

NORWOSSA CODE OF ETHICS FOR COACHES

I. RESPECT FOR PARTICIPANTS

The principle of respect for participants challenges coaches to act in a manner respectful of the dignity of all participants in sport. Fundamental to this principle is the basic assumption that each person has value and is worthy of respect.

Acting with respect for participants means that coaches:

- (i) do not make some participants more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age or other considerations;
- (ii) have a responsibility to respect and promote the rights of all participants;
- (iii) interact with others in a manner that enables all participants in sport to maintain their dignity;
- (iv) build mutual support among fellow coaches, officials, spectators, athletes and their family members.

II. RESPONSIBLE COACHING

The principle of responsible coaching carries the basic ethical expectation that the activities of coaches will benefit society in general and participants in particular and will do no harm. Fundamental to the implementation of this principle is the notion of competence—responsible coaching (maximizing benefits and minimizing risks to participants) is performed by coaches who are “well prepared and current” in their discipline.

In addition, responsible coaching means that coaches:

- (i) act in the best interest of the athlete’s development as a whole person;
- (ii) recognize the power inherent in the position of coach;
- (iii) are aware of their personal values and how these affect their practice as coaches;
- (iv) acknowledge the limitations of their discipline; and
- (v) accept the responsibility to work with other coaches and professionals in sport.

III. INTEGRITY IN RELATIONSHIPS

Integrity means that coaches are expected to be honest, sincere and honourable in their relationships with others. Acting on these values is most possible when coaches possess a high degree of self-awareness and the ability to reflect critically on how their perspectives influence their interactions with others.

In being faithful to the principle of integrity in relationships, coaches would adhere to the following ethical standards:

- (i) explore mutual expectations with athletes in an honest and open manner, giving due consideration to the age and experience of individuals;
- (ii) accurately represent personal coaching qualification, experience, competence and affiliations in spoken and written communication, being careful not to use descriptions or information that could be misrepresented;
- (iii) notify other coaches when working with those coaches' athletes;
- (iv) honour all promises and commitments, both verbal and written;
- (v) act with an enthusiastic and genuine appreciation of sport.

IV. HONOURING SPORT

The principle of honouring sport challenges coaches to recognize, act on and promote the value of sport for individuals and teams and for society in general. Honouring sport means that coaches:

- (i) act on and promote clearly articulated values related to coaching and sport;
- (ii) encourage and model honourable intentions and actions in their coaching practice; and;
- (iii) show high regard for and promote the value of sport in Canadian society and around the world;
- (iv) accept both the letter and the spirit of the rules that define and govern sport.