



ACTO ETHICS

Association of Coach Training Organizations

ABOUT THIS PROGRAM



Designed for members of ACTO and those exploring ACTO membership to learn about the ACTO Code of Ethics.

- Asynchronous

Before Starting:

- Read ACTO's Code of Ethics



AGENDA



- Interviews
- Implications of Ethics for Coach Training Organizations
- Key Points from the ACTO Code of Ethics
- Trainer Scenarios and Dilemmas
- Important Awareness for Coach Training Organizations
- Quiz



LEARNING OUTCOMES



- Familiarization with the ACTO Code of Ethics.
- Think about and explore the implications of our ethical principles in coach training schools.
- Identify the Code of Ethics as a tool to support responding to ethical challenges.



LEARNING OUTCOMES



- Explore and discuss ethical case studies and scenarios.
- List important points of awareness.
- Continue to grow our Code of Ethics.



INTERVIEWS: ACTO LEADERS



- What makes ACTO important?
- How is ACTO's Code of Ethics significant to Coach Training Organizations?
- How do my school and students benefit from ACTO and the ACTO Code of Ethics??



IMPLICATIONS OF ETHICS FOR COACH TRAINING ORGANIZATIONS



- ACTO Supports Coach Training Organizations with specific learning opportunities, a professional support network, competencies for trainers, and ethics specific to the profession.
- ACTO ethics specifically address coach training organizations and cover more than what is specific to individual coaches.



IMPLICATIONS OF ETHICS FOR COACH TRAINING ORGANIZATIONS



- Coach trainers will be well served to take advantage of the learning opportunities ACTO offers (monthly forum calls and the annual conference).
- Study and learn:
 - Coach Trainer Competencies
 - ACTO Code of Ethics
 - Train-the-trainer of ICF Ethics



KEY POINTS FROM ACTO'S CODE OF ETHICS



- Acknowledge and accept diversity of practice.
- Demonstrate respect for differences.



KEY POINTS FROM ACTO'S CODE OF ETHICS



- Be aware and mindful of biases.
- Be sensitive to culture and diversity.
- Provide a safe and supportive environment.



KEY POINTS FROM ACTO'S CODE OF ETHICS



- Be authentic with information about programs and the profession.
- Follow standard procedures for all students.
- Acknowledge input from people and sources of information.



KEY POINTS FROM ACTO'S CODE OF ETHICS



- Intervene, report, and take action if there is unfair treatment, exclusion, inequality, breach of copyright, etc.



**KEY POINTS FROM ACTO'S
CODE OF ETHICS**

ACTO
Association of Coach Training Organizations

- Encourage and create an environment where individual dignity is respected.
- Honor personal and culturally sensitive boundaries.
- Be willing to discuss boundaries and violations.



**KEY POINTS FROM ACTO'S
CODE OF ETHICS**

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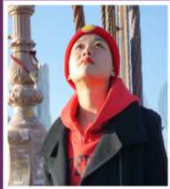
- Protect the identity of students and their recordings.
- Maintain confidentiality.



**KEY POINTS FROM ACTO'S
CODE OF ETHICS**

ACTO
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- Disclose conflicts or potential conflicts of interest.
- Maintain transparency regarding payments.



KEY POINTS FROM ACTO'S CODE OF ETHICS



- Proactively promote the coaching profession.



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



- #3 Uphold ACTO ethical standards and be respectful of different approaches
- #9 Safe atmosphere for students
- #10 Authentic and respectful with observations



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



- #14 Commit to appropriate action
- #15 Commit to learning and incorporating best practices



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



#21 Report inappropriate behavior

#22 Present clear and transparent expectations



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



#23 Develop, administer, and advocate policies for equitable treatment

#25 Agree and abide by ACTO decisions



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



#26 Encourage respectful communication

#27 Commit to all individuals being treated with respect and dignity

#28 All relationships free of prejudice and harassment



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



#31 Evaluate coaching student performance in a fair and just manner to empower students



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



#32 Clear agreements



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



#33 Ensure anonymity with examples

#34 Manage records in a way that promotes confidentiality



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



- #35 Maintain confidentiality of student records except to verify they completed
- #36 Maintain student anonymity except with internal conversations for support



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



- #37 Obtain consent for use of recordings
- #38 Openly disclose conflicts
- #39 Demonstrate transparency



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



- #41 Provide consistent and equitable services
- #42 Have and follow written policies on conflicts of interest



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



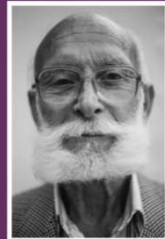
- #43 Commit to lifelong learning
- #44 Promote sharing of coaching knowledge



KEY POINTS UNIQUE AND SPECIFIC TO CTOS



- #45 Seek understanding and education about diversity, power, racism, sexism
- #48 Seek deeper cultural awareness
- #49 Act with awareness of filters



SCENARIOS AND DILEMMAS



Coach Training school was founded and operates in the United States. The curriculum and delivery has been successful. The school is now expanding to offer courses in Europe, China, and India.

Codes to consider: 2, 5, 7, 8, 11, 15, 23, 26, 27, 28, 29, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- How will you prevent a US-centric lens with universality of content and delivery to ensure appropriate training content and delivery?
- What should the school consider when expanding to these different regions?
- What should coach trainers be aware of when training in other regions?



SCENARIOS AND DILEMMAS



A Coach Trainer has a student who is bisexual. This goes against the coach trainer's morals. The coach trainer is uncomfortable with the student and feels they cannot support them in their choices.

- Codes to consider: 5, 6, 7, 9, 11, 14, 15, 23, 26, 27, 28, 29, 36, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- What are the Coach Training Organization's considerations?
- What considerations are important for the coach trainer to explore?
- What is an ethical way to handle this situation?



SCENARIOS AND DILEMMAS



A transwoman inquires about inclusion and safety in the classroom. The registrar let's them know that the coach trainers are very inclusive. The transwoman registers and requests that people use the pronoun 'they' to address them. A student complains that it is inconvenient and they just can't do it.

- Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 23, 26, 27, 28, 29, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- What are the considerations for the coach training organization and coach trainer?
- What are the considerations for the students?
- How might the coaching school's, coach trainer's, and students' social identities, biases, values, and worldviews play into this scenario?



SCENARIOS AND DILEMMAS



Male coach trainer addresses the female students and support staff as "honey" or "sweetie". He thinks he is being nice by using endearing language. Several women get offended and report the trainer to the school citing the trainer as sexist.

- Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 23, 26, 27, 28, 29, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- How should the school handle this?
- What should the coach trainer be aware of?
- What are ethical ways to approach this?



SCENARIOS AND DILEMMAS



A student complains to the Coach Training Administrator that their coach trainer is racist.

- Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 23, 26, 27, 28, 29, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- How should the school handle this?
- What is the opportunity for the coach trainer?
- What are ethical ways to approach this?



SCENARIOS AND DILEMMAS



A Coach Trainer is going through a divorce/cancer/ill family member and is deeply impacted. Their performance declines with consistent poor evaluations.

- Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 20, 23, 26, 27, 28, 29, 31, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- What is important for the school to consider?
- What is important for the coach trainer to consider?
- How should this be handled?



SCENARIOS AND DILEMMAS



A person who uses a wheelchair wants to register in the coach training program.

- Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 20, 23, 26, 27, 28, 29, 31, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- What should the school be aware of?
- What does the coach trainer need to know?
- What are ethical ways to approach this?



SCENARIOS AND DILEMMAS



Student has a service animal that they want to take into the coach training classroom with them. Another student is allergic to dogs.

- Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 20, 23, 26, 27, 28, 29, 31, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- What are the considerations?
- What should the coach trainer do?
- What should the school do?



SCENARIOS AND DILEMMAS



A student has a disability where they require an assistant to attend the coach training with them. The assistant will not be taking the training; they will be taking notes and supporting the student with their accessibility needs.

Codes to consider: 2, 5, 6, 7, 8, 9, 11, 14, 15, 20, 23, 26, 27, 28, 29, 31, 43, 45, 46, 47, 48, 49, 50



SCENARIOS AND DILEMMAS



- What are the considerations for the school?
- What accommodation is appropriate?
- What is the ethical way to handle it?



IMPORTANT AWARENESS FOR COACH TRAINING ORGANIZATIONS



- Read the ACTO Code of Ethics
- If applicable read the ICF Program Accreditation Code of Conduct
- Review the use of the ACTO Code of Ethics, the ICF Code of Ethics, and the ICF Program Accreditation Code of Conduct in your organization



IMPORTANT AWARENESS FOR COACH TRAINING ORGANIZATIONS



- Review and Revise your organization's Policies and Procedures as is appropriate
- Train your staff and trainers appropriately



QUIZ



How is diversity defined in the ACTO Code of Ethics?
Mark that which does NOT apply:

1. Respecting the unique and intrinsic worth of the students, staff, trainers, administrators, sponsors, and stakeholders.
2. Recognizing that as the coach trainer your perspective is always the priority.
3. Showing respect for thoughts, ideas, and opinion of others.
4. Accepting all individual and group differences.

QUIZ



Being aware and mindful of biases is a critical point of the ACTO code of ethics. Which of the below statements does NOT reflect this?

1. All relationships among coaches, trainers, students, clients, agents, and others associated with ACTO are free of prejudice and harassment.
2. Respect different cultures and work at being sensitive to cross-cultural and multicultural differences and their implications.
3. Remember that not all people have biases.
4. Treat people with dignity, respect, and compassion to foster a trusting work environment.

QUIZ



What is NOT a key point in being authentic when giving and receiving observations?

1. Distancing
2. Listening
3. Understanding
4. Respect

QUIZ



A case of unfair treatment has happened in your school. What do you do?

1. Explain to the offended student that it was unintentional.
2. Take the appropriate action with those involved (student, coaches, coach trainers etc.).
3. Discuss it amongst yourselves and wait for the incident to occur a few more times to make sure it was unfair treatment.
4. Hope that it was a misunderstanding and take no action.

QUIZ



A prospective student inquires about how they will be treated in light of their skin color and religion. How will you ensure their dignity is protected?

1. Encourage respectful communication for diverse opinions.
2. Create an environment where all are treated with respect and dignity.
3. Commit to maintaining integrity.
4. All of the above.

QUIZ



A student has a disability that requires having an assistant with them during training. How will you handle it?

1. Explain that an extra person in the room violates the confidentiality of the other students and therefore is unacceptable.
2. Require them to pay the tuition for an additional student.
3. Welcome their assistant and include them in introductions.
4. Ensure the assistant is separated from the rest of the students.

QUIZ



ACTO places great importance in having Coach trainers commit to updating their knowledge and skills. What is NOT an example of this?

1. Remain immersed in my own models and explore how to expand further within my scope of inquiry.
2. Commit to life-long learning as a coach and a coach trainer, be knowledgeable and forthright about my strengths and areas for development, and be responsible for my personal and professional development.
3. Develop new skills and competencies.
4. Seek deeper cultural, emotional, and social awareness and understanding of myself.

QUIZ



True or False: ACTO focuses on coach training organizations and ICF focuses on individual coaches.

True
False

QUIZ



There are common themes that ACTO and ICF Codes of Ethics share. Which of the below does NOT fit in:

1. Awareness and respect of cultural filters.
2. Avoiding discrimination.
3. Sensitivity to multicultural differences and their implications.
4. Commit to best practices in coach training.

QUIZ



Which statement reflects both ACTO and ICF policies on continuing professional development?

1. Professional development is required every 3 years.
2. Ongoing learning as a coach and coach trainer must occur.
3. Ethics training must happen annually.
4. Each coach training organization must set policies for continuing education.

QUIZ



A coach trainer is uncomfortable with a bisexual student. What should the school do?

1. Move the student to a different class.
2. Terminate the coach trainer.
3. Discuss this with the coach trainer to determine whether they can effectively serve the student.
4. Substitute a different trainer for the class.

QUIZ



A male coach trainer refers to women as “sweetie” or “honey”. What should the school do?

1. Explain to the women this is just how the coach trainer behaves and it doesn't really mean anything.
2. Discuss this with the coach trainer and warn them to stop the behavior or they will be terminated.
3. Invite a conversation with the coach trainer and their female students to discuss and resolve the concern.
4. Terminate the coach trainer immediately.

QUIZ



A student refuses to refer to another student with 'they' pronouns when asked. What should the school do?

1. Advise the student to use only names instead of pronouns.
2. Discuss it with the student who requested being referred to as 'they' and ask them to be understanding of being referred to as 'she' or 'her'.
3. Discuss it with the student refusing to use 'they' pronouns, and how it is the ethical responsibility of a coach in training to grow personally to meet another's diverse identity needs.
4. Ask the students to work it out themselves.

QUIZ



A disabled prospective student asks about accommodations. The coach training organization does not have policies in place. What should the coach training organization do?

1. Quickly research and implement policies.
2. Ask the prospective student what accommodations they want and assure them it will be handled.
3. Disclose the lack of policies and offer to develop them and work with the student's requests.
4. Wait to see if they enroll before taking action.

QUIZ



A student brings a service animal to class. Another student is allergic to dogs. What should the school do?

1. Ask the students what is possible to accommodate both of them.
2. Advise the student who is allergic to dogs that they will have to distance themselves from the animal.
3. Advise the student bringing the dog that they will not be able to because another of the students is allergic.
4. Assign the students seats on opposite sides of the room.

QUIZ



How is the ACTO Code of Ethics relevant?

1. It is similar to the ICF Code of Ethics.
2. Each organization should have their own Code of Ethics.
3. It applies to coach training organizations specifically.
4. All ethics are relevant.
