

APPENDIX 3:

COMENSA Codes of Ethics & Standards

COMENSA (Incorporated association not for gain)

Code of Ethics

1. **Purpose**

- 1.1 COMENSA serves to set the ethical standards for South Africa in the fields of coaching and mentoring. It is likely that this Code of Ethics will change and evolve over the years as coaching and mentoring gain independent recognition as professions.

2. **Mission**

- 2.1 To set and uphold an appropriate code of ethics to serve the coaching/mentoring professions of South Africa which defines the ethical behaviour that supports and sustains this expanding profession. We will outline values, standards and fundamental principles to which members of COMENSA agree to abide by, and by which they may be measured and/or supervised and against which they willingly agree to be assessed.

3. **Definitions**

- 3.1 The term 'coach' or 'mentor' is used to describe all types of coaching/mentoring that may be taking place, both inside and outside the work environment. COMENSA recognises that there are many types of coaching/mentoring taking place and these will need to be defined as more detailed standards are produced.
- 3.2 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 coaching/mentoring relationship may be more comfortable with, such as 'colleague', 'learner', 'partner', 'coachee', protégé or 'mentee'.
- 3.3 It is recognised that there are circumstances where the coach/mentor may have two 'clients', the individual being coached or mentored and the organisation who may have commissioned the coaching/mentoring. In this Code we have used the term 'sponsor' to differentiate the latter.
- 3.4 The term 'supervision' describes the process by which the work of the coach/mentor is overseen and advice/guidance is sought. The process may differ in significant ways from that undertaken in other professions, such as psychotherapy and counselling.

4. **COMENSA Code of Ethics**

1. Fundamental values
2. Competence
3. Context
4. Boundary management
5. Integrity
6. Professionalism
7. Breaches of the Code

4.1 Fundamental values

4.1.1 COMENSA's fundamental values are:

- (a) *Inclusivity*: The coach/mentor will conduct themselves in a way that demonstrates an understanding and respect for the dignity and diversity of all people. The coach/mentor is committed to the transformation of South Africa and the promotion of equal opportunities for all.
- (b) *Dignity*: 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.
- (c) *Integrity*: The coach/mentor is committed to functioning from a position of integrity, professionalism and personal responsibility. As a fundamental principle of ethics, the coach/mentor is accountable for their own conduct.

4.2 Competence

4.2.1 The coach/mentor will:

- (a) Maintain high standards of competence and exercise care in determining how best to serve the needs of the client in the coach/mentor relationship.
- (b) Ensure that they are adequately educated and skilled in the coaching and mentoring technology that they use to deliver their services.
- (c) Develop and enhance their level of competence by participating in relevant training and continuing opportunities for professional development.
- (d) The coach/mentor will establish 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 of Ethics.

4.3 Context

4.3.1 The coach/mentor will:

- (a) Understand and ensure that the coach/mentor relationship reflects the dynamic context within which the coaching/mentoring is taking place.
- (b) Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- (c) Embrace cultural considerations and broad-based issues of empowerment.

4.4 Boundary Management

4.4.1 The coach/mentor will:

- (a) Maintain professional integrity irrespective of the demands of the sponsor or client.
- (b) Honour the confidentiality agreement in the coaching/mentoring relationship.
- (c) 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, consultant or business/financial advisor.
- (d) 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.

- (e) To maintain transparency of communication with other members of the coaching and mentoring professions within the confines of existing confidentiality agreements.
- (f) Not engage in any sexual contact with existing coaching or mentoring clients, and ensure a period of one year from the conclusion of the coach/mentor relationship before engaging in such contact.
- (g) Acknowledge that the coach/mentor is in a powerful relationship with the client and therefore sexual relations are unethical and unprofessional.
- (h) 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.
- (i) Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

4.5 Integrity

4.5.1 The coach/mentor will:

- (a) Act with integrity and conduct the coaching/mentoring relationship in a truthful, honest and clear manner.
- (b) Act to the benefit and in the interest of the client in the coaching/mentoring relationship.
- (c) Approach the coach/mentoring relationship with personal commitment and respect for all other professions.
- (d) Ensure that they are both mentally and physically fit to deliver coaching and mentoring services at all times.
- (e) Assume ownership for self learning and self growth.
- (f) Never represent the work and views of others as their own.
- (g) Act responsibly with regards to the assessment of the need for coaching or mentoring as a means of intervention.
- (h) 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.

4.6 Professionalism

4.6.1 The coach/mentor will:

- (a) Consciously create a coaching/mentoring environment that supports the independence of the client within the coach/mentoring relationship.
- (b) Maintain professionalism and faithfully pursue obligations and agreements made in the coach/mentoring relationship.
- (c) Be focused primarily on maximising the effectiveness of the client in their life and/or work context.
- (d) Not exploit or manipulate the client in any manner including, but not limited to, financial, sexual or those matters within the professional relationship.
- (e) Ensure that the coach/mentoring contract is appropriate and proportional to the objectives of the coaching/mentoring relationship (e.g. fees, coaching/mentoring objectives, duration).
- (f) Understand that professional responsibilities continue beyond the termination of any coach/mentoring relationship. These include the following:
 - (i) Maintenance of agreed confidentiality of all information relating to clients and sponsors.

- (ii) Avoidance of any exploitation of the former relationship.
- (iii) Provision of any follow-up which has been agreed to.
- (iv) Safe and secure maintenance of all related records and data.
- (g) Demonstrate respect for the variety of different approaches to coaching/mentoring and other individuals in the profession.
- (h) Not bring any other coach or mentor's reputation into disrepute through their actions or communications.

4.7 Breaches of the Code

4.7.1 The following principles apply to breaches of this Code of Ethics:

- (a) COMENSA members will at all times represent coaching and mentoring in a way which reflects positively on the profession.
- (b) COMENSA 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 COMENSA.
- (c) Where a client or sponsor believes that a member of COMENSA 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 COMENSA to assist in the process of achieving resolution.
- (d) If the client or sponsor remains unsatisfied they are entitled to make a formal complaint to the Ethics Committee.
- (e) In the event that a complaint should be made against a COMENSA member, that member must co-operate in resolving such a complaint.
- (f) The coach or mentor will bring to the attention of the Ethics Committee of COMENSA knowledge of coaches or mentors who are conducting themselves in grossly unethical acts.

5. Ethics Committee

5.1 Ethics Committee

- Chair Johannesburg Ethics Committee: Jill Hamlyn (jill@tpb.co.za); Anuschka Boden (anuschka@pathfinderscc.co.za)
- Chair Cape Town Ethics Committee: Marc Kahn (marc@encounterconsulting.co.za)
- Chair Durban Ethics Committee: Lauron Buys (lauron@cbiz.co.za)
- National Co-ordinator: Sunny Stout Rostron (express@iafrica.com)

5.2 COMENSA office

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5.3 Johannesburg Ethics Committee

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5.4 Cape Town Ethics Committee

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5.5 Durban Ethics Committee

- Lauron Buys (lauron@cbiz.co.za)
- Brian Findley (bfindlay@tiscali.co.za)

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Standards of Professional Competence

1. Introduction

- 1.1 The COMENSA Standards Committee has drafted standards of professional competence (i.e., core competencies or skills) of a coach/mentor in five functional areas: questioning, listening, building rapport, delivering measurable results, upholding ethical guidelines and professional standards. These are defined at four levels.
- 1.2 The intention has been to devise criteria that are observable and measurable.
- 1.3 The Mentoring Committee is drafting core competencies for mentors to check whether there are substantive differences between the coaching and mentoring professions in this regard.

2. Standards of professional competence

1. Questioning
2. Listening
3. Building rapport
4. Delivering measurable results
5. Upholding ethical guidelines and professional standards

2.1 Questioning

2.1.1 Definition

Asking a person to turn inward for answers, resources and solutions.

2.1.2 Benchmarks

Level 4

Questions are intense and focused, and reflect the coach/mentor's state of intense interest and involvement in the client's process. Questions help the client transcend the obvious and find paradigm-shifting answers or perspectives.

Level 3

There is an easy flow of relevant, incisive, stimulating, challenging, open-ended questions, relevant to the topic under discussion. The client is fully engaged and participating, and verbalises new ideas and broader perspectives.

Level 2

Questions are relevant and asked respectfully, but the response does not reflect a new level of awareness – the client's state remains unchanged.

Level 1

The coach/mentor lacks confidence when asking questions – stumbles over words often, lacks fluency, hesitates in asking questions – and asks unrelated questions.

2.2 Listening**2.2.1 Definition**

Being actively present with a client, paying attention to all information presented by the client, both verbal and visual; being able to respond to and reflect the said and the unsaid.

2.2.2 Benchmarks**Level 4**

Conversation is characterised by long, respectful silences, followed by deeply meaningful exchanges.

Level 3

The coach/mentor clarifies the content and intent of what the client advocates, by accurately reflecting and questioning the discussion through reflecting, observing, paraphrasing and the effective use of analogies and metaphors. The coach/mentor encourages the client with verbal and non-verbal cues, e.g. nodding. The coach/mentor actively and reflectively listens more than he / she speaks.

Level 2

The coach/mentor maintains appropriate eye contact; reflects content back to the client; keeps general track of what the client is saying; is not distracted; stays focused on the client.

Level 1

Coach/mentor interrupts the client; the coach/mentor does not allow silence, does not acknowledge the client's input; the coach/mentor makes little or no eye contact with the client.

2.3 Building rapport**2.3.1 Definition**

Establishing and maintaining trust and intimacy in the coaching/mentoring relationship and creating a safe space in which a person can courageously explore their inner and outer thinking, by mirroring, validating, empathising and truly meeting the person in their model of the world or/ frame of reference.

2.3.2 Benchmarks**Level 4**

This includes all the behaviours of Level 3, plus respectfully challenging the client to delve deeper to explore their less conscious intentions and desires. The coach/mentor invites and facilitates the client to apply their inner resources to difficult situations; offers statements of affirmation that conveys belief in the person's potential; celebrates the client's successes; expresses own emotion about client's emotion; allows self to be moved by the client.

Level 3

The coach/mentor is actively and intensely involved with the client. Listens for and enquires about emotions; invests energy in the conversation; matches the person's posture, gesture, language, intensity of voice; mirrors the client's state, values and beliefs; keeps the conversation and questions focused on the client's outcomes.

Level 2

The coach/mentor is seen to be present in the moment with the client; maintains eye contact; matches some of the client's posture, gestures and language; listens for facts, details and ideas and provides encouragement to continue.

Level 1

The coach/mentor demonstrates disinterest in the client by seeming to be pre-occupied with other things: e.g. answering phone calls, allowing interruptions, making notes in diary, fidgeting; not listening; constantly asks the client to repeat what has just been said. The coach/mentor also, evaluates / judges / labels the person, e.g. "You are immature about this" or "You shouldn't be so critical". There are no signs of matching the person's posture, gestures, language; there is little eye contact; coach/mentor ignores or invalidates statements expressing emotion.

2.4 Delivering Measurable Results**2.4.1 Definition**

Achieving outcomes that can be qualified and quantified by the sponsor and /or coach/mentor or client.

2.4.2 Benchmarks**Level 4**

Once the initially defined results are met, the coach/mentor continually challenges the client to surpass expectations set. New goals, objectives and measurements are continually introduced and referred to. All sessions are documented with written proof of the attainment of the initial measurements set, and the achievements made within each session – including newly-established aims and objectives that are being continually introduced.

Level 3

The coach/mentor and client agree upon and record expected results before the commencement of the actual coaching/mentoring engagement. Criteria for achieving outcomes are discussed and defined. The coach/mentor regularly checks upon progress made against defined measurable results throughout the course of the coaching/mentoring process.

Level 2

Reference is made to outcomes or results, but the coach/mentor does not pay specific attention to tracking the progress.

Level 1

No attention is drawn to results or measurement in all forms of communication between the coach/mentor, client and/or sponsor. No outcomes are specified; no criteria for assessing the appropriateness or the validity of the intervention are established.

2.5 Upholding ethical guidelines and professional standards

2.5.1 Definition

This refers to the upholding and maintaining of the ethics and professional standards as defined by COMENSA to serve the coach/mentor, client(s) and the profession of coaching or mentoring with conscious intent.

2.5.2 Benchmarks

Level 4

There is comprehensive evidence of significant understanding of the ethics code, as well as evidence of significant efforts to uphold it, and evidence of a real embracing of its basis and principles on a personal level and in its application at an organisational level.

Level 3

There is evidence of significant understanding of the ethics code, and evidence of significant efforts to uphold it, but little evidence of a real embracing of its basis and principles on a personal level and in its application at an organisational level.

Level 2

There is some evidence of significant understanding of the ethics code, but little evidence of efforts to uphold it and little evidence of a real embracing of its basis and principles on a personal or organisational level.

Level 1

There is little evidence of significant understanding of the ethics code, there is little evidence of efforts to uphold it and there is no evidence of a real embracing of its basis and principles on a personal or organisational level.