision?	
Could it be detrimental to delay making a decision?	
Does the decision potentially call into question differences in values between you and the club or drop zone management?	
Can the decision bring into play professional standards of CSPA?	

## Making Your Decision

3) You have now identified factors which could influence decision-making in this situation and written them in the table on the previous page. Read the sections of the *Reference Manual* entitled “*Making Decisions That Are Just and Reasonable*” (page 128) and “*Moral Dilemmas and Ethical Decision Making*”. (page 132)

It is time to decide what you will do.

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 in this situation?

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 on the previous page?
- Is there another value in which you strongly believe and would seek to preserve at all costs? If so, which one(s)?
- What does the NCCP Code of Ethics suggest in this type of situation?

## Validating your Decision

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

- Is your decision consistent with the “Do No Harm Principle” (*Reference Manual* page 133).
- Are you more concerned about the outcome of your decision or by the process in arriving at that decision? To answer this question, refer to the table in Step 4 – Page 65 and to the stated value you are seeking to preserve when you make your decision.
- Would you make this decision in all similar cases?
- If you feel that you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What leads you to believe that an exception might be justified in this case, but not in other situations?
- Is the decision consistent with previous decisions that have been made in similar situations in the past, and that have resulted in a positive outcome?

From an ethical point of view, you should now have very solid arguments to support the decision you have made so complete the information on the following page.

5) Explain your decision to another coach:

- Pair up with another coach and explain your decision to the other coach.
- Say why, in your opinion, that this is the best decision under the circumstances and consider their opinions.

6) Personal Reflection

- Take some time to reflect on all the preceding steps, and on how the NCCP ethical decision making process might impact upon the way you act in the future when faced with sensitive decisions.

**Possible Factors of Influence in this Situation**

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

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

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**My decision:**

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**In my opinion it is the best decision because:**

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

**Step 6: Design an Action Plan to Implement the Selected Decision, and Plan to Manage its Consequences**

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

**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 on your own with the person involved.** 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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## **Making Ethical Decisions – The six steps**

**Step 1:** Establish the Facts of the Situation

**Step 2:** Determine the Ethical Issues Involved in the Situation

**Step 3:** Identify Potential Decisions that could be made or Actions Undertaken, and Consider what might Result in each case.

**Step 4:** Identify the Pros and Cons of each Potential Decision that could be made

**Step 5:** Making a Decision: Selecting the Best Option

**Step 6:** Design an Action Plan to Implement the Selected Decision, and Plan to Manage its Consequences