

# Greaterness Coaching

## Code of Professional Ethics

### TABLE OF CONTENTS

INTRODUCTION

PREAMBLE

GENERAL PRINCIPLES

PRINCIPLE A: COMPETENCE

PRINCIPLE B: INTEGRITY

PRINCIPLE C: PROFESSIONAL RESPONSIBILITY

PRINCIPLE D: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

PRINCIPLE E: CONCERN FOR OTHERS' WELFARE

PRINCIPLE F: SOCIAL RESPONSIBILITY

ETHICAL STANDARDS

1. GENERAL STANDARDS

1.01 Code of Ethics Applicability

1.02 Ethics and Law

1.03 Boundaries of Competence

1.04 Maintaining Expertise

1.05 Language

1.06 Human Differences

1.07 Nondiscrimination

1.08 Respecting Others

1.09 Sexual Harassment

1.10 Other Harassment

1.11 Personal Problems and Conflicts

1.12 Avoiding Harm

1.13 Multiple Relationships

1.14 Bartering

1.15 Documentation of Professional Work

1.16 Records and Data

1.17 Fees and Financial Arrangements

1.18 Referrals and Fees

## 2. EDUCATOR'S RESPONSIBILITIES TO THE STUDENT

- 2.01 Accessibility
- 2.02 Personal Integrity
- 2.03 Limits of Competence
- 2.04 Surroundings
- 2.05 Confidentiality
- 2.06 Release of Information
- 2.07 Structuring the Relationship
- 2.08 Sexual Intimacies With Current Students
- 2.09 Terminating the Professional Relationship
- 2.10 Continuation of Care
- 2.11 Interruption of Services
- 2.12 Honest Communications, Actions, and Behaviors

## 3. EDUCATOR'S RESPONSIBILITIES TO THE PROFESSION

- 3.01 Integrity of the Profession
- 3.02 Definition of Public Statements
- 3.03 Statements by Others
- 3.04 Avoidance of False or Deceptive Statements
- 3.05 Media Presentations

## 4. EDUCATOR'S RESPONSIBILITIES TO THE PUBLIC

- 4.01 Positive Solutions
- 4.02 Living Conditions
- 4.03 Public Policies and Practices
- 4.04 Advertising
- 4.05 Apprentice

## 5. RESOLVING ETHICAL ISSUES

- 5.01 Familiarity With The Code of Ethics
- 5.02 Confronting Ethical Issues
- 5.03 Conflicts Between Ethics and Organizational Demands
- 5.04 Informal Resolution of Ethical Violations
- 5.05 Reporting Ethical Violations
- 5.06 Cooperating With The Review Committees
- 5.07 Improper Complaints

## INTRODUCTION

Greaterness Coaching Code of Professional Ethics (hereinafter referred to as The Code of Ethics) is intended to set forth values, principles, and standards to serve as a guide to the everyday professional conduct of both the Greaterness Educator (Greaterness Coach) and the Student (Client). This Code of Ethics consists of an Introduction, a Preamble, six General Principles (A–F), and specific Ethical Standards.

The Introduction discusses the intent, procedural considerations, and scope of The Code of Ethics. The Preamble and General Principles are aspirational goals for Greaterness Educators toward the highest ideals of Greaterness Coaching. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by Greaterness Educators in support of arriving at an ethical course of action. The Preamble and General Principles may be considered by ethics bodies in interpreting the ethical standards, which set forth enforceable rules for conduct as a Greaterness Educator (Greaterness Coach). The Ethical Standards are not exhaustive. The fact a given conduct is not specifically addressed by The Code of Ethics does not mean it is necessarily either ethical or unethical. Any given conduct not specifically addressed by The Code of Ethics is not to be implied as being either ethical or unethical.

The Greaterness Educator agrees to adhere to The Code of Ethics and to the rules and procedures used to implement the Code.

This Code of Ethics applies only to the professional activities and functions of the Greaterness Educator. These activities and functions can be distinguished from the private conduct of a Greaterness Educator, which is not within the scope of The Code of Ethics.

The Code of Ethics is intended to provide Greaterness Coaching with standards of professional conduct. Whether or not a Greaterness Educator has violated The Code of Ethics does not—by itself—determine whether legal liabilities may occur. Liabilities are determined in a court of law and are based on legal proceedings rather than ethical rules. Depending on the specific circumstances, however, compliance with or violation of The Code of Ethics may be admissible as evidence in legal proceedings.

In the process of making any decisions regarding professional conduct and behavior, Greaterness Educator must consider both The Code of Ethics and applicable laws. If The Code of Ethics establishes a higher standard of conduct and behavior than is required by law, Greaterness Educators must satisfy the higher ethical standard. If The Code of Ethics standard appears to be in conflict with the obligations of law, Greaterness Educator must make known their commitment to The Code of Ethics, consider the dictates of their own conscience, and take their concerns to The Review Committee in a respectful and responsible manner to resolve the conflict.

The procedure for filing a complaint of unethical conduct is available by contacting The Review Committee of the Education Department of Greaterness Coaching. The actions of The Review Committee in response to violations of The Code of Ethics include reprimand, censure, and termination of Greaterness Educator status. If necessary, The Review Committee may refer the matter to other governing bodies. Complainants who seek compensatory remedies such as monetary damages for alleged ethical violations by a Greaterness Educator must resort to private negotiations or the courts.

## PREAMBLE

The primary mission of Greaterness Coaching as a separate and unique educational profession is to enhance human well-being with particular attention to the needs and empowerment of the client (hereinafter referred to as the Student) who is choosing to enhance his/her quality of life through the studying of Greaterness Coaching.

The goal of The Code of Ethics is to strengthen ethical awareness, provide guidelines for Greaterness Educators, and ensure that people worldwide can confidently and with full understanding acknowledge the role of Greaterness Coaching as a non-therapeutic approach for personal growth.

The Greaterness Educator, valuing the inherent worth, dignity, and individuality of each human being, recognizes the supreme importance of the pursuit of and devotion to greater levels of excellence. Essential to these goals is the fully accepted responsibility to adhere to the highest ethical standards and to maintain the highest possible degree of ethical conduct.

The Code of Ethics is intended to cover most situations encountered by Greaterness Educators. The primary goal of The Code of Ethics is the welfare and protection of Students of Greaterness Coaching. To support this goal, Greaterness Educators continually develop their knowledge and skill of delivering Greaterness Coaching. They respect the objective of Greaterness Coaching—"to educate people regarding the use and responsibilities of choice"—by supporting Students who choose to learn about Greaterness Coaching and its strategies.

The responsibility to aspire to the highest possible standards of conduct belongs to each Greaterness Educator individually. Each Greaterness Educator respects and protects human and civil rights, and does not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical standards for a Greaterness Educator's professional conduct requires a personal commitment to a lifelong effort to act ethically, to encourage ethical behavior, and to consult with The Review Committee, as needed, concerning ethical issues.

## GENERAL PRINCIPLES

### PRINCIPLE A: COMPETENCE

Greaterness Educators strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those educational services and use only those educational approaches for which they were trained through Greaterness Coaching instruction. Greaterness Educators are cognizant of the varying degrees of competencies required to serve people with uniquely distinctive characteristics. In areas in which recognized professional standards do not yet exist, Greaterness Educators exercise careful judgment and take appropriate steps to secure the well-being of those they serve. They are responsible for their actions and recognize the need for ongoing education related to the services they render, and periodically self-assess their strengths and areas needing strengthening.

### PRINCIPLE B: INTEGRITY

Greaterness Educators seek to promote integrity in the practice and sharing of Greaterness Coaching, and are honest, fair, and respectful of others. In describing or reporting their services, qualifications, or fees, they do not make false, misleading, or deceptive statements. They strive to be aware of their own beliefs, values, needs, and limitations, and the influence these factors have on their delivery of Greaterness Coaching. Greaterness Educator clearly articulate the roles they perform and function properly in accordance with those roles.

#### PRINCIPLE C: PROFESSIONAL RESPONSIBILITY

Greaterness Educators uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to meet the needs of the wide variety of people they serve. They consult with, refer to, or cooperate with other Greaterness Educators to the extent needed to serve the best interests of their Students. Greaterness Educators uphold moral standards to neither compromise their professional responsibilities nor reduce the public's trust in Greaterness Coaching. They are concerned about the ethical compliance of their colleagues' professional conduct. When appropriate, they consult with colleagues to prevent or avoid unethical conduct.

#### PRINCIPLE D: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Greaterness Educators accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy. Greaterness Educators are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. They strive to eliminate biases and do not knowingly participate in or condone unfair discriminatory practices.

#### PRINCIPLE E: CONCERN FOR OTHERS' WELFARE

Greaterness Educators seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, they weigh the welfare and rights of their Students, other Greaterness Educators, and other affected persons. When conflicts occur among their obligations or concerns, they attempt to resolve these conflicts and perform their roles in a responsible fashion, avoiding or minimizing harm. Greaterness Educators are sensitive to real and ascribed differences in power between themselves (as educators) and others (as students or fellow educators), and do not exploit or mislead other people during or after professional relationships.

#### PRINCIPLE F: SOCIAL RESPONSIBILITY

Greaterness Educators are aware of their professional responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of Greaterness Coaching to contribute to the betterment of the human experience. They try to avoid misuse of their work. Greaterness Educators comply with the law and encourage the development of law and social policy serving the interests of their Students and the public. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

## ETHICAL STANDARDS

### 1. GENERAL STANDARDS

These General Standards are potentially applicable to the professional activities of all authorized Greatness Educators engaged in the practice of Greatness Coaching.

#### 1.01 Applicability.

The activity of a Greatness Educator may be reviewed under The Code of Ethics only if the activity is part of his/her work-related function or is related to Greatness Coaching. Personal activities having no connection to or effect on the roles of a Greatness Educator are not subject to The Code of Ethics.

#### 1.02 Ethics and Law.

If the ethical responsibilities of the Greatness Educator conflicts with law, he/she makes known his/her commitment to The Code of Ethics and takes steps to resolve the conflict in a responsible manner.

#### 1.03 Boundaries of Competence.

(a) Greatness Educators boundaries of their competence, based on their education, training, certification, supervised experience, or other relevant professional experience.

(b) When standards do not exist with respect to an emerging area of practice, including but not limited to, emerging approaches or procedures of Greatness Coaching or the modification of established approaches or procedures of Greatness Coaching, Greatness Educators exercise careful judgment and take reasonable steps (including appropriate education, training, consultation, and supervision) to ensure the competence of their work.

#### 1.04 Maintaining Competence.

Greatness Educators maintain a reasonable level of awareness of emerging information in Greatness Coaching and undertake ongoing efforts to maintain competence in their skills.

#### 1.05 Language.

When providing educational information such as objectives and applicability of Greatness Coaching, Greatness Educators use language reasonably understandable to their Students and relative to the practice of Greatness Coaching.

#### 1.06 Human Differences.

Where differences of gender, age, national origin, ethnicity, race, religion, sexual orientation, disability, or socioeconomic status significantly affect the quality of service a Greatness Educator provides to a particular individual or group, he/she obtains the training, consultation, or supervision necessary to ensure competence of services or he/she makes the appropriate referral to another Greatness Educator.

#### 1.07 Nondiscrimination.

Greaterness Educators do not engage in unfair discrimination based on gender, age, national origin, ethnicity, race, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

#### 1.08 Respecting Others.

Greaterness Educators respect the rights of others to hold values, attitudes, and opinions differing from their own.

#### 1.09 Sexual Harassment.

Greaterness Educators do not engage in sexual solicitation, physical advances, or verbal or nonverbal conduct sexual in nature, occurring in connection with their activities or roles as a Greaterness Educator, and that either: (1) is unwelcome, is offensive, or creates a hostile workplace environment, and the Greaterness Educator knows or is told this; or (2) is sufficiently severe or intense in the context to be abusive to a reasonable person.

#### 1.10 Other Harassment.

Greaterness Educators do not knowingly engage in behavior harassing or demeaning to persons with whom they interact in their work based on gender, age, national origin, ethnicity, race, religion, sexual orientation, disability, or socioeconomic status.

#### 1.11 Personal Problems and Conflicts.

(a) Greaterness Educators recognize that their personal problems and conflicts may interfere with their competence. Accordingly, they refrain from undertaking an activity when they know or should know their personal problems are likely to significantly compromise their competence and cause harm to a Student.

(b) In addition, Greaterness Educators have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage to prevent significantly impaired performance.

(c) When Greaterness Educators become aware of personal problems possibly preventing them from performing their work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their practice of Greaterness Coaching.

#### 1.12 Avoiding Harm.

Greaterness Educators take reasonable steps to avoid harming their Students.

### 1.13 Multiple Relationships.

(a) Avoiding social or other nonprofessional contacts with Students may not be reasonable for Greatness Educators. Greatness Educators, however, must always be sensitive to their influence on persons with whom they work. They refrain from entering into a social or nonprofessional relationship with a Student if it appears likely such a relationship will impair their objectivity or will interfere with their effectively performing their functions as a Greatness Educator.

(b) If a Greatness Educator finds a conflicting multiple relationship arising, he/she attempts to resolve it ethically with due regard for the best interests of the Student.

### 1.14 Bartering.

A Greatness Educator may barter services only if it will not likely distort the professional relationship.

### 1.15 Documentation of Professional Work.

Greatness Educators may document their professional work.

### 1.16 Records and Data.

Greatness Educators create, maintain, disseminate, store, retain, and dispose of records and data relating to their practice in accordance with law in a manner complying with The Code of Ethics.

### 1.17 Fees and Financial Arrangements.

(a) A Greatness Educator is entitled to receive compensation for services.

(b) As early as is feasible in a professional relationship, the Greatness Educator and the Student reach an agreement specifying the compensation for services and billing/payment arrangements.

(c) If limitations to services can be anticipated because of limitations in financing, this is discussed with the Student as early as is feasible.

(d) Quality of life shall always be of paramount importance. A Student's financial ability or inability shall not affect the quality of service he/she receives from a Greatness Educator.

(e) A Greatness Educator shall offer proper alternatives to permit access to Greatness Coaching to individuals lacking the ability to pay reasonable fees.

(f) If the Student does not pay for services as agreed, and if the Greatness Educator wishes to use collection agencies or legal measures to collect the fees, the Greatness Educator first informs the person such measures will be taken and provides the person an opportunity to make prompt payment.

### 1.18 Referrals and Fees.

When a Greaterness Educator pays, receives payment from, or divides fees with another professional other than in an employer/employee relationship, the payment to each is based on the services (consultative, administrative, or other) provided and is not based on the referral itself.

## 2. EDUCATOR'S RESPONSIBILITIES TO THE STUDENT

### 2.01 Accessibility.

The Greaterness Educator is reasonably accessible to any Student seeking Greaterness Coaching.

### 2.02 Personal Integrity.

Greaterness Educators behave with personal integrity while also trying to acquire and maintain the trust, confidence, and respect of their Students.

### 2.03 Limits of Competence.

Greaterness Educators offer their Greaterness Coaching services within the limits of their professional and personal competence.

### 2.04 Surroundings.

Greaterness Educators offer their services in surroundings not compromising the quality of care offered.

### 2.05 Confidentiality.

(a) The Greaterness Educator shall not discuss or share a Student's information or record with others, including family members, without written consent of the Student, and shall protect the confidentiality of all information obtained during the course of education. Greaterness Educators have a primary obligation to take reasonable precautions to respect the confidentiality rights of all Students.

(b) Greaterness Educators may disclose confidential information only with the appropriate consent of the Student or of another legally authorized person on behalf of the Student, unless prohibited by law.

### 2.06 Release of Information.

Release of personal information to those not authorized to receive it requires written consent from the Student or from the Student's legally qualified representative.

### 2.07 Structuring the Relationship.

(a) Greaterness Educators discuss with Students as early as is feasible in the professional relationship appropriate issues, such as the nature of providing an educational service, the scheduling of meetings, fees, and work-related policies.

(b) Greatness Educators make reasonable efforts to answer Students' questions and to avoid apparent misunderstandings about Greatness Coaching. If necessary, Greatness Educators provide oral and/or written information, using language reasonably understandable to the Student.

(c) Greatness Educators will provide Students with a written notice outlining the objectives for Students to sign and date before beginning meetings and provide Students with a copy if requested or if the Greatness Educator chooses to do so as part of his or her common practice.

#### 2.08 Sexual Intimacies With Current Students.

Greatness Educators do not engage in sexual intimacies with current Students.

#### 2.09 Terminating the Professional Relationship.

(a) Greatness Educators do not abandon a Student.

(b) Greatness Educators terminate a professional relationship when it becomes reasonably clear the Student is not benefiting from Greatness Coaching.

(c) Prior to termination for whatever reason, except in extreme cases where the Student's conduct is unacceptable, the Greatness Educator discusses the Student's views and needs, and suggests other Greatness Educators as appropriate, and, if requested by the Student, takes other reasonable steps to facilitate a transfer.

(d) Greatness Educators may terminate their professional services by giving appropriate notice, allowing the Student reasonable time to obtain a new Greatness Educator if so desired to do so.

#### 2.10 Continuation of Learning.

The Greatness Educator shall attend to his/her Student as often as necessary, according to his/her professional judgment, to ensure continued progress of the Student's ongoing educational improvements.

#### 2.11 Interruption of Services.

Greatness Educators make reasonable efforts, such as planning ahead or directing a contact between Students and other Greatness Educators, to ensure continuity of Greatness Coaching services in the event meetings are interrupted for an extended time by factors such as the Greatness Educator's unavailability, relocation, illness, disability, or death; or a Student's relocation.

#### 2.12 Honest Communications, Actions, and Behaviors.

Greatness Educators shall neither make any claims of Greatness Coaching being therapeutic in nature nor discourage Students from seeking conventional care for the diagnosis and treatment of symptoms, conditions, illness, and disease. Greatness Educators shall communicate openly (1) the role of Greatness Coaching as "thriveapeutic," as a non-therapeutic approach, that neither diagnoses nor treats conditions of any kind and (2) the focus of Greatness Coaching is to educate Students regarding many of the concepts and ideas of Greatness Coaching.

### 3. EDUCATOR'S RESPONSIBILITIES TO THE PROFESSION

#### 3.01 Integrity of the Profession.

(a) The Greaterness Educator shall uphold the integrity of Greaterness Coaching by (1) maintaining the values, ethics, knowledge, and mission of the profession; and (2) continuously striving to improve his/her skills through appropriate study and research.

(b) The Greaterness Educator shall honor any continuing education requirements of Greaterness Coaching to maintain competence, to be informed of current and emerging developments in Greaterness Coaching, and to support the integrity of the emerging profession.

(c) To uphold the objectives of Greaterness Coaching and avoid misrepresentation of Greaterness Coaching, Greaterness Educator shall not administer therapeutic disciplines or modalities concurrently with Greaterness Coaching.

(d) Greaterness Educators who are lettered in and practicing a therapeutic discipline or modality shall neither introduce Greaterness Coaching into their therapeutic practice nor combine their therapeutic discipline or modality with the practice of Greaterness Coaching.

(e) The Greaterness Educator is encouraged to attend gatherings involving other Greaterness Educators, such as The Association for Greaterness Coaching Board Meetings, to engage in active discussions involving Greaterness Coaching.

(f) Greaterness Educators should contribute to the knowledge base of Greaterness Coaching and share with colleagues their knowledge related to its practice and ethics.

(g) Greaterness Educators who choose to present facts, ideas, perspectives, suggestions, and contributions to advance the science and art of Greaterness Coaching shall maintain the integrity of Greaterness Coaching by making such contributions responsibly and respectfully in support of diverse views, beliefs, and objectives.

(h) Greaterness Educators shall maintain the highest standards of accuracy in the dissemination of facts and ideas.

(i) The Greaterness Educator is encouraged to attend courses relevant to Greaterness Coaching, such as Better Brain Process, Successions, etc. to uphold and contribute to the integrity of the profession.

(j) Greaterness Educators shall endeavor to promote the public's confidence in Greaterness Coaching.

(k) Greaterness Educators should contribute time and professional expertise to activities promoting respect for the value, integrity, and competence of the Greaterness Coaching profession. These activities may be voluntary and may include service and presentations in the community.

(l) Greaterness Educators shall avoid the appearance of professional impropriety and recognize behavior unbecoming of a Greaterness Educator and the negative impact such behavior has on the ability of the Greaterness Coaching profession to serve the public.

(m) Greaterness Educators should act to prevent the unauthorized and unqualified practice of Greaterness Coaching.

(n) Greaterness Educators shall avoid impugning the reputation of their colleagues as well as other professionals.

### 3.02 Definition of Public Statements.

Greaterness Educators shall comply with this Code of Ethics in public statements relating to their professional services. Public statements include but are not limited to paid or unpaid advertising, brochures, printed materials, directory listings, personal resumes, curriculum vitae, interviews, comments for use in media, statements in legal proceedings, lectures, public oral presentations, and published materials.

### 3.03 Statements by Others.

(a) Greaterness Educators who engage others to create or place public statements promoting their professional practice retain professional responsibility for such statements.

(b) If Greaterness Educators learn of deceptive statements about their work made by others, Greaterness Educators make reasonable efforts to correct such statements.

### 3.04 Avoidance of False or Deceptive Statements.

Greaterness Educators do not make false, deceptive, misleading, or fraudulent public statements in what they state, convey, or suggest or what they omit concerning their practice. As examples, Greaterness Educators do not make false or deceptive statements concerning their (1) training, experience, and competence; (2) academic degrees; (3) credentials; (4) services; (5) fees; (6) practice objectives.

### 3.05 Media Presentations.

When Greaterness Educators provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate Greaterness Coaching literature and practice; and (2) the statements are consistent with this Code of Ethics.

## 4. EDUCATOR'S RESPONSIBILITIES TO THE PUBLIC

### 4.01 Positive Solutions.

Greaterness Educators should advance the general welfare of society, from local to global levels, through efforts focusing on positive solutions for individuals, their communities, and their environments.

### 4.02 Living Conditions.

Greaterness Educators should support living conditions conducive to the fulfillment of basic human needs and promote conditions encouraging respect for cultural and social diversity.

#### 4.03 Public Policies.

A Greaterness Educator supports the expansion of public knowledge and resources. On behalf of the people, a Greaterness Educator takes the necessary steps with state or local authorities to improve public policies pertaining to the professional practice of Greaterness Coaching.

#### 4.04 Advertising.

All advertising shall be truthful and in good taste. Greaterness Educators shall accurately represent their status and the objectives of Greaterness Coaching, and shall neither guarantee results nor mislead or deceive the public. Greaterness Educators are encouraged to share their prospective advertisement with The Education Department. The Greaterness Educator shall ensure compliance between an advertisement and all applicable state laws and regulations.

#### 4.05 Apprentice.

A Greaterness Educator Apprentice must identify him/herself as such and not as a "Greaterness Educator" or "Greaterness Facilitator".

### 5. RESOLVING ETHICAL ISSUES

#### 5.01 Familiarity With The Code of Ethics.

Greaterness Educators have an obligation to be familiar with this Code of Ethics, other applicable ethics codes, and their application to Greaterness Educators' work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

#### 5.02 Confronting Ethical Issues.

When a Greaterness Educator is uncertain whether a particular situation or course of action would violate this Code of Ethics, he/she ordinarily consults with other Greaterness Educators knowledgeable about ethical issues, with state or national ethics committees, or with other appropriate authorities to choose a proper response.

#### 5.03 Conflicts Between Ethics and Organizational Demands.

If the demands of an organization with which a Greaterness Educator is affiliated conflict with The Code of Ethics, he/she clarifies the nature of the conflict, makes known his/her commitment to The Code of Ethics, and to the extent feasible, seeks to resolve the conflict in a way permitting the fullest adherence to The Code of Ethics.

#### 5.04 Informal Resolution of Ethical Violations.

When a Greaterness Educator believes a violation of The Code of Ethics has occurred by another Greaterness Educator, he/she attempts to resolve the issue by bringing it to the attention of that individual only if an informal resolution appears appropriate and the contact does not violate confidentiality rights.

#### 5.05 Reporting Ethical Violations.

If an apparent violation of The Code of Ethics is not appropriate for an informal resolution under Standard 5.04 or is not resolved properly, a Greaterness Educator takes further action appropriate to the situation, unless such action conflicts with confidentiality rights. Such action usually includes referral to The Review Committee. In extreme cases involving a severe disregard for human welfare, a Greaterness Educator must report the violation to The Review Committee, and, if appropriate, to law enforcement officials.

#### 5.06 Cooperating With The Review Committees.

Greaterness Educators cooperate in ethics investigations, proceedings, and resulting requirements of The Review Committee. In doing so, they make reasonable efforts to resolve issues of confidentiality. Failure to cooperate is itself an ethics violation.

#### 5.07 Improper Complaints.

Greaterness Educators do not file or encourage the filing of frivolous ethical complaints intended to harm the respondent rather than protect the public.

#### History and Effective Date

This version of the Greaterness Coaching Code of Professional Ethics was adopted by the Education Department of Greaterness Coaching during a meeting on August 1, 2016 and was effective immediately. Inquiries concerning the substance or interpretation of The Code of Ethics should be addressed to the Director of Education c/o Living Well Education, 1182 Grimes Bridge Rd., Ste. 400, Roswell, GA 30075.

This Code will be used to adjudicate complaints concerning alleged conduct occurring after August 1, 2016. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Code in effect at the time the conduct occurred. (Since August 1, 2016 is the date of the first use of The Code of Ethics, there is no prior Code.) This Code of Ethics will undergo review and study for future revisions. Comments on the Code may be sent to the above address.