

**BLUE CAREER CENTRE OF EASTERN MEDITERRANEAN AND BLACK SEA
(MENTOR)**

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Abstract	An Ethical Advisory Board will be established (EAB) during month 6 of the project, to provide ongoing support to the consortium concerning ethical and legal issues. The main tasks and responsibilities of the EAB will be to ensure that the project is proceeding in an ethically acceptable manner. Furthermore, this task will identify and include all relevant national and international European legislation and directives related to the countries where the data collection will take place.
Keywords	Career guidance, ethics, mentoring process, legal framework, ethical advisory board.

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EXECUTIVE SUMMARY

The main objective of the MENTOR project is to set up a platform for the Mediterranean region – the Blue Career Centre - for interaction between business stakeholders, education and training institutions, research organizations, regulators, the civic society as well as the European Union (EU) enabling them to jointly develop and carry out measures to close efficiently the actual skill gap, reduce significantly the unemployment rate and make “blue careers” more attractive to the young people of the regional area under consideration.

Some of the most critical aims of the project are the following:

- Mentoring and career guidance to students (age 15-18) for the Blue sectors in schools in Cyprus, Greece, Bulgaria, Romania.
- Career guidance to graduates or persons with a vocational/technical qualification to maritime professions through targeted and innovative education and/or training initiatives.
- Re-train blue professionals in the maritime sector, cruise tourism, fish tourism and ichthyotourism and offshore oil and gas sectors.

This report documents the ethical aspects of coaching and mentoring. The main target is to provide responsible mentoring, i.e. help to educate, mentor and advise students and professionals, promote their welfare and allow them to make their own decisions by ensuring at the same time the implementation and compliance with the existing ethical and legal guidelines for mentoring pairs. In this context, an Ethical Advisory Board (EAB) is established to provide ongoing support to the consortium concerning ethical and legal issues. The main tasks and responsibilities of the EAB ensure that the project is proceeding in an ethically acceptable manner. Finally, this report concludes with the mapping of the existing European legislation concerning human rights, ethics in research, privacy and data protection issues and the identification of the national regulations of the countries involved in the project with respect to the mentoring process.



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List of Abbreviations

Abbreviation	Explanation
AC	Association for Coaching
APA	American Psychological Association
APECS	Association for Professional Executive Coaching and Supervision
APS	Australian Psychological Society
AUA	Agricultural University of Athens
BPS	British Psychological Society
CBT	Cognitive Behaviour Therapy
CCCI	Cyprus Chamber of Commerce and Industry
CCES	Counselling and Career Education Service
CMU	Constanta Maritime University
CPD	Continuing Professional Development
EAB	Ethical Advisory Board
EC	European Commission
EU	European Union
EMCC	European Mentoring and Coaching Council
IAC	International Association of Coaching
ICF	International Coach Federation
Mar.In.E.M.	Marine Institute of the Eastern Mediterranean
MCB	Marine Cluster Bulgaria
NTUA	National Technical University of Athens
OC-UCY	Oceanography Center, University of Cyprus
WABC	Worldwide Association of Business Coaches



1. INTRODUCTION

The origin of ethical thinking dates back to many centuries ago. The first indication of ethics is traced about 38,000 years ago when the man started to organise his life in a more structural approach by assigning tasks and setting goals (Trager, 1979). Furthermore, Weiner (2004) has pointed out that the evolution of ethics is relied on the early work of Greek philosophers such as Socrates, Plato and Aristotle. In modern times, the society is governed by a high level of uncertainty regarding right or wrong decisions and answers. The plethora of cultural believes assign different context to the understanding of morality. That practically means that ethics stands for different things to different people depending on their cultural background. In a business sense, it may be as simple as 'learning right from wrong, and then doing the right thing' (McNamara, 2008). Others (Bailey & Schwartzberg, 1995) have defined ethics as the systematic study of the nature and science of morality.

In the normative sense, morality refers to a code of conduct with specific standards and guidelines that would be put forward by all rational persons (Thompson, 2005), whereas in a descriptive sense, morality refers to certain codes of conduct put forward by a society or a group (such as a religion), or accepted by an individual. Ethics is a reflection of the human behaviour that determines what it is considered to be right or wrong, in social relations. As de Jong (2006) highlights, this approach relates to the virtue of helping others.

Nevertheless, despite the various approaches concerning the identification of the actual context of ethics, the proper handling of the ethical standards is critical in any profession. Mentoring is no exception. A significant increase of mentoring and coaching programs has been verified worldwide due to the undeniable success of coaching since 1995 in Europe, Australia, America and most recently Asia (PwC, 2007). Decades of research dictate that mentoring may lead to enhancement of career and personal aspects for mentees. Mentoring relationships are considered as dynamic processes in which mentors own a fundamental obligation to avoid harm to the mentee and to promote the mentee's best interests in any way possible. However, mentoring relationships are also interpersonally complex, and sometimes dysfunctional. Furthermore, there are few barriers to individuals wishing to establish themselves as mentors: mentoring operates independently of oversight by anyone professional body or government. Various bodies have proposed standards of ethical practice for their members but still there is a significant gap in the national legislation framework of the countries worldwide regarding the legislative adoption of a code of ethics that will provide foundational guidelines in relation to what to expect from those involved in the particular field of mentoring or coaching.

This report addresses some of the most significant ethical challenges for mentors and proposes specific solutions for dealing with these challenges in the context of the project.



2. IMPROVEMENT TECHNIQUES OF FUTURE AND CURRENT PROFESSIONALS

A review of literature indicates that there is available a set of similar techniques for enhancing and upgrading the academic qualifications, the skills and the competencies of future and current professionals. These approaches are presented below:

- Training / Teaching
- Coaching
- Mentoring
- Counselling
- Managing

Training is a process where a trainer, a knowledgeable individual, is brought in to facilitate the learning of another individual. In this case, there is a clear lack of knowledge or practice in a specific task on the part of the individual who requires training. A trainer teaches an individual how to perform a certain task and monitors the individual's progress. Once the trainee can perform the task at a particular level of proficiency, the training is complete.

Eric Parsloe (1999) defines coaching as a process that enables learning and development to occur and thus performance to improve. The coach is a facilitator who assists the coachee to identify his weaknesses, more clearly set his goals and assist him in the formulation, development and execution of a plan in order to accomplish these goals. Sporting coaches are considered as the most common type of coaching and they help sports teams to perform and achieve significant results.

The development of mentoring dates back in ancient Greek culture around 3,000 years ago. However, nowadays its meaning is more complicated due to the fact that everyday life and work rely more on the extensive implementation of the technology rather than on human relationships and interactions. According to the European Mentoring and Coaching Council (EMCC) (2011), mentoring is a developmental process which may involve a transfer of skill or knowledge from a more experienced to a less experienced person through learning dialogue and role modelling and may also be a learning partnership between peers.

Counselling is focused on helping people with emotional distress which also stops them being able to function as well as they would like. Counselling is undertaken by trained and licensed professionals, such as psychologists and psychiatrists who use a range of techniques and processes, such as cognitive behaviour therapy (CBT), to assist their clients address their emotional issues. The relationship is strictly between the client and the counsellor, whereas organisations are often part of the relationship for both coaching and mentoring (Wilson and McMahon, 2006).

The last improvement technique implicates the managing process. Managing provides clear, concise focus on outcomes, deliverables and due dates. The person responsible for managing is required to meet deadlines, set performance standards, and be reliable regarding the commitments of the organization. This necessitates a focus on what is needed in order to meet organizational metrics. Thus, it creates a relationship of accountability - a necessary and critical function for organisational success (Hunt and Weintraub, 2002).

The provided context of the available approaches leads to the solid conclusion that there is a considerable overlap between these development techniques. Figure 2.1 illustrates these overlaps by comparing the performance, direction, support or personal well-being of each approach in the context of an organisation, career or life. The improvement of the performance depends mainly on the development of the job skills (competences) whereas the development of the soft skills (competencies) is better achieved through direction and support. Finally, the improvement of the character can be accomplished by strengthening and enhancing the personal well-being.

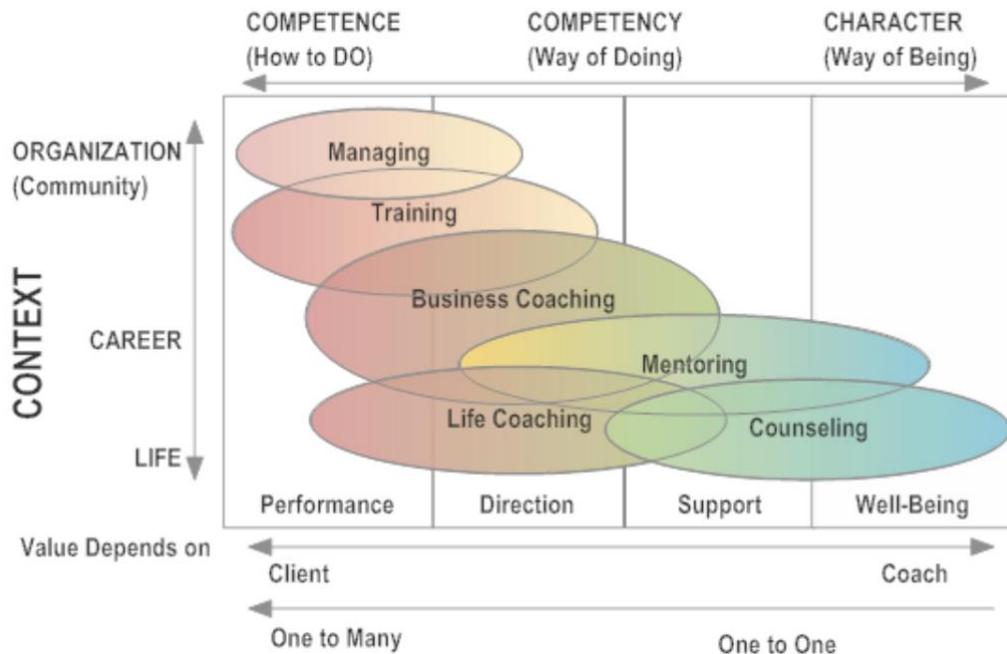


Figure 2.1. Overlaps between the different improvement techniques (Kenworthy, 2013).

Table 2.1 summarises the key characteristics and the main differences between the aforementioned approaches.

Table 2.1 Key characteristics and main differences of the different improvement techniques (Kenworthy, 2013).

	Training / Teaching	Coaching	Mentoring	Counselling	Managing
Focus	receiving instruction and guidance	receiving structured support to find own solutions to issues	giving and receiving direction and evaluating options	psychological well-being	giving instruction and direction
Context	community and the organisation or team	the individual's job & work	personal development for	self-understanding to adopt more	tasks to be done within the role and



			future career and life	constructive life practises	development for career within team
Orientation	discussion	probing	application	discussion	skill transfer
Number	ten to fifteen	one-on-one to one-on-eight	one-on-one to one-on-three	one-on-one	one-on-one to one-on twenty
Value depends on:	attendees learning and transfer	the coach's skills and the coachee's motivation	the mentor's experience and knowledge & willingness to share	the experience and psychological training of the counsellor	the manager's authority & skill
Content	based on the leader	based on needs of the job	based on the needs of the mentee	based on the needs of the client	based on task needs
Goal	goal is collective	performance improvement	intentional growth investment	personal well-being	job skill development task efficiency
Progress	often sporadic	depends on motivation	made by pre-determined goals	depends on severity of issues	depends on skills
Level of Accountability	low level	mid to high level	high, intense level	mid level	intense level
Method	community (Heart and Mind)	question and probing (will and mind)	direction and leadership (heart, will and mind)	Different counsellors will place varying levels of emphasis on behaviour, on thinking and/or on emotional aspects.	motivation and management (mind)
Purpose	to meet and interact and receive knowledge	to improve performance in role	to reach potential in career and life	personal well-being	efficiency and effectiveness within current role.



3. EVOLUTION OF ETHICS

A code of ethics sets the foundational standards in relation to what to expect from those who are considered mentors or coaches (Gert, 1988). Ethical codes are guidelines of conduct that establish the baseline of honourable behaviour within the particular field. Each member of a professional body agrees to follow the organisation's ethical code and not deviate from it. This acknowledgment produces a commitment and obligation among the members of the body as well as to the overall profession (Khurana and Nohria, 2008). Various bodies have proposed and circulated standards of ethical practice to their members. The most significant are presented below:

- European Mentoring and Coaching Council (EMCC)
- International Coach Federation (ICF)
- Association for Coaching (AC)
- Association for Professional Executive Coaching and Supervision (APECS)
- International Association of Coaching (IAC)
- Worldwide Association of Business Coaches (WABC)
- British Psychological Society (BPS)
- Australian Psychological Society (APS)
- American Psychological Association (APA)

Despite the fact that these bodies work separately, a closer look to their codes reveals many similarities. Each one of these bodies provides a code of ethics as well as a complaints process in order to enhance the compliance with the proposed standards and to promote the ethical practice among their members. Furthermore, the ability for a member to be held accountable for erroneous ethical conduct generates public confidence (Garlo and Prior, 2003).

3.1 The mentoring process

In the context of the MENTOR project, the mentoring approach has been selected as the optimal development technique due to the fact that one of the main targets is to provide responsible career guidance not only to existing professionals but also to educate and advise students and promote their welfare and allow them to make their own decisions by reducing significantly the unemployment rate and making “blue careers” more attractive to the young people of the regional area under consideration.

Based on the needs, the specifications and the requirements of the mentoree a number of mentoring models have been developed. The most significant mentoring models are (https://www.adapp-advance.msu.edu/files_adapp-advance/content/Mentor%20Models%205-7-11.pdf):

- One-on-One Mentoring: This model is the most traditional one. It is individualised and personal.
- Group Mentoring: Group mentoring requires a mentor to provide career guidance from four to six mentorees at one time.
- Short-Term or Goal-Oriented Mentoring: This form of mentoring aims at specific goals with a shorter time window and results.
- Peer-to-peer Mentoring: Peer mentoring involves mentoring by colleagues who are at a similar point in their career or maybe a year or two ahead of the mentee.



- Speed Mentoring: Limited time meetings in which the mentor is intended to deliver specific information or offer networking opportunities. It is an one-time only meeting
- Distance mentoring: This type of remote mentoring includes e-mails, telephone calls and occasional visits.

The one-on-one mentoring model has been selected by the consortium of this project to be implemented for the career guidance process of the selected future and current professionals. One mentor is matched with one mentoree, and the consortium monitors the match's progress over the duration of the project. The created pairs are based on certain criteria, such as experience, skill sets, goals, personality, area of expertise and a variety of other factors.

3.2 Ethical codes for the mentoring process

The circulated ethical codes of the aforementioned bodies (e.g. ICF, EMCC, AC, APECS, ICS, etc.) present many similarities. Although an initial comparison leads to differences, a closer inspection reveals that these variations are identified in terms of taxonomy and not in content. For example, the EMCC code of ethics includes competence, context, boundary management, integrity and professionalism, while ICF describes professional conduct at large, conduct with clients, conflicts of interest and confidentiality. The development of some codes is based on others and the majority of the them derive from a limited number of sources. Furthermore, these codes have taken into account not only earlier professional codes but also some more basic societal codes (Weiner, 2006). The main concerns addressed in these ethical codes refer to avoiding conflicts of interest and keeping confidences and not taking advantage position of power or status. These concerns are applied widely to human relationships and are far broader than the profession of the mentor.

Regarding the mentoring process and its respective code of ethics, EMCC and AC have released an ethical code for maintaining and promoting excellent practice in mentoring. Its aim is to provide appropriate standards and guidelines of conduct for all the involved members of these bodies. The code of ethics is arranged into four sections and covers the bodies' general expectations of professional behaviour and conduct; terminology, working with clients, professional conduct and excellent practice

A brief description of the most important sections is presented subsequently:

Working with Clients

1. Context: Mentors should meet the mentorees' expectations and mutually agree on how they plan to fulfil them.
2. Contracting: Mentors should ensure that the mentoree fully comprehends the terms and conditions of the mentoring contract, including logistical and confidentiality arrangements.
3. Integrity: Mentors should present their academic and professional qualifications, expertise, experience, certifications to the mentorees.
4. Confidentiality: Mentors will maintain the strictest level of confidentiality with the information of the mentoree unless otherwise is dictated by law.
5. Inappropriate interactions: Mentors are responsible for setting clear and strict boundaries concerning interactions, physical or otherwise, with mentorees.
6. Conflict of interest: To avoid any conflict of interest mentors will distinguish a mentoring relationship from other forms of relationships, such as a friendship or a business relationship.



7. Terminating professional relationships & on-going responsibilities: Mentors will respect the mentoree's right to terminate the engagement at any point in the process, or encourage the mentoree to stop the mentoring process if it is believed that the mentoree would be better served by another mentor.

Professional Conduct

1. Maintaining the reputation of coaching and mentoring: Mentors should behave in a way that promotes the mentoring profession.
2. Recognising equality and diversity: Mentors should avoid discrimination on any grounds.
3. Breaches of professional conduct: Mentors should ensure that that no false or misleading information provided regarding their professional competence and qualifications.
4. Legal and statutory obligations and duties: Mentors are obliged to comply with all statutory/legal requirements in the country in which their work takes place.

Excellent Practice

1. Ability to perform: Mentors should refer the client to more experienced or suitably qualified mentors if appropriate.
2. On-going supervision: To support their learning and on-going professional development, mentors should engage in regular reflective practice.
3. Continuing professional development and reflection: Mentors will enhance their level of mentoring competence by participating in relevant continuing professional development (CPD).

The analytical presentation of these guidelines is included in Annex 1.

As it is already highlighted, the implemented mentoring model is the One-on-One Mentoring. In this context, the University of Southampton has circulated a simple Code of conduct & ethical guidelines specifically for mentoring pairs (One-on-One Mentoring). This code highlights a set of behaviours which might impact upon the mentoring relationship. The main pillars of this code refer to responsibility, confidentiality of the identity of the person being mentored, confidentiality of the mentoring conversation, boundary management & roles, competence, contracting and dealing with self-distractions. These key axes are not only deviate from the more generic ethical guidelines by EMCC and AC but also, they are based on these standards. The complete ethical guidelines for mentoring pairs of the University of Southampton are presented in Annex 2.



4. NATIONAL AND EUROPEAN LEGAL FRAMEWORK

Based on the code of ethics promoted by EMCC and AC, mentors are obliged to comply with all statutory/legal requirements in the country in which their work takes place. However, a closer examination to the national regulations of the countries involved in this project verifies the aforementioned legal gap.

Europe

Ethics is given the highest priority in EU funded research. All the funded activities should comply with ethical principles and relevant national, EU and international legislation. The European legislations and regulations which set the boundaries that the funded research should fulfil are the following:

- Charter of Fundamental Rights of the European Union (2000/C 364/01)
- European Convention on Human Rights (http://www.echr.coe.int/Documents/Convention_ENG.pdf)
- Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data
- European Regulation: General Data Protection Regulation (May 2016) (<http://www.eugdpr.org/the-regulation.html>)
- European Textbook on Ethics in Research (https://ec.europa.eu/research/science-society/document_library/pdf_06/textbook-on-ethics-report_en.pdf)

Despite the existence of these European directives concerning human rights, privacy and data protection issues, the legal gap for the mentoring process is still evident. Only a specific set of ethical codes are proposed by EMCC, AC and ICF.

EMCC is an independent, impartial and non-profit making organisation. It has been established in order to develop, promote and set the expectation of best practice in mentoring across Europe and beyond, for the benefit of society. Its vision is to be the "go to" body in mentoring. EMCC consists of affiliated Country EMCCs and direct members where a local EMCC does not yet exist. The Council is responsible for EMCC strategy and steering the organisation. It is made up of delegates from each of the following affiliated EMCCs - Belgium, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Morocco, Netherlands, Norway, Poland, Romania, Serbia, Sweden, Switzerland, Turkey, Ukraine and United Kingdom. Figure 4.1 illustrates the structure of the EMCC. The ethical code for the potential mentors is presented thoroughly in section 3.

HOW EMCC IS STRUCTURED

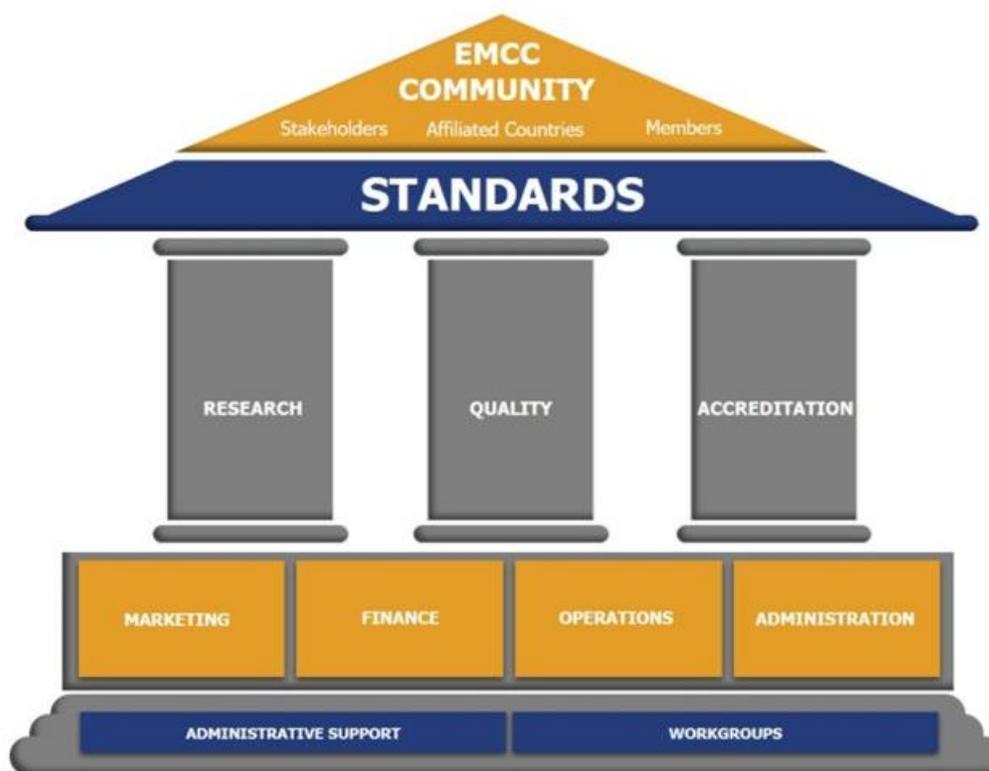


Figure 4.1. Structure of the EMCC.

In 2011, the ICF, the EMCC in cooperation with the European Union (EU) circulated a Professional Charter for Coaching and Mentoring as the benchmark standard for the coaching and mentoring profession. This code establishes ethical standards and shapes the baseline for the development of self-regulation. At a later stage, the AC became an active member of this initiative. The scope of this chapter is to inform mentoring candidates, to raise public confidence in the mentoring process for professional and personal development. It is drafted in accordance with European law and it is registered on the dedicated European Union database, which lists self-regulation initiatives in Europe. This publicly accessible database is co-managed by the European Commission and the European Economic and Social Committee.

Bulgaria

In Bulgaria the national framework concerning the research and mentoring ethics is included in the Acts related to the national education system. Following the rules of the Educational acts: Pre-school and school education law (<https://www.mon.bg/?h=downloadFile&fileId=8245>), as well as the Higher Education Act (<https://www.mon.bg/?h=downloadFile&fileId=39>), each educational institution has developed its own Codes of Ethics, adopted by its Managing body. The monitoring of the implementation of the Ethic codes is performed by an ethics committee, elected to review reports of violation of these rules. Usually the Ethic Codes relay to the overall



school/university activities and define the aims, basic principles and rules of conduct in the educational process.

The common principles refer to:

- Loyalty
- Responsibility
- Competence
- Propriety
- Openness
- Criticality
- Solidarity

It is mentioned that in performing their work all vocational staff should respect the national law/ legal requirements as well as the School/University ethic norms and rules. Some invariably ethical rules for all members of the educational community are: respect for the dignity of the person and protection from any kind of discrimination. Each organization has the opportunity to develop similar tools. As an example, the College of Tourism –Varna has developed a tutorial system for career and personal development, based on good practices from European universities. Some Universities have adopted Codes, focused on the legal and moral norms for organization and conducting of scientific research. Those Codes are based on the acts of European institutions and the EU. Researchers, as authors of scientific works (products and services), enjoy the right to free creativity. They are also required to conduct research seeking of reliable scientific results by using fit and faithful evidence, to avoid conflict of interests, plagiarism, to comply with the intellectual property right (<https://ejournal.vfu.bg/bg/pdfs/et.kodeks.pdf>). A guideline for Mentors with reference to the Erasmus+ program has been developed by the Bulgarian Chamber of Commerce and Industry (http://www.bcci.bg/bulgarian/projects/erasmus_pluse/NarychnikNaMentora.pdf).

Greece

The national legislation framework contains a series of laws (e.g. N1566/85, N2525/97 etc.) which have established the mentoring process as mandatory in the high schools. Furthermore, based on this legislation, 79 centres of counselling and guidance that serve students and people up to 25 years old, have been established in different cities throughout the whole country. The role of these centres is to provide counselling to students with respect to career development issues, as well as valid and timely information and documentation on educational and professional outcomes. However, despite the strict and thorough developed framework for the career guidance of students according to these national directives, the basic principles and rules of conduct during the mentoring process are still vague. This undeniable fact makes the adoption of a code of ethics concerning the mentoring technique more imperative than ever.

Romania

The national legislation in Romania comprises of a series of laws and regulatory frameworks concerning the mentor's role and the mentoring process within education. The National Education Law no 1/2011 specifies in article 247 the didactical positions in education, including the position of mentor for professional development. The National Qualifications Authority through its mission of ensuring the general framework for continuing professional development coordinated the elaboration and approved the occupational standard for the position of mentor in 1999. The mentor qualification is included in the nomenclature



Classification of Occupations in Romania at section of specialists in education Cod 235902. The Ministry Ordinance no 5485/29.09.2011 approved the methodology for establishing the professor-mentors' body for guiding the practical stage for the young teachers, as well as the code of professional conduct of mentors. The Code regulates the fundamental principles and rules for professional conduct of mentors. These rules of professional conduct aim to ensure the quality of mentoring services by creating the ethical framework necessary for the conduct of mentoring activities. In accordance to the National Education Law no 1/2011 the higher education institutions adopt a code of professional ethics and professional deontology, which is part of the University Charter.

Cyprus

Guidance and counselling services were first introduced into state schools in Cyprus in 1964/65 as a pilot scheme in 27 secondary schools, based broadly on the American model. Teachers were appointed as teacher-counsellors, and fortnightly in-service seminars were organized to provide them with training in guidance and counselling. But most were expected to perform their new additional duties on top of a full teaching load. In 1991 the basis of what is now the Counselling and Career Education Service (CCES) was established within the Ministry of Education and Culture, and qualified counsellors began to be employed by the Ministry. The staff in the central offices carry out administrative tasks, and also offer a guidance and counselling service available to the general public. While there has been some development within the model established in 1991, there has been some significant developments on which the CCES is based, in the light of the issues which have emerged in its operation. That significant priority is given to use ICT to improve the quality of the CCES's services both within schools and to the general public. Some basic tools are the textbook for the careers education and social education, extended to include a wider variety of exercises involving group work, and accompanied by a teacher's handbook. There exists a simplified Counselling Model and a Code of Ethics which they are followed by each Counselor. CCES participates in the European Counselling Network.

The CCES operates under the umbrella of the Secondary Education Administration of the Cyprus Ministry of Education and Culture. Its main aim is the personal, social, educational and vocational development of high school students and other people.

The CCES maintains Counselling and Career Guidance offices in all public Secondary and Technical schools as well as Central Career Guidance offices at the Ministry of Education and Culture.

Taking into consideration the individuality of each person, their abilities and their freedom of will, the CCES aims to help students and other people to:

- Develop positive self-esteem, self-approval and self-confidence.
- Identify their abilities, interests and skills.
- Use their unique capabilities and aptitudes to achieve self-awareness.
- Acquire the right skills to deal effectively with personal, family and/or social issues in life.
- Adjust to the school environment in order to progress both educationally and socially.
- Develop critical thinking.



- Develop the necessary skills that will allow the use of appropriate information effectively and make well informed decisions concerning educational, vocational and personal choices.
- Learn about the nature and demands of various vocations as well as the current social, economic and cultural developments so that correct educational choices are made.

There is a comprehensive document available online, although not very recent (2010), which provides an external evaluation of the counselling and career education service in Cyprus (http://www.moec.gov.cy/ysea/pdf/ekthesi_axiologisis_ysea_2010.pdf).

Furthermore, there are various individual service offices which operate in cooperation with the Ministry of Education and Culture that provides Career Counseling and Career Management Services to young people, aged up to 35 years old, in order to help them make the best possible educational and professional choices.

5. ETHICAL ADVISORY BOARD (EAB)

Ethical and legal related issues are addressed early in the MENTOR project by the establishment of an Ethical Advisory Board. The main tasks and responsibilities of the EAB are to ensure that the project is proceeding in an ethically acceptable manner. The EAB will advise the consortium on issues of data privacy, possible infringement of human rights as well as deviations from the available codes of ethics concerning the mentoring process. It will also provide several guidelines and recommendations during the career guidance of the selected participants (e.g. code of ethics from EMCC and AC, informed Consent forms for the mentorees etc.) by taking into account all relevant national and European legislation and directives relevant to the countries where the data collection takes place (Bulgaria, Greece, Cyprus and Romania).

The project during the mentoring process will implement the code of ethics of EMCC as well as the Professional Charter for Coaching and Mentoring circulated by the EMCC, ICF and EU. These ethical codes will serve as the benchmark standard for the career guidance of the future (students) and current professionals. Furthermore, all national legal and ethical requirements of the Member States where the research is performed will be fulfilled.

The data gathering concerning human beings will be dealt with a strict and confidential manner during the lifespan of the project. This practically means:

- All participants will be strictly volunteers. They will receive detail information regarding the aims of the project, the mentoring process and the implementation of the developed Framework for their career guidance. After they have been informed in detail, the volunteers will provide their consent to any monitoring and data gathering procedure.
- No personal or sensitive data will be stored centrally. Whenever it is considered necessary the data will be scrambled in order to ensure data privacy.

The existence of the EAB will guarantee that no residual risk for the mentorees neither technically nor related to the violation of their privacy rights is feasible. Thus, the consortium will not deviate from the existing legal and ethical requirements and ethical codes. In this context, the consortium has established a board, consisted of consist of 3 members: the Project Coordinator, a lawyer, and an ethics/human factors expert.

Based on the guidelines from the EU regarding the roles and functions of the ethics advisors (http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/ethics-guide-advisors_en.pdf) it is highly recommended that principal link to the consortium should be established between the Chairman of the EAB and Project Coordinator. It is important that the EAB has regular contact with the involved partners in the various conducted tasks for ethics-related actions. This should ensure consistency and help avoid any unnecessary duplication of effort. Thus, the Project Coordinator will also serve as the chairperson of the EAB. Furthermore, the presence of a lawyer as a member of the EAB will guarantee that all national legal and ethical requirements of the Member States will be taken into consideration. Finally, the mentoring of potential workers in specific maritime economic activities makes the presence of a human factors expert as a member of the board more than necessary.

The EAB composition is summarized below (Figure 5.1):

- Georgiou Georgios, Chairperson of the EAB and Project Coordinator

- Mylonas Andreas, lawyer and regular member of the Mar.In.E.M. board
- Siokouros Zacharias, an expert in human factors and President of Mar.In.E.M.

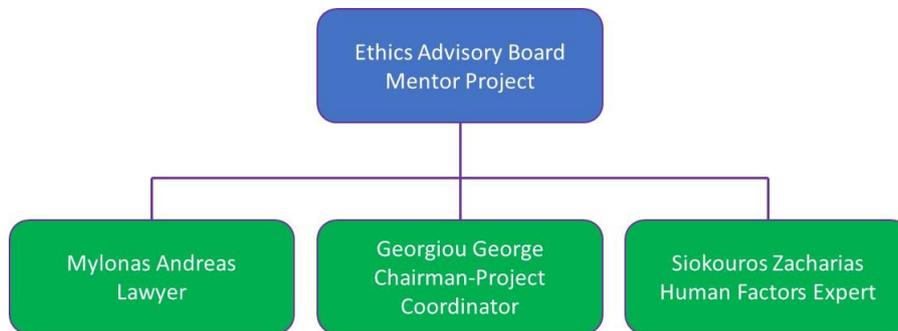


Figure 5.1. Structure of the EAB.

5.1 Working practices, tasks and contingency plan of the EAB

The working practices of the EAB should be clearly stated and clarified from the beginning. The EAB should meet at three-monthly intervals. Face-to-face meetings are advantageous in solving complicated issues. However, if there are financial or time constraints for physical meetings then email conversations, videoconferences or telephone communication should be considered as alternatives. In any case, face to face meetings should occur as often as possible. All meetings, physical or not, of the EAB should be based on an agreed agenda to ensure efficient decision-making. These meetings will be arranged by the Chairperson who is also the project coordinator of the project. Finally, the board members will provide their services for free.

The performed tasks and contingency actions of the established EAB are presented subsequently:

- Ensure that the mentoring process complies with the existing code of ethics from different organisations (EMCC, AC, ICF etc.).
- Ensure that the elaborated analysis in the various WPs complies with the national legal and ethical requirements of the Member States of the consortium and takes into account the existing European directives as they are presented in section 4.
- Supervise the selection process of the mentorees.
- Supervise the consent process of the mentorees.
- Provide where it is necessary guidelines and regulations regarding the necessary ethical policy which the consortium should follow in the context of the assigned tasks.
- Review the deliverables from an ethical point of view and in cases of deviations from the selected codes of ethics for the mentoring process of the future and current professionals the deliverables will be revised based on the provided guidelines from the board.

The assigned tasks and contingency responses of the EAB concerning the unconditional compliance with the ethical codes, the privacy issues related to data collection and handling and the implementation of the mentoring process ensure that the project will incorporate all ethical and legal aspects during its implementation and will not deviate from these critical guidelines.



6. CONCLUSIONS

This document provides significant information on several aspects of the Mentor management process:

- The mentoring process is selected as the most optimal improvement technique for the career guidance of future and current professionals.
- The code of ethics proposed by the EMCC as well as the Professional Charter for Coaching and Mentoring circulated by the EMCC, ICF and EU have been selected as the ethical codes which set the standards, shape the baseline and raise public confidence in the mentoring process for professional and personal development.
- A mapping of the existing European legislation concerning human rights, ethics in research, privacy and data protection issues has been conducted.
- The national regulations of the countries involved in the project with respect to the mentoring process have been identified.
- An Ethical Advisory Board has been established to ensure that the project is proceeding in an ethically acceptable manner.
- The structure, the tasks and the contingency actions of the board are described thoroughly.



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RELATED LINKS

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- http://www.bcci.bg/bulgarian/projects/erasmus_pluse/NarychnikNaMentora.pdf
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http://www.moec.gov.cy/ysea/pdf/ekthesi_axiologisis_ysea_2010.pdf

<https://www.mon.bg/?h=downloadFile&fileId=39>

<https://www.mon.bg/?h=downloadFile&fileId=8245>

PROFESSIONAL BODIES' CODES OF ETHICS CONSULTED

American Psychological Association (APA) <http://www.apa.org>

Association for Coaching (AC) <http://www.associationforcoaching.com>

Association for Professional Executive Coaching and Supervision (APECS)
<http://www.apecs.org>

Australian Psychological Society (APS) <http://www.psychology.org.au>

British Psychological Society (BPS) <http://www.bps.org>

European Mentoring and Coaching Council (EMCC) <http://www.emccouncil.org.uk>

International Association of Coaching (IAC) <http://www.certifiedcoach.org>

International Coach Federation (ICF) <http://www.coachfederation.org>

Worldwide Association of Business Coaches (WABC) <http://www.wabccoaches.com>

ANNEX 1

Global Code of Ethics for Coaches & Mentors (AC & EMCC)

The following bodies (“the bodies”) are signatories to this code of ethics:

- Association for Coaching (“AC”).
- European Mentoring and Coaching Council (“EMCC”).

As membership bodies, we are committed to maintaining and promoting excellent practice in coaching and mentoring. All our members, as part of their continuing membership, agree to adhere to the elements and principles of this code of ethics. This code of ethics aligns with the content and requirements set out in the Professional Charter for Coaching and Mentoring. The Charter, which was drafted in accordance with European law, is registered on the dedicated European Union database, which lists self-regulation initiatives in Europe.

This code of ethics sets the expectation of best practice in coaching and mentoring and promotes the development of coaching and mentoring excellence. Its purpose is to:

- Provide appropriate guidelines, accountability and enforceable standards of conduct for all our members.
- Set out how our members are expected to act, behave and perform when working with clients.
- In conjunction with our respective bodies’ professional competences, guide our members’ development and growth in the profession.
- Serve as a guide for those individuals who do not necessarily identify themselves as a professional coach or mentor, but nonetheless use coaching or mentoring skills in their work.

Where members fall short of these expectations and guidelines when working with clients, this code of ethics will be used as the basis of any complaint or disciplinary hearing and action following our bodies’ existing respective complaints procedures.

THE CODE OF ETHICS

The code of ethics is arranged into four sections and covers the bodies’ general expectations of professional behaviour and conduct:

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

1. Terminology

- a. Each body will define exactly which of its members and other stakeholders are expected to abide by this code (who are hereafter collectively referred to as the “members”).
- b. For proper understanding of this code of ethics (hereafter referred to as the “code”) members should be aware of their respective professional body’s definitions and terminology for the precise meanings of key words used in this code e.g. coach, coaching, client, member, mentor, mentoring, sponsor, supervisor and supervision.



2. Working with Clients

Context

2.1 Members will do their utmost to understand their clients' and sponsors' expectations and reach agreement on how they plan to meet them.

Contracting

2.2 Before they start working with a client, members will explain, and make explicit, their commitment to abide by this code. Members will also make their clients and sponsors aware of their respective bodies' complaints procedures.

2.3 Before starting to work with a client, members will explain and strive to ensure that a client knows, and fully understands, the nature and terms and conditions, of any coaching or mentoring contract, including financial, logistical and confidentiality arrangements.

2.4 Members will be open about the methods they use, and on request be ready to supply the client with information about the processes involved.

2.5 Members will ensure that the duration of the contract is appropriate to achieve the client's and sponsor's goals and will actively work to avoid the client's dependency.

Integrity

2.6 Members will accurately and honestly represent their relevant professional qualifications, experience, training, certifications and accreditations to clients, sponsors, members, coaches and mentors.

2.7 When talking with any party, members will accurately and honestly represent the potential value they provide as a coach or mentor.

2.8 Members will attribute ownership of work, ideas and materials of others to the originator and not claim it as their own.

Confidentiality

2.9 When working with a client, members will maintain the strictest level of confidentiality with all client and sponsor information unless release of information is required by law.

2.10 Members will store, and dispose of, any records regarding clients, including electronic files and communications, in a manner that promotes confidentiality, security and privacy, and complies with all applicable laws and agreements.

2.11 Members will have a clear agreement with clients and sponsors about the conditions under which confidentiality will not be maintained (e.g. illegal activity, danger to self or others etc) and gain agreement to that limit of confidentiality where possible.

2.12 Members will share with clients that they are receiving supervision and identify that the client may well be referred to in this context anonymously. The client should be reassured that the supervision relationship is itself a confidential relationship.

2.13 If the client is a child or vulnerable adult, members will make arrangements with the client's sponsors or guardian to ensure a level of confidentiality in the best interests of that person while working within current legislation.

Inappropriate interactions

2.14 Members are responsible for setting and keeping clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise, with clients or sponsor(s).

2.15 Members will avoid any romantic or sexual relationship with current clients, sponsor(s), students or supervisees. Further, members will be alert to the possibility of any potential sexual intimacy between the aforementioned parties and take appropriate action to avoid the intimacy or cancel the engagement in order to provide a safe environment overall.



Conflict of interest

2.16 Members will not exploit a client or seek to gain any inappropriate advantage from the relationship – financial or non-financial.

2.17 To avoid any conflict of interest members will distinguish a coaching or mentoring relationship from other forms of relationships, such as a friendship or a business relationship.

2.18 Members will be aware of the potential for conflicts of interest of either a commercial or personal nature arising through the working relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor or the member.

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

2.20 Members will disclose any conflict openly with the client and agree to withdraw from the relationship if a conflict arises which cannot be managed effectively.

Terminating professional relationships & on-going responsibilities

2.21 Members will respect the client's right to terminate the engagement at any point in the process, subject to the provisions of the coaching or mentoring service agreement.

2.22 Members will encourage the client or sponsor to stop the coaching or mentoring engagement if it is believed that the client or sponsor would be better served by another coach, mentor or another form of professional help.

2.23 Members understand that their professional responsibilities continue beyond the termination of any 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.
- 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 coaching and mentoring

3.1 Members are expected to behave in a way that at all times reflects positively upon, and enhances the reputation of, the coaching and mentoring profession.

3.2 Members will demonstrate respect for the variety of coaches, mentors and other individuals in the coaching and mentoring profession and for the different approaches to coaching and mentoring.

Recognising equality and diversity

3.3 Members will abide by their respective bodies' diversity statements and policies.

3.4 Members will avoid knowingly discriminating on any grounds and will constantly seek to enhance their own awareness of possible areas of discrimination.

3.5 Members will be cognisant of the potential for unconscious bias and seek to ensure they take a respectful and inclusive approach that embraces and explores individual difference.

3.6 Members will challenge in a supportive way any colleagues, employees, service providers, clients or participants who are perceived to be using discriminatory behaviour.

3.7 Members will monitor their language, spoken, written and non-verbal, for inadvertent discrimination.

3.8 Members will engage in developmental activities that are likely to increase their self-awareness in relation to equality and diversity.



Breaches of professional conduct

3.9 Members accept that any breach that is upheld may result in sanctions including loss of accredited status and/or body membership. The bodies may share details of such breaches between them in the interest of client safety, upholding quality standards and maintaining the reputation of coaching and mentoring.

3.10 Members will ensure that that no false or misleading claims are made, or implied, about their professional competence, qualifications or accreditation in any published, promotional material or otherwise.

3.11 A member can challenge another member when having reasonable cause to believe that this member is acting in an unethical manner and, failing resolution, will report that person to the body.

Legal and statutory obligations and duties

3.12 Members are obliged to stay up to date and comply with all statutory/legal requirements in the country in which their work takes place and work within any organisational policies/procedures in the context in which the coaching or mentoring takes place.

3.13 Members will keep appropriate and accurate records of their work with clients and ensure they remain confidential, are stored securely, and comply with their country's data protection and privacy legislation.

3.14 In the context of the country in which the member operates, members will have the appropriate professional indemnity insurance to cover their coaching and mentoring work.

4. Excellent Practice

Ability to perform

4.1 Members will have the qualifications, skills and experience appropriate to meet the needs of the client and operate within the limits of their competence. Members should refer the client to more experienced or suitably qualified coaches, mentors or professionals, if appropriate.

4.2 Members will be fit and healthy enough to practice as a coach or mentor. If they are not, or are unsure if they are able to practice safely for health reasons, they will seek professional guidance/support. Where necessary/appropriate, the coach or mentor should manage the ending of the client work and refer the client to alternative support.

On-going supervision

4.3 To support their learning and on-going professional development, members will engage in regular reflective practice.

4.4 Members will engage in supervision with a suitably qualified supervisor or peer supervision group with a level of frequency that is appropriate to their coaching or mentoring practice, the requirements of their professional body and the level of their accreditation.

4.5 Members need to ensure that any other existing relationship with the supervisor does not interfere with the quality of the supervision provided.

4.6 Members will discuss any ethical dilemmas and potential, or actual, breaches of this code with their supervisor or peer supervision group for support/guidance.

Continuing professional development and reflection

4.7 Members will reflect regularly on their client work and coaching and mentoring practice and their professional and personal learning and development.



4.8 Members will develop their level of coaching and/or mentoring competence by participating in relevant and appropriate amounts of training and/or continuing professional development (CPD).

4.9 Members will endeavour to make a contribution to the coaching and mentoring community appropriate to their level of expertise. This may take many forms e.g. informal peer support to fellow coaches and mentors, advancing the profession, research and writing etc.

4.10 Members will systematically evaluate the quality of their work e.g. through feedback from clients and other relevant parties.

ANNEX 2

Ethical Guidelines for Mentoring pairs (University of Southampton)

The mentoring relationship, acting either as a mentor or a mentee, may present you with a number of issues or dilemmas. Often, there are no easy or obvious solutions and there may be no clear-cut sense of 'right' or 'wrong'.

The aim of these simple guidelines is to highlight a set of behaviours which might impact upon the mentoring relationship or, indeed, when using mentoring/coaching techniques in other situations.

Responsibility

The onus is on both mentor and the mentee to be aware that their behaviour has the potential to negatively affect the mentoring relationship.

Confidentiality of the identity of the person being mentored

Confidentiality involves preserving the name of those being mentored unless they have given active assent to disclosing them.

Confidentiality of the mentoring conversation

Both the mentor and the mentee have great responsibility to maintain and respect the confidentiality of all the information imparted during the mentoring relationship as they may hear sensitive and personal information. This applies to both within and outside the University of Southampton unless specifically authorised by either the mentor or the mentee. However, if such information is dangerous or illegal, an appropriate approach for the mentor is to encourage the mentee to take appropriate action themselves. There is no obligation under current UK law for a mentor to disclose such matters.

Boundary management & roles

Those working in a mentoring relationship may develop friendships over time. It is important to have a clear mentoring relationship and not allow personal bias to influence professional actions. Stay mindful of maintaining confidentiality, objectivity and equal partnership.

Competence

Mentors need to be conscious of their own levels of mentoring competence and experience and to never overstate them. An appropriate approach for mentors to foster this consciousness might be to engage in reflective practice using a journal or similar approach.

When the mentoring conversation appears to stray away from mentoring (forward-looking, solution focused) towards counselling (typically talk is firmly rooted in problems in the past), an appropriate approach might be to suggest that further conversation of that particular topic might be better with those competent to assist (e.g. University of Southampton Counselling Services).

Contracting

Examples of clear contracting should include clarity over length and frequency of sessions; agreement on whether it is permissible or not to make email/telephone/text contact concerning mentoring issues between mentoring sessions; responsibility for finding a suitable location for the mentoring session etc

Dealing with self-distractions

Mentors need to recognise that bias, preconceived ideas, initial impressions, opinions and stereotypes can all influence the ability to pay full attention and be present and focused on those being mentored. If it is not possible to achieve this level of self-management, an appropriate approach might be for the mentor to either absent themselves temporarily or suggest that the mentee work with someone else. If mentors feel they need to 'advise' to give value to the mentee, they may need to step back to examine the relationship with those being mentored and their own understanding of mentoring.