Professional Standards, Duty of Care & Participant Support

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THE CHANGE GYM®

Professional Standards, Duty of Care & Participant Support

For Internal Coaches, Coach Supervisors and Group Leaders

Building Readiness. Maintaining Professional Boundaries.

Coaches, coach supervisors and group leaders must be committed to creating safe, respectful and professionally supportive learning environments.

Their role is to help participants develop greater readiness, capability, leadership effectiveness and adaptive capacity. They support learning, reflection and constructive action while maintaining clear professional boundaries.

They recognise that meaningful discussions about leadership, change, organisational challenges and personal effectiveness can occasionally raise issues that participants find emotionally challenging. When this occurs, practitioners follow a structured duty of care approach that protects participants, coaches and organisations alike.

Scope of Practice

What Coaches and Group Leaders Do

Practitioners:

✓ Facilitate learning and development

✓ Support leadership growth and capability building

✓ Encourage reflection and constructive action

✓ Help participants understand readiness, conditions and performance

✓ Maintain a safe and respectful learning environment

✓ Support professional and organisational development conversations

✓ Encourage participants to access appropriate support when required

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What Coaches and Group Leaders Do Not Do

Practitioners are not counsellors, psychologists or mental health professionals.

Accordingly, they do not:

✗ Provide counselling or therapy

✗ Diagnose psychological or medical conditions

✗ Explore personal trauma

✗ Offer psychological advice

✗ Interpret personal issues or emotional experiences

✗ Attempt to resolve matters outside the scope of coaching or facilitation

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Duty of Care Approach

The Change Gym® applies a simple principle: We work with conditions, not personal diagnoses.

The focus is on helping individuals and organisations understand the conditions that support readiness, learning, adaptation and performance.

When a participant becomes distressed, emotionally unsettled or unable to continue comfortably, practitioners should:

1. Pause and Acknowledge

The conversation is paused respectfully and the participant's experience is acknowledged without judgement or interpretation.

2. Maintain Professional Boundaries

The discussion remains focused on professional and organisational matters rather than personal history or psychological issues.

3. Avoid Clinical Advice

Practitioners do not provide counselling, diagnosis or therapeutic interventions.

4. Support Participant Choice

Participants are given appropriate options, including taking a break, continuing later, or accessing additional support.

Referral and Support Pathways

Where a participant requires support beyond the scope of coaching, facilitation or leadership development, they may be encouraged to access the support resources provided by their organisation.

Depending on the organisation, these pathways may include:

Wellbeing or Pastoral Care Services

A designated wellbeing officer, pastoral care representative or employee support contact.

Internal Counselling Services

An internal counsellor, psychologist or qualified wellbeing professional.

Employee Assistance Program (EAP)

Confidential external support services available through the organisation's Employee Assistance Program or equivalent provider.

Practitioners may guide participants towards these pathways but do not act as clinicians or treatment providers.

Confidentiality and Professional Responsibility

All coaching, supervision and group facilitation activities are conducted with professionalism, discretion and respect.

Where concerns arise regarding participant wellbeing, safety or the ability to participate effectively, practitioners may follow applicable organisational policies and referral procedures while maintaining appropriate confidentiality.

Professional Commitment

The Change Gym® is committed to:

- Safe learning environments
- Ethical coaching practice
- Professional boundaries
- Respectful participant engagement
- Appropriate referral pathways
- Evidence-based capability development

- Readiness-centred leadership practice

Our goal is to strengthen readiness, capability and leadership effectiveness while ensuring participants have access to the right support when it is needed.

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