



ETHICAL DECISION-MAKING IN SPORT



Workshop Training Manual

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ACKNOWLEDGEMENTS

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TRAINING OVERVIEW

Athletes, coaches and administrators live in a complex world where decisions and choices are made every day about health, training, competition and how they can be the best they can be in their chosen sport. The lure of 'quick fixes', a 'boost' or 'shortcuts' to excellence or greater performance remain a constant temptation for some. It is a world where performance, ethics, values, principles and morals collide and where making the right decision is not always straightforward.

As such, a greater focus on incorporating integrity, ethics and moral reasoning education and training for athletes, coaches, support personnel and administrators is required. Information and experience on these topics allows for discovery of what the values, meaning and purpose of sport is to participants, particularly at the grassroots level, so that this behaviour and 'culture of integrity' becomes engrained and continues to the elite level.

Being ethical means more than simply identifying moral issues that exist in life situations. We can only claim to be ethical when we follow the identification of these moral issues with ethical actions and behaviour; which are those we deem to be the right course of action in a situation and are based on a considered framework that is a reflection of our personal beliefs.

That is why it is critical for people to not only become literate about ethics in terms of understanding the logic, reasoning and psychology behind the choices we make on various matters, but also understand how to arrive at ethical decisions, and then practice voicing and enacting those choices. This training aims to achieve these goals . . .

Play by the Rules Ethical decision making in sport workshops

The Training Manual and Presentation Guide for the *Play by the Rules* Ethical decision making in sport workshops have been developed to provide presenters with information and activities to deepen the discussion with athletes, coaches and administrators on ethical conduct, personal responsibilities and decision-making on fairness, safety, discrimination & inclusion issues in sport.

This Manual provides the background reading notes to be able to deliver the training, while the accompanying Presentation Guide outlines how the workshop session is to be run and the practical activities to undertake. A supporting PowerPoint also steps through the key messages, discussion questions and provides additional resources and videos to present for the *What to do?* Dilemma activities. Further resources, links and support contacts are also provided in Appendix 4 of the Presentation Guide.

What the workshop will cover

The resources and activities have been developed for a face-to-face workshop session with athletes, coaches or administrators that should take approximately 60 minutes.

The workshop session will cover the following core elements:

- Issues and protections in sport
- Choices and consequences

- The meaning and value of sport
- Integrity in sport
- Ethics and ethical decision-making.
- An ethical decision making framework
- Practical ‘*What to do?*’ dilemmas to help illustrate these themes and concepts.
- Summary, links to resources and further support.

Learning objectives

The purpose of this training is to:

- Influence athletes, coaches and administrators on decision-making and ethical choices based on consequences, health, their values and what the meaning or purpose of sport is for them.
- Make people feel comfortable so they can use the resources in their general and sporting lives.
- Heighten awareness of the key resources and support agencies that people can turn to in this area.

Educational philosophy

“Tell me and I forget; teach me and I remember; involve me and I learn”.

Benjamin Franklin

The information, activities and resources for this workshop have been developed using an interactive, theoretical and experiential approach. Session participants will be confronted with choice and dilemma situations in which they need to evaluate, discuss and decide their course of action or inaction. Through this reflective process the participants will learn how they could personally (cognitively at least) resolve the ethical situation, enabling them to make reflected decisions in the future. This approach helps to guide people through the complex conversations about fairness, safety, discrimination and inclusion issues in sport.

Supporting materials

A range of materials have been produced in the appendices of the Presentation Guide to copy and distribute to session participants to help guide them through this training. These include:

- **Appendix 1:** Workshop session elements
- **Appendix 2:** Ethical decision-making framework
- **Appendix 3:** *What to do?* Dilemma Activity Guide
- **Appendix 4:** Key links, resources and support
- **Appendix 5:** Post-workshop survey.

WORKSHOP TRAINING MANUAL NOTES

NOTE

Presenters should first read through the following Training Manual, which provides background reading information to digest, so they are knowledgeable of each section in the Workshop Presentation Guide. The key messages from each section of this manual are highlighted in the guide and will assist presenters to summarise the information to workshop participants.

ISSUES AND PROTECTIONS IN SPORT

In a fast changing, ever-evolving Australian sporting environment which is being impacted by online and technological progress, globalization of competitions and massive incentives to perform, sport is being bombarded by unprecedented challenges from many directions, whether it be doping, match fixing, the increased use of supplements or day-to-day issues around governance, fair play, sportsmanship or inclusion.

The pressure to succeed at younger ages from parents, coaches and sporting clubs and an unhealthy fear of failure or missing out is resulting in a 'win at all costs', 'no risk no reward', 'whatever it takes' attitude that has enveloped modern sport at all levels and has led to some recent prominent integrity issues at elite and grassroots levels.

Much of the investment by sports around integrity recently has been focused on improving and enforcing ethical behaviour through laws, policies, codes of conduct, frameworks, integrity units and officers and training. Efforts of a more regulatory nature have focused on the creation, communication and articulation of new rules and standards, against which people are monitored and punished for deviance. These include:

- Member protection policies
- Codes of conduct and behaviour
- Complaints processes and tribunals
- Working with Children Checks
- The establishment of sport integrity units and member protection information officers at the national level and by individual sporting codes
- A forensic media and public.

CHOICES AND CONSEQUENCES

"We all have choices, we all have decisions to make and whichever choice you make will have ramifications - positive or negative. If you're prepared to make decisions that are incorrect or bad, then you need to be prepared to take the repercussions that come from that".

World Champion cyclist Anna Meares

Stronger laws, good governance, codes of conduct and sanctions are powerful guides and deterrents – but they are only half the equation. In sport, where performance, competition, ethics and values collide on a regular basis, making the right decision is not always straightforward – with many people still continuing to make the wrong choices and suffer the consequences.

We also have training on the rules, codes and policies to deter people from poor choices and educated them on the risks and consequences of those choices. But still people transgress and still integrity issues abound. This raises the question why?

The answer is that rules and laws are moral and social constructs that inevitably come up against human nature – which for many can be to get away with what they can, whenever they can, or to get ahead. For some, the risks are always worth the reward.

If somebody cheats, abuse or discriminates in sport then there is no doubt that they should be held accountable to the rules and laws, but an effective approach needs more than rules and the power to enforce them.

One of the first steps to engaging people in the decision making process on integrity issues is to understand their attitudes on what sport means to them and why they participate; how they consider values such as fairness, honesty and sportsmanship, and; what importance they give to integrity in sport - as these offer the strongest anchor on attitudes, and subsequently, behavioural choices.

We can do this by having a more thorough discussion about how athletes, coaches and administrators can live and perform in a way where they are 'true' to themselves and their sport; what the price is if we seek to win at all costs, and; why the concept of 'fair sport' ought to be protected.

THE MEANING AND VALUE OF SPORT

“The day when a sportsman stops thinking above all else of the happiness in his own effort and the intoxication of the power and physical balance he derives from it, the day when he lets considerations of vanity or interest take over, on this day his ideal will die”.

Pierre de Coubertin, founder of the modern Olympics

What is the meaning of sport?

The concept of sport or games, with notions of individual glory, strength and valour motivated the ancient Olympics and can be traced back to 776BC. However, the word ‘sport’ comes from the old French word *desport* meaning ‘leisure’, with the oldest definition in English from 1300 being ‘anything humans find amusing or entertaining’.

Most of the formal structural characteristics of modern sports can be identified in eighteenth century England – sport was no longer about individual gain, but about collective strength. Earlier notions of sport as pleasure and leisure had been replaced by new values such as loyalty, teamwork, sacrifice, integrity, stoicism, and grace in victory or defeat – which were encompassed under the term ‘sportsmanship’. Amateurism in this era started to associate the sporting contest with a philosophy about ‘how we ought to live’, and indeed, who ‘we’ actually were in a national sense.¹

Things then got more complicated towards the end of the twentieth century as sports began to professionalise as incentive, profit and personal gain re-ordered these earlier values. As the COO of US Major League Baseball, Robert Manfred said: “The original goal of youth sports was to use athletics to build character and somewhere along the line people got confused and started to think it was about creating professional, or successful, or proficient athletes”.²

Where once sport was considered a pastime, it has now evolved into a potential career choice. The catch is there are only a relative few who can make a career out of sport. It all boils down to the reason we have sport in the first place.³

For some athletes, coaches and administrators the value or meaning of sport is often clouded by its focus on competitiveness, a ‘winning at all costs’ attitude and doing whatever it takes to make it to the top. It is important to emphasise that the value of talent, skill and fierce competitiveness to win are important and valid goals in sport but to reinforce that the outcomes they strive for should be balanced against the way in which they achieve them.

The rules of sport

Rules are a well-known basis for establishing integrity of competition in sport. They set out the fundamental elements of legitimate competition and fair play. Athletes, coaches, officials and administrators have a responsibility to understand these rules applying to their sport.

¹ Grange, P. *Ethical Leadership in Sport: What’s your ENDgame?* Business Expert Press, 2014.

² <http://america.aljazeera.com/articles/2013/12/7/ethical-lines-insportsasblurryasever.html>

³ <http://theconversation.com/do-we-really-need-elite-sports-training-in-schools-18610>

But rules are a human invention, and as such are subject to revision and reform over time; for example, caffeine used to be banned but is now legal, and gambling on sport was once legal by players, but is now illegal.

Times change, social norms change. In sport, as in society, rules are underpinned by ethical assumptions, which are seen as reflecting broader social values or values of the sports community.

What is clear is that values such as fair play, honesty and sportsmanship continue to have special relevance to most people in sport. Fair play means more than simply the absence of cheating. It means conducting oneself in accordance with what the sport values, even when the rules do not specifically require it.⁴

⁴ Loland, S. (2002) *Fair Play in Sport: A Moral Norm System*. London and New York: Routledge.

INTEGRITY IN SPORT

“It takes more than crossing the line first to make a champion. A champion is more than a winner. A champion is someone who respects the rules . . . and competes in the spirit of fair play”.

Jacques Rogge, IOC President

Integrity in sport and why it matters

‘Integrity’ is a complex term that takes on different meanings in different environments and contexts. It has been described as a ‘form of self-consciousness within the individual’ and ‘taking responsibility for our moral decisions’ (Mason, 2001). Another definition of integrity is ‘when our outer actions mirror our inner beliefs and values’.

Integrity in sport is largely associated with concepts of fair play, respect for the game, sportsmanship, positive personal values of responsibility, compassion for the other, and honesty in adhering to rules. A sport or athlete with a reputation for integrity attracts participants, staff and supporters who want to be associated with that brand and culture.

The issue of integrity in sport has received much attention in recent times, including actions and behaviours by sports people around governance, fairness and discrimination issues. Poor integrity can result in a lack of belief, trust and support for sport by participants and the wider public. It can also result in health and safety issues and concerns. Safeguarding the integrity of sport is about protecting the reputation and sustainability of sport itself.

So how can athletes live and perform with integrity, in a way where they are ‘true’ to themselves and their sport? How can they make the right decisions in ethical ‘grey zones’ where choices need to be carefully considered in order to avoid grave integrity issues?

We can find out the answer to these questions by looking deeper at what ethics is and what being ethical means in the next section.

ETHICS & ETHICAL DECISION-MAKING

Ethics is a system of moral behaviour that incorporates rules, principles, values and purpose. Simply stated, ethics refers to standards of behaviour that tell us how we ought to act in the many situations in which we find ourselves day to day. The core question ethics poses is - 'what ought we do?' when making decisions on what is good and bad, right and wrong.

Values

When given a choice we will always make a judgment or evaluation of the options and then make a decision based on what we believe is the best available choice. How we perceive what the best or good choices are, are usually based on our values. There are certain values common to all of us that are almost universally supported, these include honesty, respect, responsibility, fairness and compassion.

There are two main things that affect values: one is how values are expressed in different cultures, and secondly, when they are forced to be ordered in terms of their priority. How a value like respect is expressed can vary enormously between cultures. The order of values is also critical, because what we prioritise highest will drive our decision. For example, if loyalty sits higher than honesty, will we 'dob' on a mate?

There is a wide consensus that sport teaches values, but whether these values are positive or negative depends on the way in which sport is played, taught and practiced.

Principles

Principles are fundamental truths that help us work out what is right and wrong and are the foundation for our beliefs and behaviors – these include do unto others, don't harm, play by the rules, play in the spirit of the game.

Although closely related, values and principles are distinct. The value gives the principle context, and alone the value does not tell you enough to make a decision. They need to be used together to give you the architecture of choice. The ethical errors that many people make are invited when we only focus on what is good, not what is also right. The focus on good alone can deteriorate into an 'unthinking end justifies the means' position.

Values can come into conflict with each other and principles may not always be perfectly aligned, but both need to be considered in ethical decision-making.⁵

Purpose

The final element in the 'architecture' of ethical choice is purpose. A defining (or primary) purpose is often overlooked in favour of the goal or task at hand, and yet purpose is a critical element to understand when making ethical choices and deciding on what is good and right.

People should be clear about what their purpose is in sport and what the meaning of sport is to them – is it about fun, to be social, get healthy, build self esteem and character/is it about winning

⁵ Ibid.

and glory, money and ego? This can be crucial in helping to guide decisions, particularly those in the 'grey zone'.

Morals

We now need to consider the difference between ethics and morality. The terms are often used interchangeably, and they mean very similar things. Ethics is a more individual assessment of values on what is good or bad, while morals is a more widely shared communal view of what is good, right or just for all. The relevance of the distinction is seen when personal questions such as "how should I act?" and "what should I do?" are broadened to a societal question "how should we live?"

A moral code, if it is complete, will always have values and principles within it. These include the things that we have been taught throughout our life journey that are good and bad, right and wrong, either by others or through personal discovery.

Ethical action is not absolute or carved in stone as 'the one right way'. It can be affected by our ideologies, beliefs, culture, circumstances and by our own human nature. Morals and morality are extremely valuable grounding when it comes to living a good life, but ethics offers the next step in tackling dilemmas.⁶

Ethical decision-making

Ethical decision making is a process that involves building awareness of 'ethical content' such as values, principles and beliefs about your defining purpose and an understanding of your own morals. It is also something that involves reflection, self-management, judgment and action.

One essential component of ethical action is reflection – on your strengths and vulnerabilities, assumptions, and your conscious and unconscious biases. If you don't consider who you are and how you act, your behavioural choices are likely to be more susceptible to your own unconscious emotional biases. Ethical behaviour doesn't happen by accident, it is a continuous task of reflection that requires thinking and lots of practice.

When an organisation, or a team or an athlete really considers what it exists to do, for whom it exists (or its purpose), what it stands for and what it won't stand for (values, principles, beliefs), what its commitments and promises are, then it is usually easier to navigate with integrity when value conflicts and ethical dilemmas come up.

The slippery slope traps

You may have heard the expression 'the slippery slope', that suggests a small innocuous first step can lead to a chain of events that can result in a significant impact. The expression can also be used for describing the constant de-railing of attempts to be ethical by the misuse of principles.

One of the ways to detect early warnings of attitudes, habits, biases and embedded excuses that can lead you down the wrong path on ethical issues is to think of them as 'slippery slope traps' – to be recognised and avoided where possible. Independently, each 'trap' may not amount to

⁶ Grange, P. Ethical Leadership in Sport: What's your ENDgame? Business Expert Press, 2014.

anything too serious, but unchecked and normalised, these are the kind of habitual excuses for poor conduct that put athletes at risk of much larger issues creeping up.

Do you recognise any of the following misconceptions, myths, distortions, justifications, rationalisations and excuses? Have you used any of these before in your decision making or to justify your choices:

- 'It was just one mistake'.
- 'Nobody is perfect'.
- 'I had no choice'.
- 'It's not hurting anyone'.
- 'It's a stupid rule anyway'.
- 'It isn't illegal, so what's the problem?'
- 'Everybody does it'.
- 'If I don't do it I will miss out'.
- 'It's not my fault'.
- 'My coach/parent made me do it.'

While rationalisations for action (or inaction) on misconduct come in many forms, they are mostly just self-serving excuses offered for choosing not to do the right thing. They may be intentional or unintentional, but regardless, the result is the same. The next section provides a framework for guiding athletes through the ethical decision making process.

ETHICAL DECISION-MAKING FRAMEWORK

Making good ethical decisions requires a trained sensitivity to ethical issues and a practiced method for exploring the ethical aspects of a decision and weighing the considerations that should impact our choice of a course of action. Having a method for ethical decision making is absolutely essential. When practiced regularly, the method becomes so familiar that we work through it automatically without consulting the specific steps.

This training uses a simple, practical framework (Appendix 3) to use as a guide when making decisions about ethical dilemmas. It starts by asking you to recognise the ethical content in the issues that arise, including what values and principles are at play, and how each is used to guide behaviour. It then considers the critical and often underplayed part of ethical practice that involves staying aware of oneself; knowing your principles, values, purpose and morals, and also recognising your own biases, inclinations, desires and fears that contribute to your decisions and actions. The third element is processing your judgment and making the decision or choice, with a final check that the decision sits well with you and a trusted source.

In the face of ethical dilemmas, this framework can be used to navigate through tricky questions and issues, and with some practice it will soon become a habit. Remember, while this framework will help athletes to cover all relevant content for ethical decision making, it is no replacement for real conversations with trusted and experienced sources when or if they get stuck.

Converting decisions to action

One of the most critical companions to the process of ethics is intention; acting as you intend to act. This means considering ethical content in issues and following through on what you say matters to you.

The process of ethical decision-making leads to a conclusion, and that conclusion will usually have a cost (even if your choice is not to act on something). Accepting the cost is part of ethical decision making. It often requires moral courage enough to face disappointing someone, standing tall or standing alone on unpopular issues or decisions, and creating a habit of not accepting the easiest route.⁷

The best way to ‘say it out loud’ comes from your own life experiences and knowledge about what works best for you – do it in the way that lets you feel most confident and competent. As with ethical decision-making, there are no ‘absolutes’ or ‘right ways’.

⁷ Grange, P. Ethical Leadership in Sport: What’s your ENDgame? Business Expert Press, 2014.

SUMMARY

There are three things to emphasize:

- 1) You can tell people the rules, but you cannot tell them what to believe in.
- 2) Having more information is not enough. Facts and figures capture, but don't hold peoples' attention.
- 3) To change behaviour you need to pay as much attention to peoples' motivations and aspirations as you do to setting expectations.

That's why when it comes to developing value based decisions, the important element is to help people work out what matters for themselves. Because this is the best way to make things stick.

There is not always an ideal answer or decision that leaves you completely comfortable once you have worked through a dilemma and the execution of that decision won't necessarily be easy or palatable for you or others either. What ethical decision making does do is leave you comfortable that you have invested well in making the best available choice in the circumstances.

If someone is still unsure, it is important to talk to a trusted ally or friend and share the dilemma, decision-making process and choice with them. This is invaluable in terms of both clarity and commitment to the outcomes reached.



APPENDIX 1: WORKSHOP SESSION ELEMENTS

The workshop covers the following core elements for a 60-minute session (suggested timing for each element is included in brackets).

1. **Introduction – What we will cover today (4 mins):** A brief overview of the workshop session content, plus the methods and boundaries for discussion and engagement by participants.
2. **Issues and protections in sport (2 mins):** An overview of the issues in sport, the rules and codes there to protect us, but we question why people still transgress.
3. **Choices and consequences (3 mins):** While most sport is safe, fair and inclusive, there are still incidents of parents yelling abuse at players and officials, conflicts of interest with team selection and discriminatory behaviour. Why do people make these poor choices and what are the consequences for such choices? How can we balance this against what the meaning or purpose of sport is?
4. **Integrity in sport (5 mins):** A look into what integrity in sport means and why it matters, and why we need to have a different conversation with athletes, coaches and administrators on how they can live and perform in a way where they are true to themselves and their sport.
5. **Ethics and ethical decision-making (6 mins):** We look at ethics in sport and how values, principles, morals and purpose can guide peoples' behaviour and the choices they make. Using a simple decision-making framework, we show how participants can work through tricky ethical dilemmas in a practical and clear way.
6. **What to do? Dilemma Activity (36 mins):** The main part of the workshop uses a series of interactive dilemma busting exercises on topical and challenging ethical issues in sport and society.
7. **Summary: (4 mins):** A short summary of the main points from the workshop, Includes a Post-workshop survey for participants to complete.

NOTE: If additional time is available for the session the presenter can facilitate more 'What to do?' dilemma activities.

APPENDIX 2

ETHICAL DECISION MAKING FRAMEWORK

Following is a simple, practical framework to use as a guide when making ethical decisions about dilemmas.

Ask yourself what the dilemma is and **GET THE FACTS**

- What are the facts of the situation? (Also, what facts are not known?)
- What is the dilemma?
- Who are the main players in this dilemma? (What are the important relationships?)
- What are your choices/options in this situation?
- How do you frame your choice in terms of laws, rules, policies, and standards?
- What are the consequences of the choices involved? (What is at stake and for whom?)

01

Consider the most important things you need to **RECOGNISE IN YOURSELF**

- What are your most important values to consider in deciding how you should act? (Are any of your values in opposition – loyalty vs honesty?)
- What about your principles and morals?
- Which of your own assumptions, biases or past experiences come into play here in your decision making?
- Can you recognise any slippery slope traps?

02

It is time to judge your options and **MAKE A DECISION**

- What would be an ideal/acceptable outcome?
- What is your decision?
- How does your decision measure up with your sense of purpose and belief of what sport should be?
- Are you prepared to stand by your decision even if it is not popular/preferred?
- Do you need to use a sounding board or trusted ally to test your decision?

03

COMMIT TO ACTION

- Remember, that the choice you've made is just the beginning. The final, and often most difficult part, is acting on your choice, consistently.
- Ethical decision-making should leave you comfortable that you have invested well in making the best available choice in the circumstances.
- Always assess how your decision turned out and what you learned from it.
- Remember, practising ethical decision-making will make you better at it!

04

APPENDIX 3: WHAT TO DO? DILEMMA ACTIVITY GUIDE

Introduction

This activity offers an opportunity for participants to investigate relevant ethical dilemmas so that they can consider and discuss their own choices and actions should they be faced with similar situations.

Number of people required:

2-3 people on the panel and 1 presenter (the workshop deliverer).

Time to resolve each dilemma

Four minutes intro, then 8 minutes for each dilemma to pose questions, discuss & resolve.

Resources:

Computer connected to a projector/large screen to show the PowerPoint of the dilemma chosen (and play the video/audio clip if relevant). Two-three chairs for the panellists to sit on.

How to conduct the activity:

1. The presenter chooses 2-3 people to come to the front of the room as the panel and explains that it is their role to bust the dilemma they'll be shown.
2. Remember that choices will vary with each person.
3. The workshop deliverer acts as the dilemma presenter.
4. The presenter chooses one 'What to do?' dilemma from the options and puts the relevant PowerPoint for that dilemma up on the screen.
5. The presenter shows the PowerPoint slide and reads out the introduction from this guide and plays the associated video clip if required.
6. The presenter then uses the 'discussion starters' questions to encourage panel participants to talk about the dilemma and consider its ethical dimensions.
7. The rest of the audience should contribute and reflect with the panel on their answers.
8. The presenter then poses the 'key questions to consider' and highlights the values that underpin choices.
9. Participants should refer to the *Ethical decision-making framework* as a guide at any time to assist to step through the process.
10. The presenter then reads out the 'What to do? Dilemma' and asks the panel to make a personal choice between the two options posed (A or B).
11. They should then be asked to reflect on why they made this choice, considering their values and purpose in sport, and whether they need to test their decision with an ally.
12. The presenter should finish the activity with reiteration that the choice made is just the beginning. The hard bit is acting on your choice, consistently.
13. The presenter should now choose a different panel, a new dilemma and do the activity again.

APPENDIX 4: KEY LINKS, SUPPORT & RESOURCE

Following are links to a range of information, support and a key resource to help you to further explore ethics, integrity and values in sport.

INFORMATION

Australian Sports Commission

- Ethical and Integrity issues in sport
http://www.ausport.gov.au/supporting/integrity_in_sport/research/ethical_and_integrity_issues_in_sport

International Olympic Committee

- Competing with Integrity MOOC
<http://onlinecourse.olympic.org/mod/forum/discuss.php?d=103>

Canadian Centre For Ethics In Sport (CCES)

- The CCES have an online role play game that requires the student to make ethical decisions around anti-doping.
<http://www.cces.ca/en/thetrackmeet>

SUPPORT

Ethi-call: If you are facing a dilemma at home or at work, one that doesn't seem to have a right or wrong answer, there is someone you can talk to. The St James Ethics Centre's trained ethi-call counsellors can help you explore your dilemma, supporting you to reach a solution that fits within your circumstances, principles and values.

The confidential ethi-call service is free, open Monday to Friday 9am-5pm by appointment – with sessions lasting up to one hour. St James Ethics Centre has no religious or political affiliations, so they can offer an open and independent space for you to explore your predicament. Freecall 1800 672 303 to make an appointment or see <http://www.ethics.org.au/our-work/ethi-call>.

KEY RESOURCE

ENDgame: *'Ethical Leadership in Sport: What's your ENDgame?'* by Dr Pippa Grange is a practical guide on how to navigate the complexities of ethical leadership in sport, recognising the increasing pressure placed on individuals and organisations in sport to be endless winners, role models and good social citizens. The book is an ally to those who want to explore how to approach ethical dilemmas and value-based conflicts that emerge in sport in order to choose well and reduce the risk of going awry.

For information see <http://bluestoneedge.com/ethical-leadership-in-sport-whats-your-endgame/>.

APPENDIX 5: POST-FORUM SURVEY

Your organisation:

Your role in sport:

Instructions: Please circle your response to the questions below rating on a 1 to 5 scale:
1=Strongly disagree, 2=Disagree, 3=Neither agree or disagree, 4=Agree, 5=Strongly agree

FORUM CONTENT AND PRESENTATION						
1.	This session lived up to my expectations.	1	2	3	4	5
2.	I learnt something new today.	1	2	3	4	5
3.	I was well informed about the objectives of this session.	1	2	3	4	5
4.	The pace of the session was appropriate.	1	2	3	4	5
5.	The presenter was well prepared and knowledgeable.	1	2	3	4	5
6.	The practical dilemma exercises were effective.	1	2	3	4	5
WORKSHOP RESULTS						
7.	Laws, rules, policies and codes are the most effective ways to address integrity/governance issues in sport.	1	2	3	4	5
8.	It is important to have education/training about personal responsibilities, morals, values and ethics in sport.	1	2	3	4	5
9.	I understand the need for ethical decision-making training for sport.	1	2	3	4	5
10.	I understand how I can apply the information learnt today to make better-reflected decisions in my sport/workplace.	1	2	3	4	5
11.	The ethical decision-making framework will be useful to help me address dilemmas/value conflicts in the future.	1	2	3	4	5
12.	The session was a good way for me to learn this content.	1	2	3	4	5

FEEDBACK

13. What was most valuable about this session?

.....

Your feedback is sincerely appreciated. Thank you.