

原則

以下五項原則，乃制訂此守則共同理念的框架。中國香港柔道總會各級教練均必須遵守該等原則，並致力在其專業崗位上予以實踐。

A：專業能力

工作時，教練必須維持高水準表現，了解本身能力所在和專業範圍。提供服務和應用技術時，必須合乎所接受的教育、訓練和經驗。若涉及仍未有認可專業標準的範疇，教練必須審慎判斷，採取適當預防措施，保障工作上有關人士。教練應持續進修，以汲取有關工作所需的科學和專業知識。教練應恰當地應用科學、專業、技術和行政資源。

B：良好品格

執行教練工作時，教練務必秉持良好品格，須誠實、公正並尊重他人。闡述或報告個人資歷、服務和訓練方法時，不可提供虛假、誤導或具欺詐成份的資料。教練必須留意本身的信念、價值觀、需要和局限，以及這些因素對工作帶來的影響。可行的話，教練應嘗試讓相關人士知悉教練本身的角色，並因應本身的角色恰當地處事。

C：專業責任

教練應秉持專業品德，了解本身的專業角色和責任，就本身的行為適當承擔責任，並因應不同運動員的需要採用各種方法。教練應以運動員的福祉為依歸，與其他專業人士或機構商討、參考相關意見和共同合作。雖然教練的道德水準和行為屬個人事宜，然而，教練的行為不能影響到他們的專業責任或減低公眾對教練專業或教練的信任。教練應留心其他教練的專業行為，是否符合要求。如有需要，應與其他教練商討，避免出現違反專業行為的情況。

D：尊重與尊嚴

教練尊重所有參與者的基本權利、尊嚴和價值，並需留意文化、個人和角色上的差異，包括年齡、性別、種族、民族、國家、宗教、性取向、殘障、語言、婚姻狀況、家庭崗位、社會經濟狀況等各方面。工作時，教練應致力消除任何因上述因素而產生的偏見，及不可在知情下參與或容許不公正的歧視情況發生。

E：關注他人福祉

教練應專業地致力為工作上有關聯人士謀求福祉。進行專業活動時，教練應兼顧運動員和其他參與者的福祉和權利。遇上教練責任與上述關注事項出現分歧，教練應嘗試解決分歧，以負責任的態度避免或減低可能產生的傷害。教練應時刻留心本身與他人的權力差異，不會在維持或結束專業關係時剝削或誤導別人。

道德標準

教練操守原則乃建基於以下五個大家同意及必須遵守的道德標準範疇。雖然個人行為及私人活動似乎跟教練職責沒有很大關連，但教練應謹記本身是運動員的榜樣，任何被認定為不道德或不合法的活動，均會影響整個教學環境。

1. 一般標準

以下「一般標準」應用於所有教練的專業活動。

1.1 能力範圍(原則 A)

- (a) 教練必須根據所接受的教育、培訓或合適的專業經驗，提供屬於能力範圍以內的服務。
- (b) 教練必須先行接受具備相關能力人士所提供的相關課程或研究、訓練及/或諮詢後，方可提供新的訓練方法。
- (c) 在某些仍在發展中的範疇，培訓準則仍未確立，教練需要採取合理措施，確保工作質素，並避免運動員及其他參與者受傷害。

1.2 保持專業水準(原則 A)

就本身的體育範疇，教練必須留意現有技術發展和專業資料，並致力保持及提高本身的技術水準。

1.3 專業判斷的基礎(原則 A)

作出專業判斷或參與專業活動時，教練應根據科研和專業的知識作出決定。

1.4 解述訓練服務內容和結果(原則 B、C)

為個人、團體或機構提供教練服務時，教練解說時必須採用受眾易於理解的語言。提供服務前給予適當資料，讓受眾了解服務內容；提供服務後講解結果，作出總結。

1.5 尊重他人(原則 B、D、E)

對於價值觀、態度和意見與自己有所不同的人士，教練應尊重他們的權利。然而，教練是運動員的導師，應理解就運動員的發展來說，向他們灌輸有關專業操守的價值觀和態度，十分重要。

1.6 防止歧視(原則 B、C、D、E)

歧視屬法律用語，指基於某人某項受法例保障不得予以歧視的個人特點，而給予較差待遇。歧視分為直接和間接兩類。根據香港法例，歧視個案包括性別、殘疾、家庭崗位(包括婚姻及懷孕狀況)及種族歧視。

- (i) 直接歧視指某人基於其性別、家庭崗位、種族及/或殘疾狀況，而受到比另一人較差的待遇。
- (ii) 間接歧視指向所有人一律施以劃一的條件或要求，但實際上並無充份理由需要加上該等條件或要求，而這樣做亦對某個性別、家庭崗位、種族及/或殘疾狀況的人士不利。

教練不得涉及任何歧視行為，無論法例有否明文禁止。該等歧視行為包括因年齡、性別、種族、民族、國家、宗教、性取向、殘障、語言、婚姻狀況及家庭崗位，或社會經濟狀況而作出的歧視行為。

1.7 防止性騷擾(原則 B、C、D、E)

一般來說，性騷擾是指受害人或旁觀者視為具侵犯性、侮辱或威嚇的不受歡迎而與性相關的行為。性騷擾可以是多次持續或涉及多個範疇的行為，或是單一次重大或嚴重的行為。按法律所訂，性騷擾可分為兩類：

- (i) 濫用職權。指向對方要求性服務，讓對方獲得資源、升遷、獲挑選入圍等。
- (ii) 敵意環境。指不受欢迎而與性相關的行為(肢體上、語言或非語言)，令周遭環境變得具威嚇性、

敵意或侵犯性。

- (a) 教練不得對任何個人或團體作出性騷擾。
- (b) 教練應尊重所有涉及性騷擾投訴的有關人士。
- (c) 教練不得因運動員涉及性騷擾投訴，而剝奪其訓練。

1.8 防止其他形式的騷擾(原則 B、C、D、E)

- (a) 教練不得因個人的年齡、性別、種族、民族、國家、宗教、性取向、殘障、語言、婚姻狀況、家庭崗位和社會經濟狀況，向工作上有關聯人士作出騷擾、貶低或不敬的行為。
- (b) 進行訓練時，教練及運動員之間難免有身體接觸；教練應確保這些接觸不會被誤解或誤會為不恰當的接觸。殘疾運動員及易受這方面影響人士的需要，尤其須要顧及。
- (c) 進行訓練時，教練須以相同性別的助教或運動員進行示範，以避免不必要之誤會。

1.9 避免傷害他人(原則 A、C、E)

教練的首要責任，是確保訓練環境的安全。教練應採取合理措施，避免傷害運動員或其他參與者。對於可預見和難以避免的傷害，應盡量減低所帶來的影響。

1.10 優先考慮兒童福利(原則 A、C、E)

教練有責任保護所有在其培訓系統中受訓的兒童(十八歲以下的青年人)。所有兒童均享有安全及受到保障的權利；殘疾兒童及特別需予保護的兒童，其需要亦須獲得照顧。本會明白虐待兒童是各個社會均存在的問題，而受訓的兒童亦可能在家中、學校或進行體育活動時遭受虐待。體育運動提供一個安全環境，讓受虐兒童重建自尊和自信。在受虐兒童的康復過程中，體育運動擔當極其重要的角色。

- (a) 教練應採取合理措施，保護受訓兒童的心理及人身安全。
- (b) 教練如發現任何可能傷害兒童的不當措施或懷疑失當行為，應直接向柔道總會報告。

1.11 避免利益衝突(原則 B、C、E)

教練的專業判斷及行動可影響別人，因此，他們必須保持警覺，避免個人、財政、社會、機構、政治等因素，引致錯誤地運用本身的影響力。

1.12 個人資料私隱(原則 B、C、E)

教練應採取合理措施，根據個人資料私隱條例，保障運動員的個人資料。

1.13 避免多重關係(原則 B、C、E)

- (a) 如果教練與運動員或其父母/監護人另行建立個人、專業、財政或其他形式的關係或責任，而這種關係或會影響教練的客觀性，又或妨礙教練有效地履行職務，或對運動員帶來傷害或剝削，則教練應避免答應或建立這種關係或責任。
- (b) 如果教練發現由於不能預見的因素，一段可能引致傷害的多重關係已經建立，教練必須以受影響人士的利益為依歸，盡力遵照中國香港柔道總會教練專業守則所訂，妥善處理。
- (c) 如被要求擔當或會引致衝突的角色，教練必須適當地釐清及調整自己的角色，又或退出有關角色。

1.14 避免具剝削成份的關係(原則 B、C、E)

- (a) 教練不得剝削運動員及/或由自己督導、評核或有權調控的其他人士。
- (b) 教練不得與運動員及/或由自己督導、評核或間接有權調控的其他人士建立性/愛情關係，因為此類關係或會影響教練的判斷，或引致剝削的情況，並會在隊員間產生不公平的感覺(見第 2.3 條)。

1.15 下放權力及督導下屬(原則 A、B、C、E)

- (a) 教練向所督導的人員及助理下放權責時，必須考慮下屬所接受的教育、培訓或經驗，並合理預期有關人士具有所需能力，獨立或在某程度的督導下，有效承擔職責，完成任務。
- (b) 教練為所督導的職員提供適當的培訓和指導，同時採取合理措施，讓有關人士負責任地、稱職又合乎指引下完成工作。

1.16 向媒體發放訊息(原則 A、B、C)

教練若透過公開授課、示範、電台或電視節目、預製錄音、印刷稿件、郵遞材料或其他媒體提供意見或評論，必須採取適當的措施，確保有關內容及表達方式合乎中國香港柔道總會教練專業守則。

2. 培訓運動員

2.1 釐訂合作關係(原則 A、B、C)

- (a) 教練應盡早與運動員商討並知會運動員相關的訓練事項，例如訓練性質和內容、運動員的目標和期望、監察表現的機制，以及所有其他與訓練有關的事宜。
- (b) 教練應盡力回答運動員提出的問題，避免有關於訓練上的誤解，並應採用運動員能理解的方法，以口頭及/或書面提供有關資料。

2.2 與運動員釐清關係界線(原則 A、B、C、D、E)

在柔道訓練系統當中，運動員是各種關係核心所在，目的在於協助他們發揮體育潛能。在情緒高漲的競技體育環境下，這些關係需有關人士很多時間共同建立。教練的角色關乎與運動員之間的信任、領導和權威。與運動員保持合乎道德和專業要求的關係界線，責任完全在於教練。因此，所有教練必須留心自己的專業角色和責任，同時與運動員保持適當的關係界線。

- (a) 教練不得與現役運動員涉及性/愛情關係。
- (b) 由於與前運動員涉及親密性關係會動搖公眾對教練專業的信任，故教練也不應與前運動員發生親密性關係。

2.3 訓練內容準確並客觀(原則 A、B、C、D、E)

- (a) 訓練時，教練應提供準確資料，並保持客觀。
- (b) 訓練時，教練應了解到自己對運動員可行使的權力，因此，教練應避免任何貶低運動員或其他參與者的行為。

2.4 評核運動員的表現(原則 A、B、C)

- (a) 教練應建立一套評核運動員表現的適當程式。
- (b) 教練應定期與運動員會晤，評估達成目標的進度，並就如何繼續改善提出建議。

(c) 教練應根據運動員在既定相關計劃中的表現，評核運動員。

2.5 諮詢及轉介(原則 B、C)

教練應知道本身有其限制，故當主動與其他教練諮詢交流，確保不會局限運動員的發展。教練願意因應其專業上認為恰當的情況而作出轉介，以利運動員的發展。

2.6 履行承諾(原則 B)

教練應採取一切措施，履行對運動員所作的承諾。

2.7 挑選隊員(原則 A、B、C)

教練用以推薦獲甄選隊員的評估、建議、報告和評核論點，均須有專業判斷，以及足以恰當並實質地支持其建議的資料和技術，作為依據。

2.8 無禁藥體育(原則 B、C、E)

教練不應容許運動員服用消閒性藥物或提升競技表現的違禁藥物，並應支持運動員不沾禁藥。

2.9 喝酒和吸煙(原則 C、E)

- (a) 教練應勸諭運動員在競技場內或祝捷場合不要喝酒和吸煙，同時禁止青少年運動員喝酒。
- (b) 教練不可於培訓期間吸煙或喝酒。
- (c) 教練不可在運動員面前吸煙或喝酒。

3. 培訓和督導教練

3.1 設計教練培訓/專業發展計劃(原則 A、B、C)

負責為其他教練設計培訓/專業發展計劃的教練，必須確保計劃設計完善，提供正確的專業教練培訓，並能符合認證或其他目標所訂要求。

3.2 教練培訓/專業發展計劃內容(原則 A、B、C)

- (a) 負責為其他教練設計培訓/專業發展計劃的教練，必須確保計劃設計完善，提供正確的專業教練培訓，並能符合認證或其他目標所訂要求。
- (b) 教練必須確保準確陳述培訓/專業發展計劃資料，不會誤導。

4. 解決違反專業守則的方法

4.1 熟讀教練專業守則(原則 A、B、C)

教練應熟讀教練專業守則以及在工作時的應用方法。遇上違反守則的指控時，教練不得以不認識或不理解任何一條守則，作為辯護理由。

4.2 面對違反專業守則的情況(原則 B、C)

遇上不肯定是否違反中國香港柔道總會教練專業守則的特殊情況或行為，教練可徵詢其他熟悉守則

的教練、柔道總會其他相關附屬機構，尋求正確答案。

4.3 專業守則與機構要求不符(原則 B、C)

若教練以其柔道專業範疇為另一所機構服務，而該機構的要求與中國香港柔道總會教練專業守則有所衝突，教練應與雙方釐清衝突的性質，並謀求盡量符合教練專業守則的解決方案。

4.4 違反專業守則的非正式解決方法(原則 B、C、E)

若教練相信另一教練違反了專業守則，但並未干犯任何運動員的權利及/或安全，教練可嘗試以同僚協作方式提醒相關教練，循非正式方法解決問題。

4.5 舉報違反專業守則(原則 B、C、E)

若違反專業守則的情況非常明顯，卻不適宜以 4.4 段所述的非正式方法解決，又或沒法以上述方法妥善處理，教練可以書面向中國香港柔道總會正式匯報。

4.6 以合作態度協助有關違反專業守則的調查(原則 B、C、E)

中國香港柔道總會進行與專業守則相關的調查、程式及提出結案要求時，教練應予合作。採取不合作態度即違反專業守則。

4.7 不當的投訴(原則 B、C、D、E)

教練不應輕率提出旨在傷害當事人而非捍衛公眾利益的違反專業守則投訴，亦不應鼓勵他人提出此等投訴。

5. 處理違反專業守則的程式(原則 C)

教練應該明白教練專業守則由中國香港柔道總會負責執行，任何教練違反守則，中國香港柔道總會均有權根據聘用合約或其章則，按既定程式進行紀律處分。

鳴謝

編製本份《中國香港柔道總會教練專業守則》時，參照香港體育學院有關刊物的部分內容，中國香港柔道總會謹此衷心致謝。

2012 年初版

2017 年修訂

Ethical Principles

The following five principles form the framework for the establishment of the consensus Ethical Standards. Coaches of all levels of The Judo Association of Hong Kong, China should strive to embody in their professional roles and observe consistently.

A. Professional Competence

Coaches strive to maintain high standards of excellence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. In those areas in which recognized professional standards do not yet exist, coaches exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Coaches make appropriate use of scientific, professional, technical, and administrative resources.

B. Integrity

Coaches seek to promote integrity in the practice of coaching. Coaches are honest, fair, and respectful of others. In describing or reporting their qualifications, services, and methods, they do not make statements that are false, misleading, or deceptive. Coaches strive to be aware of their own belief systems, values, needs and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles.

C. Professional Responsibility

Coaches uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different athletes. Coaches consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interest of their athletes. Coaches' ethical standards and conduct are personal matters to the same degree as is true for any other person, except when coaches' conduct may compromise their professional responsibilities or reduce the public's trust in the coaching profession and coaches. Coaches are concerned about the ethical compliance of their colleagues' professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

D. Respect and Dignity

Coaches respect the fundamental rights, dignity, and worth of all participants. Coaches are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, family status, and socioeconomic status. Coaches try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

E. Concern for Others' Welfare

Coaches seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, coaches consider the welfare and rights of their athletes and other participants. When conflicts occur among coaches' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Coaches are sensitive to differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

Ethical Standards

The following five categories of Ethical Standards list the consensus, mandatory activities which embody the Ethical Principles of coaches of The Judo Association of Hong Kong, China. While many aspects of personal behavior and private activities may not seem closely connected with the official duties of coaching, all coaches should be sensitive to their position as role models for their athletes. Private activities perceived as unethical or illegal negatively influence the coaching environment.

1. General Standards

These General standards apply to the professional activities of all coaches.

1.1 Boundaries of Competence (Principle A)

- (a). Coaches provide services only within the boundaries of their competence, based on their education, training, or appropriate professional experience.
- (b). Coaches provide services involving new techniques only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those techniques.
- (c). In those emerging areas in which generally recognized standards for training do not yet exist, coaches nevertheless take reasonable steps to ensure the competence of their work and to protect athletes and other participants from harm.

1.2 Maintaining Expertise (Principle A)

Coaches maintain awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

1.3 Basis for Professional Judgments (Principle A)

Coaches rely on scientifically and professionally derived knowledge when making professional judgments or when engaging in professional activities.

1.4 Describing the Nature and Results of Coaching Services (Principles B, C)

When coaches provide coaching services to an individual, a group, or an organization, they provide, using language that is reasonably understandable to the recipient of those services,

appropriate information beforehand about the nature of such services and appropriate information later about results and conclusions.

1.5 Respecting Others (Principle B, D, E)

Coaches respect the rights of others to hold values, attitudes and opinions that differ from their own. However, as athlete mentors, coaches recognize the importance of imparting ethical values and attitudes to athletes as part of their development.

1.6 Preventing Discrimination (Principles B, C, D, E)

Discrimination is a legal term referring to treating a person less favorably, because of a particular individual characteristic which is protected by law. There are two types of discrimination, direct and indirect, and under Hong Kong law, they include discriminations on the basis of sex, disability, family status (includes marital status and pregnancy), and race. Coaches do not engage in actions which discriminate on any basis whether proscribed by law or not. This includes discrimination on the basis of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, languages, marital and family status, or socioeconomic status.

(i) Direct Discrimination refers to treating a person less favourably, than another person of different sex, family status, race and/ or with disability.

(ii) Indirect Discrimination occurs when a condition or requirement, which is not justifiable, is applied to everyone but in practice adversely affects persons of a particular sex, family status, race, and/or with disability.

Coaches do not engage in actions which discriminate on any basis whether proscribed by law or not. This includes discrimination on the basis of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, languages, marital and family status, or socioeconomic status.

1.7 Preventing Sexual Harassment (Principles B, C, D, E)

In general, sexual harassment refers to any unwelcome conduct of a sexual nature which is perceived by the victim, or a bystander, to be offensive, humiliating or intimidating. Sexual harassment can consist of or of multiple persistent or pervasive acts or a single intense or severe act. Under the law, there are two types of sexual harassment:

(i) Misuse of authority. This refers to demanding sexual favours in return for access to resources, promotion, team selection, etc.

(ii) Hostile Environment. This refers to unwelcome conduct of a sexual nature (physical, verbal or non-verbal) which creates an intimidating, hostile or offensive environment.

(a). Coaches do not engage in sexual harassment towards any individual or group

(b). Coaches always treat sexual-harassment complainants and respondents with dignity and respect.

(c). Coaches do not deny an athlete the right to participate based on the athlete having made, or being the subject of, sexual harassment allegations.

1.8 Preventing Other Forms of Harassment (Principles B, C, D, E)

(a). Coaches do not engage in behavior that is harassing, demeaning, or disrespectful to persons with whom they interact in their work based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, family status, or socioeconomic status.

(b). Physical contact between a coach and an athlete is sometimes necessary during the coaching process, and coaches should ensure that no action on their part could be misconstrued or experienced as inappropriate. Particularly, the needs of athletes with disabilities and others who may be vulnerable must be taken into account.

(c). A coach must assign an assistant coach or an athlete with same gender to perform any kind of demonstrations to avoid misunderstandings.

1.9 Avoiding Harm (Principles A, C, E)

It is a primary responsibility of coaches to ensure a safe training environment.

Coaches take reasonable steps to avoid harming their athletes or other participants, and to minimize harm where it is foreseeable and unavoidable.

1.10 Prioritizing Child Welfare (Principles A, C, E)

Coaches have duties of care to safeguard all children (young people under the age of 18) training under its elite training system. All children have the right to be completely safe all the time, and the needs of children with disabilities and others who may be particularly vulnerable must be taken into account.

The Judo Association of Hong Kong, China recognizes that child abuse is a problem in all societies and children training at The Judo Association of Hong Kong, China may experience abuse at home, at school or in the sporting environment. Sport can play a crucial role in the child's recovery from such abuse, by providing a place of safety, where the child's self esteem, and confidence can be nurtured.

(a). Coaches take all reasonable steps to provide children with appropriate psychological and physical safety and protection while in the care of the HKSI.

(b). Coaches report directly to the Chief Executive any evidence of poor practice, or suspicious behaviour which may harm children.

1.11 Avoiding Conflicts of Interest (Principles B, C, E)

Because coaches' professional judgments and actions may affect others, they are alert to guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

1.12 Personal Data Privacy (Principles B, C, E)

Coaches take all reasonable steps to protect personal data of athletes, in accordance with the Personal Data (Privacy) Ordinance

1.13 Avoiding Multiple Relationships (Principles B, C, E)

(a). A coach refrains from promising or entering into another personal, professional, financial, or other relationship or obligation with athletes, or their parents/guardians if it appears likely that such a relationship might reasonably impair the coach's objectivity or otherwise interfere with the coach's effectively performing his or her functions as a coach, or might harm or exploit the athlete.

(b). If a coach finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the coach attempts to resolve it with due regard for the best interest of the affected person and maximal compliance with the Code of conduct of coaches of The Judo Association of Hong Kong, China.

(c). As soon as it becomes apparent that the coach may be called on to perform potentially conflicting roles, the coach clarifies and adjusts, or withdraws from such roles appropriately.

1.14 Avoiding Exploitative Relationships (Principles B, C, E)

(a). Coaches do not exploit athletes and/or other participants over whom they have supervisory, evaluative, or other authority.

(b). Coaches do not engage in sexual/romantic relationships with athletes or other participants over whom the coach has evaluative, direct, or indirect authority, because such relationships are likely to impair judgment or be exploitative, and create a perception of unfairness among team members (See also Section 2.3).

1.15 Delegation to and Supervision of Subordinates (Principles A, B, C, E)

(a). Supervising coaches delegate to their supervisees, and assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training, or experience, either independently or with the level of supervision being provided.

(b). Coaches provide proper training and supervision to their supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

1.16 Media Presentation (Principles A, B, C)

When coaches provide advice or comment by means of public lectures, demonstration, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that the content and presentation is consistent with the Code of conduct of coaches of The Judo Association of Hong Kong, China..

2. Training Athletes

2.1 Structuring the Relationship (Principles A, B, C)

(a). Coaches discuss with athletes as early as is feasible, to inform them about appropriate issues,

such as the nature and structure of training, athlete goals and expectations, performance monitoring systems and all other training related considerations.

(b). Coaches make reasonable efforts to answer athletes' questions and to avoid misunderstandings about training. Whenever possible, coaches provide oral and/or written information, using language that is understandable to the athlete.

2.2 Relationship Boundaries with Athletes (Principles A, B, C, D, E)

In Judo training systems, athletes are at the centre of a system of relationships focused on helping them to achieve their sport potential. These relationships require that a significant amount of time be spent together in the emotionally intense environment of competitive sport. The coach is placed in a position of trust, guardianship and authority over the athletes. All Coaches must be aware of their professional roles, responsibilities and appropriate relationship boundaries with athletes. The responsibility to maintain ethical, professional boundaries in relationships with athletes lies completely with the coach.

- (a). Coaches do not engage in sexual/romantic relationships with current athletes.
- (b). Because sexual intimacies with a former athlete can undermine public confidence in the coaching profession, coaches are strongly advised to not engage in sexual intimacies with former athletes.

2.3 Accuracy and Objectivity in Coaching (Principles A, B, C, D, E)

- (a). When engaged in coaching, coaches present information accurately and objectively.
- (b). When engaged in coaching, coaches recognize the power they hold over athletes and therefore avoid engaging in conduct that is personally demeaning to athletes and other participants.

2.4 Assessing Athlete Performance (Principles A, B, C)

- (a). Coaches establish an appropriate process for providing feedback to athletes.
- (b). Coaches formally meet regularly with athletes to assess progress against goals and map out pathways for continuous improvement.
- (c). Coaches evaluate athletes on the basis of their performance on relevant and established program requirements.

2.5 Consultation and Referral (Principles B, C)

Coaches recognize their own limitations and proactively consult with other coaches to ensure their athletes are not being held back. Coaches are willing to make referrals when professionally appropriate in order to benefit the athlete's development.

2.6 Honoring Commitments (Principles B)

Coaches take all measures to honor commitments they have made to athletes.

2.7 Team Selection (Principles A, B, C)

Coaches' assessments, reports, and evaluative statements used to recommend team members for selection are based on professional judgement, and information and techniques which provide appropriate and substantive evidence for their recommendations.

2.8 Drug-Free Sport (Principles B, C, E)

Coaches do not tolerate the use of recreational or performance-enhancing drugs and support athletes' efforts to be drug-free.

2.9 Alcohol & Tobacco (Principles C, E)

(a). Coaches discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites, and forbid use of alcohol by minors.

(b). Coaches do not smoke or drink alcohol while they are coaching.

(c). Coaches do not smoke or drink alcohol while in the presence of their athletes

3. Coach Training and Supervision

3.1 Design of Coach Education/Professional Development (E/PD) Programs (Principles A, B, C)

Coaches who are responsible for E/PD programs for other coaches seek to ensure that the programs are competently designed, provide the proper professional coaching experiences, and meet the requirements for certification or other goals for which claims are made by the program.

3.2 Descriptions of Coach E/PD Programs (Principles A, B, C)

(a). Coaches responsible for E/PD programs for other coaches seek to ensure that they provide a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be readily available to all interested parties.

(b). Coaches seek to ensure that statements concerning their E/PD programs are accurate and not misleading.

4. Resolving Ethical Issues

4.1 Familiarity With the Code of Conduct of Coaches (Principles A, B, C)

Coaches have an obligation to be familiar with the Code of Conduct of Coaches of The Judo Association of Hong Kong, China and its application to their work. Lack of awareness, or understanding of an ethical standard is not itself a defense to a charge of unethical conduct.

4.2 Confronting Ethical Issues (Principles B, C)

When a coach is uncertain whether a particular situation or course of action would violate the Code of Conduct of Coaches of The Judo Association of Hong Kong, China, the coach will consult with other coaches knowledgeable about ethical issues, or with other appropriate authorities in order to choose a proper response.

4.3 Conflicts Between Ethics and Organizational Demands (Principles B, C)

If the demands of another organization with which coaches are affiliated conflict with the Code of Conduct of Coaches of The Judo Association of Hong Kong, China, coaches clarify the nature of the conflict, with both parties and seek to resolve the conflict in a way that permits the fullest adherence to the Code of Conduct of Coaches of The Judo Association of Hong Kong, China.

4.4 Informal Resolution of Ethical Violations (Principles B, C, E)

When coaches believe that there may have been an ethical violation by another coach, and an athlete's rights are not being violated and/or the athlete is not being put at risk, they may attempt to resolve the issue by bringing it to the attention of that individual in a collegial manner to informally resolve this issue.

4.5 Reporting Ethical Violations (Principles B, C, E)

If an apparent ethical violation is not appropriate for informal resolution under Standard 4.4 or is not resolved properly in that fashion, coaches may file a formal report in writing to the Management of The Judo Association of Hong Kong, China.

4.6 Cooperating With Ethics Investigations (Principles B, C, E)

Coaches cooperate in ethics investigations, proceedings, and resulting requirements of The Judo Association of Hong Kong, China, if appropriate. Failure to cooperate is itself an ethics violation.

4.7 Improper Complaints (Principles B, C, D, E)

Coaches do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than to protect the public.

5. Process Relating to Violation of Code (Principles C)

Coaches acknowledge that the Code of Conduct of Coaches is administered under the authority of The Judo Association of Hong Kong, China and that a violation of this Code subjects the coach to The Judo Association of Hong Kong, China's established processes in the event of disciplinary action.

ACKNOWLEDGEMENTS

Acknowledgement and thanks are extended to the Hong Kong Sports Institute whose work and advice have contributed to the development of the Code of Conduct of Coaches of The Judo Association of Hong Kong, China.

First Edition: 2012

Revised on 2017