



Roundtable

Ethics in Coaching Education

Eva Hirsch Pontes, MCC & João Pasqual, MCC

ICF Coaching Definition

- “Coaching”- Partnering with Clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
- According to Peter Hawkins¹, Partnering involves the coming together as different individuals or groups in order to work collaboratively as equals to achieve something that you cannot achieve apart.

ICF Definitions

- “Equality”—a situation in which all people experience inclusion, access to resources and
- “Opportunity”—regardless of their race, ethnicity, national origin, colour, gender, sexual orientation, gender identity, age, religion, immigration status, mental or physical disability, and other areas of human difference.
- “Systemic equality”—gender equality, race equality and other forms of equality that are institutionalized in the ethics, core values, policies, structures, and cultures of communities, organizations, nations and society.

An extract of ICF Code of Ethics

- **Section IV - Responsibility to society**
 - As an ICF Professional, I:
 - 25. Avoid discrimination by maintaining fairness and equality in all activities and operations, while respecting local rules and cultural practices. This includes, but is not limited to, discrimination on the basis of age, race, gender expression, ethnicity, sexual orientation, religion, national origin, disability or military status.

Ethics, Integrity & Transparency

Historically, ICF practices in accreditation established an invisible boundary between the accredited providers and daily operations in the accreditation processes. In the recent 3-5 years this boundary is softening and more interaction, collaboration and partnering occurs.

Both providers and program personnel must demonstrate, through initial and ongoing review of programs, that a mindset for continuous improvement underpins all coach education program decisions.

Accredited providers will be required to engage in a regular cycle process throughout the life of the accreditation that requires the provider to answer and demonstrate the expected competence that delivers quality and equity, and abides the ICF Values, Code of Ethics, and that the Code of Conduct for accreditation is fully incorporated with provider business practices.

A Reflection from our Supervision Group

How can we access them?

x

What needs to shift for us to be accessed by them?

Below are the core competencies which include wording of “acknowledges”

#2.1. Embodies a Coaching Mindset – Acknowledges that clients are responsible for their own choices.

#4.3. Cultivates Trust and Safety – Acknowledges and respects the client’s unique talents, insights and work in the coaching process.

#6.4. Listens Actively – Notices, acknowledges and explores the client’s emotions, energy shifts, non-verbal cues or other behaviors.

#8.3. Facilitates Client Growth – Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability.

<https://carlyanderson.com/acknowledging-your-coaching-client>

Acknowledges is to:

- Recognize the fact, or importance, or quality of
- Take notice of
- Recognize or favorably notice an act or achievement
- Accept that something is true or exists
- Recognize as genuine or valid

A Wise Reminder*

“Whenever I have a suitable opportunity, I ask coaches what proportion of their clients are like them and what proportion are radically different in background, education, culture and so on.

I point out that the more like you your clients are, the less you are likely to learn from them.

And that being a coach requires you to learn and evolve at least as fast as your clients.”

*Posted by Prof David Clutterbuck on LinkedIn - Sept/2022