



MARTIAL ARTS INDUSTRY ASSOCIATION
THE PEAK INDUSTRY BODY FOR MARTIAL ARTS IN AUSTRALIA

NATIONAL CODE OF ETHICS

The purpose of the Code is to:

- Provide a practical guide for professional behaviour and practice for MAIA members and assist them to solve ethical dilemmas when counseling elite athletes
- Promote confidence in our profession to our communities
- Uphold the integrity of the National MAIA network
- Inform the Australian public about the standards to which we adhere

The Code of Ethics will not cover every situation in the program. There may be policies or procedures set down by the state or territory in which the MAIA member works, or specific issues which are covered by an industrial agreement or award.

1. Ethical principles for professional competency and conduct

MAIA members:

- Obtain qualifications necessary to provide career development services, including those qualifications required to undertake specialised tasks or roles and/or work with specialised populations.
- Represent their professional competencies, training and experience accurately
- Function within the boundaries of their training and experience
- Refrain from consciously dictating to, judging or coercing athlete choices, values, lifestyles, plans or beliefs
- Enhance athlete autonomy and sense of self worth and encourage students to develop and reflect on their own values
- Ensure assessment tools, if used, are chosen, administered and interpreted appropriately and accurately; explain the content, purposes, potential benefits and results of tests and interventions in language that is easily understood by athletes, their parents (where relevant) and the sporting community. National MAIA members will only use assessment tools for which they have appropriate training.
- Monitor, maintain and enhance professional competencies
- Seek and participate in continuing professional development (CPD) in order to remain current with innovations and trends in the contexts, processes and content of career development
- Ensure that material contained in web-based programs, resource materials and

career development programs is current and accurate; ensure information provided to athletes is in a form that can be readily understood by the athlete, their parents (where relevant) and the sporting community.

- Undertake research and report findings, using procedures that are consistent with the accepted ethical and scientific standards of educational, psychological and social research practices

2. Ethical principles for career development practitioner-student relationships

2.1 Equity and Diversity

MAIA members:

- Respect the dignity of each athlete for whom career development services are rendered
- Ensure that each athlete's feelings and cultural customs are respected
- Provide access to information on the services being provided, i.e. purposes, goals, techniques, policies and ethical standards – as appropriate.
- Accept the rights of the athlete to make independent choices and to take responsibility for those choices and their consequences
- Deal with each athlete fairly, equitably and without prejudice, respecting their values, beliefs and life experiences and those of their families and the communities to which they belong
- Avoid all forms of discrimination
- Ensure that the services provided are culturally appropriate and relevant to athletes' needs, and valid and reliable concerning the information they provide
- Use non-discriminatory, current and accurate information within whatever medium is used

2.2 Confidentiality, disclosure and informed consent

MAIA members:

- Maintain a current understanding of the legal requirements and legal responsibilities that pertain to athlete rights within the sporting community
- Inform athletes of the limits of confidentiality when it arises
- Preserve the athlete's right to privacy
- Ensure athlete counseling records (e.g. case notes) are maintained in a secure place and only reveal confidential matters when appropriate for the athlete's benefit.
- Refrain from discussing athletes' personal problems in situations where the information will not be treated confidentially
- Avoid or disclose conflicts of interest which compromise the best interests of their athletes

2.3 Scope of practice

MAIA members:

- Conduct career development services for which they are appropriately trained and currently qualified
- Are aware of the role of other professionals and agencies and when athletes should be referred to them for assistance
- Make appropriate referral when their own competency does not meet the athlete's need or when their professional assistance cannot be provided or continued
- Contextualise career development theory and practice according to work setting and societal context

3. Ethical principles for professional relationships

MAIA members:

- Avoid conflicts of interest
- Resolve conflict between professional ethical standards and directives or practices within the workplace through ethical decision-making and appropriate consultation
- Advocate for and assist in the development of career development services that are ethically rendered and relevant to athlete needs in cooperation with National MAIA, policymakers, organisations, community agencies and other relevant stakeholders
- Respect and acknowledge the contribution of other professionals
- Cooperate with other professionals and/or colleagues according to the ethical practices and procedures relevant to the situation

4. Instructor/Coach/Officials Interaction

This section of the Code of Ethics applies to everyone involved in delivery of the NMAS and NOAP programs.

4.1. Respect the rights, dignity and worth of every human being

- Within the context of the activity, treat everyone equally and respect the rights and worth of every person regardless of their gender, ability, cultural beliefs and practices, ethnic origin or religion

4.2. Ensure the child's time spent with you is a positive experience

- All children are deserving of equal attention and opportunities in all aspects of the physical activity provided
- Compliment and encourage with positive and supportive feedback

4.3. Treat each child as an individual

- Respect the talent, developmental stage and goals of each child

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- Help each child reach their full potential

4.4. Be fair, considerate and honest with children

4.5. Be professional and accept responsibility for your decisions and actions

- Display high standards in your language, manner, punctuality, preparation and presentation
- Display control, respect, dignity and professionalism to all involved with the NMAS and NOAP programs - this includes children, other coaches, supervisors, administrators, and parents
- Show integrity and objectivity
- Encourage the children under your care to demonstrate the same qualities

4.6. Make a commitment to providing a quality service to the children under your care

- Maintain or improve your current coaching qualification / skills / knowledge
- Seek continual improvement through performance appraisal and ongoing coach education
- Provide a structured physical activity program which is planned and sequential
- Maintain appropriate records

4.7. Operate within the rules and spirit of your sport promoting fair play over winning at all costs

- The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rulebook, constitution, by-laws, relevant policies, e.g., anti-doping policy, selection procedures, etc.
- Be honest and do not allow your qualifications to be misrepresented

4.8. Any physical contact with children should be:

- appropriate to the situation
- necessary for the child's skill development*

4.9. Refrain from and do not tolerate any form of harmful or abusive behaviour towards the children under your care*

- This includes verbal, physical and emotional abuse
- Be alert to any forms of abuse directed toward the children under your care from other sources while they are in your care

4.10. Ensure your decisions and actions contribute to a harassment free environment

- Refrain from:
 - any inappropriate verbal, physical or emotional behaviour towards the children under your care
 - sexual and racial harassment, racial vilification and harassment on the grounds of disability
 - initiating a relationship with any child, but should also discourage any attempt by a child to initiate a sexual relationship with you, explaining the ethical basis of your refusal

4.11. Ensure your decisions and actions contribute to a safe environment

- Place the safety and welfare of children in your care above all else
- Provide a safe environment for structured physical activity
- Ensure equipment and facilities meet safety standards

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- Ensure equipment, facilities, rules, activities and the environment are appropriate for the age and ability of the children
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity

4.12. Show concern and caution toward sick and injured children

- Provide modified structured physical activities where appropriate
- Allow further participation in structured physical activities only when appropriate
- Encourage children/parents/guardians to seek medical advice when required
- Maintain the same interest and support toward sick and injured children

4.13. Be a positive role model for the NMAS and NOAP programs and children

- Adopt appropriate and responsible behaviour in all interactions
- Operate within the rules and spirit of the activity
- Display control and courtesy to all involved in the activity
- Respect the decisions of others in the conduct of the activity

4.14. Adopt responsible behaviour in relation to alcohol and other drugs

4.15. Adhere to the Australian Sports Commission's Anti-Doping Policy **

- Be knowledgeable of and comply with all applicable anti-doping policies and rules
- Use your influence to foster positive anti-doping attitudes
- Support the initiatives of the ASC and other applicable organisations to stop doping in sport
- Cooperate with the ASC and other applicable organisations in relation to the conduct of any investigation or hearing into an alleged Anti-Doping Policy breach
- Understand the process for reporting, investigating and determining breaches as set out in the ASC Anti-Doping Policy
- Give due and proper consideration as to whether you also have a responsibility to act under the ASC Code of Conduct
- Act in a discreet and confidential manner in discharging your obligations

** Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission for more information on harassment issues.*

*** Please refer to the Australian Sports Commission's Anti-doping Policy for more information on how the policy applies to you and your obligations. The policy can be downloaded from the Australian Sports Commission's web site at www.ausport.gov.au/publications/ascantidope04.asp*

Instructors should:

- be treated with respect and openness
- have access to self-improvement opportunities
- undertake a level of coaching appropriate to their level of competence.