



Canadian 5 Pin Bowlers' Association

Coaches Code of Conduct

UNDERSTANDING THE POWER OF THE ROLE:

The relationship between an athlete and an instructor or coach is a privileged one. Instructors and coaches play critical roles in the personal as well as athletic development of their athletes. They must understand and respect the authority and level of influence associated with these roles and take great care not to abuse their power and position. Instructors and coaches must also recognize that they represent the Canadian 5 Pin Bowlers' Association and that their behaviors will influence how athletes value themselves, others and the sport of bowling.

Coaches and instructors should never impose their personal goals on their athletes. Athletes' goals and needs must take precedence over their own.

The following Code of Conduct has been developed to aid coaches in achieving a level of behavior which will allow their athletes in becoming well-rounded, self confident and productive human beings.

INSTRUCTORS AND COACHES HAVE A RESPONSIBILITY TO:

1. Treat everyone fairly within the context of their activity, regardless of gender, place of origin, colour, sexual orientation, religion, political belief or economic status.
2. Direct comments or criticism at the performance rather than the athlete.
3. Consistently display high personal standards and project a favorable image of their sport and of coaching.
 - a) Refrain from public criticism of fellow coaches, athletes, officials and volunteers at all times.
 - b) Abstain from the use of tobacco products while in the presence of her/his athletes and discourage their use by athletes.
 - c) Abstain from drinking alcoholic beverages when working with athletes.
 - d) Discourage the use of alcohol in conjunction with athletic events or victory celebration at the playing site.
 - e) Refrain from the use of profane, insulting, harassing or otherwise offensive language in the conduct of his/her duties.
4. Ensure that the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities in contributing to a safe environment.
5. Communicate and co-operate with registered medical practitioners in the diagnoses, treatment and management of their athletes' medical psychological problems. Consider the athletes' future health and well being as foremost when making decisions regarding an injured athletes' ability to continue playing or training.
6. Recognize and accept when to refer athletes to other coaches or sport specialists. Allow athletes' goals to take precedence over their own.
7. Regularly seek ways of increasing professional development and self-awareness.

8. Treat opponents and officials with respect, both in victory and defeat and encourage athletes to act accordingly. Actively encourage athletes to uphold the rules of their sport and the spirit of such rules.
9. In the case of minors, communicate and co-operate with the athlete's parents or legal guardians, involving them in management decisions pertaining to their child's development.
10. Be aware of the academic pressures placed on athletes and conduct practices and games in a manner so as to allow academic success.

COACHES MUST:

1. Ensure the safety of the athletes with whom they work.
2. At no time become intimately and/or sexually involved with their athletes. This includes requests for sexual favours or threat of reprisal for the rejection of such requests.
3. Respect athletes' dignity; verbal or physical behaviours that constitute harassment or abuse are unacceptable (refer to Canadian 5 Pin Bowlers' Association Harassment Policy).
4. Never advocate or condone the use of drugs or other banned performance enhancing substances.
5. Never provide under age athletes with alcohol.
6. Never put themselves in situations of either real or perceived conflict of interest while coaching athletes.

The NCCP Code of Ethics

Based on the CPCA Coaching Code of Ethics (Canadian Professional Coaches Association)

The NCCP Code of Ethics is based on four fundamental principles:

1. Respect for Participants/Athletes
2. Coaching Responsibly
3. Maintaining Integrity in Relationships
4. Honouring Sport

1. Respect for Participants/Athletes

The principle of *respecting participants/athletes* challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the basic assumption that each person has value and is worthy of respect. Acting with respect for participants/athletes means that coaches:

- Do not make some participants/athletes feel 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 any other conditions;
- Have a responsibility to respect and promote the rights of all participants/athletes. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination – participants/athletes' rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants/athletes who are in vulnerable or dependent positions, and therefore less able to protect their own rights;
- Interact with others in a manner that enables all participants/athletes in sport to maintain their dignity;
- Build mutual support among fellow coaches, officials, participants/athletes, and their family members.

2. Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general, and participants/athletes in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants/athletes).

In addition, *coaching responsibly* implies that coaches:

- act in the best interest of the participant/athlete's development as a whole person

- recognize the power inherent in the position of coach
- are aware of their personal values and how these affect their behaviour
- acknowledge the limitations of their knowledge and competence in their sport
- accept the responsibility to work with other coaches and professionals in sport in the best interests of the participants/athletes.

3. Maintaining Integrity in Relationships

The principle of *maintaining integrity in relationships* means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

4. 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 implies that coaches:

- act on and promote clearly articulated values related to coaching and sport
- encourage and model honourable intentions and actions.

CANADIAN 5 PIN BOWLERS' ASSOCIATION

CODE OF CONDUCT

COACHES and INSTRUCTORS

I have read and understand the Canadian 5 Pin Bowlers' Association Code of Conduct for Coaches and Instructors, and the NCCP Code of Ethics and agree to conduct myself in a manner that demonstrates the standards established in the Coaching Code of Conduct and Coaching Code of Ethics.

CC#: _____

Name (print): _____

Date: _____

Signed: _____