



Co-funded by the Erasmus+ Programme of the European Union



Principles and Guidelines for Good Governance in Coaches' associations

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ICCE International Council for Coaching Excellence



INSTYTUT SPORTU PAŃSTWOWY INSTYTUT BADAWCZY



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TREINADORES PORTUGAL



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1. Introduction – Project CoachForce21

CoachForce21 (CF21) is a three-year Erasmus+ co-funded project led by Leeds Beckett University (UK) and the International Council for Coaching Excellence (ICCE) with another seven partners: Trainerakademie Köln (Germany), Czech Olympic Committee (Czech Republic), Hungarian Coaching Association (Hungary), Polish Institute of Sport (Poland), Treinadores Portugal (Portugal), Professional Coaches of Finland (Finland) and the Hellenic Federation of Sports Coaches and Trainers (Greece).

CF21 has two main objectives:

1. Strengthening coach representation at national and European level through the provision of guidance and support for existing and developing Coaches' associations (Coaches' associations) in the EU
2. Bringing the Voice of the Coach to the fore of the Social Dialogue in Sport to foster Good Governance in the Sector.

To achieve the above, the partners will:

1. Develop a baseline picture of the current coaching landscape across the 27 Member States
2. Map the current impact of Coaches' associations in the 27 Member States
3. Create guidance tools and resources for current and prospective Coaches' associations in relation to the convening, governance, relevance and impact of this type of organisations.
4. Effectively engaging with coaches on the frontline, employers (i.e., clubs; local authorities; leisure providers, etc), national and international sporting organisations (i.e., federations) and national and international policy bodies (i.e., government departments; European umbrella bodies).

This is the sixth output from this project. It aims to provide a comprehensive description of the principles of good governance of sport organisations as they apply to Coaches' associations. It introduces aspects of good governance in Coaches' associations and offers guidelines as to how Coaches' associations can act in a sustainable way throughout the EU.

2. Definition of Good Governance in Coaches' Associations

Good governance in sport can be defined as:

The framework and culture within which a sports body sets policy, delivers its strategic objectives, engages with stakeholders, monitors performance, evaluates and manages risk and reports to its constituents on its activities and progress including the delivery of effective, sustainable and proportionate sports policy and regulation.

The above definition of good governance in sport is based on the 'Principles of good governance in sport' document (produced by the European Commission as part of the EU Work Plan for Sport 2011-2014). This definition can be, as it is, adopted to describe good governance in coaches' associations.

Since the publication of the 'Good Governance in Sport' report, many instances of poor ethical behaviour in sport have been reported. These include cases of abuse, harassment, doping and match-fixing to name but a few. For this reason, it is important to look at good governance in the work of coaches' associations from a wider social perspective.

Because coaches have such an important role in sports communities as opinion makers, culture ambassadors and guides for athletes, good governance in coaches' associations cannot be only about doing right and avoiding incidents. Good governance in coaches' associations must go beyond this. Good governance in Coaches' Associations is about taking responsibility for the sports community.

This document is an adaptation of the above-mentioned European Commission 'Good Governance in Sport' report with two added frames of reference, inspired by the work of the Sustainability Programme of Finnish Sports Community. These added perspectives are "social responsibility of coaches' associations in sports communities" and "coaches' associations responsibility to promoting good coaching". Guidelines of the European Commission report and the Finnish Sports

'Principles of good governance in sport' document of European Commission:

https://ec.europa.eu/assets/eac/sport/library/policy_documents/xg-gg-201307-dlvrbl2-sept2013.pdf

Sustainability Programme of Finnish Sports Community:

https://www.olympiakomitea.fi/uploads/2020/02/f93d2151-vastuullisuusohjelma_eng.pdf

Community Sustainability Programme are applied to the work and environment of coaches' associations with the help and experience of the project partners.

Adopted from the examples, this document presents 11 principles for good governance of coaches' associations. They are: 1. Clarity of Purpose and Objectives, 2. Stakeholder Identification and Roles, 3. Democracy and Minimum Standards, 4. Delegation and Committees, 5. Management, 6. Juridical/Disciplinary Procedures, 7. Inclusivity and Young Coaches' Engagement, 8. Statutes, Rules and Regulations, 9. Accountability and Transparency, 10. Code of Ethics and 11. Social Responsibility and Promoting Good Coaching. Principle 11 includes some best practice examples from Coaches' Associations and similar institutions.

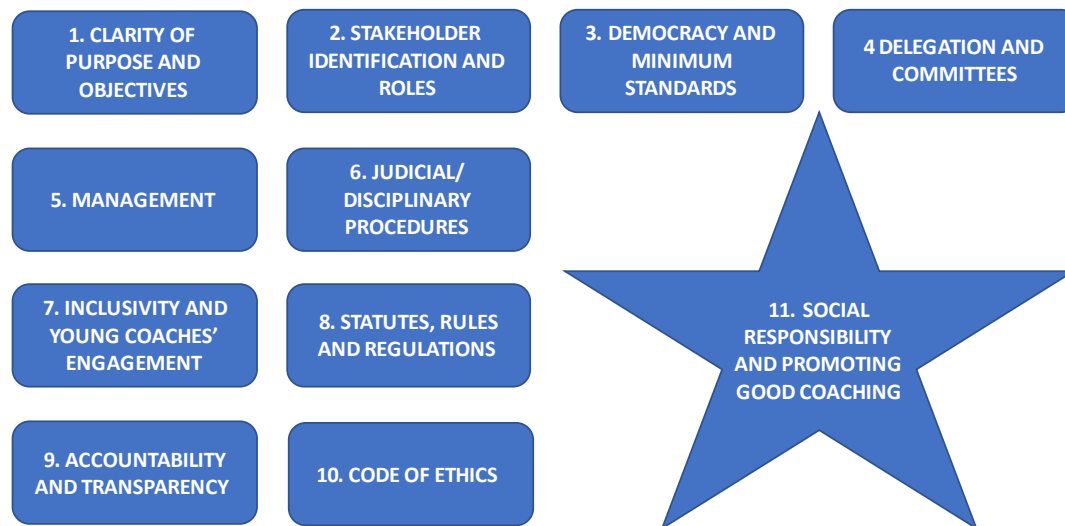


Figure 1 - Principles of Good Governance in Coaches' associations

To conclude, a good governance checklist for Coaches' Associations can be found at the end of the document.

3. Principles and Guidelines for Good Governance in Coaches' Associations

Principle 1. Clarity of Purpose and Objectives

Clarity on the proper role, function, responsibilities and objectives of a coaches' association is a critical first step to good governance. The precise role, function and objectives of each coaches' association should be clearly set out in its foundation and constitutional documents (statutes) and incorporated into the vision, strategic plan and communication protocols.

All Coaches' Associations should formally commit to the fight against doping and discrimination, the maintenance of sporting integrity and the adoption of ethical practices.

Coaches' Associations should adopt and publish a vision and strategic plan aligned to their long-term objectives and reflecting evolving short-term priorities. This approach aids planning and may assist in removing short term and reactive sports governance practice. It will also promote accountability and transparency.

Coaches' Associations should seek to develop their strategic plans and priorities in a consensual way and ensure that such plans are endorsed by the relevant decision-making bodies within the organisation. Once approved, such strategic plans should be circulated to all members, stakeholders and participants and preferably made public.

Coaches' Associations should seek to implement an appropriate level of monitoring and oversight. This will help to verify progress of the strategic plan against measurable key performance benchmarks to ensure value for money is being achieved from their investments and that the plan is working effectively.

Principle 2. Stakeholder Identification and Roles

Each Coaches' Association will have different stakeholders reflecting its particular range of participants and interested parties. Coaches' Associations may also liaise with commercial partners if appropriate.

Each Coaches' Association should evaluate how best to utilise the input and expertise of its stakeholders in its activities, consultation processes and decision-making procedures. Stakeholders may be given different levels of involvement.

Coaches' Association should establish minimum representation and democratic standards that stakeholders should meet in order to participate in consultation and/or decision making.

A commitment from relevant stakeholders should also be sought confirming that they support the overall objectives and vision of the Coaches' Association concerned and will make decisions and generally act in the best interests of the sport, without prejudice to the definition of labour relations between social partners through social dialogue.

Clarity on the role of members, stakeholders and participants in consultation processes and decision making is critical. The formalisation of roles promotes accountability and should assist in minimising the prospects of any party exceeding their powers, avoiding consultation on key decisions, duplicating resources and/or generating tensions associated with unbalanced policy or decision making. The respective roles, responsibilities and objectives of Coaches' Associations and their stakeholders should be collectively acknowledged and codified within its statutes. In this way, a coaches' associations can have greater confidence in producing fair, credible, affordable, and proportionate sports policy, and regulation in their sphere of influence.

Principle 3. Democracy and Minimum Standards

Coaches' Associations should establish a clear organisational framework for membership and decision making via appropriately representative, inclusive and competently populated bodies implementing fit for purpose, democratic procedures and acting in pursuance of the objectives, strategic plan and vision of the Coaches' Association concerned.

The organisational framework should identify all decision-making organs of the Coaches' Association and their interrelationship. The statutes of Coaches' Associations should clearly set out the various responsibilities and decision-making authority of the different organs including, where applicable, congress (council or general assembly), the executive body or board, technical or standing committees and disciplinary/judicial bodies.

For all decision-making organs, Coaches' Associations should clearly identify procedural rules and the rights of members/stakeholders to participate in consultations, debates and/or decision-making processes.

Ordinarily, the constitution of a Coaches' Association should include details of the entitlement of relevant members, stakeholders, and participants to vote at meetings, majorities required for particular decisions, regularity of meetings, the right to receive notice of meetings,

order of business under consideration, and the opportunity to make representations. Once established, there should be in strict compliance with the constitution and procedural rules.

Within Europe there are many different types of democratic systems in operation, and it is not practical to be prescriptive over the adoption of any particular democratic process. In key decision-making areas all relevant personnel should be involved as determined by the Coaches' Association statutes.

However, whilst an appropriate degree of flexibility is needed to allow Coaches' Associations to apply a suitable and proportionate democratic structure, based on its particular needs and resources, whatever system of democracy is adopted, or appointment practices implemented there are some minimum good practice principles that should be respected by all coaches' associations when identifying their processes and appointing personnel to their sovereign decision-making bodies.

Minimum good practice principles for processes and appointing personnel to the decision-making bodies

- 1)** A commitment and requirement to hold free, fair, and regular elections
- 2)** Ensuring that broad stakeholder consultation and/or representation exists
- 3)** A requirement to hold regular meetings to fulfil allocated responsibilities and functions;
- 4)** Clarity over the role and powers of the President or Chairperson and Board Members;
- 5)** The enforcement of a code of conduct or by-law which includes an express obligation for decision makers to:
 - I. Adopt the highest ethical practices
 - II. Act independently in the interests of the Coaches' association as a whole
 - III. Not make decisions in which they have a business or personal interest
 - IV. To declare conflicts of interest.
- 6)** Ensuring that the appropriate level of inclusivity, diversity and sports representation is achieved and maintained across decision-making bodies
- 7)** Adopting fixed terms of office to allow regular refreshing of decision-making bodies.
- 8)** Utilising a credible and suitably transparent basis and process for voting.
- 9)** Where appropriate making public the decisions reached.

The above checks and balances and procedural safeguards may need to be reinforced and/or supplemented for major decisions of a sporting, financial or commercial nature.

Principle 4. Delegation and Committees

Clarity of responsibilities for the different organs that make decisions within a Coaches' Association is critical to promoting the efficiency of policy development and effective governance.

Appropriate delegations of tasks to members and stakeholders should be permitted subject to a proportionate level of monitoring and supervision by the Coaches' Association and provided always that such members or stakeholders possess the relevant expertise to fulfil the delegated responsibility and, if applicable, that they possess a mandate for the stakeholder group they represent.

Coaches' Associations should allow for the appointment of technical or expert committees (whether standing or ad hoc) and/or working groups for specialist work and advice on relevant issues. The terms of reference, reporting lines and status of committee decisions or recommendations should be clearly identified and communicated to all members, stakeholders, and participants.

Appropriate selection policies should be in place for committees or working groups to ensure that suitable experts are appointed and there is a balance of views, gender equality and diversity.

Principle 5. Management

In most Coaches' Associations, the board constitutes the executive organ providing a supervisory and monitoring role over the day-to-day activities and management of the organisation. The board therefore represents an essential component of good governance in sport. The successful implementation and acceptance of good governance in a Coaches' Association is influenced by whether and how well the board and the management embrace good governance. The board and management should seek to promote a culture of good governance throughout the entire organisation, for example by conducting appropriate training and qualification measures, amongst other things.

Important requirements for a board to be effective

- 1)** The governing documents (including committee structures) must be fit for purpose, available at all times to members and other stakeholders.
- 2)** The chairperson should possess strong leadership skills.
- 3)** Decision making powers should be clearly identified along with delegated responsibilities and authorisations granted by the board.
- 4)** Board members should act independently in the best interests of the coaches' association as a whole and in accordance with their legal and fiduciary duties.
- 5)** Where proportionate and justified, an appropriate number of the board should be independent and appointed via open procedures.
- 6)** The board must promote equality and diversity and actively work to attract a diverse range of members, including, in particular but not limited to, an appropriate gender balance at board level as part of an overall inclusivity programme.
- 7)** Board members must have the necessary attributes, skills and competence required to carry out the role effectively with skills being regularly assessed and performance evaluated.
- 8)** Appropriate term limits for board members should be in place as part of succession planning processes.
- 9)** A board must not be too large or small and must hold an appropriate number of meetings to reflect the needs of the Coaches' association.
- 10)** The board should have an appropriate policy on conflict-of-interest declarations and management.
- 11)** There should be a clear policy and process for the removal of board members for misconduct.

It is important that the relationship between the board and management of a Coaches' Association is well structured including regular engagement, oversight policies and the setting of key performance indicators for managers. This is an integral part of the overall strategic operation of the Coaches' Association with management and staff implementing policies determined by the board or sovereign body of the organisation. In this regard the CEO or General Secretary has a critical role to play in promoting staff and management performance that is in accordance with board expectations and can deliver the strategic plan of the Coaches' Association and its longer-term objectives.

Principle 6. Judicial/Disciplinary Procedures

Coaches' Associations should put in place a suitable judicial/disciplinary framework that meets their particular needs. The framework should be proportionate to the size, membership, and type of cases on which it is required to adjudicate.

It is preferable for a separate judicial/disciplinary code to be developed incorporating clear disciplinary rules, sanctions, and procedures. Members, stakeholders, and all participants should agree to be bound by the code and the sanctions imposed. Members, stakeholders, and participants should, where practicable, be educated on key rules and obligations under the code so they are aware of what is expected of them and the consequences of non-compliance.

Adjudicators should be impartial. Coaches' Associations should monitor legal requirements in this regard. To mitigate risk of challenge, appropriate codes of practice can be developed for judicial personnel providing guidance on when it may not be appropriate for them to sit in judgement.

Adjudicators must possess the necessary skills and expertise to evaluate evidence, assess credibility of witnesses and make reasoned decisions. To aid transparency it is preferable if adjudications are supported by written reasons and where possible made public. Training in disciplinary procedures, the application of rules and production of written reasons should where possible be undertaken by adjudicators.

Basic procedures to ensure the right of the defence should be established in accordance with general principles of law.

An appropriate appeal framework should be put in place by Coaches' Associations. This supports overall due process and provides a further layer of risk management as erroneous decisions can be rectified. Where appropriate, a coaches' association may also consider appointing an ombudsperson.

Where legal challenges to the decisions of governing bodies in national state courts are likely a coaches' association may also consider, subject to applicable national and EU laws, adopting a suitable binding internal arbitration mechanism. Such alternative dispute mechanisms should deliver swift, cost effective, expert resolutions.

Principle 7. Inclusivity and Young Coaches Engagement

Coaches' Associations should be inclusive and represent the diverse nature of society whether by reference to gender, race, sexuality, disability, age or otherwise. By selecting from the widest possible talent pool for all positions and at all levels, the most skilled, experienced performers can be identified and engaged by coaches' associations.

Having appropriate regard to applicable laws, Coaches' Associations should develop and implement an inclusivity strategy incorporating recruitment, selection, and appointment procedures. This strategy should be monitored, and steps taken to identify how any issues of under representation can be suitably addressed at all levels of the organisation.

The long-term viability of coaches' associations depends on future generations. It is good practice for coaches' associations to engage and consult with young coaches, who are at the beginning of their coaching journeys. For example, establishing Youth Boards respecting gender balance and diversity may assist in promoting engagement and succession planning. In this context, particular attention should be paid to the issue of protecting the physical and moral integrity of young sportspeople and safeguarding sports participants.

Coaches' Associations must also recognise that to attract new generations, technology and IT will play an important part. Increasingly mobile and remote video conferencing will need to be utilised for governance, disciplinary and administrative activity and those coaches' associations which embrace such technology are more likely to encourage future generations.

Principle 8. Statutes, Rules and Regulations

The statutes, rules and regulations of Coaches' Associations should be available as public documents, be clearly drafted, and the process for amendment identified.

When amendments to statutes, rules, regulations, or key policies are being contemplated, an appropriate and proportionate consultation process should be put in place with relevant members and stakeholders within a suitable timeframe.

Wherever possible, the rationale for any adjustment should be available along with supporting evidence. It should also be made clear which particular objective and part of the strategic plan is being advanced by the proposal so that fully informed decisions can be taken.

In addition to representing best practice, it is notable that the process adopted by coaches' associations, and the consultation undertaken in such scenarios is assuming increasing importance in legal challenges to sports rules/regulations both nationally and at European level. Accordingly, an inclusive, evidence-based consultative approach to regulatory change also represents effective risk management.

To promote transparency and accountability the web sites of a coaches' associations is an ideal place to set out statutes, rules, regulations, vision, strategic plan, and other policy positions as well as information concerning proposed adjustments. The website, alongside with other communications tools and channels, can also be used as a means for consultation with members, stakeholders, and where appropriate other groups.

Principle 9. Accountability and Transparency

Coaches' Associations should establish clear levels of oversight and accountability for their various decision-making bodies to ensure that powers are exercised appropriately and consistently with the objectives and functions of the relevant body.

Key performance indicators and evaluation procedures commensurate with the size of the coaches' association should be set at all levels of the organisation to promote efficiency and good management.

Coaches' Associations should adopt proportionate, fit for purpose internal controls, reporting requirements, data protection policies and financial management strategies to at least the level required by applicable laws. Such policies should include clear financial authorisation limits and formalisation of agreements in legally enforceable form.

Financial information should be produced in accordance with applicable laws and subject to appropriate auditing standards. Financial information should be made available to members, stakeholders and the public wherever possible. All such financial information should be clearly presented and preferably form part of an annual report of the activities of the coaches' association.

If the Coaches' Association makes financial distributions to members and/or stakeholders such distributions should be documented and made subject to appropriate terms and conditions and on-going reporting requirements to the distributing body on the ultimate deployment of such funds.

Coaches' Associations should adopt effective and proportionate risk management arrangements designed to identify, assess, control, manage and mitigate risk across all of their activities. This should include evaluating the optimum legal form for the coaches' association and/or its members to operate under and putting in place appropriate insurance arrangements.

Coaches' Associations should develop appropriate confidentiality protocols and codes which are capable of rigorous enforcement. They should also have clear policies on who may speak with the media and in what circumstances. Where possible coaches' associations should develop rapid, crisis response protocols to be deployed in specific scenarios.

In addition to developing transparent external communication policies, effective and transparent internal communications for staff, members, volunteers, and stakeholders should be developed so they are aware of important developments, events, meetings, policy changes and opportunities.

Continuing professional development for all personnel and volunteers within sports bodies should be promoted wherever possible along with clear guidelines for staff conduct.

Principle 10. Code of Ethics

Coaches' Associations should develop a code of ethics binding on all members, stakeholder, participants, staff, and volunteers. It should embrace a range of ethical practices and inform the conduct and culture of the organisation as a whole by instilling values of integrity, equity and transparency and an appreciation of acceptable conduct.

The terms should be agreed across the Coaches' Association so that it reflects the views of all levels of the organisation. The code should incorporate the general ethical values of the coaches' association, but also address specific areas of risk for example by making express provision for the disclosure and registration of gifts and/or acceptance of hospitality and setting suitable financial limits. The code should incorporate an effective implementation and enforcement protocol and be subject to regular review.

On the side of the code of ethics that ties the work of organization there should be guidance of ethical issues for members, in other words, coaches. It can be for example in form of guidelines of good coaching, code of conduct for coaches or responsibility programme of ethical issues.

Principle 11. Social Responsibility and Promoting Good Coaching

Alongside with the basic good governance standards, Coaches' Associations should have a responsibility programme, or similar, to be communicated to the member coaches and organisations promoting coaching. Responsibility programme should not be only statements but concrete actions to help coaches and develop the work of the coaches' association concerned.

Responsibility programme should contain at least following aspects:

- a. Good coaching and safe sport
- b. Equality and equal opportunities
- c. Environment and climate
- d. Antidoping and integrity

Coaches' Associations should promote good coaching by promoting statements and principles of good coaching in their sphere of influence. Statements could be named for example as ethical principles in coaching or a code of conduct for coaches.

Statements should emphasize a humanistic approach to coaching. Coaching should support the creation of an atmosphere where sports are a source of joy and positive experiences for all participants. In sports, no one should experience bullying, harassment, or other inappropriate behaviour.

Eliminating harassment requires the courage to change and intervene. Coaches should consider their coaching practices and feedback channels. Harassment must not be tolerated at all. Intervention is essential, regardless of the position or role of the harasser.

Commitment to harassment-free sports requires understanding the boundaries and respecting them. When words and actions meet, an open atmosphere in which everyone deserves respect in being themselves emerges.

Safe sport means that sports are a physically, mentally, and socially safe environment for all participants. It includes measures of promoting mental well-being and social interplay, as well as preventing injuries.

Safe sport should also include spectator safety aspects. Coaches' associations as well as individual coaches can encourage fans and other sport people to work together to ensure spectator safety.

Coaches should promote tolerance, equality, and equal opportunity to participate in their environment. Message should be that everyone is welcome to our activities as an athlete, coach or in other roles in the sport movement.

Especially Coaches' Association should encourage minorities to participate. For example, in many sports women are underrepresented in coaching. In these cases, there should be concrete actions to develop equality between men and women.

Working to eradicate racism and to promote equity in other areas such as cultural, economic, social, gender, functional (e.g., disabilities) etc. should be part of the role of the coaches' associations.

Environmental issues are important in all areas of society. Sport should act in sustainable way and consider future generations in all their operations.

Traffic is one of the biggest polluters when thinking about environmental problems. There should be advice for coaches to reduce air pollutant by organising transportation in sustainable manners. Coaches also might have influence on competition structure. Planning competitions properly can help in organising transportation in environmentally sustainable ways. It is also obvious that there should not be littering in the sports environments.

In addition, that coaches are taking environment in consideration in their everyday work in sport, coaches as well as athletes, can be role models in protecting environment and preventing climate change.

The approach of the coaches should be that sports is fair and clean. Coaches should educate themselves in antidoping issues and discuss about doping and other sport ethics issues with their athletes. The World Anti-Doping Agency WADA publishes a list of Prohibited Substances and Methods in Sports every year. Athletes themselves are always responsible for the substances they use. A lack of awareness is not a valid excuse for an antidoping rule violation.

Coaches should never offer any prohibited substances or methods to their athletes. Coaches should protect their athletes and make sure that no other person, for example a physician, will offer any prohibited substances or methods for the athletes. Coaches should help authorities to investigate antidoping rule violations.

Manipulation of sports competitions (match fixing) ruins sports. Coaches should support authorities in their battle against the manipulation of sports competitions and help athletes in troubles. Coaches should understand competition manipulation as a phenomenon. In most cases there is organized criminality behind manipulation cases. A coach should never engage in competition manipulation.

This document offers some examples, short citations of statements that Coaches' Associations, or similar institutions, have produced for the sports community and coaches.

Best Practice Examples of Social Responsibility and Promoting Good Coaching

Hungarian Coaching Association / Code of Ethics for Coaches 2018

General norms regarding the coach's personality and activity

1. One of the obligations for coaches, besides naturally guarding their physical and psychological health and fitness must be to further develop themselves, their own knowledge and abilities first of all within their specific professional field but also in related scientific areas.
2. At the heart of the coaching activity is the transferring of knowledge to the athletes so that by developing an inner initiation, the athletes may achieve their designated goals through a gradual progress. The coach's work should simultaneously be characterized by positive inspiration.
3. The coach should instil in their athletes through example, teamwork and cooperation.
4. The coach's manner should be spontaneous but decisive, patient, thoughtful, clear-cut in their explanations and objective in decision-making.
5. The coach is an essential part of the athletes' everyday life, and of course, companions in their success and victories as well as their losses and failures. Their caring and support towards their athletes should extend to the doings and problems lying beyond their mutual sporting interest.
6. The coach is well prepared, aware and ready to deal with manifestations of morally dangerous occurrences and circumstances.
7. The coach's self-critical attitude should be exemplary. It is also one of their moral obligations to try and avoid mistakes, but in case they evidently occur to admit to them forthwith.
8. The coach must be knowledgeable in the domestic and international history of their sport and the development of its associated equipment. In this way, the coach can further strengthen the athletes' loyalty to the sport and respect for its traditions, whilst strengthening their ties.
9. The achievement of any coach should not be determined by the progress and results of their athletes or by the continuous self-educational process and completion of their regular tasks alone, but also by the consistency with which they uphold moral norms and obligations.
10. The coach is required as an act of self-regulation, but also as set out by the governing bodies of their own respective sport organizations, to periodically and as required to complete a report which summarizes the progress of their athletes as well as grading their own performance. On the basis of this report the coach is to determine the activities and goals of the following term.
11. With his attitude and whole activity the coach serves the health – conscious sport culture.

<https://magyaredzo.hu/wp-content/uploads/2018/11/edzok-etikai-kodexe-magyar-edzok-tarsasaga.pdf>

Finnish Coaches Association, Professional Coaches of Finland and Finnish Olympic Committee / Coach Matter Registrations

Good coaching

Good coaching means coaching of a person in both individual and team sports. In order to succeed in helping the athlete, the coach has to know both his/herself, as well as their athlete. Coaching is a long-term development process, in which both counterparts learn. The learning is based on the athlete's inner motivations. In coaching, this means that the coach helps the athlete find their inner motivations and their personal sources of strength.

In athlete-centred activities, the coach's most important goal is to help the athlete to develop and use their own resources. The athlete is at the centre – and so are his/her resources and inner desire to learn. The athlete is involved in all stages of the coaching process: planning, implementation and evaluation. In such a way, the athlete grows responsible for their own actions and has a strong sense of ownership of practising the sport.

In athlete-centred activities, both the role of the coach and athlete are demanding. It is different from coach-centred or performance-based coaching and requires the ability to build athlete-coach interaction. The coach has a responsibility in the overall picture of the coaching process. The coach's role and responsibility varies according to where the athletes are on their path.

Conditions for good sports

In order for good sport's fundamental ideas to take effect, every individual has the right to:

- experience joy from doing sports
- be treated equally
- act in a safe environment and atmosphere
- take part in a fair game in which one competes and acts according to the rules and does one's best so that the outcome will be fair
- take part in healthy and clean sports
- act in accordance with one's own goals and starting points and become valued
- bring forth any grievances.

Coaching relationship

The relationship between a coach and an athlete is often a very meaningful relationship, a power relationship and a contractual relationship. Both counterparts have rights and obligations to each other. Rights and responsibilities vary at different stages of an athlete's path. The coach must recognize the importance of the power relationship and the limits in their exercise of power. The coach and the athlete must be able to trust that both will stick to mutually agreed matters. The agreed matters must be in accordance with the athlete's level of development. A prerequisite for a coaching relationship is to understand and consider the whole of an athlete's life. The dignity of the coach or the athlete never depends on the amount of success in sport.

<https://www.suomenvalmentajat.fi/arvostus/valmentajalla-on-valia-kampanja/>

DOSB Germany / Code of Conduct/Ethics

For all volunteers, part-time and full-time employees in sports clubs and associations.

Hereby I, _____ promise

- I will respect and support the personality of every child, adolescent and young adult. I will respect the individual feelings about proximity and distance, the privacy and the personal boundaries of shame of the children, adolescents and young adults entrusted to me, as well as those of the other members of the association.
- I will encourage children, adolescents and young adults in their self-realization to appropriate social behaviour towards other people. I would like to educate them on fair and respectful behaviour within and outside the sporting offerings towards humans and animals and to instruct them to treat nature and the world responsibly.
- I will always align sports and extra-sports activities with the level of development of the children, adolescents and young adults entrusted to me and use methods suitable for children and young people.
- I will always try to create a fair framework for sports and extra-sports activities for the children, adolescents and young adults entrusted to me.
- I will respect the right of the child, adolescents and young adults entrusted to me to physical integrity and will not engage in any form of violence, whether physical, psychological or sexualized nature.
- I will ensure that the rules of the respective sport are complied. In particular, I will act as a positive and active role model in the fight against doping and drug abuse as well as any kinds of performance manipulation.
- I offer the children, adolescents and young adults entrusted to me sufficient opportunities for self-determination and participation for all sporting and non-sporting offers.
- I respect the dignity of every child, adolescent and young adult and promise to treat all young people equally and fairly, regardless of their social, ethnic and cultural origin, beliefs, religion, political convictions, sexual orientation, age or gender, and to resolutely counteract discrimination of any kind and anti-democratic ideas.
- I want to be a role model for the children, adolescents and young adults entrusted to me, always teach compliance with sporting and interpersonal rules and act in accordance with the laws of fair play.
- I commit myself to intervene if this Code of Conduct/Ethics is violated in my environment. I will engage professional support and assistance, and I will inform those responsible at management level. The protection of children and young people is primary priority.
- I promise that my behaviour towards adult athletes will also be based on the values and standards of this Code of Conduct/Ethics.

By signing, I commit myself to complying with this Code of Conduct/Ethics.

https://cdn.dosb.de/user_upload/SafeSport/Dateien/2020/Ehrenkodex_20150306.pdf

UK Coaching / Code of Practice for Sports Coaches – Rights

We know that coaching encourages people to start in sport and physical activity, improves enjoyment, maintains engagement, improves fitness, develops skills and builds lifelong connections to sport and activity.

This means that coaches, leaders and instructors play a critical role in the development of any sport or activity, and in the lives of the people they coach. Good coaches ensure participants have positive experiences, so they are more likely to continue and achieve their potential.

Coaches must demonstrate a high degree of honesty, integrity and competence. The need for coaches to understand and act on their responsibilities is vital to sport, as is the need to promote participation for fun and enjoyment, as well as achievement.

This is implicit in good coaching practice and promotes a professional image. This Code of Practice for Sports Coaches defines all that is best in coaching practice.

Someone engaged in coaching may do so under the title of activator, coach, instructor, teacher or leader. Regardless of the badge they wear, this Code applies to all those who help others achieve their goals through sport and physical activity.

Example one of the key principles: Rights

Coaches must respect and champion the rights of every individual to participate in sport and physical activity.

Your responsibilities – Coaches should:

- create an environment where everyone has the opportunity to participate in their chosen sport or activity
- maintain an environment free of fear and harassment
- recognise the rights of all participants to be treated as individuals
- recognise the rights of participants to seek advice from other coaches and experts
- promote the concept of a balanced lifestyle, supporting the well-being of participants in and out of the sport.

Your behaviour:

- Treat all individuals with respect at all times.
- Do not discriminate on the grounds of gender, marital status, race, colour, disability, sexual identity, age, occupation, religious beliefs or political opinion.
- Do not allow any form of discrimination to go unchallenged.
- Do not publicly criticise or engage in demeaning descriptions of others.
- Be discreet in any conversations about participants, coaches or any other individuals.
- Communicate with and provide feedback to participants in a way that reflects respect and care.

Other three key principles are titled as Relationships, Personal standards and Professional standards.

<https://www.ukcoaching.org/resources/topics/guides/code-of-practice-for-sports-coaches>

4. Good Governance Checklist for Coaches' Associations

The questions below can help coaches' association to check the status of good governance in the organization.

Questions	Yes	No	I don't know
Do we have clearly defined roles, purposes and objectives?			
Do we have a vision, in other words, a long-term objective we want to achieve?			
Is our work based on our clear-defined values?			
Do we have an updated strategic plan?			
Are we monitoring our work and success regularly?			
Do we involve our members and other stakeholders?			
Do we have all committees or expert networks that we need?			
Do we have a clear organizational structure?			
Are our decisions made using a democratic method?			
Are our decision makers thinking with the best interest of our association in mind, without hidden agendas?			
If something goes wrong, do we have judicial/disciplinary procedures in place?			
Are we an attractive actor for all potential members regardless of their gender, age, cultural background, etc.?			
Do we engage young coaches in all our actions from the planning to the execution stage?			
Are our actions produced in an accountable and transparent manner?			
Do we have internal controls, reporting requirements, data protection policies and financial management strategies that are functional for our purposes?			
Is our communication active and open, are we reaching our target groups?			
Do we take care of our employees and volunteers and offer them possibilities to develop themselves?			
Do we have a clear-defined code of ethics?			
Do we promote good athlete-centred coaching and physically, mentally, and socially safe sport?			
Are we as an organisation and are our members committed to good and ethically sustainable coaching?			
Are we as an organisation and are our members committed to quality coaching?			
Are we as an organisation and are our members committed to fight against doping, competition manipulation and corruption?			
Are we as an organisation and are our members protecting the environment and the climate?			

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