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Original Article

Designing and Codifying Ethical Guidelines for Life Guards in Isfahan Province

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Abstract

The present study aims at designing and codifying ethics guidelines for the life guards from Isfahan Province.

Study Method: The study population includes all the Isfahan Province's life guards the total number of whom reaches to 919 individuals. The study sample volume selected for the present study was comprised of 271 individuals. Questionnaires were administered for the collection of the data and a total of 252 questionnaires were considered appropriate for further statistical analysis. The Measurement tool was a researcher-constructed questionnaire containing 40 questions which were scored based on Likert's five-point scale. Descriptive indices like mean, standard deviation, frequency distribution and percentage were applied to run a descriptive analysis on the acquired data. The content validity of the questionnaires was tested based on Lawshe's method. Exploratory factorial analysis was used to determine the questions and the relevant factors. Confirmatory factorial analysis was utilized to verify the relationship model between the questions and the factors as well as the interrelationships between the factors and the concept of ethical code. To investigate the statuses of the questions, factors and ethical code conceptualization, one-sample t-test was applied. Also, Friedman's test was employed to prioritize the questions and factors. To compare the questions, factors and ethical code concepts, independent t-test and variance analysis were implemented and finally Cronbach's alpha method was applied to assess the reliability of the measurement tool.

Findings: in exploratory factor analysis, the value obtained for the Kaiser-Meyer-Olkin (KMO) test (for determining the sample volume adequacy) was 0.93. Also, the correlation assumed between the questions was confirmed via Croit-Bartlett test (x^2=8675.415, p≥0.01). In the end, 32 questions, out of 40 designed questions, were confirmed by means of the main indicators through Varimax rotation. Also questions were outlined on 6 factors: "professional training and skills, lawfulness, responsibility, respect, facilities and equipment. Questions' prediction power based on the total variances was found equal to 67.19. The factors' reliability rates were 0.79, 0.83, 0.88, 0.89 and 0.81, respectively and the total reliability of the ethics guidelines was 0.94 which is indicative of an excellent status. In analyzing the relationships between the questions and the factors, all of the questions were found in a significant level higher than t-value=±1.96 in respect to their related factors. As for the goodness of fit test, the x^2 to DF ratio was 2/11 and the RMSE (root-mean-square error) was computed equal to 0.056 which is indicative of a high goodness of fit. Also, it was figured out that the entire factors were positively and significantly correlated with the ethics guidelines concepts which was in a level higher than t-value=±1.96.

Conclusion: The codification of the current ethics guidelines that was conducted through a precise recognition of the ethical issues and the presentation of a comprehensive framework for the professional values and moralities of the life guards can considerably contribute to the elevation of morality levels in swimming, as a sport, and the adherence to the rules and regulations for the creation of a healthy and appropriate recreational and sport environment as well as the human safety in the aquatic environments.

Key words: Ethical code, Aquatic sports, Life guards

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INTRODUCTION

Widespread progress in physical education and sports sciences during the recent decades, on the one hand, has expanded the field of action for the sport officials and it has brought about subtle ethical issues on the other hand. The novel knowledge and performances are in need of

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elucidating and codifying new rules and the responsibility and the authority for the elaboration of the necessary principles in this regard in sports should be sought in sport ethics (Mitchell et al, 1999). In Josephson's ideas, being moral is the ability to distinguish right from wrong and it includes making efforts to perform good or proper conducts (quoted from Daft, 2002). Karande et al (2000), as well, know ethics as the collection of the principles and values that govern the individual or collective behaviors. Ethical principles can control or influence an individual's behaviors and the ethical values are the prerequisites of every nation's advance. The survival of any occupation and the employment of its members depend on the type of the services they offer and the trust and confidence it acquires resultantly. Such a credit and trust is the main capital of every occupation and preservation of them is of a great importance. This necessitates that every occupation and its members set their duties and objectives on providing service to the society and the personal interests should only be interpreted and chased within the framework of such services (Hornby, 1997).

Recognizing the internal and external elements of the educational organizations can pave the way for analyzing the organizations' objective ethical issues and the codification of comprehensive ethical roadmaps and ethical charters derived of the national culture and religious teachings. The recognition of these factors blocks their way of influencing the growth in ethical problems and is of a strategic stance in preventing them (Shalbaf, 2009). An ethics management program enables an organization to control the ethics and spiritualities at work. One of the essential goals of the ethics management programs is the creation of a balance between the rival values among the numerous and diverse, occasionally conflicting, beneficiaries. In other words, the main challenge of the organizations in codifying and arranging an ethical plan is the consideration of the entire interests of all organizational beneficiaries and paying attention to the satisfaction of the entire array of the expectations or a fair and balanced percentage of them. An ethical program consists of the values important to all the organizational beneficiaries, the policies and activities that are effective on the advancement of the organization's ethical ideals (Badamosi, 2004).

An ethical charter can largely influence the individuals who apply it, though not all of them find it agreeable (for the penalties that they will be incurred in cases of noncompliance). Thus, ethical charter will be solely effective for the ones who are currently enjoying a high ethical standard (Dubrin, 1989). Staff's decisions for behaving ethically or unethically are influenced by various individual or organizational factors.

By individual factors variables like education level, age and values or moralities are intended. Organizational factors are comprised of reward and punishment systems, service desertion and organization's ethical climate. Schwepker and Hartline (2005) showed in their study that age has a great effect on the perceptions of ethics. On the other hand, it is expected that higher education levels can lead to a more intense sensitivity towards various attitudes and causes an elevation in the ethical judgment scales hence a reduction in unethical behaviors (Robertson and Anderson, 1993). Ethical values is defined as perceiving the way things should be and they constitute the individuals' firm beliefs, thoughts and ideals (Pederson and Sorensen, 1989). Values can be revealed in practice and in words. Perception of the values is necessary for gaining an insight regarding the ethical and unethical behaviors in an organization. Values guide the individuals towards a direction as to know how to behave in certain situations and how to manage special cases (Arney, 2007).

Reybold et al (2008) dealt with the professional ethics and values in a study. They believe that the ethical rules and standards guide the individual toward proper behavior through providing them with clear-cut reasons. Thus, professional ethics is a rite for the preservation of professional prestige and acting optimally at workplace. Ethical charter, as well, is a statement that explicates the optimal professional ethics and proper ways of conduct and guides the individuals in solving their morality problems. In addition, Richardson and McMullan (2007) express that the need for codifying professional ethics and behavioral standards in scientific communities is like the need to the ethical standards in the society as a whole.

Prcessualism guides and leads the participants' behaviors in instructional sports like physical education, recreational sports, noncompetitive sports and therapeutic sports meaning that the only thing that matters to the participant is the very nature of participation. Accordingly, values like happiness, joyfulness, friend-finding, cooperation, feeling comfortable, manliness, sacrifice and collaboration are envisaged more superior to values like strengthening the physical vigor for acquiring a medal and upgrading the records and the sport contests seen in the formal competitions are not observed in them (Sensy, 2006).

Ethics and moral behavior in the profession of life guards in swimming pools are of very important aspects and can be evaluated in various areas. On the one hand, Iran is a country where Islam is the first religion and it has a special look at swimming. Among the first criteria that are to be considered in life guarding job in every pool is the difference between the life guard suits and swimmers' that is reflective of the importance given to life guard's job for working in a pool

and the life guard should accordingly avoid the use of certain special sport suits when performing his or her job. This might be seen as the smallest criterion in such a profession but it is a beginning for designing a constellation of criteria and ethical values therein. Bitter accidents are seen quite extensively in life guarding activities. Some life guards accept the heavy duty of life guarding in the pools without having complete readiness both practically and physically as well as concerning the CPR issues and this way they cause losses to the swimmers and to their own selves. Such cases are suggestive of the expansion of unethical behaviors in such a profession. The main objective of the present study is raking criteria and, subsequently, turning them to special items including the relevant life-guarding criteria and values and codifying them into an ethics guideline for the life guards hoping in its agreeability by the majority. Then, the formulated ethical code will be investigated in the study sample volume and finally it will be determined that to what extent the professional ethics are observed by Isfahan province's life guards.

STUDY METHOD

The present study is an applied research in terms of the objectives it is going to accomplish. It is an exploratory study in terms of the research nature considered herein. The information is gathered based on a survey method. Questionnaires were distributed to collect the information. The researcher intends to arrange a professional ethics code featuring the maximum agreeability through inquiring the ideas and notions of life guards. The study population included all the active life guards from Isfahan province. As announced in a report by Isfahan Province's life guards committee, the total number of the active male life guards is 525 individuals and the total number of the active female life guards reaches to 394 individuals and a total of 919 (n=919) active life guards are involved in life guarding activities in Isfahan Province's pools. The study sample volume was selected randomly based on Krejcie and Morgan's table (S=271). The study measurement tool was a researcher-made questionnaire containing 40 questions. The questions were to be answered by selecting the following options: "completely agree", "agree", "No idea", "Disagree" and "completely disagree". The answers were given scores "1", "2", "3" and "4", respectively. To assess the questionnaires' reliability, Cronbach's alpha method was used. The reliability coefficient of the overall ethics code was found equal to 0.94 through the calculation of Cronbach's alpha method.

STUDY FINDINGS

Frequency distribution in terms of gender is given in table (1). The results indicate that 55% of the testees were men and 45% were women.

Frequency distribution in terms of age group has been presented in table (2).

Frequency distribution in terms of activity record has been summarized in table (3).

Frequency distribution in terms of life guards' versatility has been given in table (4).

Statistics on education level are presented in table (5).

The results presented in table (6) indicate that the entire required and relevant presumptions pertaining to the use of factor analysis method are completely observed. Based on Kaiser-Meyer-Olkin (KMO) method, the rate of the variables' interrelationships (factorial causality) and thus

Table 1: Frequency distribution based on gender

Index Gender	Frequency	Frequency percentage
Male	138	55
Female	114	45
Total	252	100

Table 2: Frequency distribution based on age group

Index Age group	Frequency	Frequency percentage
18-23	49	19
24-29	81	32
30-35	68	27
36-41	37	15
42-47	17	7
Total	252	100

Table 3: Frequency distribution based on activity record

Index Activity record	Frequency	Frequency percentage
1-5	43	17
6-10	87	35
11-15	63	25
16-20	41	16
20>	18	7
Total	252	100

Table 4: Frequency distribution based on life guards' degree of skillfulness

Index Life-guarding degree	Frequency	Frequency percentage
Degree I	31	12
Degree II	221	88
Total	252	100

their appropriateness as well as each variable's single appropriateness can be determined. According to a value equal to 0.93 being obtained for it, therefore it has been judged to be in an excellent level.

In the Croit-Bartlett test, according to the chi square value and the significance level obtained (x^2=8675.415, P<0.01), it can be concluded that there is a correlation between the questions. Thus, further investigations and proceeding to the other factor analysis stages is deemed permissible.

The results presented in table (7) demonstrate the factors' variances and cumulative variance percentage. The questions posited in the ethics code questionnaire account for 67.19% of the total variance. The variance percentage for the factor "professional skills and training" is 18.17, it is 15.22 for the factor "lawfulness", for the factor "responsibility" a value equal to 12.01 was obtained for it, for the factor "respect" a value equal to 11.71 was computed and for the factor "facilities and equipment" the variance percentage obtained was 10.08.

The results of table (8) indicate that the ethics code questionnaire and its relevant factors are in an acceptable level in terms of reliability.

Table 5: Frequency distribution in terms of education level

Index Education level	Frequency	Frequency percentage
Diploma	31	12
Associate's degree	61	24
BA	115	46
MA and higher	45	18
Total	252	100

Table 6: Results of Bartlett-Croit and Kaiser-Meyer-Olkin tests

Presumption		Value
Kaiser-Meyer-Olkin (sample volume adequacy) rate		0.93
Croit-Bartlett test	Chi-square value	8675.415
	Degree of freedom	663
	Significance level	0.001

Table 7: Results obtained in an investigation of the factors' variances quotients

Factor no.	Factor name	Squares of the extracted loads		
1	Professional training and skills	7.94	18.165	18.17
2	Lawfulness	6.16	15.217	33.38
3	Responsibility	5.39	12.012	45.39
4	Respect	5.16	11.711	57.11
5	Facilities and equipment	4.05	10.080	67.19

Diagram (1) illustrates the conceptual mode of the ethics code based on the acceptable questions outlined in the questionnaires.

The results of table (9) indicates that there is a significant relationship between the entire accepted questions with the related factors

The results of table (10) indicates that there is a significant relationship between all the five factors pertaining to ethics code with one another, "professional skills and training" with "lawfulness", (r=0.53), "professional skills and training" with "respect", (r=0.52), "professional skills and training" with "facilities and equipment", (r=0.57), "lawfulness" with "respect", (r=0.61), "lawfulness" with "respect" (r=0.59), "lawfulness" with "facilities and equipment", (r=0.65), "responsibility" with "respect", (r=0.59), "responsibility" with "facilities and equipment" (r=0.58), "respect" with "facilities and equipment", (r=0.51).

The indices pertaining to the goodness of fit for the investigation of the proportionate relationships between the entire data extracted from the overall ethics code model are presented in table (11). The results indicate that one out of the ten indices is inappropriate and the remaining nine indices pertaining to the overall ethics code model's goodness of fit are confirmed. Therefore, the overall model of the ethics code is considered appropriate in terms of the goodness index.

Table 8: Reliability evaluation results of the ethics code questionnaires' factors

Row	Factor	Cronbach's alpha
1	Professional skills and training	0.79
2	Lawfulness	0.83
3	Responsibility	0.88
4	Respect	0.89
5	Facilities and equipment	0.81
6	Ethics code	0.94

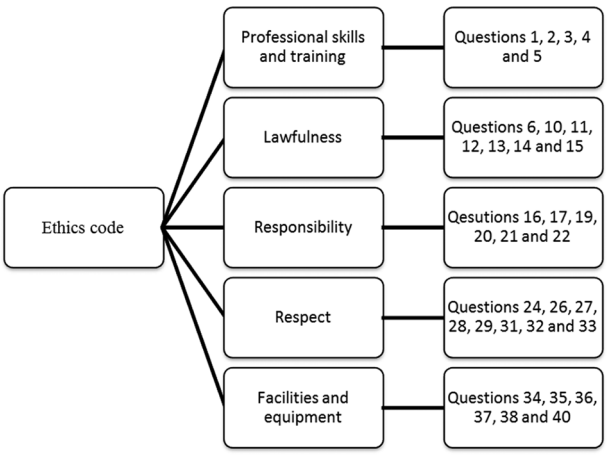

Diagram (1): conceptual model of the ethics code

Table 9: Relationship between the questions and the ethics code factors

Row	Question no.	Factor	Relationship amount	Determination coefficient	t-value	Result
1	Question 1	Factor One: "professional training and skills"	0.30	0.09	4.55	Confirmed
2	Question 2		0.69	0.47	11.20	Confirmed
3	Question 3		0.74	0.55	12.90	Confirmed
4	Question 4		0.99	0.97	21.00	Confirmed
5	Question 5		0.83	0.69	15.37	Confirmed
6	Question 6	Factor Two: "Lawfulness"	0.84	0.70	15.42	Confirmed
7	Question 10		0.75	0.56	12.92	Confirmed
8	Question 11		0.95	0.91	19.73	Confirmed
9	Question 12		0.23	0.05	3.39	Confirmed
10	Question 13		0.56	0.31	9.03	Confirmed
11	Question 14		0.61	0.37	9.66	Confirmed
12	Question 15		0.63	0.40	10.03	Confirmed
13	Question 16	Factor Three "Responsibility"	0.59	0.34	9.16	Confirmed
14	Question 17		0.69	0.48	11.70	Confirmed
15	Question 19		0.73	0.54	12.30	Confirmed
16	Question 20		0.96	0.92	19.89	Confirmed
17	Question 21		0.84	0.70	15.42	Confirmed
18	Question 22		0.65	0.42	9.81	Confirmed
19	Question 24	Factor Four "Respect"	0.39	0.17	6.15	Confirmed
20	Question 26		0.75	0.56	12.92	Confirmed
21	Question 27		0.61	0.38	9.22	Confirmed
22	Question 28		0.72	0.51	12.32	Confirmed
23	Question 29		0.95	0.91	19.73	Confirmed
24	Question 31		0.98	0.95	20.14	Confirmed
25	Question 32		0.84	0.70	15.42	Confirmed
26	Question 33		0.74	0.54	12.71	Confirmed
27	Question 34	Factor Five "Facilities and Equipment"	0.69	0.47	11.27	Confirmed
28	Question 35		0.93	0.88	18.12	Confirmed
29	Question 36		0.63	0.40	10.91	Confirmed
30	Question 37		0.99	0.97	21.00	Confirmed
31	Question 38		0.95	0.91	19.73	Confirmed
32	Question 40		0.74	0.55	12.90	Confirmed

Table 10: Relationships between the ethics code factors

Row	Factor		Professional training and skills	Lawfulness	Responsibility	Respect	Facilities and equipment
1	Professional training and skills	r		0.53	0.56	0.52	0.57
		Sig		0.001	0.001	0.001	0.001
2	Lawfulness	r			0.61	0.59	0.65
		Sig			0.001	0.001	0.001
3	Responsibility	r				0.69	0.58
		Sig				0.001	0.001
4	Respect	r					0.51
		Sig					0.001
5	Facilities and equipment	r					
		Sig					

After the ethics code was arranged, the statuses of the factors and the ethics code concepts are investigated by taking advantage of one-sample t-test. Table (12) demonstrates that there is a significant relationship between all the questions with the factors pertaining to each of the questions. In other words, there is observed a significant relationship between questions 1, 2, 3, 4 and 5 with the factor "professional skills and training" as well as between the questions 6, 10, 11, 12, 13, 14 and 15 with the factor "lawfulness"; questions 16, 17, 19, 20, 21 and 22 were found in a statistically significant relationship with the factor "responsibility" and the questions 24, 26, 27, 28, 29, 31,32 and 33 were found significantly associated with the factor "respect" and finally questions 34, 35, 36, 37,38 and 40 were found statistically correlated with the factor "facilities and equipment".

The prioritization of the ethics code factors is presented in table (13) and diagram (2). The results indicate that there is a significant difference between the rank means of the

Table 11: Results of the goodness of fit for the ethics code overall model

Index	Criterion	Obtained value	Result
X2 to DF ratio	Below three	1.32	Confirmed
Root-mean-square error (RMSE)	Below 0.08	0.05	Confirmed
Goodness of fit index (GFI)	Above 0.90	0.98	Confirmed
Adjusted goodness of fit index (AGFI)	Above 0.90	0.96	Confirmed
Normed fit index (NFI)	Above 0.90	0.98	Confirmed
Non-normed fit index (NNFI)	Above 0.90	0.99	Confirmed
Comparative fit index (CFI)	Above 0.90	0.99	Confirmed
Incremental fit index (IFI)	Above 0.90	0.99	Confirmed
Relative fit index (RFI)	Above 0.90	0.97	Confirmed
Parsimony normed fit index (PNFI)	Above 0.90	0.65	Rejected

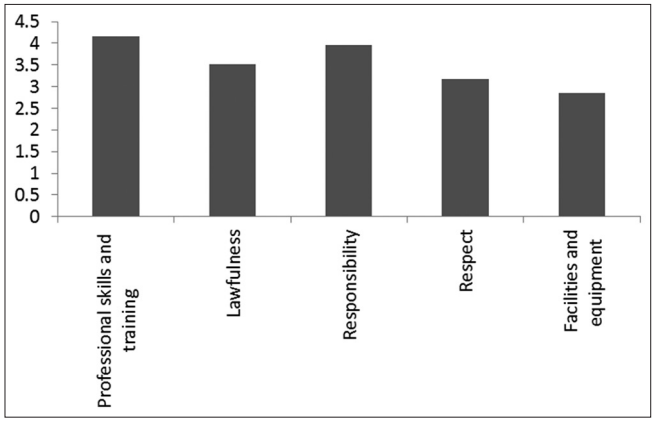

Diagram (2): prioritization of the ethics code factors

ethics code factors (x^2=125.214, P<0.01). The lowest rank mean goes to the factor "facilities and equipment" and the highest rank mean belongs to the factor "professional training and skills".

DISCUSSION AND CONCLUSION

The results obtained from one-sample t-test in regard of the factors and the ethics code concepts is suggestive of the idea that there is a significant difference between the factors "professional training and skills", "lawfulness", responsibility", "respect" and "facilities and equipment". Also, there is a significant difference between the estimated and the observed means in terms of the ethics code concepts. The Friedman's test findings in regard of the obtained ranks for the factors of ethics code questionnaire is reflective of the idea that the factor "professional training and skills" is ranked first with a rank mean equal to 4.15, followed by lawfulness with a rank mean of 3.52 and then "responsibility" with a rank mean of 3.96 next by "respect" with a rank mean of 3.17 and finally "facilities and equipment" with a rank mean of 2.85.

The highest rank mean of the questions pertaining to the factor "professional skills and training" goes to "the ability to implement first aid and vital signs assessment" including artificial respiration and CPR", 4.37, and then to "perfect skillfulness in making use of life tube, life board and special equipment existent in the pool", 4.10. The highest rank mean regarding the questions pertaining to the factor "lawfulness" goes to "on-time presence at the pool and fulfilling the responsibilities during all hours of life guarding", 4.23, and then "requiring one's own self and the other swimmers to make use of shower and chlorinated pond for washing the body and the feet", 4.12. The highest rank mean of the questions pertaining to the factor "responsibility" goes to "relative responsibility in respect to in-hand time, assets, equipments and budget", 4.12, and then "assuring that there is another substitute ready for taking care of the pool if necessity comes along", 3.79. The highest mean rank of the questions pertaining to the factor "respect" goes to the "preservation of the swimmers privacy and freedom", 4.85, and then "valuing the personality and honor of the swimmers from various age groups and venerating them", 4.72. The highest rank mean of the questions pertaining to the factor "facilities and equipment" goes to "controlling the existence of first aid kits at the pool", 4.15, and then "the availability of the tools required for artificial respiration", 3.96.

Swimming provides for the physical healthiness and psychological hygiene of the society members. Also, due to the water therapy effects, it has always been welcomed by a great many of the people. Life guards' duties encompass preventing the individuals' drowning and the injuries in the aquatic environments while, in the meantime, they are encouraged and instigated to learn swimming techniques and observe the safety principles. In between, the ethicalness of this sport and observation of the rules and regulations for the purpose of creating an appropriate and healthy sport environment safeguarding the individuals' safety in aquatic environment is deemed necessary. The current research paper was seeking to evaluate and emphasize on the spirit of these rules in lieu of the rules per se. Evidently, swimming can be learnt in a short time but principled learning and the adherence to the safety points and ethical hints necessitates a lot of time and patience. On the other hand, the ethical principles and behavioral codes can be elaborated when the ethical problems are fully determined and identified. Thus, there is a need for a preconception of the ethical issues so as to be able to codify the answers to these issues under the title of a general ethics code. Systematic and efficient consideration of the ethical issues entails a clear recognition of the problems inter alia the great many of the incidents, phenomena and various problems related thereto. According to the abovementioned cases, the current research paper

Table 12: One-sample t-test of the difference between estimated mean and observed mean for the questions of ethics code model

Row	Question no.	Factor	Estimated mean	Observed mean and standard deviation	t-statistic	Degree of freedom	Significance level
1	1	Professional training and skills	3	3.46±1.09	6.57	251	0.001
2	2			3.67±1.18	9.00		0.001
3	3			3.22±1.22	3.16		0.002
4	4			3.84±1.00	13.32		0.001
5	5			3.32±1.07	4.64		0.001
6	6	Lawfulness	3	3.80±0.96	12.85	251	0.001
7	10			3.79±0.95	13.00		0.001
8	11			4.08±0.80	20.17		0.001
9	12			3.64±1.29	8.59		0.001
10	13			3.94±0.94	15.48		0.001
11	14			3.50±0.99	7.82		0.001
12	15			3.15±1.11	2.51		0.014
13	16	Responsibility	3	3.32±1.07	4.62	251	0.001
14	17			3.18±1.14	2.69		0.080
15	19			3.61±1.01	9.56		0.001
16	20			3.51±1.03	7.87		0.001
17	21			3.66±1.19	8.99		0.001
18	22			4.00±0.95	20.05		0.001
19	24	Respect	3	3.66±1.19	8.99	251	0.001
20	26			3.85±0.91	14.52		0.001
21	27			3.80±0.97	12.91		0.001
22	28			4.11±0.95	19.27		0.001
23	29			3.19±1.17	3.11		0.002
24	31			3.93±0.95	15.57		0.001
25	32			3.76±0.90	13.31		0.001
26	33			3.58±1.02	8.62		0.001
27	34	Facilities and equipment	3	3.32±1.11	4.48	251	0.001
28	35			3.58±1.06	8.82		0.001
29	36			3.14±1.15	2.42		0.012
30	37			3.26±1.08	3.74		0.001
31	38			3.61±1.01	9.53		0.001
32	40			3.74±0.95	13.01		0.001

Table 13: Results of Friedman test in regard of the ethics code factors prioritization

Row	Factor	Rank mean	Number	Chi-square	Degree of freedom	Significance level
1	Professional skills and training	4.15	252	125.216	4	0.001
2	Lawfulness	3.52				
3	Responsibility	3.96				
4	Respect	3.17				
5	Facilities and equipment	2.85				

aimed at configuring a comprehensive framework for the professional values and ethics of the life guards based on gaining a clear understanding of the responsibilities they have before the beneficiaries. According to the internal and external analyses, the present study has endeavored to offer an implementable ethical framework and code based on the extant realities. According to the results obtained herein, the life guards' ethical code is presented below:

ETHICS CODE OF ISFAHAN PROVINCE'S LIFE GUARDS

Life guards should:

- Be capable of performing first aid and vital signs assessment including artificial respiration and CPR.
- Be completely versatile in making use of life tubes, life boards and special equipment existent in the pool.
- Be sure of their own experiences and knowledge for performing the job of a life guard.
- Be familiar with the probable accidents and injuries in swimming.
- Perform the necessary exercises for accident management and potential analysis.
- Be responsible for the time, assets, equipment and budget available to them at pools.
- In case of shift turns, they are required to wait for the substitute to get ready for taking care of the pool.
- Be constantly checking the pool bottom, surface and periphery of the place s/he is assigned to.
- Before leaving the pool, all of the swimmers and the present observers should be out of the water.
- Know oneself responsible for the ethical and social growth of the swimmers.
- Take care of the less deep part swimmers and the deeper part swimmers equally.
- Attend the pool on-time and fulfill the assigned duties during all life guarding hours.
- Require one's own self and the other swimmers to take a shower and use the chlorinated water pond for cleaning their bodies and feet at entry.
- Prevent the individuals with injuries or any sign of skin diseases from entering the pool.
- Prevent the individuals with fever, cough, cold, influenza, eye inflammation, nose running and throat mucus or with any contagious disease from entering the pool.
- Avoid privately teaching swimming techniques and life guard skills during work hours.
- Put on appropriate swim suits and take position in the place specified by the head life guard.
- Encourage and guide peers and swimmers to follow the rules.
- Continuously respect the swimmers' privacy and freedom.
- Value the dignity and personality of the swimmers from any age and respect them.
- Respect the officials in charge of the pool and the other life guards.
- Avoid insulting and treating the swimmers with disrespect and humiliation.
- Try to be a proper pattern for the swimmers.
- Treat the professional attitudes and decisions of the other life guards fairly and support them in case they are just.
- Support all the swimmers with particular characteristics and abilities such as overweight, disability and so forth.
- Avoid spreading rumors, insults, backbiting, snooping and any intervention that weakens the people's sincerity and trust in the swimming environment.
- Check the availability and accessibility of the first aid kits at the pool.
- Check the availability of the necessary tools required for artificial respiration in the first aid kit.
- Assure the optimality of the life guarding instruments.
- Report any deficiency in the life guarding tools to the head life guard and ask for repairs or replacements.
- Control the pool space for cleanliness and preparedness for the onset of the program.
- Reorganize the outpost chairs and reposition the entire tools at their place at exit.

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