

# 中華民國體操協會行為規範

## CTGA Code of Conduct

本規範依照 2019 FIG 規範以及本國法律訂定，如 FIG 規範與本國法令修正時以 FIG 規範與本國法令修正版修訂為準則修定之。

本會在國內體操活動中宣揚奧林匹克主義基本原則。遵守奧林匹克憲章與國際體操總會法規，中華民國憲法與現行法律。抗拒種族、宗教、政治、性別或其他任何形式之運動歧視及暴力，維持體操運動安全，公平與尊嚴。人權尊嚴與正直乃是運動團體的精神原則。

### 一、裁判行為規範

1. 了解並執行所有體操法規。
2. 運動員權利乃是裁判主要任務之一。
3. 穿著制服，以專業的態度，有效率的執行所分配的任務。
4. 永遠是公正無私的執法態度。
5. 以合作的態度與主辦單位或其他人員配合。
6. 被徵詢時，以積極的態度適時提供正面建議。
7. 準時提交報告或評鑑。

### 二、運動員行為規範

1. 遵守所有體操規則與法條。
2. 遵守集體設計的訓練規劃。
3. 拒絕菸酒、禁藥、毒品，遵守禁藥規定與

The following document summarizes the FIG Code of Ethics Principles and provides the Code of Conduct to which all participants in gymnastics must comply.

The conduct and behavior of all participants in national and international gymnastics activities must be consistent with the rules as provided by the International Olympic Committee, the FIG, and the National Federation. RESPECT AND HUMAN DIGNITY as well as INTEGRITY are the principles of sportsmanship.

### I. JUDGE SPECIFIC PRINCIPLES

- i. Understand and comply with all applicable rules and regulations set out for the sport of gymnastics.
- ii. Always maintain the duty of care of the athlete as foremost concern.
- iii. Prepare for the function they are assigned in appropriate attire and conduct all duties with professionalism, competence, courtesy, efficiency and punctuality.
- iv. Demonstrate absolute fairness, impartiality and consistency in all judging situations.
- v. Work within the spirit of co-operation with other officials and event organizers, and adhere to any other special requests.

法規隨時接受國際奧會/國際藥檢/國際體操協會/本國奧會或是本會提出的藥檢標準檢測方式。

4. 對教練或其他工作人員保持專業且適當的態度。
5. 用認真的態度面對家長、教練、其他人員或長官的關心。
6. 對人態度誠懇有禮，不濫用社交媒體平台來傷害他人讓體操運動蒙羞。
7. 受傷時應即刻報告教練、家長或醫護人員給予正確的治療，與醫生、物理治療師、運科人員整個醫療團隊密切配合，並報告上級單位。
8. 教練或其他人員如有違法或不當行為報告安全小組或上級單位採取必要措施。
9. 比賽時服從裁判的評判或大會的規定，如有異議按照正常管道提出申訴。
10. 上級單位要求時提供正確的個資。

### (一) 運動員飲食概念

1. 練習前與練習後應依照訓練量/訓練密度/訓練時間長度/個人體質來攝取適量營養。
2. 低糖碳水化合物：快速釋放熱量。
3. 蛋白質、魚蛋、奶：修護與增長肌肉。
4. 隨時補充水分：減低受傷率/快速恢復精力。
5. 練習時肌餓感：注意力低/血糖低/易受傷。
6. 低量訓練期或休息期必須調整飲食以免發胖。

- vi. Provide input and feedback in a constructive manner, when requested, at the appropriate time.
- vii. Submit reports and evaluations as required on a timely basis.

## II. ATHLETES SPECIFIC PRINCIPLES

- i. To understand and comply with all applicable rules and regulations set out for the sport of gymnastics
- ii. To follow a mutually agreed upon training plan.
- iii. To abstain from the use of alcohol, illegal substances and performance enhancing drugs and comply with all rules and regulations for drug testing as properly conducted by the IOC, WADA, FIG, the NOC, or national federation.
- iv. To strictly maintain appropriate, professional relationships with coaches or other officials.
- v. To make a conscious effort to raise concerns with parents, coaches or other officials or authorities.
- vi. To communicate with others in a respectful and professional manner and not misuse social media in a way that is harmful to individuals or could bring the sport into disrepute.
- vii. To report any injury or accident to the coach

### 三、教練行為原則

1. 完全了解並絕對遵守體操運動所有的法規。
2. 運動員身心健康為優先。
3. 減少運動員傷害，促進運動員全面發展。
4. 與家長協商根據運動員其年齡身心能力規劃訓練計劃確保運動員遵照計畫訓練。
5. 與家長、運動員或人員溝通時，保持專業應有的態度。
6. 傾聽運動員的心聲，正面的態度來解決問題。
7. 發揮專業的知識與經驗，表現關懷負責任的態度。
8. 確保訓練環境的安全。
9. 關懷運動員受傷治療，以及傷後訓練情況
10. 因為動作技術或運動員安全的需要，需用正確的手法做保護動作。
11. 建立訓練目標與訓練階段,協助每位運動員發揮個人潛能。
12. 依照每位運動員的個別差異協助他們成功。
13. 教練應隨時追求新知充實自己。
14. 絕不教導運動員破壞比賽規則來追求成績。
15. 當運動員退出體操運動時協助他們發展其他運動。

### 四、教練行為規範

#### (一) 權力

and appropriate staff and parents to ensure the proper treatment can be prescribed. It is important to co-operate with team managers, doctors, physiotherapists, sport scientists, and communicate necessary information to the sport governing body.

- viii. To report any suspected misconduct by coaches, or others involved in the sport, to the appropriate safeguarding authorities and take appropriate follow- up actions.
- ix. To respectfully accept the decisions of officials or judges at gymnastic events. Complaints, differences of opinion or conflicts should be dealt with through proper channels.
- x. To provide accurate personal information as required to the appropriate authorities.

#### (I) Athlete nutrition concept

- i. Athlete should consult the nutritionist with the measurement of the training load, endurance of training time, training density, and individual physical condition and together design a program for before the training and after training's nutrition intake.
- ii. Low sugar and low carbohydrates; fast energy release
- iii. Protein: repair and develop muscles
- iv. Drink plenty water: decrease the chance of injury, reboots energy
- v. Hunger during training: concentration decrease, low blood pressure, increase the

教練擁有激發運動員潛能達成目標的影響力教練必須以正直的態度尊敬人權為基礎來行使他的影響力。

## (二) 情緒

1. **情緒低落型**：當教練屬於情緒低落型的人，可能很難激起興奮，無論如何，做為一個運動員模仿對象的運動領導者，在此時更需要表現冷靜與尊嚴的態度，你的挑戰是放開心情與情緒來領導運動員，情緒低落型的人很難理解其他人為何有那種高亢的舉動。但是運動員在興奮中更需要你的支持。
2. **情緒平穩型**：情緒平穩型教練對情緒低落或高亢比較瞭解且有經驗，容易領導不同情緒型態的運動員，用適切的舉動讓運動員了解無論情緒高低，甚麼才是許可的行為。
3. **情緒高亢型**：情緒高亢型教練對任何情況都深入其境，做為領導者對運動員的事情身受其感，你的挑戰是用冷靜的態度去處理事情，即使你不覺得，但是運動員由你的自我管控，學到他們面對事情應有的態度。

## (三) 教練對運動員的態度：

1. 和善的態度
2. 明確的指示
3. 清楚的說明
4. 運動員身心健康為重

## (四) 營造的訓練環境

1. 互信與和諧的環境。
2. 冷靜的教練態度與溝通技巧。

risk of injury

- vi. Low training load or recess period should adjust the nutrition taking to prevent unnecessary weight gaining

## III. COACH SPECIFIC PRINCIPLES

- i. To understand and comply with all applicable rules and regulations set out for the sport of gymnastics.
- ii. To place the current and long-term health, safety and welfare of the participants above all else.
- iii. To reduce risk of injury to participants and maximize their holistic development.
- iv. To ensure each gymnast is following a well-planned program of training suitable to their age and ability level which has been communicated to parents and/or guardians.
- v. To strictly maintain appropriate, professional relationship boundaries with parents, athletes and/or officials.
- vi. To listen actively to concerns voiced by athletes and to follow-up with appropriate action to resolve problems.
- vii. To demonstrate professionalism and duty of care by providing quality services and expertise.
- viii. To assess that the training environment is safe.
- ix. To fulfill the duty of care with regards to athletes with injury management and the return to training.

3. 所有參與者的健康與安全。
4. 積極正面的學習環境。
5. 平等對待運動員。
6. 注意訓練的規律與傷後訓練。
7. 運動家的精神與行為。
8. 對運動員的期望合理可行。
9. 讓家長了解訓練中心的目標與規定。

#### (五) 注意運動員身心健康福祉

1. 運動員擁有的人權。
2. 人性化的教導與管理。
3. 依不同年齡與能力設計教導方式與溝通方法。
4. 休息與足夠睡眠。
5. 營養與水分補充。
6. 安全的訓練環境。
7. 積極正面的鼓勵。
8. 正確的技術解說與訓練方法。

#### (六) 訓練課程的設計參考

1. 各年齡層的心理/身體特性來設計訓練課程。
2. 積極/正面/趣味/有挑戰性的內容。
3. 安全性考量。
4. 適當的體能。
5. 著重身體素質要求。
6. 正確且扎實的基礎訓練。
7. 精細動作的分解訓練。

#### (七) 建立良好積極的訓練氛圍

1. 對團隊解說、分析動作技術。
2. 對個別運動員解說、分析動作技術。

- x. To ensure that any physical contact with another athlete is appropriate to the situation and necessary for the athletes' skill development and/or safety.
- xi. To help each athlete to reach their potential by respecting the talent, developmental stage, and goals.
- xii. To treat each participant as an individual and prepare them for success.
- xiii. To obtain and maintain appropriate qualifications and keep up-to-date with the latest coaching practices.
- xiv. To never compromise athletes by advocating measures that contravene any competition rules to gain unfair advantage.
- xv. To support opportunities for transition into other aspects of the sport upon retirement from competitive gymnastics.

## IV. Coaches' behaviour and discipline

### (I) Power

Coach has the power to enhance the potential of Gymnast to reach his/her goal. Coach must use this power with the principle of human dignity and integrity.

### (II) EMOTIONAL INTENSITY

- i. **When a coach has a low level of emotional intensity:**

You tend to not get easily worked up, whatever the circumstance and as an Activity Leader that's great for

3. 鼓勵運動員溝通。
4. 設立安全訓練環境。
5. 運動員行為偏差及時糾正（霸凌/捉弄等）。
6. 讓全體運動員了解不允許的不當行為。

## （八）期許與溝通

溝通是訓練的重要方法之一 讓運動員從小養成負責自主的態度。

1. 教練與運動員們溝通：設定團體期許與目標。
2. 教練與個別運動員溝通：設定個別需求的期許與目標。
3. 共同研訂如何達成期許與目標。
4. 如未達成期許與目標共同研訂如何修正目標或是訓練方法。
5. 共同訂立團隊的規範。

## （九）體操運動員信心建設

1. 建立各人每日目標，擬定達標方法。
2. 高目標高失敗，高成功高信心。
3. 加強安全措施(因應掉落方式)。
4. 認知個別差異不要互相比較。
5. 平時練熟動作，賽前幾周模擬比賽
6. 壓力環境訓練。
7. 意象訓練。
8. 臨賽前避免更改動作/冥想動作要領。
9. 比賽無失誤即是成功(輸贏/名次是教練的責任)。
10. 熟能生巧，成功之道。
11. 不要計較比賽失誤動作，吸口氣、靜下心

role-modeling a calm, respectful attitude to people and circumstances. Your challenge is to be patient and open to the feelings and emotions of the kids you lead. When you don't experience intense emotions, it can be difficult to understand how or why others do, but your kids need your support, especially when they're feelings are intense and overwhelming.

### ii. **When a coach has a moderate amount of emotional intensity:**

As a person who sees and experiences both sides of emotional intensity, it's likely easier for you to relate emotionally to all the kids you lead. Just focus on modeling respectful, appropriate behaviour. All kids need to understand what kind of behaviour is acceptable, whether they're emotionally intense or not.

### iii. **When a coach has a high level of emotional intensity:**

You tend to feel deeply, whatever the circumstance. As an Activity Leader those intense feelings allow you to connect and feel empathy with the kids you lead. Your challenge is to model calm, respectful behaviour, even if you don't feel it. Kids need to see you manage and self-regulate so they can learn how themselves.

## (III) Attitude toward gymnast

- i. friendly demeanor.
- ii. clear instruction.
- iii. explanation with care.

想下一個動作。

#### (十) 當選手不能領悟或遺忘動作時

1. 解析動作的要領。
2. 分段學習。
3. 加強體能與技能。
4. 重複訓練基本動作直到紮實。
5. 技術修正。
6. 耐心指導不要發脾氣。

#### (十一) 當比賽不符理想時

1. 冷靜不要發脾氣。
2. 集合討論。
3. 讓運動員互相讚美優點建立信心。
4. 接著討論失誤與加強方法。
5. 共同訂立加強訓練計畫。
6. 指正後，教練應給予鼓勵打氣。

#### (十二) 處理選手的挑釁行為

1. 控制衝動、不要冒火。
2. 以幽默解決雙方的尷尬。
3. 讓對方有下台階的機會。
4. 與其他運動員溝通了解具體情況。
5. 以另一個角度觀察或與另一位教練探討。
6. 等事情冷卻再與該運動員討論。
7. 如果教練有錯就道歉。
8. 如是運動員的錯，開導他後也要他道歉。

- iv. always concerned about athletes' health and welfare.

#### (IV) Creating an exceptional training environment

- i. a trusting and harmonious training environment
- ii. calm and professional coaching manner with skillful communication.
- iii. ensure all participants' health and safety
- iv. positive training environment
- v. treat participants with fairness
- vi. reinforce the training discipline, and progressive program for after injury
- vii. encourage sportsman like spirit and behaviours
- viii. achievable expectations for the athlete
- ix. ensure parents understand the goals and principles of the training center.

#### (V) Ensure all Athletes' health and safety

- i. Respect Athletes' human rights
- ii. humanistic training and management
- iii. different age and individual ability should be considered when designing training program
- iv. encourage athletes to have plenty of rest and sleep.
- v. educate the athletes with nutrition guidance and drink a lot of water

\*道歉是胸襟磊落的表現

### (十三) 懲處

1. 學習開始時與運動員一起設定規矩及犯規處置方法。
2. 當運動員行為不當時：
  - a) 教練以冷靜的態度即時制止與糾正。
  - b) 絕對不要暴力處罰。
  - c) 讓犯規運動員了解他的錯誤，自行提出罰責。
  - d) 或由團隊提出罰責。
  - e) 以體能代替懲處(舉例):
    - 做 10 個慢舉倒立或 10 個屈身上可達到警惕與體能進步的效果。
    - 做 20 分鐘的倒立是體罰。

### (十四) 優秀教練

1. 尊重所有選手。
2. 注意運動員的安全。
3. 不嘲弄譏笑運動員。
4. 用積極的態度來教導運動員。
5. 找出運動員的優點來稱讚。
6. 對運動員的期望合理實際。
7. 要求運動員有人動作失敗時不可嘲弄譏笑他。
8. 鼓勵幽默與歡笑。
9. 當運動員做錯事冷靜處理。
10. 運動員錯誤時耐心解釋/糾正。
11. 做運動員的精神典範。
12. 不鼓勵勝利時得意忘形。

- vi. design and set up safety equipment, make sure Athletes' safety is well covered
- vii. positive encouragement when Athlete falls during training or failure in a competition
- viii. Correct and clear explanation in technique and in training drills

### (VI) Curriculum designing

- i. According each individual ability and age to design the training program
- ii. Positive, fun and challenging curriculum
- iii. Carefully designed training drills with concern for athletes' safety
- iv. Appropriate physical preparedness conditioning
- v. Emphasized body preparedness training for skills as well as for the safety of the gymnasts
- vi. Accurate and solid fundamental training.
- vii. Understand the technique, analyse the movements before designing training drills.

### (VII) Creating a positive and well-designed

13. 不允許落敗時找藉口或埋怨他人。
14. 鼓勵運動員尊重對手/裁判/工作人員。
15. 鼓勵運動員無論輸贏都要向對手致敬。
16. 注重公平競爭。
17. 禁止任何霸凌/侵犯/體罰/性侵。

### **training atmosphere**

- i. To the team, explain the goal of the day and analyse the technique of the major skills
- ii. Explain special requirement or developing skills for each individual athlete
- iii. encourage athlete to communicate with coach if any questions regarding training are raised.
- iv. ensured a safe training setting
- v. Stop and correct any athlete misbehavior. (Bullying or teasing or hazing)
- vi. Ensure all the team members understand that misbehaviour is not permitted

### **(VIII) Expectation and communication**

Communication is one of the important methods in training; encouraging athletes to join in decision making and take responsibility at a young age.

- i. Communication between coach and athletes to set up team expectation and goals
- ii. Communication between coach and individual athlete for individual expectation and goal setting
- iii. Coach and athletes together create training program to achieve athletes' expectation and goals.
- iv. If didn't achieve the expectation and goals, coach and athletes should together and analyze and amend the expectation or goals of the training program
- v. Coach and athletes should establish the team

discipline and expected consequence together

**(IX) Encourage and help gymnast to build self-confidence**

- i. Set up individual daily achievable goal, and hence, training methods
- ii. Remember, the higher expectation the higher risk of failure; high success rate builds up high self-confidence.
- iii. Provide safety feeling for athlete (safety equipment, learn how to fall safely)
- iv. Recognize individual differences, never compare one athlete to the other.
- v. At training time mastered the skills. Weeks before competition, simulate competition
- vi. Creating pressure training atmospheres for gymnasts to experience the competition pressure.
- vii. Image-training also is a major skill for gymnastics
- viii. Do not change routines before the competition. Encourage athlete to memorize the essence of each movement
- ix. The meaning of success is completed by the performance without falls, win or loss as well as placement are coaches' responsibility
- x. Mastering the skills creates confidence as well as success
- xi. During competition, do not let a fall deviate

your confidence, take a deep breath to calm down and focus on next movements

**(X) When athlete does not understand the skill or has lost a skill**

- i. Analyze the key points of the skill.
- ii. Dissect the skill and develop training drills section by section
- iii. Reinforce physical conditioning, as well as master the pre-skills technique
- iv. Repeat the fundamental skills until mastered
- v. Correct the technique of the skills until it is mastered
- vi. Remain calm, be patient, never lose your temper

**(XI) When the result of the competition was disappointing**

- i. Remain calm, never lose your temper towards athlete
- ii. Gathering the athletes and let them talk
- iii. Encourage the athlete to praise each other to build up their confidence
- iv. Discusses what went wrong and how to improve it.
- v. Together design a new training program
- vi. Beside pointing out their mistake, coach should always boost up their spirits.

## **(XII) Coach handling provocation from Athlete**

- i. Don't let anger influence your calmness
- ii. Use a witticism to soften the awkwardness at that moment.
- iii. Give him/her an opportunity to withdraw his/her misbehavior
- iv. Talk to other athletes to understand the reason why the provocation was initiated
- v. See the incident from the other view point. Discuss with other coach.
- vi. After cool down, discuss with the athlete to find out the reason of his/her provocation in a friendly manner.
- vii. If it appears it was coach's mistake, apologize to the athlete.
- viii. If it was athlete's mistake, explain the misunderstanding between and then ask the athlete for an apology

**\*\* Apology is a liberal-minded, just, sincere, and honourable manner. \*\***

## **(XIII) Disciplinary action**

- i. At the beginning of the training, coaches and athletes set up the discipline regulation and punishment together.
- ii. When an athlete misbehaves
  - a) Coach stop the class and correct the athlete immediately with a calm and sincere manner
  - b) Never make any violent actions towards

athletes

- c) let athlete understand his/her mistake and let him/her decide their own penalty
- d) Or, have the team decide the penalty
- e) Use conditioning drills to warn the athlete instead of physical punishment
  - Do 10 pressing handstand, or 10 kips on bar, provide the warning to the misbehavior; and also provide extra physical conditioning.
  - 20 min of free handstand is a punishment.

**(XIV). Positive coach**

- A. I treat my participants with respect
- B. I safeguard all the athletes
- C. I avoid sarcasm, put-downs and ridicule. I praise my athletes for participating
- D. I coach with a positive attitude
- E. I look for positives and publicly identify them
- F. I have reasonable and realistic expectations of my participants
- G. I remind my participants not to get down on themselves, particularly during adversity
- H. I encourage laughter and a sense of humour
- I. I stay calm when participants make a mistake

- J. I quietly and privately correct a participant's mistake
- K. I am a role model of good sportsmanship
- L. I never allow participants to gloat over winning
- M. I never allow participants to complain about losing
- N. I encourage participants to treat the opposition and officials with respect
- O. I encourage participants to congratulate the opposition, win or lose
- P. I believe in fairness in competition
- Q. I will not take part in, or allow bullying, harassment, physical punishment, sexual abuse.