

AUSTRALIAN PROFESSIONAL SKATERS' ASSOCIATION INCORPORATED



PROFESSIONAL ETHICS GUIDELINES

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PART A - COACHES CODE OF BEHAVIOUR

- 1. Respect the rights, dignity and worth of every human being.**
Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion.
- 2. Treat each skater as an individual.**
Respect the talent, developmental stage and goals of each skater. Help each one reach their full potential.
- 3. Ensure the time spent with you is a positive experience.**
All skaters are deserving of equal attention and opportunities.
- 4. Be fair, considerate and honest with your skaters**
- 5. Be professional and accept responsibility for your actions.**
Display high standards in your language, manner, punctuality, preparation and presentation. Display control, dignity and professionalism to all involved in the sport - other coaches, officials, judges, administrators, parents, the media and spectators.
- 6. Make a commitment to provide a quality service to your skater.**
Maintain or improve your current NCAS accreditation, seek improvement through performance appraisal and ongoing coach education. Provide a training program that is planned and sequential. Maintain appropriate records.
- 7. Operate within the rules and spirit of ice skating.**
The guidelines of the national and international bodies governing the sport should be followed. Keep up to date with rules, relevant policies eg anti doping policy, selection criteria etc. Coaches should educate their skaters on drugs in sport issues in consultation with the Australian Drug agency.
- 8. Any Physical contact with skaters should be -**
Appropriate to the situation - necessary for the skater's development.
- 9. Refrain from any kind of personal abuse towards your skaters*****
This includes verbal, physical and emotional abuse. Be alert to any forms of abuse directed towards your skaters from other sources while they are in your care.
- 10. Refrain from any form of harassment towards your skaters*****
This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability. Under no circumstances initiate any form of sexual/emotional

relationship with your skater. Actively discourage any attempt by them to form a relationship with you by thoroughly explaining the ethical **issues** for the refusal.

11. **Provide a safe environment for training and competition.**
Ensure facilities and ice surface meet safety standards and that the training environment, equipment and rules are appropriate for the age and ability of the skaters.
12. **Show concern and caution toward sick and injured skaters.**
Encourage skaters to seek medical advice when required and provide a modified training program where appropriate. Allow further participation in training and competition only when appropriate. Maintain the same interest and support toward sick and injured skaters.
13. **Be a positive role model for your sport and your skaters.**
14. **Abide by the guidelines governing coach's conduct as set down by the A.S.C.**

PART B - APSA CODE OF ETHICS

1. Members shall exercise the greatest care and discretion in their relationship with other professionals and their respective students.
2. Members shall respect the rights of skaters to seek instruction or take lessons, from the professional of their choice.
3. It is recommended that out of courtesy a member will check with any previous coach to ensure that all lesson fees have been paid prior to accepting a student that is changing from another coach.
4. No member shall solicit students of another member, directly or indirectly or through third parties for lessons or instruction.
5. Members shall dress neatly in a clean and appropriate manner as becoming a member of their profession.

PART C - AVOIDING CONFLICT OF INTEREST

The purpose of this document is:

- (i) To demonstrate the high ethical standards that governs the Australian Professional Skaters' Association Inc. (herein known APSA Inc.) and all of its activities.
- (ii) To inspire public and internal confidence in the fairness, honesty and integrity of APSA Inc.

My personal Ethical Commitment to APSA Inc.

All who involve themselves with the APSA Inc. in any capacity shall be deemed to agree that avoiding conflict of interest is a commitment to be observed and honored as if expressed in a written document, solemnly signed by the involved person, and containing the following provisions:

- 1 I agree to avoid conflict of interests when deciding whether to accept any other non-APSA Inc. position relating to the activities of the APSA Inc. and state member associations. The "other position" could be, but not limited to one with a Club, State Association or the National Sporting Organization, and the position could be permanent, temporary, remunerated or voluntary.
- 2 If such "other positions" could reasonably appear to other members of APSA Inc. state member associations, to the general public or to the skaters to be an improper conflict, the member concerned should decline to accept the offered position.

- 3 I agree to abstain from making or influencing decisions involving personal or family gain or public acclaim.
- 4 I will act with absolute independence, which includes favoritism for or prejudice against, any member, coach, skater or his/her family members.
- 5 I agree to strict observance of the confidentiality of non-public APSA Inc. and/or state member association's information or when law, or the APSA INC. and/or member prohibit disclosure Association's Constitution or Regulations.
- 6 I agree to prompt disclosure of my personal interest in any situation that could reasonably be considered to involve a conflict of interest.
- 7 I agree to avoid evaluating, voting upon, or in any other way influencing, directly or indirectly, any decision respecting possible conflict of interest (direct or indirect) on my part. I agree to withdraw from the room during any discussion, evaluation or vote respecting such matter. This includes, but is not limited to, the award of contracts, the purchase of goods and services, engaging consultants, accepting new memberships, and the allocation of APSA Inc. funds and/or resources.

PART D - SYNCHRONIZED AND THEATRE ON ICE GUIDELINES

This document has been created as a supplement to the Australian Professional Skaters' Association Code of Ethics. As it is a supplement, it is not intended to replace the Code of Ethics already in place but rather provide guidelines for coach's professional behavior. Below are listed just a few of the many scenarios that occur. It is adapted for APSA with permission from the Professional Skaters Association America.

Recruitment vs. Solicitation

When you advertise for skaters to join your team, you are RECRUITING. Targeting a skater already skating on a team and suggesting they change to another team is SOLICITATION.

Examples:

- **Recruiting** If a Synchronized Skating coach is asked for information from a parent/skater, the coach may give them information including the team contact information. The coach may give out this information even if the skater is currently on a team or taking private lessons, only if the coach has NOT approached the skater/parent.
- **Solicitation** A coach, team manager, team personnel or team parent should not approach (target) a skater who is a member of another team or taking private lessons.
- **Solicitation** Sending recruiting material directly to a skater/parent on another team is 'targeting' a skater.
- **Recruitment** A coach may directly approach a skater as long as the skater is not currently on a team or taking private lessons (such as a retired skater). This must be checked out before you talk with the skater/parent!
- **Recruitment** A coach or team manager may contact a parent/skater if the coach of the other team invites such action.
- **Recruitment** Leaving recruiting brochures at an ice rink is OK but MUST be in compliance with the Board of Directors of the club and/or rink management policies.

Obligations of Coaches:

Here are a few scenarios that arise.

- When a skater from another club is accepted to a team, the new coach is responsible

to make sure that the new organization receives a Change of Team Form (found on ISA Website (SSF-YY10) and procedure (SSP-YY09), a skater must pay any money that's outstanding prior to joining another team. • The new coach must not allow the skater to start training on the new team before a Change of Team Form is received stating the skater is in good standing with their previous team. (Please note: this is a professional courtesy)

- At the beginning of a season sometimes skaters try a few teams to see what team they would like to be associated with, if a skater/parent decides not to join your team you or team management MUST NOT telephone/harass that skater in anyway to join your team.

Miscellaneous

- When you take on a new skater into your team, never criticize the former coach's technique or coaching methods. Don't resent the new coach if your skater decides to join another team.
- Synchronized Skating coaches need to create a good relationship with singles, pairs and dance coaches. These coaches should not feel 'threatened' by the sport of Synchronized Skating.
- Synchronized Skating coaches should emphasize and encourage their team members to continue training in singles/pairs/dance.
- Team Managers/team personnel have often not been involved in our sport for very long, remember they need to be aware of acceptable behavior within our sport. Ignorance of these Guidelines is no excuse, it's your job to make sure they are aware of and abide by these Guidelines.

For documents which address professional responsibilities, go into the Australian Professional Skaters' Association website (www.apsa.net.au) MPP / Code of Ethics.

PART E - ICE DANCE AND PAIRS GUIDELINES

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Recruitment vs. Solicitation

When you advertise yourself as a Pairs / Dance Coach, you are RECRUITING. Targeting a skater already established with a partner and suggesting they change to you, is SOLICITATION. Telling a skater already involved in a partnership and with a coach they will have better results with you is Solicitation Some Examples:

- **Recruiting** – If a Pair / Dance coach is approached by a potential client, the coach may speak directly to the potential client about when they can work with the team and what their fees are, even if this team is currently being coached by someone else. If you agree to coach the team, you should contact the present coach before you start working with the team, in order to make sure he / she is aware of the coaching change.
- **Solicitation** – A coach approaches a skater (or skater's parent) who is already taking lessons and has a primary coach.
- **Recruiting** – A coach can approach other coaches to ask if they have students who would be interested in skating with one of their students.
- **Solicitation** – A Pairs / Dance team travels to an established training center for a

seminar or camp. After the seminar/ camp, the Program Director / Coach / Presenter suggests they stay for a few days of training to work with them or someone else.

- **Solicitation** – Contacting by any means (directly or indirectly), or sending recruiting material (such as your resume) directly to a skater or their parent is ‘targeting’ the skater.

Obligation of Coaches

First and foremost, the welfare of the skaters involved is of paramount importance. A coach should never advance their own goals at the expense of either skater Some

Examples:

- A skater has found a partner. The question is, do they relocate or does the found partner relocate? The answer would seem to be that the coaches and parents decide what is best for the team.
- Coach A approaches Coach B about building a team All parties involved sit down for a discussion. This is the best-case scenario.
- Coach A is training a team. Coach A knows that one of the team members is unhappy and looking for a new partner. Coach A should first, speak to the parents of the skater looking for a new partner and then call a meeting with the team and parents to discuss.
- It is the responsibility of every coach to contact the previous coach before beginning lessons with a skater / team that is changing coaches.
- When you take on a new pair / dance team do not criticize the technique or training methods of the former coaches.
- Try not to resent the new coach of your team chooses to move on and work with another coach.
- All Pair and Dance coaches need to create a good relationship with coaches of all disciplines by encouraging their athletes to take lessons in those disciplines in which they are interested.

PART F - SINGLES AND CO-COACHING GUIDELINES

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Every skater has the right to believe his / her coach is the best.

Taking on New Skating Students

- No coach should ever solicit students of another coach directly or indirectly or through a third party for lessons or instruction.
- When approached to take a lesson / new student, you must ask if the skater has ever had lessons with another coach.
- If the skater has had lessons in the past or is having lessons currently with another coach, you need to advise the skater to tell their coach of their intention to change coaches.
- You need to contact the existing coach to advise them that you have been approached by this skater and enquire if there are fees outstanding. This can be done verbally or by email.
- It is courteous to wait for the commencement of lessons until you have contacted the existing coach.

Co- Coaching Skating Students

- The key to the successful co-coaching of skaters is open communication with all coaches on the team, respect for the head coach of the team and strict adherence to the set plan for the skater.
- All coaches should encourage and support co-coaching as it often benefits the skaters' development.
- When asked to co-coach a skater, ask the skater's parent if the head coach is aware of them approaching you. If not ask the skater / parent to talk to the head coach first to notify them of their intent to engage you as a co-coach.
- Do not engage in a co-coaching arrangement, until a discussion has been had with the head coach as to the student being up to date with their fees and your role in the team.
- Once you have agreed to the terms of your role in the co-coaching arrangement, adhere strictly to your specific coaching duties as determined by the head coach. Never work on anything that a skater / parent asks until this has been cleared by the head coach.

What are Solicitation, Promotion and Tampering?

Promotion is done publicly.

- It is appropriate for all coaches to promote their background and credentials to the entire world. This information can be posted in a public space at the rink, advertised in a flyer or promoted in a newspaper or website – as long as the opportunity is available to all and the audience is general. Many coaches say they promote themselves through their work. Their student's accomplishments are their 'advertisement'. That, unequivocally, is the best way to promote oneself.

Solicitation is done behind the scenes.

- Solicitation can be done by a coach, a parent on behalf of a coach or by rink management favoring one coach over another. It is usually conveyed one to one. It is considered solicitation for a professional to contact a skating student, not their own, when a significant motive for doing so is the personal gain of the skating professional. Solicitation includes contact directly, indirectly, or through a third party, in person, by telephone, email or by another means directed to a specific recipient.
- Examples:
 - 'I could take your child further (to the Olympics etc.)
 - 'I am much more qualified than _____ is'
 - 'Join our program. That other program doesn't offer what we can provide'
 - 'I'll give your child some free lessons / ice time / equipment etc'
 - Parents talking in the stands, convincing other parents to switch their skater to the 'better' coach.
 - Skaters in the dressing rooms, persuading another skater to become a part of the 'good group of skaters'.
 - Coach's spouse talking inside or outside of the rink. 'My husband / wife could do so much more for your child

Tampering is subtle.

- Tampering involves a coach making comments or actions to another skater or their parent to either: put doubt into their minds about their coach, or to build a relationship with the family that may lead to a coaching change in the future. Comments to the skater such as offering a suggestion that might improve their skating or mentioning to a skater's parent a problem with the skater's technique, or program elements etc.
- This is a gray area. The sentiment is often sincere, but the perception is suspect. This is not by any means meant to deter coaches from being friendly and encouraging to

the other skaters and families in their rink.

Stopping Solicitations

- Stopping solicitations from occurring is critical to have a comfortable and friendly environment in your rink. If you witness any form of solicitation you should:
- Notify your rink manager, club president or APSA rink representative.
- Document what you have seen and /or heard. Include dates, times, method of solicitation, names of parties involved and what occurred.
- Reports can be anonymous.

Enquiries and applications should be directed to:

APSA by email: info@apsa.net.au

APSA by mail: PO Box 4138, Macquarie Centre. NSW 2113