

**THE PROFESSIONAL CHARTER
FOR COACHING AND MENTORING**

June 2011

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Signatories:

European Mentoring and Coaching Council: June 2011

International Coach Federation: June 2011

Association for Coaching: July 2012

Société Française de Coaching: January 2013

Part 1 Goals, status and general definitions

1. Goals

This Professional Charter establishes a set of guidelines whose main goal is to establish a benchmark for ethics and good practice in coaching and mentoring, aiming to ensure that practising coaches and mentors conduct their practice in a professional and ethical manner. It also gives guidance to professional coaching and mentoring bodies as regards the acceptance by their members of an appropriate Code of Ethics, and as regards their role in Monitoring this Charter and applying Sanctions in case of breach.

This Professional Charter is also meant to inform clients of coaching and mentoring, and to promote public confidence in coaching and mentoring as a process for professional and personal development.

The Professional Charter lies firmly within the mission of professional bodies to promote and ensure good practice in coaching and mentoring.

The Professional Charter is the basis for the development of self-regulation for the coaching and mentoring profession. It is a public document and is drafted with regard to European law such as to be registered on the publicly accessible European Union database, co-managed by the European Commission and the European Economic and Social Committee, which lists self-regulation initiatives in Europe at

<http://www.eesc.europa.eu/self-and-coregulation/full.asp?w=n&ID=142>

2. Status

This Professional Charter, unless and until adopted by a regulatory authority, does not have the force of law. Nonetheless, the fact that this Charter has been adopted by the respective approving professional bodies is viewed as establishing a benchmark standard of ethical and professional practice.

In the process of making decisions regarding their professional and ethical behaviour, coaches and mentors must consider this Professional Charter in addition to applicable national laws and regulations. If this Charter establishes a higher standard of conduct than is required by law, coaches and mentors belonging to any professional body which has adopted this Charter must meet the higher standard.

3. General definitions

Various definitions exist of coaching and mentoring and of their aims, and the following high-level descriptions are for the purposes of this Professional Charter and are not intended as definitive statements.

3.1 Coaching and mentoring are activities within the area of professional and personal development with focus on individuals and teams and relying on the client's own resources to help them to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life.

Thus, a professional coach/mentor can be described as an expert in establishing a relationship with people in a series of conversations with the purpose of serving the clients to improve their performance or enhance their personal development or both, choosing their own goals and ways of doing it.

3.2 Coaching

One of the definitions of coaching is:

“coaching is facilitating the client's learning process by using professional methods and techniques to help the client to improve what is obstructive and nurture what is effective, in order to reach the client's goals”.

Coaching can also be described as:

“Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.”

Within organisational contexts coaching may include 'one-to-one' or 'one-to-several' interactions.

3.3 Mentoring

Mentoring can be described as a developmental process which may involve a transfer of skill or knowledge from a more experienced to a less experienced person through learning dialogue and role modelling, and may also be a learning partnership between peers.

Part 2 Professional conduct

1. Boundaries of competence

Coaches and mentors shall provide their services to populations and in areas only within the boundaries of their competence, based on their professional education and training, study, and professional experience. In other cases, where appropriate, they shall cooperate with other professionals by making appropriate referrals in order to serve clients effectively.

Coach and mentor specific competencies shall be measured against a Competency Framework which is broadly recognised by professional bodies at a European level (two examples of such Competency Frameworks are listed as Appendix 1 and 2 to this Professional Charter).

If in doubt, coaches and mentors shall take reasonable steps to ensure the competence of their work and to protect clients and others from harm.

For the avoidance of doubt, coaching and mentoring knowledge and practice fall outside the scope of mental health services. Therefore, should coaches/mentors be asked to provide mental health services to individuals, such individuals should be advised that coaches/mentors do not provide such services and they should seek such services from a qualified mental health service provider.

2. Training

It is recognised that there is a corpus of research-based scientific and professional knowledge in the disciplines of coaching and mentoring and that coaches' and mentors' practice is founded on this established knowledge. Practitioners shall therefore have or obtain relevant coach-specific or mentor-specific training which will include both theoretical and practical competence in the exercise of their profession. The final test of competency is in the ability to coach or mentor rather than in the theoretical knowledge.

3. **Continuous Professional Development**

Coaches and mentors shall undertake ongoing efforts to develop and maintain their competence through relevant education and training.

Coaches and mentors are encouraged to maintain ready access to a more senior and/or more experienced coach or mentor, whom they should consult on a regular basis whilst active on coaching or mentoring programmes. These consultations may focus on areas such as supporting and clarifying issues arising from coaching/mentoring practice with clients, and helping to ensure ethical and professional conduct and continuous professional development.

4. **Commitment to a Code of Ethics**

4.1 Coaches and mentors shall explicitly abide by a Code of Ethics which at a minimum shall include the need for coaches / mentors to:

- a. Operate at all times within the limits of their own professional competence
- b. Seek to create the right environment for the coaching / mentoring to take place
- c. Make and honour clear agreements with clients and where appropriate with the sponsor organisation. Such agreements shall cover:
 - Context and agreed aims for the programme
 - Role of the coach/mentor
 - Ethical Code provisions
 - Programme details: duration, number of sessions, location etc.
 - Fees and payment conditions, where applicable
 - Right of the client to Terminate
- d. Maintain strict levels of confidentiality with all client information, unless required by law to disclose certain information
- e. Not make untrue or misleading statements (for example, concerning qualifications, competence levels, outcomes from the coaching or mentoring process, etc.)
- f. Not take credit for the work of others
- g. Not take advantage of clients in any manner (e.g. financial, sexual, etc)
- h. Avoid any conflicts of interest
- i. Maintain, store, and dispose of any records created during their activity in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements

Two examples of existing codes of professional organisations embodying ethical standards are listed as Appendix 3 and 4 to this Professional Charter. Any member of a professional coaching and/or mentoring organisation shall abide by that organisation's Code of Ethics.

4.2 Professional coaching and/or mentoring organisations shall make it a condition of membership that their members abide by either of the attached, or an equivalent, Code of Ethics.

4.3 Professional coaching and/or mentoring organisations shall have and publicise to their membership a Disciplinary and Complaints procedure to deal with cases of alleged breaches of their Code of Ethics.

4.5 Coaches and mentors shall cooperate in ethics investigations and proceedings, and shall consider themselves bound by any resulting requirements imposed by the professional body to which they belong. Failure to cooperate shall in itself be seen as an ethics violation.

4.4 If coaches' and mentors' ethical responsibilities conflict with law, they shall comply with the applicable law. In cases of doubt, the coach or mentor should approach the professional body to which they belong with a view to resolving the conflict in a responsible manner, in keeping with basic principles of human rights.

Part 3 Monitoring and Sanctions

1. Each professional coaching and/or mentoring organisation subscribing to this Professional Charter shall have an organisation and procedure in place to monitor and deal with cases of alleged breach.
2. The organ responsible for designing and overseeing the procedure shall be an independent board, and may be the same Ethics Committee set up to deal with issues arising out of alleged breaches of Ethical Codes.
3. The independent board shall be composed of members of a professional body, and shall be such as to ensure no conflict of interest.
4. Alternatively, professional bodies subscribing to this Professional Charter may agree to set up a single independent board to oversee the Monitoring and Sanctions procedures, with a view to acting for the profession as a whole.

5. This Professional Charter encourages the resolution of concerns about a member's professional conduct directly and on an informal basis, if this is appropriate and achievable. Complainants should first approach the individual or organisation concerned about their complaint.
6. In case of a breach of this Professional Charter, determined after due process, it is recommended that the following sanctions may be imposed, calibrated according to the perceived gravity of the breach:
 - A warning or requirement to effect improvement in practice in a specific way, or to take suitable actions such as further training or additional and/or specific supervision, any of these to be completed within a specified time frame ;
 - Suspension of accreditation, authority to supervise or train, recognised status or membership of their professional body for a set period or until certain conditions are met;
 - Termination of accreditation, authority to supervise or train, recognised status or membership of their professional body.
7. Each organisation subscribing to this Professional Charter shall formally review the operation of the Charter on a periodic basis, and shall communicate their findings to all other subscribing organisations with a view to discussing and agreeing possible changes to this Professional Charter over time.

Appendix 1

Competency Framework of European Mentoring and Coaching Council.

Appendix 2

Competency Framework of International Coach Federation.

Appendix 3

Code of Ethics of European Mentoring and Coaching Council.

Appendix 4

Code of Ethics of International Coach Federation.



COMPETENCE FRAMEWORK

September 2009

Four Levels of Coach/Mentoring

EQA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Appropriate for individuals:</p> <p>who wish to gain an understanding of the practice of coaching/mentoring and to have the core skills of coaching/mentoring</p> <p>likely to be working with others using coaching/mentoring conversations to support and encourage development of skills/performance</p> <p>who wish to use a coaching/mentoring approach within their own field/role and clearly understand how their coach/mentor role integrates with their vocational roles.</p>	<p>Appropriate for individuals:</p> <p>who will either be working as an internal coach/mentor, use coaching/mentoring as part of their main job or starting up as an external coach/mentor</p> <p>who are likely to be working with a small range of clients/contexts and within own area of experience to improve performance, build confidence and stretch capability</p> <p>who will typically be able to apply a limited range of models, tools and processes.</p>	<p>Appropriate for individuals:</p> <p>who will practice as professional coaches/mentors and can draw on a range of models and frameworks</p> <p>who are or wish to work with a range of clients, contexts and organisations</p> <p>whose focus of work will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.</p>	<p>Appropriate for individuals:</p> <p>who will practice as professional coaches/mentors and will create their own coherent approach drawing on a wide range of models and frameworks</p> <p>who are or wish to work with a range of clients, contexts and organisations.</p>

EIA Level Descriptors

Foundation	Practitioner	Senior Practitioner	Master Practitioner
<p>Individuals with an understanding of the practice of coaching/mentoring and having the core skills of coaching/mentoring.</p> <p>Likely to be working with others using coaching/mentoring conversations to support and encourage development of skills/performance.</p> <p>Individuals who use a coaching/mentoring approach within their own field/role and clearly understand how their coach/mentor role integrates with their vocational roles.</p>	<p>Coaches /mentors who may either be working as an internal coach/mentor, use coaching/mentoring as part of their main job or starting up as an external coach/mentor.</p> <p>Likely to be working with a small range of clients or contexts and possibly within own area of experience to improve performance, build confidence and stretch capability.</p> <p>Method of working is typically applying a limited range of models, tools and processes.</p>	<p>Professional coaches and mentors who draw on a range of models and frameworks.</p> <p>They role-model good practice</p> <p>Likely to be working with a range of clients, contexts and organisations.</p> <p>The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.</p> <p>Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts.</p>	<p>Professional, experienced and expert coaches /mentors who create their own coherent approach drawing on a wide range of models and frameworks,</p> <p>Likely to work with clients using their skills/experience flexibly to widen clients perspective beyond the current 'issue/context' and thus stretching their learning and development.</p> <p>Method of working typically involves creating innovative approaches tailored to the requirements of each client</p> <p>Actively contributes to the development and promotion of raising standards in the coach/mentor field. Contributions could include:</p> <ul style="list-style-type: none"> - developing models and tools - publishing about the profession - supervision of peer coaches and mentors - education of other coaches and mentors - developing the work of a recognised coaching /mentoring professional body,

Eight Coaching/Mentoring Competence Categories

- 1. Understanding Self**
Demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives
- 2. Commitment to Self-Development**
Explore and improve the standard of their practice and maintain the reputation of the profession
- 3. Managing the Contract**
Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.
- 4. Building the Relationship**
Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.
- 5. Enabling Insight and Learning**
Work with the client and sponsor to bring about insight and learning
- 6. Outcome and Action Orientation**
Demonstrate approach, and use the skills, in supporting the client to make desired changes
- 7. Use of Models and Techniques**
Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning
- 8. Evaluation**
Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes

Capability Indicators

The table below sets out Capability Indicators (CIs) for each of the Eight Competence Categories across the Four Levels of Coaching/Mentoring.

The progression principles used are: at each 'higher' level, the CIs should describe greater breadth and depth of knowledge; greater synthesis of ideas; ability to evoke more significant insights; working effectively with increasingly complex issues and contexts, and, at the higher levels, the creation of a coherent personal approach to coach/mentoring

CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY	MASTER PRACTITIONER CAPABILITY
<p>Understanding Self</p> <p>Demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives</p>	<ul style="list-style-type: none"> behaves in a manner that facilitates the coaching/mentoring process (1) manages issues of diversity in their coaching/mentoring practice (2) describes their own values, beliefs and attitudes that guide their coaching/mentoring practice (3) behaves in alignment with their values and beliefs (4) 	<ul style="list-style-type: none"> builds self-understanding based on an established model of human behaviour and rigorous reflection on practice (34) identifies when their internal process is interfering with client work and adapts behaviour appropriately (35) responds to client's emotions without becoming personally involved (36) 	<ul style="list-style-type: none"> builds self-understanding based on a range of theoretical models and structured input from external sources with rigorous reflection on experience and practice (73) proactively manages own 'state of mind' to suit the needs of the client (74) 	<ul style="list-style-type: none"> synthesises insights derived from extensive exploration of theoretical models and personal evidence (96) accounts for moment by moment decisions during their practice (97) critically reflects on practitioner paradigms and their impact on clients and client systems (98)
<p>Commitment to Self-Development</p> <p>Explore and improve the standard of their practice and maintain the reputation of the profession</p>	<ul style="list-style-type: none"> practises and evaluates their coaching/mentoring skills (5) 	<ul style="list-style-type: none"> demonstrates commitment to personal development through deliberate action and reflection (37) participates in regular supervision in order to develop their practice (38) evaluates the effectiveness of supervision (39) 	<ul style="list-style-type: none"> continuously reviews, reflects on and updates personal beliefs, attitudes and skills to improve their coaching/mentoring (75) proactively identifies gaps in skills, knowledge and attitudes and uses a structured process to meet learning needs (76) selects relevant themes, ideas and models to explore and develop their practice (77) translates new learning into practice and evaluates (78) 	<ul style="list-style-type: none"> keeps up to date with and evaluates research and thinking on coaching/mentoring (99) invites feedback from peers by demonstrating their practice before them (100)

CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY	MASTER PRACTITIONER CAPABILITY
<p>Managing the contract</p> <p>Establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.</p>	<ul style="list-style-type: none"> explains their role in relation to the client (6) explains the benefits of coaching/mentoring both for the client and in relation to the client's context (7) agrees appropriate levels of both confidentiality and communication to others (8) manages the conclusion of the conversation (9) 	<ul style="list-style-type: none"> follows the EMCC professional code of ethics or an equivalent (40) establishes and manages a clear contract for the coaching/mentoring with the client and, where relevant, with other stakeholders (41) agrees a framework for scheduling when, where and how often the sessions will take place (42) describes own coaching/mentoring process and style to client so that client is empowered to make an informed decision to go ahead with coaching/mentoring (43) recognises boundaries of own competence and advises the need to refer on and possibly conclude contract (44) recognises when client is unable to engage in coaching/mentoring work and takes appropriate action (45) works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organisation (46) manages the conclusion of the contract (47) 	<ul style="list-style-type: none"> establishes an ethically based coaching/mentoring contract in ambiguous and / or conflicted circumstances with the client (and with sponsors where relevant) (79) 	<ul style="list-style-type: none"> identifies clients who may have an emotional or therapeutic need which is beyond their professional capability to work with safely (101) supports client in self-referring to specialised agencies /sources when needed (102) recognises when clients have a need outside of safe and contracted boundaries and takes appropriate action (103)
<p>Building the relationship</p> <p>Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.</p>	<ul style="list-style-type: none"> explains how own behaviours can affect the coaching/mentoring process (10) treats all people with respect and maintains client's dignity (11) describes and applies at least one method of building rapport (12) uses language appropriate to the client (13) develops trust through keeping commitments and being non-judgemental with client (14) 	<ul style="list-style-type: none"> demonstrates empathy and genuine support for the client (48) ensures requisite level of trust has been established for effective coaching/mentoring (49) recognises and works effectively with client's emotional state(s) (50) adapts language and behaviour to accommodate client's style while maintaining sense of self (51) ensures client's non dependence of the coach/mentor (52) 	<ul style="list-style-type: none"> attends to and works flexibly with the client's emotions, moods, language, patterns, beliefs and physical expression (80) 	<ul style="list-style-type: none"> demonstrates a high level of attentiveness and responsiveness to the client in the moment while holding responsibility for working towards outcomes (104)

CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY	MASTER PRACTITIONER CAPABILITY
<p>Enabling insight and learning</p> <p>Work with the client and sponsor to bring about insight and learning</p>	<ul style="list-style-type: none"> demonstrates belief in helping others to develop (15) believes that others learn best for themselves (16) checks thoroughly for understanding (17) uses an active listening style (18) explains the principles of questioning and at least one framework (19) offers feedback in an appropriate style (20) offers advice and ideas only when appropriate (21) 	<ul style="list-style-type: none"> explains potential blocks to effective listening (53) is alert to tone and modularity as well as to explicit content of communication (54) identifies patterns of client thinking and actions (55) enables client to make connections between feelings, behaviours and their performance (56) uses a range of questioning techniques to raise awareness (57) enables client to create new ideas (58) uses feedback and challenge at appropriate times to help client gain different perspectives, while maintaining rapport (59) remains impartial when encouraging the client to consider alternatives (60) uses reviews to deepen understanding and commitment to action (61) 	<ul style="list-style-type: none"> uses a range of techniques to raise awareness, encourage exploration and deepen insight (81) uses feedback and challenge effectively to increase awareness, insight and responsibility for action (82) listens at a deeper level (83) flexible in applying a wide range of questions to facilitate insight (84) uses language to help client reframe or challenge current thinking/understanding (85) applies a systems perspective to building understanding and insight (86) recognises the uncertainties, possibilities and constraints of the client's situational context and helps client to appreciate their impact (87) 	<ul style="list-style-type: none"> supports clients effectively with their increasingly complex range of needs (105) enables significant and fundamental shifts in thinking and behaviour (106) adapts approach / technique in the moment in response to client information, while also holding a focus on outcomes (107)
<p>Outcome and Action Orientation</p> <p>Demonstrate approach, and use the skills, in supporting the client to make desired changes</p>	<ul style="list-style-type: none"> assists client to clarify and review their desired outcomes and to set appropriate goals (22) ensures congruence between client's goals and the context they are in (23) explores a range of options for achieving the goals (24) ensures the client chooses solutions (25) keeps appropriate notes (26) reviews progress and learning (27) ensures the client leaves the session enabled to use new ideas and learning (28) 	<ul style="list-style-type: none"> assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies (62) helps client to develop and identify actions that best suit their personal preferences (63) ensures client is taking responsibility for their own decisions, actions and learning approach (64) helps client identify potential barriers to applying actions (65) describes and applies at least one method of building commitment to outcomes, goals and actions (66) reviews progress and achievement of outcomes and goals and revises as appropriate (67) 	<ul style="list-style-type: none"> encourages client to explore wider context and impact of desired outcomes (88) draws on a range of diverse techniques and methods to facilitate achievement of outcomes (89) describes and applies a range of methods for building commitment to outcomes, goals and actions (90) helps client explore their approach to change (91) works effectively with resistance to change (92) 	

CATEGORY	FOUNDATION CAPABILITY INDICATORS	PRACTITIONER CAPABILITY INDICATORS	SENIOR PRACTITIONER CAPABILITY	MASTER PRACTITIONER CAPABILITY
<p>Use of Models and Techniques</p> <p>Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning</p>	<ul style="list-style-type: none"> bases approach on a model or framework of coach-mentoring (29) 	<ul style="list-style-type: none"> develops a coherent model of coaching/mentoring based on one or more established models (68) uses several established tools and techniques to help the client work towards outcomes (69) explains and works with models from client's context (70) 	<ul style="list-style-type: none"> connects various models and new ideas into their own model (93) applies in depth knowledge and experience of models, tools and techniques to help the client deal with specific challenges as well as the overall outcome (94) 	<ul style="list-style-type: none"> demonstrates own unique approach to coaching/mentoring based on critical evaluation of accepted models and learning from own practice and supervision (108) formulates own tools and systems to improve effectiveness (109)
<p>Evaluating</p> <p>Gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes</p>	<ul style="list-style-type: none"> evaluates outcomes with client (and stakeholders if relevant) (30) monitors and reflects on the effectiveness of the whole process (31) requests feedback from client on coaching/mentoring (32) receives and accepts feedback appropriately(33) 	<ul style="list-style-type: none"> uses a formal feedback process from the client (71) has own processes for evaluating effectiveness as a coach/mentor (72) 	<ul style="list-style-type: none"> establishes rigorous evaluation processes with clients and stakeholders (95) 	<ul style="list-style-type: none"> critiques diverse approaches to evaluation of coaching/mentoring (110) participates in building knowledge on evaluating coaching/mentoring (111) uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, coaching/mentoring processes and client themes (112)

ICF PROFESSIONAL COACHING CORE COMPETENCIES



A. SETTING THE FOUNDATION

- 1 MEETING ETHICAL GUIDELINES AND PROFESSIONAL STANDARDS
- 2 ESTABLISHING THE COACHING AGREEMENT

B. CO-CREATING THE RELATIONSHIP

- 1 ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT
- 2 COACHING PRESENCE

C. COMMUNICATING EFFECTIVELY

- 1 ACTIVE LISTENING
- 2 POWERFUL QUESTIONING
- 3 DIRECT COMMUNICATION

D. FACILITATING LEARNING AND RESULTS

- 1 CREATING AWARENESS
- 2 DESIGNING ACTIONS
- 3 PLANNING AND GOAL SETTING
- 4 MANAGING PROGRESS AND ACCOUNTABILITY

A. SETTING THE FOUNDATION

1. **Meeting Ethical Guidelines and Professional Standards** - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations
 - a. Understands and exhibits in own behaviors the ICF Standards of Conduct (see list, Part III of ICF Code of Ethics),
 - b. Understands and follows all ICF Ethical Guidelines (see list),
 - c. Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions,
 - d. Refers client to another support professional as needed, knowing when this is needed and the available resources.
2. **Establishing the Coaching Agreement** - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship
 - a. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate),
 - b. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities,
 - c. Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

B. CO-CREATING THE RELATIONSHIP

3. **Establishing Trust and Intimacy with the Client** - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust
 - a. Shows genuine concern for the client's welfare and future,
 - b. Continuously demonstrates personal integrity, honesty and sincerity,
 - c. Establishes clear agreements and keeps promises,
 - d. Demonstrates respect for client's perceptions, learning style, personal being,

- e. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure,
 - f. Asks permission to coach client in sensitive, new areas.
4. **Coaching Presence** - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident
- a. Is present and flexible during the coaching process, dancing in the moment,
 - b. Accesses own intuition and trusts one's inner knowing - "goes with the gut",
 - c. Is open to not knowing and takes risks,
 - d. Sees many ways to work with the client, and chooses in the moment what is most effective,
 - e. Uses humor effectively to create lightness and energy,
 - f. Confidently shifts perspectives and experiments with new possibilities for own action,
 - g. Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions.

C. COMMUNICATING EFFECTIVELY

5. **Active Listening** - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression
- a. Attends to the client and the client's agenda, and not to the coach's agenda for the client,
 - b. Hears the client's concerns, goals, values and beliefs about what is and is not possible,
 - c. Distinguishes between the words, the tone of voice, and the body language,
 - d. Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding,
 - e. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.,
 - f. Integrates and builds on client's ideas and suggestions,
 - g. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories,
 - h. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.
6. **Powerful Questioning** - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client
- a. Asks questions that reflect active listening and an understanding of the client's perspective,
 - b. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions),
 - c. Asks open-ended questions that create greater clarity, possibility or new learning
 - d. Asks questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards.
7. **Direct Communication** - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client
- a. Is clear, articulate and direct in sharing and providing feedback,
 - b. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about,
 - c. Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises,
 - d. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon),
 - e. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

D. FACILITATING LEARNING AND RESULTS

8. **Creating Awareness** - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results
- a. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description,
 - b. Invokes inquiry for greater understanding, awareness and clarity,
 - c. Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings and action,

- d. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them,
 - e. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action,
 - f. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background),
 - g. Expresses insights to clients in ways that are useful and meaningful for the client,
 - h. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching,
 - i. Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.
9. **Designing Actions** - Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results
- a. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning,
 - b. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals,
 - c. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions,
 - d. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting,
 - e. Celebrates client successes and capabilities for future growth,
 - f. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action,
 - g. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them,
 - h. Helps the client "Do It Now" during the coaching session, providing immediate support,
 - i. Encourages stretches and challenges but also a comfortable pace of learning.
10. **Planning and Goal Setting** - Ability to develop and maintain an effective coaching plan with the client
- a. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development,
 - b. Creates a plan with results that are attainable, measurable, specific and have target dates,
 - c. Makes plan adjustments as warranted by the coaching process and by changes in the situation,
 - d. Helps the client identify and access different resources for learning (e.g., books, other professionals),
 - e. Identifies and targets early successes that are important to the client.
11. **Managing Progress and Accountability** - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action
- a. Clearly requests of the client actions that will move the client toward their stated goals,
 - b. Demonstrates follow through by asking the client about those actions that the client committed to during the previous session(s),
 - c. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s),
 - d. Effectively prepares, organizes and reviews with client information obtained during sessions,
 - e. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s),
 - f. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions,
 - g. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go,
 - h. Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames,
 - i. Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences),
 - j. Positively confronts the client with the fact that he/she did not take agreed-upon actions.

CODE OF ETHICS

Introduction

The European Mentoring and Coaching Council (EMCC) has been established to promote best practice and ensure that the highest possible standards are maintained in the coach/mentoring relationship, whatever form that might take, so that the coach/mentoring environment provides the greatest opportunity for learning and development.

Purpose

This Code of Ethics sets out what the clients and sponsors can expect from the coach/mentor in either a coach/mentoring, training or supervisory relationship and should form the starting point for any contract agreed.

All members of the EMCC accept the principles and aims of the EMCC. We recognise that members may not always maintain these ethical principles. The EMCC have therefore agreed a process by which breaches of the Code by a member can be reported and investigated. This is referred to later in this document.

All EMCC Members will make the sponsoring organisation and the individual client aware, at the contracting stage, of the existence of the Code of Ethics.

Terminology

The term “coach/mentoring” is used to describe all types of coaching or mentoring that may be taking place, both in the work environment and outside. The EMCC recognise that there will be many types of coach/mentoring taking place and these will need to be defined when more detailed standards are produced.

The term “client” denotes anyone using the services of a coach/mentor. We believe the term “client” is interchangeable with any other term that the parties to the coach/mentoring relationship might be more comfortable with, such as “colleague”, “learner”, “partner”, “coachee” or “mentee”.

It is recognised that there are circumstances where the coach/mentor may have two “clients”, the individual being coached and the organisation who may have commissioned the coach/mentoring. In this Code we have used the term “sponsor” to differentiate the latter.

The terms “supervision” and “supervisor” describe the process by which the work of the coach/mentor is overseen and advice/guidance sought. The terminology is the same, but the process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counseling.

The Code

The coach/mentor will acknowledge the dignity of all humanity. They will conduct themselves in a way which respects diversity and promotes equal opportunities.

It is the primary responsibility of the coach/mentor to provide the best possible service to the client and to act in such a way as to cause no harm to any client or sponsor.

The coach/mentor is committed to functioning from a position of dignity, autonomy and personal responsibility.

The EMCC Code of Ethics covers the following:

- ┆ Competence
- ┆ Context
- ┆ Boundary Management
- ┆ Integrity
- ┆ Professionalism

Competence

1). The coach/mentor will:

Ensure that their level of experience and knowledge is sufficient to meet the needs of the client.

Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced.

Develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities.

Maintain a relationship with a suitably-qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code. What constitutes a “suitably-qualified” supervisor is defined in the EMCC’s standards document.

Context

2). The coach/mentor will:

- ┆ Understand and ensure that the coach/mentoring relationship reflects the context within which the coach/mentoring is taking place.
- ┆ Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- ┆ Seek to create an environment in which client, coach/mentor and sponsor are focused on and have the opportunity for learning.

Boundary Management

3). The coach/mentor will:

- ┆ At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.
- ┆ Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

Integrity:

4). The coach/mentor will:

Maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship.

Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.

Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

Professionalism:

5). The coach/mentor will:

- a. Respond to the client's learning and development needs as defined by the agenda brought to the coach/mentoring relationship.
- b. Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. The coach/mentor will ensure that the duration of the coach/mentoring contract is only as long as is necessary for the client/sponsor.
- c. Understand that professional responsibilities continue beyond the termination of any coach/mentoring relationship. These include the following:
 - ┆ Maintenance of agreed confidentiality of all information relating to clients and sponsors.
 - ┆ Avoidance of any exploitation of the former relationship
 - ┆ Provision of any follow-up which has been agreed to
 - ┆ Safe and secure maintenance of all related records and data
- d. Demonstrate respect for the variety of different approaches to coaching and mentoring and other individuals in the profession.
- e. Never represent the work and views of others as their own.
- f. Ensure that any claim of professional competence, qualifications or accreditation is clearly and accurately explained to potential clients and that no false or misleading claims are made or implied in any published material.

Breaches of the Code

EMCC members will at all times represent coaching and mentoring in a way which reflects positively on the profession.

Where a client or sponsor believes that a member of the EMCC has acted in a way which is in breach of this Code of Ethics, they should first raise the matter and seek resolution with the member concerned. Either party can ask the EMCC to assist in the process of achieving resolution.

If the client or sponsor remains unsatisfied they are entitled to make a formal complaint. Complaints will be dealt with according to the EMCC's „Complaints and Disciplinary Procedure“. EMCC Members will provide a copy of this document upon request. A copy can be obtained by writing to:

European Mentoring & Coaching Council,
PO Box 3154, Marlborough, Wiltshire, SN8 3WD

or e-mail: info@emccouncil.org

In the event that a complaint should be made against an EMCC member, that member must co-operate in resolving such a complaint.

EMCC members will confront a colleague when they have reasonable cause to believe they are acting in an unethical manner and, failing resolution, will report that colleague to the EMCC.

ICF CODE OF ETHICS

Part One: Definition of Coaching

Section 1: Definitions

- ┌ **Coaching:** Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
- ┌ **A professional coaching relationship:** A professional coaching relationship exists when coaching includes a business agreement or contract that defines the responsibilities of each party.
- ┌ **An ICF Professional Coach:** An ICF Professional Coach also agrees to practice the ICF Professional Core Competencies and pledges accountability to the ICF Code of Ethics.

In order to clarify roles in the coaching relationship, it is often necessary to distinguish between the client and the sponsor. In most cases, the client and sponsor are the same person and therefore jointly referred to as the client. For purposes of identification, however, the International Coach Federation defines these roles as follows:

- ┌ **Client:** The "client" is the person(s) being coached.
- ┌ **Sponsor:** The "sponsor" is the entity (including its representatives) paying for and/or arranging for coaching services to be provided.

In all cases, coaching engagement contracts or agreements should clearly establish the rights, roles, and responsibilities for both the client and sponsor if they are not the same persons.

Part Two: The ICF Standards of Ethical Conduct

Preamble: ICF Professional Coaches aspire to conduct themselves in a manner that reflects positively upon the coaching profession; are respectful of different approaches to coaching; and recognize that they are also bound by applicable laws and regulations.

Section 1: Professional Conduct At Large

As a coach:

- 1) I will not knowingly make any public statement that is untrue or misleading about what I offer as a coach, or make false claims in any written documents relating to the coaching profession or my credentials or the ICF.
- 2) I will accurately identify my coaching qualifications, expertise, experience, certifications and ICF Credentials.

3) I will recognize and honor the efforts and contributions of others and not misrepresent them as my own. I understand that violating this standard may leave me subject to legal remedy by a third party.

4) I will, at all times, strive to recognize personal issues that may impair, conflict, or interfere with my coaching performance or my professional coaching relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).

5) I will conduct myself in accordance with the ICF Code of Ethics in all coach training, coach mentoring, and coach supervisory activities.

6) I will conduct and report research with competence, honesty, and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved, and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

7) I will maintain, store, and dispose of any records created during my coaching business in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements

8) I will use ICF member contact information (e-mail addresses, telephone numbers, etc.) only in the manner and to the extent authorized by the ICF.

Section 2: Conflicts of Interest

As a coach:

9) I will seek to avoid conflicts of interest and potential conflicts of interest and openly disclose any such conflicts. I will offer to remove myself when such a conflict arises.

10) I will disclose to my client and his or her sponsor all anticipated compensation from third parties that I may pay or receive for referrals of that client.

11) I will only barter for services, goods or other non-monetary remuneration when it will not impair the coaching relationship.

12) I will not knowingly take any personal, professional, or monetary advantage or benefit of the coach-client relationship, except by a form of compensation as agreed in the agreement or contract.

Section 3: Professional Conduct with Clients

As a coach:

13) I will not knowingly mislead or make false claims about what my client or sponsor will receive from the coaching process or from me as the coach.

14) I will not give my prospective clients or sponsors information or advice I know or believe to be misleading or false.

15) I will have clear agreements or contracts with my clients and sponsor(s). I will honor all agreements or contracts made in the context of professional coaching relationships.

16) I will carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement or contract.

17) I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact I may have with my clients or sponsors.

18) I will not become sexually intimate with any of my current clients or sponsors.

19) I will respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement or contract. I will be alert to indications that the client is no longer benefiting from our coaching relationship.

20) I will encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource.

21) I will suggest my client seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach:

22) I will maintain the strictest levels of confidentiality with all client and sponsor information. I will have

a clear agreement or contract before releasing information to another person, unless required by law.

23) I will have a clear agreement upon how coaching information will be exchanged among coach, client, and sponsor.

24) When acting as a trainer of student coaches, I will clarify confidentiality policies with the students.

25) I will have associated coaches and other persons whom I manage in service of my clients and their sponsors in a paid or volunteer capacity make clear agreements or contracts to adhere to the ICF Code of Ethics Part 2, Section 4: Confidentiality/Privacy standards and the entire ICF Code of Ethics to the extent applicable.

Part Three: The ICF Pledge of Ethics

As an ICF Professional Coach, I acknowledge and agree to honor my ethical and legal obligations to my coaching clients and sponsors, colleagues, and to the public at large. I pledge to comply with the ICF Code of Ethics, and to practice these standards with those whom I coach.

If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as loss of my ICF membership and/or my ICF Credentials.

Approved by the Ethics and Standards Committee on October 30, 2008. Approved by the ICF Board of Directors on December 18, 2008.