



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*

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To obtain more information about training and education workshops for coaches and advice on coaching, visit the website 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 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 four sections in this Workbook. Failure to complete this before the course may result in your removal. They are:

1) WORKBOOK SECTIONS

- Section 1.2: NCCP 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 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 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 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 NCCP 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?

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

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

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.?

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

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?

2) What is your role in the Packing Endorsement?

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:

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?

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

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?
b) Why is it important to have goals?

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?

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

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

Were the goals set for the new skills SMART?

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)
Speed	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
Speed-endurance	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
Aerobic stamina	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
Maximum strength	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
Speed-strength	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
Strength-endurance	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
Flexibility	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)
Coordination	Perform movements in the correct order and at the right time		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Balance	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

MENTAL SKILLS (AS APPROPRIATE)

Ability, skill	This means the ability to...	Actions or situations in my sport that require this ability	Importance in my sport (low, med, or high)
Attentional control	Actively direct one's attention to relevant cues in the environment.		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Stress control	Maintain appropriate feelings at optimum levels of intensity and functioning.		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Goal setting	Establish what one wants to accomplish, which will give a sense of purpose and direction and safe progression.		<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.

C) TEACHING A SIMPLE SKILL - OBSERVATION

- 5) 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.
- 6) 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 emphasized safety aspects when appropriate	Yes	No	Yes	No
14	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

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.

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.

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

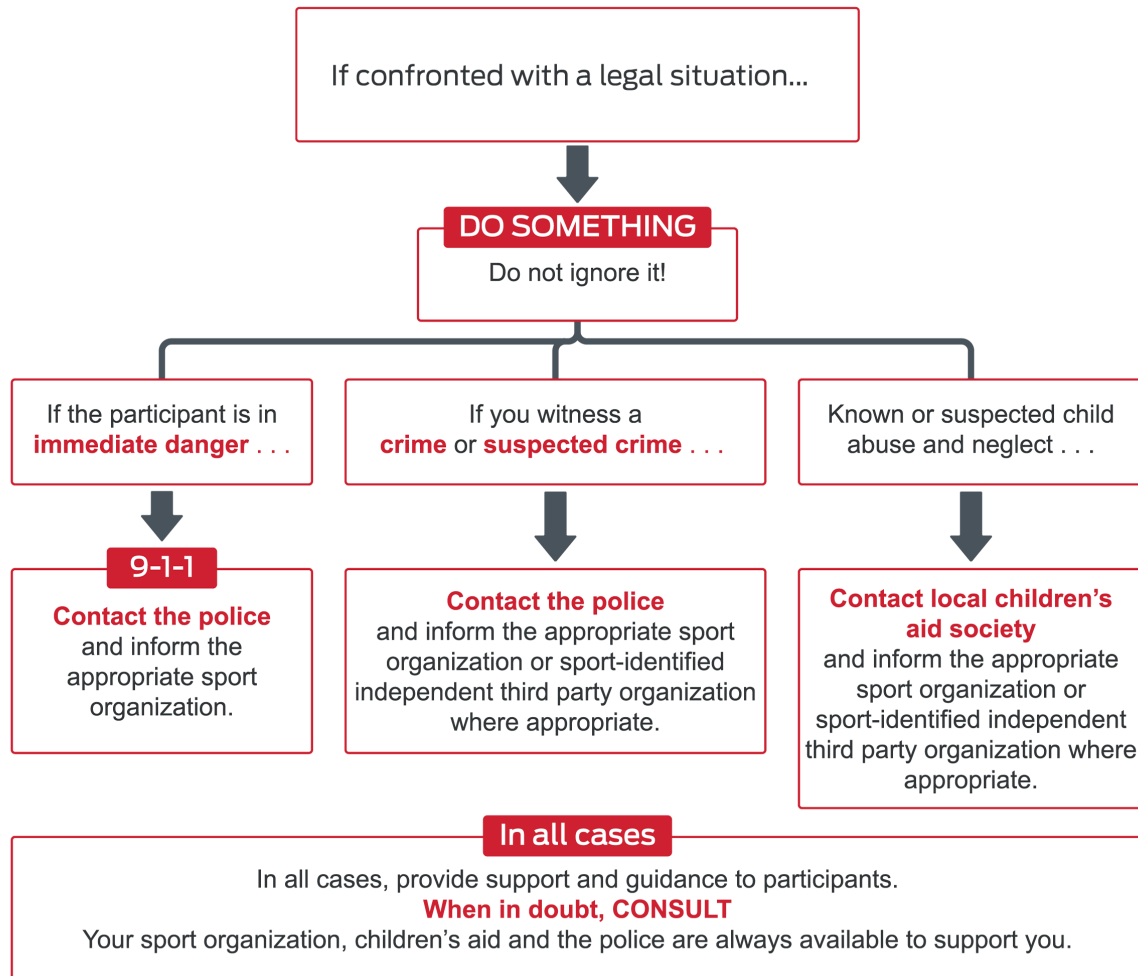
- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns

3) What are the potential issues? Consider whether the situation involves legal and/or ethical issues.

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4) Read Section 4.2, Step 2 in the Reference Manual. Then, determine if this situations has legal implications.

In my opinion, Case Study 1 has legal implications: YES NO

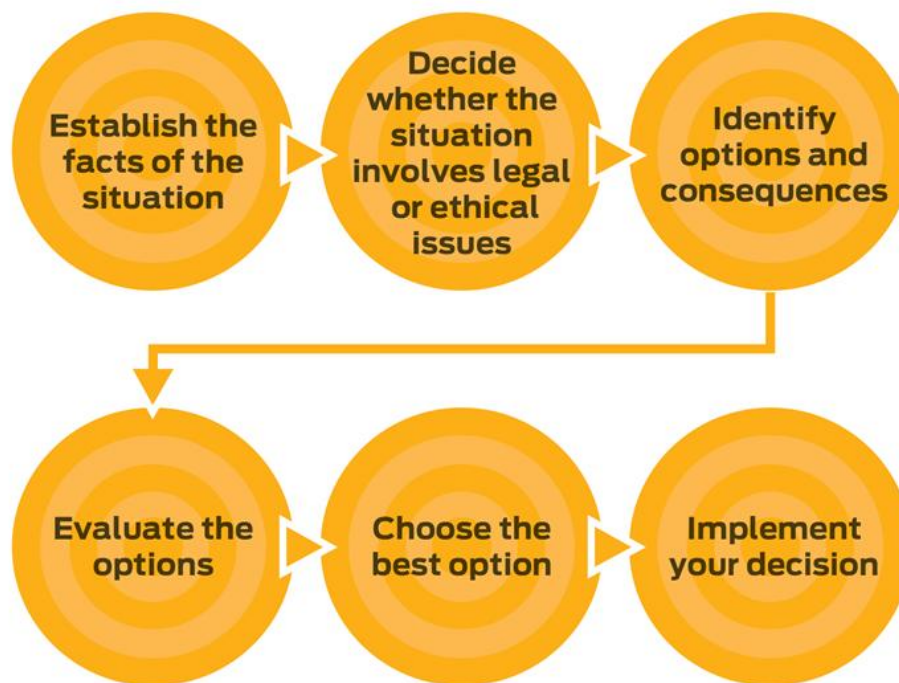


4.2 DEALING WITH AN ETHICAL SITUATION: CASE STUDY 2

1) Read Case Study 2: *To Jump or Not to Jump*

On the previous weekend, you coached Anne, a Solo CoP holder, for two jumps. On the final jump of the weekend Anne performed front loops to your satisfaction, but unfortunately, she suffered an ankle injury on landing. During the debrief you helped Anne set goals for her next jump including trying barrel rolls as the freefall manoeuvre. Because of her clear discomfort you also suggested that she seek medical attention.

Today the weather is good for skydiving with scattered clouds at 10,000 ft. While preparing novice Paul for his next jump, you notice that Anne is dirt diving for a 2 way with Roger, who you think is a Coach 2. She is noticeably hobbling around. However, your focus is on Paul, so you continue with the briefing. When you manifest your coach jump with Paul, you notice that Anne and Roger are on the same load. Right after manifesting the ceiling drops as weather moves in and it looks like jumping will be suspended for at least 2 hours.



Step 1: Establish the facts of the situation

- 1) Using the worksheet below, identify the facts of this situation. If necessary, refer to the section of the *Reference Manual* entitled Step 1 - Establish the Facts of the Situation (page 117).
- 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. Your facilitator may provide the group with some additional facts.

Step 3: Identify options and consequences.

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 options and consequences” (page 120).

1) Consider the range of options in this situation.



Complete the following table with at least four of the identified options.

Options	Possible consequences
Option 1: Do nothing	POSITIVE
	NEGATIVE
Option 2:	POSITIVE
	NEGATIVE
Option 3:	POSITIVE
	NEGATIVE
Option 4:	POSITIVE
	NEGATIVE
Option 5:	POSITIVE
	NEGATIVE

NCCP Code of Ethics

Read the section in the *Reference Manual* on the **NCCP Code of Ethics**. 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?*

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

➤ *Are there principles or values in which you believe strongly but which do not seem to be represented in the Code? If so, what are they?*

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

Step 4: Evaluate the options

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, reconsider your options. Would any of the options conflict with the NCCP Code of Ethics? Are any of your options strongly supported by the Code of Ethics?

Update the list of options and consequences with your changes and thoughts.

Step 5: Choose 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

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: Choose the best option*

- 1) Consider internal factors, such as your personal values, experiences, circumstances and the potential impacts of your decision on you as well as on the other parties. What are your biases in how you view the situation or the participants?
- 2) Consider external factors, such as social or economic impacts, the immediacy and severity of the situation, and the values of the organization where you coach.
- 3) Are there any options that you wish to remove from the list?
- 4) Would your decision be considered reasonable and justifiable?
- 5) Would you make a similar decision in similar circumstances?
- 6) Is the best option in conflict with the NCCP Code of Ethics? Consider the golden rule of the NCCP: “Do no harm”.

What are internal and external factors affecting your decision?

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Making Your Decision

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:

- On the previous page, circle the criteria (or values) that you consider the most important.
- 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?

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.

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.

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

My decision:

In my opinion it is the best decision because:

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

Step 6: Implement your decision

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.

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

4.3 DEALING WITH AN ETHICAL SITUATION: CASE STUDY 3

Read Case Study 3: *Unexpected supervision*

It's Thursday evening in spring and your local 182 dropzone was able to find enough people to fill the plane for a few evening loads.

Agatha is a single mother and has taken the opportunity to come out for the evening with hopes of getting a jump or two. Agatha brought her 15-year-old daughter Jillian with her. Jillian is no stranger to the DZ as she comes out with her mom sometimes on the weekends. Jillian has homework to do and is quite diligent in trying to complete it this evening.

As dusk is approaching there are fewer people left at the DZ. The staff is trying to fill the last load and most everyone there is needed to fill it if they want to send the plane up.

You must work in the morning, and you would like to go home. Agatha wants on the load and asks you if you can keep an eye on Jillian while she goes up. You're sympathetic to the situation because Agatha has limited opportunities to be able to jump. This situation is going to leave you alone on the ground with Jillian and you're feeling apprehensive about it. You've seen Jillian around the DZ but have never really had many interactions with her. Jillian is sitting at a desk in a room adjacent to manifest doing her homework and is completely unaware of the situation. She might not even notice that the plane is going to go up one last time.

Step 1: Establish the facts of the situation

Using the worksheet below, identify the facts of this situation.

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. Your facilitator may provide the group with some additional facts.

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Step 2: Decide whether the situation involves legal or ethical issues

Does the situation have legal implications and / or ethical issues? Identify these below:

Consider the Rule of Two

- **Work as a team.** A coach should have another coach or screened adult (parent or volunteer) present when interacting with participants.
- **Remain open to the public.** Have a training environment that ensures all situations are open, observable and justifiable.
- **Plan transportation.** Have at least two adults present when traveling with a participant(s), and refer to your club travel policy.
- **Be sensible.** Be considerate of the gender of the participant(s) when selecting coaches or volunteers.
- **Transparent communication.** Ensure that all communications; including virtual training are sent to the group and/or include parents or guardian, without one-to-one messaging. All messaging should be necessary, administrative and/or sport-specific.

More information: coach.ca/responsible-coaching-movement

Does considering the Rule of Two add or remove any legal or ethical issues? Update table above.

Step 3: Identify options and consequences

Consider the range of options in this situation.



Complete the following table with at least three options.

Options	Possible consequences
Option 1: Do nothing	POSITIVE
	NEGATIVE
Option 2:	POSITIVE
	NEGATIVE
Option 3:	POSITIVE
	NEGATIVE
Option 4:	POSITIVE
	NEGATIVE
Option 5:	POSITIVE
	NEGATIVE

Step 4: Evaluate the options

Reconsider your options.

- Would any of the options conflict with the NCCP Code of Ethics?
- Are any of your options strongly supported by the Code of Ethics?
- Do any of the options conflict with your personal ethics and standards?

Update the list of options and consequences with your changes and thoughts.

Step 6: Implement your decision

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.

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

Observe the Rule of Two. The goal of the Rule of Two is to ensure all interactions and communications are in open, observable, and justifiable settings.

Inform, don't threaten. Is it appropriate to seek an *informal resolution* in this situation by warning instead of threatening?

Think about what you might do next if the informal resolution doesn't work. In the event an informal resolution does not work, carefully consider what to do next. Inform the individual that you now have to follow up with "Plan B". Consider who should be contacted, and what level of authority you should now involve in this situation.
