



# **CODE OF PRACTICE**

## **FOR**

# **REGISTERED PSYCHOLOGY**

# **PRACTITIONERS IN COACHING**

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**Society for Industrial & Organisational Psychology of South Africa's  
Interest Group in Coaching & Consulting Psychology (IGCCP)**

**CODE OF PRACTICE  
FOR  
REGISTERED PSYCHOLOGY  
PRACTITIONERS IN COACHING**

**Society for Industrial & Organisational Psychology of South Africa's (SIOPSA)  
Interest Group in Coaching & Consulting Psychology (IGCCP)**

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*The Code of Practice is compiled by the Interest Group in Coaching & Consulting Psychology, South Africa (IGCCP), an interest group of the Society for Industrial & Organisational Psychology of South Africa (SIOPSA). It aims to provide direction on ethics and coaching practice to registered psychology practitioners in the role as a coach.*

Requests relating to the use of this document or any of its contents, and for further information regarding SIOPSA or IGCCP please contact the Administration Office of SIOPSA:

0860 SIOPSA (746772)

Cell: 087 820 4516

Fax: 086 558 4097

Email: [info@siopsa.org.za](mailto:info@siopsa.org.za)

**Postal Address:**

PO BOX 577

Fontainebleau

2032

**Physical Address:**

Regus 43 Birchwood Court

Montrose Street

Vorna Valley

Midrand

Johannesburg 1686

## Acknowledgements

Following the series of International Congresses in Coaching Psychology in 2011 and 2012, an initial document was reviewed by the Steering committee of IGCCP with feedback from the working committee. A draft version was distributed to all SIOPSA members, as well as other interested members for their input and review.

The inputs received were integrated and reviewed by the IGCCP, as well as the SIOPSA Executive. During the SIOPSA Conference in July 2014 held at the CSIR in Pretoria, the 2014 Draft Version of the Code was officially launched. Subsequently, the 2014 Draft Version was circulated for endorsement by Professional Bodies in Coaching and People Practices and final changes are included in the 2016 Code.

A list of Frequently Asked Questions (FAQ) was further compiled to address some of the key reflections that emerged from members during the consultation process.

This Code and FAQ are published on the SIOPSA website for reference and guidance.

Comments on the Code and further questions about the Code are welcomed and encouraged. Please email [igccpsa@siopsa.org.za](mailto:igccpsa@siopsa.org.za). Comment, edits and additions will be considered and integrated either into the Code or added as further FAQ's.

The Code of Practice, and FAQ, was compiled by:

Dr Marietjie van der Walt (Project Co-ordinator)

Dr Aletta Odendaal

Dr Anna-Rosa le Roux

Steven Breger

Gail Wrogemann

Lynn Ribton-Turner

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## 1. Definitions

The *Code of Practice for Registered Psychology Practitioners in Coaching* (hereafter referred to as the 'Code') does not attempt to give an inclusive overview of the many terms used in Literature to refer to coaching within a one-on-one, team or an organisational context. What it sets out do is to propose a working definition in the South African context of what the emerging field of coaching psychology offers, and aims to minimise confusing interpretations. -

**Psychologist** in the South African context is a person who holds a Master's Degree in psychology from an accredited tertiary institution, who has successfully completed an internship and passed the national board examination leading to registration with the Health Professions Council of South Africa (HPCSA) in one of the following professional registration categories: clinical, counselling, educational, industrial-organisational and research.

**Coaching Psychologist** – Regulations defining the scope of the profession of psychology in South Africa (No. 34581, 2 September 2011) do not make provision for registered practitioners who coach to register as a coaching psychologist and/or practitioner. In this code, the term coaching psychologist refers broadly to registered practitioners in any of the recognised categories, who are also practising coaching.

**Professional** refers to a body of practitioners who meet the criteria prescribed by a formal profession (e.g. law, medicine, psychology, etc.).

**Registered Practitioner** is a psychology practitioner registered with the HPCSA as a psychologist, psychometrist, registered counsellor, or any other category as established by the Professional Board of Psychology.<sup>1</sup>

**Coaching** is a collaborative learning conversation between a coach and a client (individual, group or team) for the purpose of enhancing the life experience, skills, performance, capabilities or wellbeing of the coachee(s).<sup>2</sup>

**Coach** is the all-encompassing term referring to the coaching provider, the person who actively provides the coaching services.

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<sup>1</sup> Established in terms of section 15(1) of the Health Professions Act, 56 of 1974, as amended by Act No. 29 of 2007.

<sup>2</sup> Standards Australia: HB 41, Coaching in Organisations, 2011, p9.

**Coachee** is the person or persons who actively receive the coaching services (also known as the client, protégé, coachee – this can be an individual, group or team).

**Coaching Psychology**, as practiced by a registered practitioner, is a conversational process of facilitating positive development and change towards optimal functioning, well-being and increased performance in the work and personal life domains, in the absence of clinically significant mental health issues, through the application of a wide range of psychological theories and principles. The intervention is action-orientated with measureable outcomes, and is also reflective towards creating greater self-awareness and meaning, and is directed at individuals, groups, teams, organisations and communities within a culturally-specific context.<sup>3</sup>

**Coaching Psychology Supervision** is a formal process of professional interpersonal support which ensures continuing development of the coach and effectiveness of his or her coaching practice through interactive, reflective, interpretative evaluation and the sharing of expertise, with a supervisor not working directly with the client<sup>4</sup>.

**Contracting** refers to the process of setting clear boundaries and expectations from the start of the coaching relationship, in agreement with all parties involved, in order to ensure sound ethical practices. More specifically, the contracting process entails an agreement between the coach, the coachee, and the organisation, with regards to those aspects that are considered appropriate.

**Scope of Practice<sup>5</sup>** – The purpose of the Scope of Practice regulations is to demarcate the scope of practice of practitioners registered under the Act<sup>6</sup>. The rationale of the regulations is to provide guidance on psychological activities to psychology practitioners in different categories and at different levels of the profession; and to protect the public from acts by practitioners that practice beyond the scope and level of the registration category for which they have been formally prepared through Board-accredited academic and internship training programmes.

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<sup>3</sup> Working definition of IGCCP, Odendaal and Le Roux, 2011.

<sup>4</sup> Bachkirova, Stevens & Willis, 2005 in The British Psychological Society, Special Group in Coaching Psychology, Guidelines on Supervision for Coaching Psychology; Hawkins & Schwenk, 2006; Hawkins & Smith, 2006.

<sup>5</sup> Health Professions Act, 1974, Regulations defining the Scope of Practice of Practitioners in the Profession of Psychology, R704, 2 September 2011.

<sup>6</sup> Health Professions Act 56 of 1974, as amended by Act No. 29 of 2007.

**Scope of Profession<sup>7</sup>** – The purpose of the Scope of the Profession regulations is to demarcate the scope of the profession of psychology in terms of acts specific to the profession of psychology and reserved for practitioners registered under the Act. The rationale of these regulations is: to ensure that the public benefits from actions performed by registered psychology practitioners; where the performing of these actions requires specific academic and practical psychological training, on-going professional development and controlled professional conduct; to protect the public from actions by non-psychologist practitioners that perform acts defined by the scope of the profession of psychology.

## 2. Purpose of this Code

The primary objective of this Code is to ensure that registered practitioners who practice as a coach conduct their services appropriately, professionally and ethically, with due regard to the needs and rights of those involved in the coaching process, the purpose for the coaching, and the broader context in which the coaching takes place. To achieve these outcomes, it is assumed that the registered practitioner has the necessary competence (including knowledge and understanding) of the coaching process, and the psychological frameworks and theories that inform and underpin this process.

**In this regard, the purpose of the Code is:**

- 2.1 To *position the identity* of registered practitioners offering coaching services as primarily seated within psychology, therefore allowing the registered practitioner to fulfil different practice modalities, including coaching.
- 2.2 To ensure that all registered practitioners that include coaching as part of their services *adhere to this Code*. It should also be made available to all stakeholders to guide policies, practices and minimum standards, and to educate stakeholders of the behaviours expected of registered practitioners offering coaching services.
- 2.3 To provide a *framework for registered practitioners* who coach, by identifying the responsibilities and obligations of all stakeholders (including registered practitioners, human resource practitioners, employees, employers, line managers) within the coaching engagement, ensuring ethical professional practices that protect the public (potential clients and/or coachees) against harm.

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<sup>7</sup> Health Professions Act, 1974, (Act No. 56 of 1974) Regulations defining the Scope of the Profession, R993, 16 September 2008.

2.4 To promote the use of coaching services as practiced by registered practitioners as a means for individuals, groups of people and teams to *achieve higher levels of personal wellbeing, optimal functioning and increased performance* in their personal and work lives.

This Code complements the statutory and professional codes that regulate psychology as a profession. The Health Professions Act (No.56 of 1974), defines psychology as:

“the profession of a person registered under the Act as a psychologist, psychometrist, registered counsellor, psycho-technician or any other category of registration as may be established by the board.”<sup>8</sup>

Furthermore, the Health Professions Act (No. 56 of 1974) defines a Psychological Act related to Coaching as follows:

“Evaluation of behaviour, the use of a psychological method/practice aimed at aiding persons/groups in the adjustment of personality, emotional or behavioural problems or at the promotion of positive personality change, growth and development<sup>9</sup> and the identification and evaluation of personality dynamics and personality functioning according to scientific psychological methods.”

Registered practitioners need to ensure that they act and practise their profession in line with the prescribed codes and regulations of the Health Profession’s Act, the Health Professions Council of South Africa (HPCSA), the Professional Board of Psychology, and any other relevant professional bodies.

### **3. To Whom Does This Code Apply?**

The Code applies to practitioners who are registered with the HPCSA and who practise coaching. The type of coaching considered in these practice guidelines includes any form of coaching conducted by a registered practitioner as the formally designated coach, whether within an organisational or private setting, for the purpose of enhancing the clients’ personal wellbeing or work performance.

As such, the Code is directed primarily towards the following:

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<sup>8</sup> Department of Health, Government Regulation no.R.993, Health Professions Act, 1974, Regulations Defining the Scope of the Profession of Psychology, 16 September 2008.

<sup>9</sup> Regulation 993, Government Gazette, no 31433, 2(a), (i), 16 September 2008.

- Registered practitioners who provide coaching to individuals, groups, teams and organisations.
- The purchasers of coaching provided by registered practitioners.
- Tertiary institutions who are involved in the training and education of registered practitioners.
- Professional bodies with an interest in psychology and coaching.
- Training Institutions that deliver CPD workshops for registered practitioners.

#### 4. Knowledge, Understanding and Skills

A registered practitioner shall limit his or her practice to areas within the boundaries of his or her competence, based on his or her formal education, training, supervised experience and/or appropriate professional experience. A registered practitioner who provides psychological services is bound to the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act.<sup>10</sup> Psychological services in this context mean the acts of psychological assessment, diagnosis and intervention rendered to a client and, for the purpose of these guidelines, will include coaching.

**Proficiency in the following is required by registered practitioners who practise coaching:**

- a. Knowledge of applicable psychological theories appropriate to the particular application domain/area of specialisation.
- b. Knowledge and understanding of a range of coaching psychology models and frameworks (informed by evidence-based practice), and the knowledge to guide the analysis, case conceptualisation, planning, contracting and delivering of the coaching intervention.
- c. Knowledge of current legislation and ethical standards relating to psychology as a profession, and complying with national and international laws in which coaching is provided for.
- d. Well informed on the latest subject developments, theories and peer-reviewed research findings and psychological methodologies applicable to coaching.
- e. Ability to provide a clearly defined offering including the scope, purpose and the achievable outcomes of the coaching intervention that will serve a useful personal and social purpose, and is grounded in a theoretical framework.

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<sup>10</sup> Department of Health, Government Regulation no.R.717, Annexure 12, Health Professions Act, 1974, Ethical Rules of Conduct for Practitioners registered under the Act (1974), 4 August 2006.

- f. Understanding of the context in which the coaching is conducted, including understanding of any social, economic, political, educational, linguistic, gender, cultural, business and industrial-relations influences on ethical coaching, and the consequences thereof.
- g. Ensuring that the emotional, mental and physical state of the registered practitioner does not impair his or her ability to provide competent psychological services.

To ensure the above, a registered practitioner who practises coaching should take steps to keep informed of scientific, legislative and professional developments in the field, and to comply with any requirements laid down by their profession for continuing professional education.

The HPCSA has published regulations on Continued Professional Development (CPD), and psychologists need to accrue a minimum of 30 Continuous Education Units (CEUs) per annum, and should maintain a balance of 60 CEUs over any 24-month period, to comply with the HPCSA audit adherence. As a general guideline, it is recommended that the ratio of coaching-related CEUs should be a reflection of the focus areas of the psychologist's practice.

The competence of the registered practitioner is not only determined by academic qualification and practice, as defined by the different scopes of practice. Ongoing professional development is achieved through gaining knowledge and experience in a variety of related areas that may include: business, organisational behaviour, organisational systems, team building, organisational development and change. Knowledge of all areas of applied psychology is also important and may include adult learning, interpersonal communication, behavioural change, reflective practices, organisational theory, research methodology, psychometric assessment and leadership theory (amongst others).

## **5. An Ethical Framework for Coaching Psychology**

Registered psychology practitioners who coach in South Africa are ultimately bound to the Ethical Rules of Conduct for Practitioners Registered under the Health Professions Act, 1974, Government Notice, The Department of Health, Nr R.717, 4 August 2006. In particular, Annexure 12: Professional Board for Psychology Rules of Conduct Pertaining Specifically to the Profession of Psychology.

Failure by a psychology practitioner to comply with the rules of conduct listed in the documents mentioned above shall constitute an act or omission in respect of which the Board may take disciplinary steps in terms of Chapter IV of the Act.

This section sets out to provide a compass for the coach, the coachee, the paying client and/or organisation (any purchaser of coaching services), based on the Ethical Rules of conduct for practitioners registered under the Act.<sup>11</sup>

Coaching is a dynamic process involving various stakeholders and, in the interest of all parties, it is essential to identify common ethical and moral values, principles and goals that may guide the coaching process.

This ethical framework ultimately applies to the registered practitioner who practises coaching. In their coaching psychology practice, they should consider their own professional competence, apply ethical principles, and maintain good coaching relationships with their coachees and other stakeholders. There should be personal commitment to, (i) practise ethically, (ii) encourage ethical behaviour, and (iii) consult with others concerning ethical issues.

## 5.1 Rights of all parties

Registered practitioners, who coach, respect and recognise the dignity of all people and will recognise the legal and moral rights of their coachees. They give due regard to the psychological and physical wellbeing of their coachees:

- a. They respect and value the individual and cultural rights of coachees, independent of race, creed, age, gender, language, disability, belief or sexual orientation. They show respect, awareness and sensitivity towards all individuals and organisations and their inherent diversity.
- b. They seek to establish and maintain fair, reasonable and equitable standards of engagement in their coaching relationships with individuals and organisations. They recognise the importance of people's privacy, confidentiality, physical and personal integrity.
- c. They accept that the coaching engagement is voluntary, happens with the full consent of the coachee, can be terminated by any party, based on the contractual agreement, and that referral may be necessary, if agreed.
- d. They avoid any conduct that amounts to harassment, discrimination or inappropriate relationships in their professional role.

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<sup>11</sup> Health Professions Act, 1974 (Act No 56 of 1974), Ethical Rules of Conduct for Practitioners registered under the Professions Act, 1974, R 717, August, 2006.

## 5.2 Representation by the coach

### 5.2.1 Being truthful

Registered practitioners who coach are honest, objective and truthful in their words and actions, and represent themselves and their profession accurately and honestly.

- a. They accurately identify their professional qualifications, accreditations, competence, experience, certifications and coaching credentials.
- b. They do not knowingly mislead or make false claims about what the coachee or paying client may receive from the coaching process, not in any form (verbal, written or published). They ensure that what they can offer is correctly understood by the coachee and the paying client, and they will correct any misrepresentations that they make in their professional capacity.

### 5.2.2 Being responsible

Registered practitioners who coach act with integrity and trustworthiness and they are aware of their professional responsibilities to their coachees, the stakeholders, the society, the general public, and to the profession of psychology:

- a. They accept responsibility for their behaviour, to uphold the professional standards of conduct and to clarify their professional roles and obligations.
- b. They act with objectivity, honesty and accuracy in the interest of the client, and they do not promote self-interest.
- c. They act as a role model showing competent and ethical behaviour, and foster an ethical working environment.
- d. They faithfully fulfil their professional contractual and relationship commitments.
- e. They respect the autonomy of the coachee and the paying client, and will support them in making their own decisions as they move towards increasing self-authority.

### 5.2.3 Having integrity

Coachees allow themselves to be vulnerable and place their trust in the registered practitioners who coach. Registered practitioners who coach show the highest level of integrity to ensure that coachees feel psychologically safe:

- a. The integrity of registered practitioners who coach is embedded in their conduct, which is aligned with internationally recognised standards of psychology as a profession, and within the regulations of the HPCSA. Registered practitioners reflect positively on the different

approaches to coaching, and show that they are bound by applicable regulations. They will at all times act in a manner that will uphold the reputation of the profession.

- b. Registered practitioners who coach maintain their continuous professional development (CPD).
- c. They are aware of their professional ethics, including familiarity with these guidelines, and take responsibility for applying ethical principles within their coaching practices.
- d. They ensure the health and wellbeing of coachees and related stakeholders, and do not cause them harm.
- e. Registered practitioners ensure that their behaviour and conduct does not bring into disrepute their own reputation, or the reputation of their clients, their profession, and the professional bodies with which they are registered.

#### **5.2.4 The coaching relationship**

Registered practitioners who coach establish trusting relationships with coachees and paying clients. They are aware of the complexity of coaching relationships and observe their professional boundary. They will ensure that the coaching relationship reflects the appropriate context within which the coaching is taking place:

- a. Registered practitioners who coach may become involved in multiple relationships and need to be aware of their different roles and the potential for conflict that these relationships may bring about. The boundaries of such a professional relationship, in relation to the coaching engagement, need to be clarified on an ongoing basis, as changes may occur.
- b. The registered practitioner who coaches, should clearly differentiate between roles, act professionally, and be faithful to the agreed coaching outcomes.
- c. They will at all times respect the confidentiality of the coaching relationship and will not divulge any personal information or developments occurring within, during or over the duration of the coaching relationship. Any feedback to other parties will be agreed upon between the coachee and the coach.

## **6. Leading Practices in Coaching Psychology**

Registered Practitioners offering coaching services will act ethically within the coaching relationship and follow the guide to leading practice.

### **6.1 Dealing with the rights of the coachee**

#### **6.1.1 Coaching agreement**

The Coach and coachee should enter into a formal agreement. The agreement should clearly set out the terms and conditions prior to engagement, which should include:

- the nature and objective of the coaching
- the responsibilities of all parties
- the nature and limits of confidentiality
- conditions under which the agreement may be terminated
- the client's rights to withdraw
- the costs and methods of payment for the provision of the coaching services.

### **6.1.2 Clarification of the purpose of the engagement**

The purpose and goals of the coaching engagement need to be agreed, formalised and usually signed off by all relevant parties. A clear purpose attracts focussed coaching interventions and higher commitment from coachees. To ensure focus, measurements are applied to goal achievement and these are monitored, discussed, reviewed and reported on. The success of the coaching engagement is largely dependent on the commitment of the coachee and the other stakeholders to the agreed purpose. In this process, the coach is the navigator to make sure the process stays on track and/or to review the goals, accordingly.

### **6.1.3 Termination**

The Coach needs to observe when the coachee is not benefiting from the coaching relationship and either refer to other professionals or mutually agree to terminate the contract when it is clear that the coachee will not derive the agreed benefits. The coaching contract should clearly address the process of termination.

### **6.1.4 Collaboration**

Registered practitioners should recognise their professional limitations and whether their professional skill and experience is appropriate to meet the coachee's requirements. Collaboration with other professionals is necessary when there is evidence that the coachee may benefit from referral to alternative and appropriate sources of intervention.

### **6.1.5 Cultural sensitivity**

Registered practitioners offering coaching services should apply coaching methodologies, theories, strategies, models and techniques that are fair, unbiased, non-discriminatory and sensitive towards the uniqueness of the individual, including; age, race, gender, belief, ability/disability and sexual orientation.

### 6.1.6 Psychometric Assessment

Use appropriate psychometric assessments within the prescribed ethical guidelines on the administration, the interpretation and the communication of results.<sup>12</sup>

## 6.2 Representation by the coach

The desired outcomes of coaching vary and may therefore require a different skill-set from the registered practitioner. In one-on-one coaching, the purpose is determined between the coach and the coachee. Whilst in three- or four-way coaching, there are other stakeholders involved and the purpose for the coaching may be a collaborative effort amongst the coach, the coachee as primary client, the manager, and other representatives of the organisation or the purchaser of the coaching services.

The desired outcomes for coaching can be divided into four groups<sup>13</sup> namely: (i) skill acquisition, (ii) performance improvement, (iii) developmental transformation and, (iv) remedial or problematic behaviours.

- The registered practitioner should understand the different types of outcomes and should match their own skill-set and knowledge with the required outcomes when accepting a coaching engagement and targeting action plans.
- Registered practitioners who coach should work within the limits of their education, training, experience under supervision and appropriate professional experience.
- Registered practitioners who coach should have a clear understanding of whether the engagement with their coachee falls within the domain of coaching, counselling or perhaps even therapy, and refer where appropriate.

## 6.3 The coaching relationship

- a. Coaching interventions can improve organisational performance and community functioning by enhancing capacity and, therefore, the effectiveness of individuals, teams and communities within multicultural contexts. Although the psychology of coaching has a scientific, theoretical and an applied research grounding, the actual engagement between parties is also an interactive and organic process with many diverse elements within the live context. If this is recognised, understood and catered for, then the coaching engagement will stay relevant and have a higher chance of providing the desired objectives.

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<sup>12</sup> Code of Practice for Psychological and Other Similar Assessment in the Workplace, SIOPSA & PAI, 2006.

<sup>13</sup> Standards Australia: HB41, Coaching in Organisations, 2011, p51.

- b. Registered practitioners who coach will observe and comply with the Laws of the South African Government and the other jurisdictions in which they practise. They will not act unlawfully. They will not advise in a way, or collude or assist others in a way that may knowingly encourage unlawful, unprofessional or discriminatory conduct.
- c. Registered practitioners in breach of the various rules, regulations and procedures of the HPCSA will be investigated and disciplined under the rules of the HPCSA by virtue of their membership and registration with this professional controlling body. Complaints and grievances about a breach in the conduct of the registered practitioner will be directed to the HPCSA.
- d. The registered practitioner may become involved in multiple relationships with the coachee or people in the coachee's environment, and therefore needs to be aware of potential conflict arising from these different roles. The registered practitioner should clearly differentiate between roles, act professionally, and be faithful to the agreed coaching outcomes.
- e. The registered practitioner will respect the privacy and confidentiality of coachees. Confidentiality includes personal information of the client, their names and roles. It also includes commercial confidentiality regarding aspects of sponsoring organisations. The registered practitioner will maintain appropriate records of work with coachees and shall ensure that any such records are accurate and that reasonable security precautions are taken to guard against third-party disclosure. Safeguarding includes the collection, recording, accessing, dissemination and disposing of client information.
- f. The registered practitioner will not disclose confidential information unless with the express consent of the coachee or those concerned, or as provided for by law.
- g. In cases where there is a paying client, relevant information will only be made available to the paying client with the specific permission of the coachee, and only where this is in the best interest of the coachee.
- h. In cases where there is a legal obligation (where the coachee is involved or threatening to get involved in illegal or illicit action), the coachee should be given the first opportunity to disclose. If this is not viable, or if there are time constraints, then the registered practitioner should disclose to the paying client or the appropriate, competent authority.
- i. If there is an immediate and specified risk that an identifiable person or persons may be harmed or is at risk, then information may be disclosed.
- j. It is essential to obtain the coachee's consent before using the coachee's information for purposes such as research or publication.

- k. The registered practitioner can gain much value by maintaining a relationship with a suitably qualified and experienced supervisor in order to guide his or her professional development and to assess the required competence, by means of regular meetings and feedback sessions.
- l. Record keeping is not specified but it is good practice to maintain appropriate records of work with clients. At the same time, proper safekeeping of such records is essential and is discussed above, under paragraph 6.4.5, which deals with the disclosure of confidential information.

## **6.4 Supervision for coaching practitioners**

### **6.4.1 Definition**

Supervision is a formal process of professional interpersonal support which ensures continuing development of the coach and effectiveness of his or her coaching practice through interactive, reflective, interpretative evaluation and the sharing of expertise, with a supervisor not working directly with the client<sup>14</sup>.

### **6.4.2 Supervision for registered psychology practitioners in coaching**

Supervision in coaching is a developing practice, and within the professional community still in debate and discussion. However, it is evident that supervision is becoming a key component in the training of coaches as well as in continuing professional development of coaching practitioners.

Guidelines of practice from a number of professional societies were consulted. Within the broader coaching industry, some groups indicate that supervision is a non-negotiable and a requirement, to strongly advocated, while others purely indicate guidelines and broader suggested frameworks for supervision.

The thinking about supervision is constantly evolving and needs regular consideration as a key component of practice. As clients become more educated about outcomes of coaching and standards of practice, further questions need be asked about the ethical, personal and professional support and education of practitioners. It is also up to practitioners to educate clients about the process of supervision as it is a key part of any developmental and quality offering – a supervision process is an integral part of the growth within the system.

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<sup>14</sup> Bachkirova, Stevens & Willis, 2005 in The British Psychological Society, Special Group in Coaching Psychology, Guidelines on Supervision for Coaching Psychology; Hawkins & Schwenk, 2006; Hawkins & Smith, 2006.

### 6.4.3 Responsibility of practice

While monthly supervision hours of registered psychology practitioners has not been considered as compulsory for acceptance onto the list of registered psychology practitioners in coaching, nor as a consideration of adherence to the Code of Practice, we strongly suggest that a clear structure for personal learning and continual development is considered and actioned.

Guidelines for supervision range from one supervision session per month, one hour of supervision for every 15 hours of coaching, or two hours per 30 hours of coaching, or any frequency that allows adequate consideration of current cases<sup>15</sup>.

Supervision is a continual and consistent process of learning and reflection that threads across practice hours (and areas), integrating learning and leading to a focus on increased standards of delivery at all times. Supervision is specifically, therefore, not a process that is initiated only when particular concerns with clients are highlighted or come to the fore.

### 6.4.4 Functions and aims of supervision

The three areas that need consideration here include the following<sup>16</sup>:

- i. *Qualitative* - reflecting on ethical considerations and ensuring the highest standards of ethics; increasing awareness of the practitioner of self in interaction with the client,
- ii. *Resourcing* – providing emotional support and emotional clarification in the face of intense emotional fields of individuals, groups or teams
- iii. *Development* – learning and increasing specific skills required to continue to practise at the highest standards.

In addition, according to the Special Group in Coaching Psychology of the British Psychological Society, aims of supervision need to include the following:

- An assessment of the extent to which psychologists are meeting the needs of their clients.
- Space to reflect on their practice, question their approach, and monitor their relationship with clients.

Outcomes could also include developing new approaches and providing a structure to develop the psychologist's professional knowledge in this area.

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<sup>15</sup> Butwell, 2006

<sup>16</sup> Hawkins & Smith; 2006

#### **6.4.5 Guidelines for best practice of structuring supervision sessions**

Supervision is required to address the following<sup>17</sup>:

- To take place regularly
- To have a balance of individual and group work
- To consider ethical and confidential boundaries
- To generate organisational learning, and
- To be considered a part of the continuing professional development of the coach – even though currently some supervision activities and processes will not earn the practitioner CPD points.

#### **6.4.6 Types of supervision**

This could include one-to-one, peer or group supervision formats.

#### **6.4.7 What to expect from a supervisor and qualification considerations**

In considering competence as a Supervisor for registered psychology practitioners in coaching, responsibility of practice would apply. Supervisors need to ensure that they are sufficiently experienced, competent and appropriately trained to provide supervision<sup>18</sup>.

Over and above a formal qualification, and an ability to evidence theoretical frameworks relating to supervision, supervisors need to be actively practising as coaches or mentors, and would need to demonstrate superior intra- and inter-personal skills<sup>19</sup>, coaching competence, systems thinking and complexity orientation<sup>20</sup>.

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<sup>17</sup> Passmore & McGoldrick (2009)

<sup>18</sup> SGCP; COMENSA, EMCC

<sup>19</sup> McGivern (2009)

<sup>20</sup> Palmer & Whybrow (2008)

## Appendix A: Value Proposition<sup>21</sup> for Registered Practitioners providing Coaching Services<sup>22</sup>

### *Behaviour experts*

A registered practitioner refers to a person registered under the Act as a psychologist, psychometrist, registered counsellor, psycho-technician or in any other category of registration as may be established by the HPCSA Board for Psychology. This theoretical and practical background prepares the registered practitioner for his or her role as practitioner/researcher of behaviour and interpersonal relationships.

### *Profession<sup>23</sup>*

Psychologists in South Africa are professionals and their field of study is recognised as a profession. This means that there is a body of practitioners that meets the criteria prescribed by a formal profession, in this case psychology. The prescribed criteria include a specific level and type of education, supervised practical experience, adherence to an ethical code and a code of conduct, inter alia.

### *Grounded in psychology*

The formal training of registered practitioners provides them with a foundation in a variety of psychological theoretical frameworks – the aim being to understand and explain the complexity of human behaviour and the human mind.

### *Scientist-Practitioner model*

The profession of psychology is grounded in established, systematic and clear methodologies that are robust, rich, multi-dimensional, logical and sequenced.

### *Scope of practice*

Registered practitioners have the advantage in that their knowledge of human behaviour, clinical pathology and mental distress allows them to refer clients to suitably-qualified practitioners when necessary, which is an additional benefit to the client.

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<sup>21</sup> A strong case for both the suitability of psychologists to coach, as well as their credibility as professional coaches.

<sup>22</sup> Odendaal, A, & Le Roux, A. (2011). Towards the development of Coaching Psychology in South Africa: A Stakeholder Analysis. *Paper presented at the First International Congress of Coaching Psychology (ICCP)*, City University, London.

<sup>23</sup> Health Professions Act, 1974, Regulations defining the Scope of the Profession, R993, 16 September 2008.

### *Coaching relationship and client interface*

A grounded knowledge of adult learning and psychological approaches enables the registered practitioner to navigate complex client relationships and interfaces.

### *Development focus*

Registered practitioners have the knowledge and experience to systematically apply behavioural science to enhance the life experience, work performance and wellbeing of individuals, groups, teams and organisations, where clinical pathology and/or abnormal stress levels are absent.

### *Levels of analysis*

Registered practitioners are trained to analyse problems and behaviours in a holistic and contextual sense, which allow them to gain a deep understanding of the subject.

### *Organisational positioning*

The registered practitioner in the workplace has access to managers and the broader organisation, which supports the objective to enhance the personal and work performance of individuals and teams within the organisational context.

### *Practical coaching competencies*

The training of the registered practitioner, both theoretically and in practice, provides inherent competence in a wide range of coaching skills.

### *Diversity*

Registered practitioners in South Africa are trained, developed and have experience with a broad spectrum of the multi-diversity that is so prominent in the country's heritage and socio-economic fibre.

## Appendix B: Towards a Policy on Coaching

### *Why a policy on coaching?*

This section provides guidelines that organisations may consider in developing their own policy on coaching. The main purpose of having an explicit policy on coaching is to provide a systematic understanding of the coaching process to all parties involved. Organisations may need to adapt these guidelines to reflect their own good practice in the management and development of their employees. Sole professional practitioners should also abide by and clearly communicate their coaching policy to others. A policy on coaching needs to be reviewed and updated regularly and all relevant parties should have easy access to it.

### *A policy on coaching aims to achieve the following:*

- ensure coaching is appropriate for its purpose
- ensure the coaching process is understood
- ensure the coaching objectives are clearly defined
- ensure the needs of all parties are clearly communicated
- ensure that potential misunderstanding is avoided and provide a firm basis for dealing with disagreements
- demonstrate commitment to good practice
- ensure coaching does not discriminate unfairly
- ensure coaching is provided by suitably qualified practitioners.

### *A policy on coaching will need to cover most (if not all) of the following issues:*

- parties to the agreement
- definitions and interpretations
- supply of coaching services
- coaching sessions and coaching period
- coaching fee structure
- commencement of coaching services
- place where coaching services are to be delivered
- delivery and acceptance of coaching services
- confidentiality and liabilities
- termination of coaching services
- law and jurisdiction
- authorisations.

## Appendix C: Contracting Agreements between Coaching Parties

The contracting phase typically addresses the purpose of the coaching, the duration, the length of coaching sessions, feedback provided and obtained, confidentiality, informed consent to participate, and other aspects such as fees and termination guidelines that need to be agreed upon prior to commencement of the coaching. Agreements between the coach, the coachee and the purchaser of the coaching should be consistent with good practice legislation, professional ethical conduct, and the coach's policy on coaching. The following is provided as an example of what a coaching contract ideally should cover. The details will vary in response to the coaching context (e.g. individual and team) and the local or national regulations and laws.

Agreements make clear the expectations, roles and responsibilities of all parties and clarify implicit and unspoken expectations and understanding. It can help to prevent misunderstandings, causing of harm and litigation.

In addition to all aspects listed in the *Code of Practice for Psychology Practitioners in Coaching*, the coach will endeavour to address the following in coaching agreements:

- clarify the roles and expectations of the different parties to the coaching
- include expected outcomes and deliverables
- that the coachee is at all times the primary client and the other parties should recognise this
- that this will guide the coach in setting the confidentiality standards and communicating it to all parties
- ensure the coachee understands, feels safe with, and trusts the confidentiality aspect of the coaching and the coach's ethical and professional code
- agree with the coachee and the other parties in the coaching relationship how information will be dealt with and shared, if necessary
- include information on timing, frequency, duration, cancellation notice and location of coaching sessions
- clarify all details on fees structure and the payment of fees
- provide adequate prior warning and obtain permission for the use and purchase of any intervention/tool in addition to what was contracted (e.g. assessment tools)
- employ techniques appropriate to the coaching purpose
- ensure that all parties understand the referral process, should the coach decide that the coachee needs additional or other professional assistance (e.g. clinical psychologist, psychiatrist, etc.)

- obtain guidance from this person to decide if coaching is appropriate, should the coachee be in another therapeutic relationship
- ensure that he or she is fully competent in the coaching techniques they choose to use
- treat the coachee with the necessary respect and impartiality regardless of race, gender, age, disability, etc.
- ensure the coachee understands his or her rights and is a willing party to the coaching
- ensure the coachee fully understands the nature of the coaching relationship and the coaching process, as well as his or her freedom to terminate at any stage, and how termination will be handled
- ensure the coachee understands his or her rights to recourse and complaints
- clarify the process in the case of breach of Agreement
- ensure the coachee and all parties in the relationship understand the discipline required and how the coach will deal with missed appointments
- that all changes to the agreement should be in writing.

## Appendix D: List of Registered Psychology Practitioners in Coaching

The Coaching Industry in South Africa, and globally, is rapidly moving towards a position that requires an active approach towards professionalisation. It is therefore imperative to develop a clear knowledge base and a shared framework of practice, education and professional standards.

### *Purpose of the List of Registered Psychology Practitioners in Coaching*

The List of Psychology Practitioners aims to provide recognition for the expertise of registered practitioners practising in the field of Coaching Psychology. Aligned to the *Code of Practice for Psychology Practitioners in Coaching*, the proposed list aims to ensure that registered practitioners' conduct their services appropriately, professionally and ethically, with due regard to the needs and rights of those involved in the coaching process, the purpose for the coaching, and the broader context in which the coaching takes place.

### *Criteria for inclusion on the list*

- The list is open to practitioners who are registered with the HPCSA and who practice coaching.
- Coaching will include any form of coaching conducted by a registered practitioner as the formally designated coach, whether within an organisational or a private setting, for the purpose of enhancing the clients' personal wellbeing or work performance.
- Practitioners included in the list must have:
  - i. a recognised degree in psychology and a coaching qualification/module in coaching psychology, and/or
  - ii. have attained competence in coaching by virtue of their recognised degree in psychology, experience and continuing professional development
  - iii. be a member of SIOPSA and the IGCCP, as well as registered with the HPCSA or equivalent international body
  - iv. self-declare, with two supporting references, that they possess an understanding of the principles of coaching psychology and are competent to undertake its practice

### **Specific Criteria include the following:**

- Having knowledge of applicable psychological theories appropriate to the particular application domain/area of specialisation.
- Having knowledge and understanding of a range of coaching psychology models and frameworks (informed by evidence-based practice) and the knowledge to guide the analysis, case conceptualisation, planning, contracting and delivering of the coaching intervention.

- Having knowledge of current legislation and ethical standards relating to psychology as a profession, and complying with national and international laws where coaching is provided.
- Being well informed on the latest subject developments, theory and peer-reviewed research findings and psychological methodologies applicable to coaching.
- Having the ability to provide a clearly defined offering including the scope, purpose and the achievable outcomes of the coaching intervention that will serve a useful personal and social purpose and that is grounded in a theoretical framework.
- Understanding of the context in which the coaching is conducted, including understanding of any social, economic, political, educational, linguistic, gender, cultural, business and industrial relations influences on ethical coaching, and the consequences thereof.
- Ensuring that the emotional, mental and physical state of the registered practitioner does not impair their ability to provide competent psychological services.
- Adhering to the Guidelines presented in the *Code of Practice for Registered Psychology Practitioners in Coaching*.

#### *Application process*

Candidates will be able to apply electronically, submitting their application forms and details of references in support of the application. The application will consist of:

- biographical information
- a personal declaration that the applicant has met the coaching psychology knowledge and experience framework
- referee details (two referees)
- payment details
- The SIOPSA website will reflect both the administration requirements as well as the public listing of the candidates.

#### *Payment process*

A nominal fee, due on application and per annual renewal, will be charged for administration purposes. This is made up as follows: A once-off application fee; and an annual *List of Practitioner* subscription-renewal fee.

#### *Renewal process*

The renewal process will require evidence of active engagement in relevant CPD activities. It is therefore strongly recommended to use SIOPSA CPD Portfolio as the means of recording evidence of CPD activity.

### *Removal from the List*

A practitioner can be removed from the list if annual subscription is not paid or membership to SIOPSA is terminated. Removal could also result from a breach of SIOPSA's Constitution or as a result of fitness to practice proceedings brought by the HPCSA or termination of registration with the HPCSA.

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