



# PDIADI CODE OF ETHICS

For Coaches, Mentors Trainers, Training providers and Supervisors

At PDIADI, we are committed to maintaining the highest standards of professionalism, integrity, and inclusivity. It is expected that trainers who sell workshops through our platform follow this guidance to protect their reputation the reputation of PDIADI and garner the trust of our learners.

## Introduction and Purpose

Trainers working under the PDIADI banner are required to abide by this Code of Ethics which aligns broadly with the code of global ethics published by the association of coaches, and goes beyond the basic code of conduct provided by the DVSA:

All PDIADI Trainers are committed to maintaining and promoting excellent practice and ethical principles in coaching, mentoring, training, and supervision, demonstrating that we go above and beyond the basic code of conduct provided by the DVSA, our governing body.

All PDIADI Trainers, in their roles as coaches, mentors, supervisors, trainers/training providers, agree to adhere to the elements and principles of this Code of Ethics.

The Code aligns with the content and requirements set out in the Professional Charter for Coaching and Mentoring. The Charter, drafted in accordance with European law, is registered on the dedicated European Union database, which lists self-regulation initiatives in Europe.

The Code is intended as a guidance document rather than a legally binding one that in detail spells out what a member should and should not do. The Code sets the expectation of best practice in coaching, mentoring, training, and supervision promoting the development of professional excellence. Its purpose is to:

- Provide appropriate guidelines, accountability, and standards of conduct for all our Trainers.
- Set out how our Trainers are expected to act, behave, and perform when working with coachees, mentees, trainees, and supervisees (from now on to be called 'clients') and interacting with fellow practitioners, sponsors, stakeholders, training providers and other professionals.



- Serve as a guide for individuals who do not identify themselves as a professional coach, mentor, trainer, or supervisor, but apply coaching, mentoring, or supervision skills in their work.
- Be used as a basis of any complaints or disciplinary hearings and actions within the respective bodies' complaints procedures.

## The Code of Ethics

The Code is arranged into five sections and covers PDIADI's general expectations of professional behaviour and conduct:

1. Terminology
2. Working with Clients
3. Professional Conduct
4. Excellent Practice

### 1. Terminology

- a) For reasons of brevity this Code where appropriate refers to:
  - a. Coachees, mentees, trainees, supervisees, and students as “clients”
  - b. Coaches, mentors, supervisors, and trainers/training providers as “Trainers.”
  - c. Coaching, mentoring, training, and supervision work as “professional work.”
  - d. Coaching, mentoring, training, and supervision as “profession.”
- b) Trainers as signatories to this Code acknowledge that the terms “profession” and “professional” are being used for activities that are not under statutory regulation but are being increasingly professionalised and self-regulated.
- c) Trainers as signatories to this Code acknowledge that the titles “coach,” “mentor” and “supervisor” are not protected and may be used by anyone in the field of practice, member or not member of a professional body.

### 2. Working with Clients

#### Context



When professionally working with clients in any capacity Trainers should conduct themselves in accordance with this Code, committed to delivering the level of excellence that may be expected of a practising member.

### **Contracting**

Before they start working with a client, Trainers should make this Code available and explain and make explicit, their commitment to abide by this Code. Trainers should also make their clients and sponsors aware of their respective bodies' complaints procedures.

Before starting work with a client, Trainers should explain and strive to ensure that the client and sponsor know and fully understand, the nature, terms, and conditions of the coaching, mentoring, training, or supervision contract, including financial, logistical, and confidentiality arrangements.

Trainers should use their professional knowledge and experience to understand their clients' and sponsors' expectations and reach an agreement on how they plan to meet them. Trainers should also try to consider the needs and expectations of other relevant parties.

Trainers should be open and transparent about the methods they use and willing to share information with clients and sponsors about the processes and standards involved.

Trainers should ensure that the duration of the contract is appropriate to achieve the client's and sponsor's goals and should actively work to promote the client's independence, self-reliance, and sense of empowerment.

Trainers should ensure that the setting in which any coaching, mentoring, supervision, or training takes place offers optimal conditions for learning and reflection and therefore a higher likelihood of achieving the goals set in the contract.

Trainers should be guided by their client's interests and at the same time raise awareness and responsibility to safeguard that these interests do not harm those of sponsors, stakeholders, wider society, or the natural environment.

### **Integrity**

Trainers should be suitably qualified to work with their chosen client group and honestly represent their relevant experience, professional qualifications, Trainer, and certifications/accreditations to clients, sponsors, stakeholders, and fellow practitioners.

In communication with any party, Trainers should accurately represent the value they provide as a coach, mentor, or supervisor.



Trainers should ensure that no false or misleading claims are made, or implied, about their professional competence, qualifications, or accreditation in any published, promotional material, or otherwise. Trainers should attribute ownership of work, ideas, and materials of others to the originator and not claim it as their own.

Trainers should disclose any conflict of interest and act within applicable law and not in any way encourage, assist, or collude with conduct that is dishonest, unlawful, unprofessional, unjust, or discriminatory.

### **Confidentiality**

When working with clients, Trainers should maintain the strictest level of confidentiality with all client and sponsor information unless the release of information is required by law.

Trainers should have a clear agreement with clients and sponsors about the conditions under which confidentiality should not be maintained (e.g., illegal activity, danger to self or others) and gain agreement to that limit of confidentiality where possible unless the release of information is required by law.

Trainers should keep, store and dispose of all data and records of their client work including digital files and communications, in a manner that ensures confidentiality, security, and privacy, and complies with all relevant laws and agreements that exist in their client's country regarding data protection and privacy.

Trainers should inform clients that they are receiving supervision and identify that the client may be referred to anonymously in this context. The client should be assured that the supervision relationship is itself confidential.

If the client is a child or a vulnerable adult, Trainers should plan with the client's sponsors or guardian to ensure an appropriate level of confidentiality in the best interests of the client, whilst also complying with all relevant legislation and safeguarding practices.

### **Inappropriate interactions**

Trainers are responsible for setting and maintaining clear, appropriate, and culturally sensitive boundaries that govern all physical and virtual interactions with clients or sponsors.

Trainers should strictly avoid pursuing and refrain from engaging in any romantic or sexual relationships with current clients or sponsors.

### **Conflict of interest**



Trainers should not exploit a client or seek to gain any inappropriate financial or non-financial advantage from the relationship nor use the client's personal, professional, or other data, without their consent.

To avoid any conflict of interest, Trainers should clearly distinguish a professional relationship with a client from other forms of relationships.

Trainers should be aware of the potential for conflicts of interest of either a commercial or personal nature arising through the working relationship and address them quickly and effectively to ensure that there is no detriment to the client or sponsor.

Trainers should consider the impact of any client relationships on other client relationships and discuss any potential conflict of interest with those who might be affected.

Trainers should disclose any conflict of interest openly and transparently with the client and if a conflict arises that should not be managed effectively agree to withdraw from the relationship.

### **Ending professional relationships and on-going responsibilities**

Trainers should respect the client's right to end the engagement at any point in the process, subject to the provisions of the coaching, mentoring, or supervision service agreement.

Trainers should encourage the client or sponsor to terminate the coaching, mentoring, or supervision engagement if it is believed that the client would be better served by a different form of professional help.

Trainers should prepare clients for the ending of the service including having a service continuity plan if the member is unexpectedly unable to complete.

Trainers are required to have a provision for the transfer of current clients and their records in the event of the termination of practice.

Trainers understand that their professional responsibilities continue beyond the end of the professional relationship. These include:

- Maintenance of agreed confidentiality of all information relating to clients and sponsors
- Safe and secure maintenance of all related records and data that complies with all relevant laws and agreements that exist in their country regarding data protection and privacy.



- Avoidance of any exploitation of the former relationship, which could otherwise call into question the professionalism or integrity of the member or the professional community.
- Provision of any follow-up that has been agreed to.

## 3. Professional Conduct

### **Maintaining the reputation of the profession**

Trainers should behave in a way that always reflects positively upon and enhances the reputation of a professional service, ensuring that the use of technology is aligned with professional standards.

Trainers should demonstrate respect for the variety of practices used by Trainers and other individuals in the profession and all the different ethically informed approaches to coaching, mentoring, training, and supervision, including the use of data technologies and AI.

### **Acting Responsibly**

Trainers should abide by their respective bodies' statements and policies on inclusion, diversity, social responsibility, and climate change.

Trainers should avoid knowingly discriminating on any grounds and should seek to enhance their own awareness of areas for discrimination and bias, including in the use of technology or inaccurate or fake data.

Trainers should be aware of the potential for unconscious bias and systemic injustice and seek to ensure that they take a respectful and inclusive approach, which embraces and explores individual differences.

Trainers should challenge constructively and offer support to any colleagues, employees, service providers and clients who are perceived to be discriminatory or unwilling to take responsibility for their behaviour and actions.

Trainers should monitor their spoken, written, and non-verbal communication for implicit bias or discrimination.

Trainers should engage in professional development activities that contribute to increased self-awareness in relation to inclusion, diversity, technology, latest developments in changing social and environmental needs.

Trainers should say what they will do, and then do what they said they would.



### **Respect, humility and inclusivity.**

Trainers should provide accurate, honest, and up-to-date information about themselves and their workshops.

Trainers should represent their qualifications, experience, and credentials truthfully.

Trainers should treat other trainers and training organisations with respect, both in person and particularly online.

Trainers should ensure their training provision creates a welcoming, inclusive environment free from discrimination or harassment.

Trainers should exhibit humility before those they wish to help and show unconditional positive regard for all that they deal with.

Trainers should not self-aggrandise, particularly on social media.

Trainers should realise that mudslinging or critical posts of other trainers, training organisations or trainees is unhelpful, puts the ones being criticised at the fore of the mind of the reader, and thus is counterproductive. (when you throw mud, some may land on you!)

### **Breaches of professional conduct**

Trainers accept that any breach of the code that is upheld in a complaints procedure may result in sanctions, including loss of accredited status and the ability to host training events via PDIADI.

Trainers should report another member if they have reasonable cause to believe that the member is acting in an unethical manner to the body (PDIADI) at the earliest opportunity.

Trainers should clearly communicate workshop objectives, fees, required materials, and any extra costs up front.

Trainers should notify participants promptly of any changes, cancellations, or updates.

Trainers should respect the privacy of all participants. Do not share names, contact details, or workshop interactions without explicit consent.

### **Social media**

Trainers conduct on social media reflects on them as a professional, and PDIADI as an organisation. Engaging in self-aggrandizing, negativity, hi-jacking others posts and



making defamatory posts about others, and negatively commenting about other coaches, mentors, trainers, training organisations in terms of quality or provision reflects badly on you and by default, PDIADI (when mud is thrown, some mud hits the thrower)

Trainers should avoid posting text, images, videos, or other content that could damage the professional reputation or credibility of both you and PDIADI.

Trainers should not share offensive, discriminatory, misleading, or inappropriate material that could reflect negatively on you or PDIADI.

Trainers should always be mindful that their public posts could influence how learners, clients, and partners perceive them, PDIADI and the industry.

### **Legal and statutory obligations and duties**

Trainers are obliged to stay up to date and comply with:

- All relevant statutory requirements in the countries in which their professional work takes place.
- Safeguarding legislation when working with children or vulnerable adults.
- The relevant organisational policies and procedures of the work context.
- The equality act (2010)

Trainers should have the appropriate professional indemnity insurance to cover their coaching, mentoring and supervising work for the countries in which they operate and where such indemnity insurance is available.

## **4. Excellent Practice**

### **Ability to perform.**

Trainers should operate within the limit of their professional competence. Trainers should refer the client to a more experienced or suitably qualified practicing member where appropriate.

Trainers should be fit and healthy enough to practice. If they are not or are unsure if they are able to practice safely for health reasons, they should seek professional guidance or support.





### **On-going supervision**

Trainers should engage in supervision with a suitably qualified/experienced supervisor and/or peer supervision with a level of frequency that is appropriate to their coaching, mentoring or supervision practice, the requirements of their professional body and level of accreditation, and have evidence of engagement in reflective practice.

Trainers need to ensure that any other existing relationship within the supervision, professional or personal, does not interfere with the quality of the supervision provided.

Trainers should discuss any ethical dilemmas and potential, or actual, breaches of this Code including any arising from the use of AI and technology in general, with PDIADI for support and guidance.

### **Continuing professional development**

Trainers should develop their level of coaching, mentoring, training, or supervision capability by participating in relevant training and future- focused, continuing professional development (CPD) activities.

Trainers are expected to contribute to the professional community that is appropriate to their level of expertise. Forms this may take include informal peer support to fellow practicing Trainers, contributing to advancing the profession, research, writing, etc.

Trainers should systematically reflect on and evaluate the quality and relevance of their training provision through feedback from clients, sponsors, and stakeholders, and other CPD activities, to improve their practice.