EXECUTIVE REPORT 2018

The State of Play in Welsh Coaching

Jonathan Passmore, Hazel Brown, Dave Tee et al

EMCC
European Mentoring & Coaching Council

Henley Business School
UNIVERSITY OF READING

European Coaching and Mentoring Research Consortium

This research was commissioned by EMCC and was undertaken by a team of researchers in 50 countries across Europe. The research was sponsored by the Henley Centre for Coaching.

Research citation: Passmore, J, Brown, H, Tee, D & the European Coaching and Mentoring Research Consortium (2018) The State of Play in Welsh Coaching. Henley-on-Thames: Henley Business School
ISBN 978-1-912473-03-8

Consortium researchers and authors

- Judit Ábri von Bartheld
- Maral Amanyazova
- Ines Basta
- Bramson Bean
- Hans Bodingbauer
- Boglarka Borbely
- Chiara Borg
- Dorota Bourne
- Hazel Brown
- Billy Byrne
- Ayse Cinar
- Zoltan Csigas
- Laura Holm Dalsgaard
- Pierre-Jean De Jonghe
- Lisa Dorn
- Tatjana Dragovic
- Aiste Dromantaite
- Ian Edwards
- Ulrik Frederiksen
- Jenny Georgieva
- Giovanna Giuffredi
- Siegfried Greif
- Lena Gustafsson
- Riitta Helekoski
- Willem Jan Hofmans
- Nadja Lagoni Holst
- Pavlina Honsova
- Therese Høyer
- Heli Inkinen
- Pejnovic Tatjana Jakovljevic
- Eva Jarosova
- Tanja Ryberg Jensen
- Pedja Jovanovic
- Ingibjorg Kaldalóns
- Christine Kranz
- Milter Ladegaard
- Veronika Langrova
- Mary Anne Lauri
- Maja Lausten
- Daniela Lombardo
- Irina Maltseva
- Michel Moral
- Katrin Oblikas
- Paul O Olson
- Katrina Osleja
- Xavier Panades
- Jonathan Passmore
- Maria Louise Pedersen
- Diane Peebles
- Ana Penim
- Kevin René
- Wendy Robinson
- Tatiana Rowson
- Peter Stokes
- Arjeta Spahiu
- Ole Michael Spaten
- Zlatica Maria Stubbs
- Demetris Stylianides
- Renata Takac
- Toomas Tamsar
- Dave Tee
- Kateryna Timonkina
- Tonia Tsirogianni
- Cristian Tudoran
- Tracey Turmel
- Tony Wall
- Alexander Waring
- Agnieszka Zawadzka

The data presented in this report is based on survey responses and thus reflects the collective views of those responding. University researchers and students may use the information contained in this report for their research and academic study. Commercial organisations must seek permission to reproduce any tables or associated information contained in this publication. If consent is granted, the report must be cited and attribution given to EMCC and the Henley Centre for Coaching. Copyright © 2018.

Contents

Lead research partners 4

Introduction 5

The development of coaching in Wales 6

Biographical information 7

Coaching practice 8

Reflective practice and supervision 9

Continuous professional development 10

Conceptual models 11

Diversity of approaches 12

Evaluation 14

Contracting for corporate coaching assignments ... 15

Coaching ethics 17

Commissioning coaching 20

Research partners 21

Lead research partners

The Henley Centre for Coaching

The Henley Centre for Coaching is a research and coach training centre at Henley Business School. The Centre is recognised as a world leader for coach training and research, having trained over 2,500 coaches over the past decade. The Centre provides professional coach training with a Professional Certificate in Coaching and an MSc, which are delivered in the UK across Europe and in the Middle East and Africa. Henley's team is actively engaged in research, contributing to journals, books and best practice publications. Current research projects include neuroscience and coaching, coach identity and coach development, coaching competences, supervision and coaching ethics. The Centre also provides continuous professional development and supervision for coaches across the world. You can join the Henley Centre for Coaching and access our research, resources, supervision and bi-monthly webinars.

To find out more about Henley's coaching activities in the UK and Europe visit:
henley.ac.uk/coachingcentre

The EMCC exists to develop, promote and set the expectation of best practice in mentoring, coaching and supervision across Europe and beyond, for the benefit of society. EMCC International is a council made up of countries providing coaching and mentoring membership in affiliated countries. Direct membership is available globally where an affiliation does not exist. The EMCC was founded in 1992 by David Clutterbuck, David Megginson, Bob Garvey, Kim Langridge, Julie Hay, Eric Parsloe and Sir John Whitmore.

As of 2018, it has affiliations in 25 countries: Belgium, Cyprus, Croatia, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Morocco, the Netherlands, Norway, Poland, Romania, Spain, Sweden, Switzerland, Serbia, Turkey, Ukraine and the United Kingdom. The EMCC provides course accreditation, alongside individual accreditation for coaches, mentors and supervisors.

Details can be found at:
emccouncil.org/eu/en/accreditation
Membership is open to everyone.

Researchers

The research was co-ordintated by:

Dr Jonathan Passmore
Henley Business School, University of Reading, UK

Dr Hazel Brown
University of Winchester, UK

Dave Tee
University of South Wales, UK

The European Coaching and Mentoring Research project involved a collaboration with over 50 academics and practitioners, and over 100 professional bodies across Europe.

Introduction

This report provides an overview of the Welsh results from *The State of Play in European Coaching & Mentoring* (2017) research project, and compares these with the results from England, Scotland and Europe (excluding the UK).

Research method

The aim of the research project was to extend beyond traditional institutional networks and the main European languages (English, French, German and Spanish), to provide a more inclusive research study, recognising the equal value of all European countries, languages and cultures, and of the different professional bodies and institutions.

The research questions were designed by the researchers in collaboration with the EMCC, and were adapted during the development phase. For each country, a research partner or team was identified and a National Research Lead was consulted on whether the survey should be translated, and which language(s) should be used. The National Research Leads led the translation process, which involved initial translation and an independent review.

The survey was launched on 1 March 2017 in 31 languages, ranging from English, Spanish, Portuguese, French and German, to Catalan and Serbian.

The survey was publicised through established coaching federations and management bodies, as well as online through social media interest groups. In total, approximately 100 organisations committed to sharing the research link with their members or to publishing details of the research on their website.

Participants took, on average, 25 minutes to complete the questionnaire.

The development of coaching in Wales

Coaching development in Wales has progressed since the 1980s, becoming a popular HR practice from the early 2000s. Since that date, both the use of coaching and coach training has grown in scale and scope. This is evidenced by the growth in the number of training providers, the length of coach training courses, the development of university coach training programmes and a growth in the membership of professional coaching bodies.

Since 2006, coaching supervision has become a recognised practice and is encouraged by all of the main professional coaching bodies that operate in the UK: European Mentoring and Coaching Council (EMCC); Association for Coaching (AC); International Coach Federation (ICF); World Association of Business Coaches (WABC); and Association of Professional Executive Coaches and Supervisions (APECS).

In addition to the above there are a number of sizable coaching sub-groups within bodies such as the British Psychological Society (BPS) and the British Association for Counselling and Psychotherapy (BACP). These hold membership data at a UK-wide level with the exception of the Association of Coaching, which had 85 Welsh members in summer 2017.

Current hot topics in Welsh coaching practice include:

Neuroscience coaching – understanding the brain and its impact on human and leadership development

Mindfulness coaching – how coaches can use mindfulness in their personal coaching practice and with their clients

Acceptance and Commitment coaching – a third wave cognitive behavioural approach.

Mentoring too has developed since the 1980s and is generally seen as a non-chargeable activity, and is most often conducted within organisations as part of a wider HR strategy, with more senior employees mentoring junior talent.

As in other nations within the UK there are a wide number of providers of coach and mentoring training. Private providers are generally accredited by one of the professional bodies, including: Institute of Leadership and Management (ILM), Chartered Management Institute (CMI), ICF, AC and EMCC. There is one Welsh university providing coach training at the time of the research; the University of South Wales.

Dave Tee
Welsh National Research Lead

Biographical information

In total, 951 participants completed the online questionnaire from the UK; England (708), Scotland (74), Wales (150) and Northern Ireland (19). In some cases, we show the data for each separately. As with all research, not all participants responded to all the questions.

Diagram 1: Gender of respondents

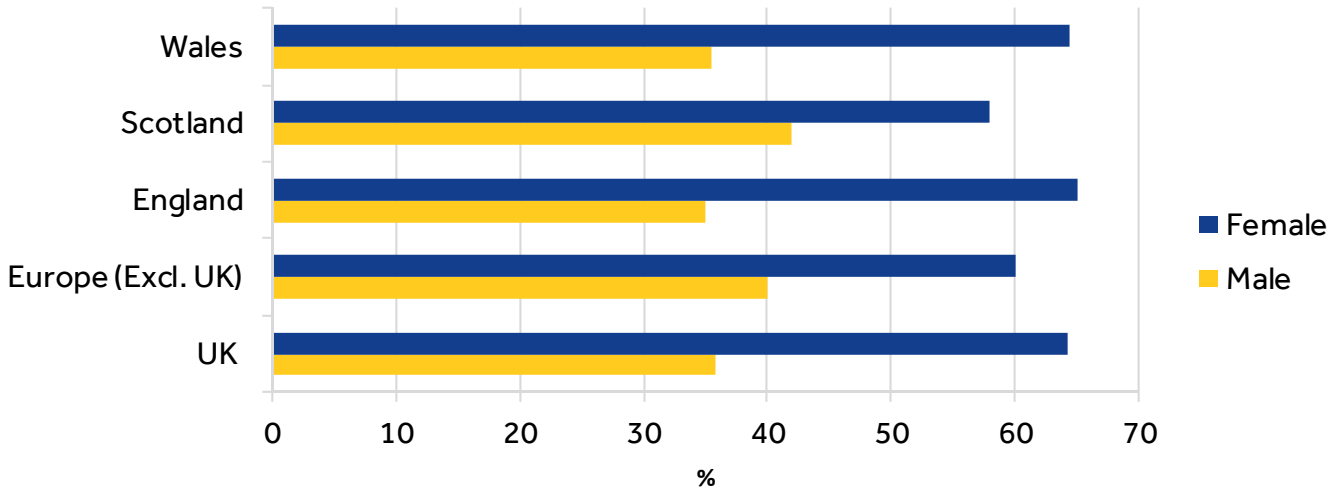
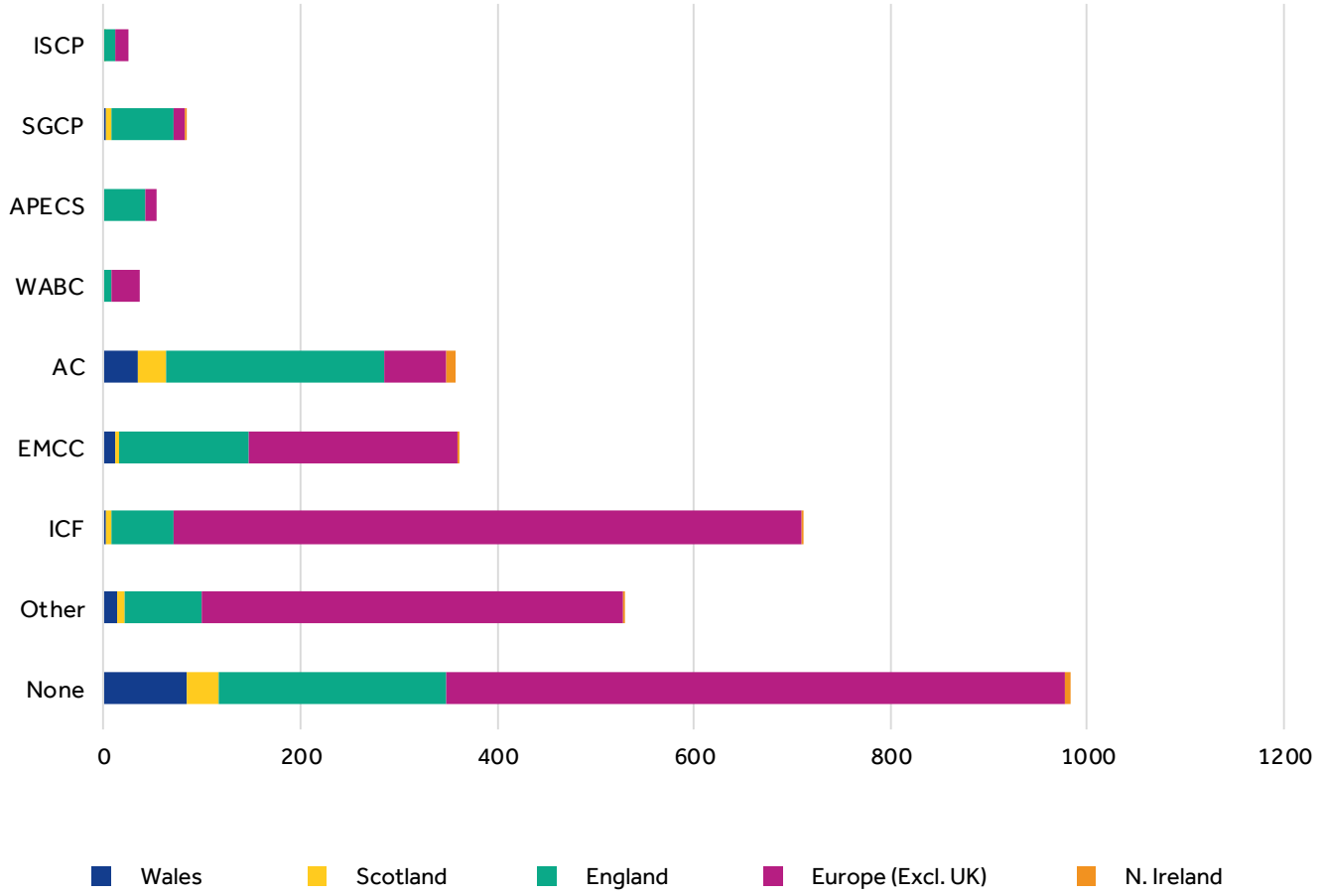


Diagram 2: Membership of professional coaching associations

Q1.6 Which coaching and mentoring bodies are you a member of?



Coaching practice

Diagram 3: Proportion of working time spent delivering coaching

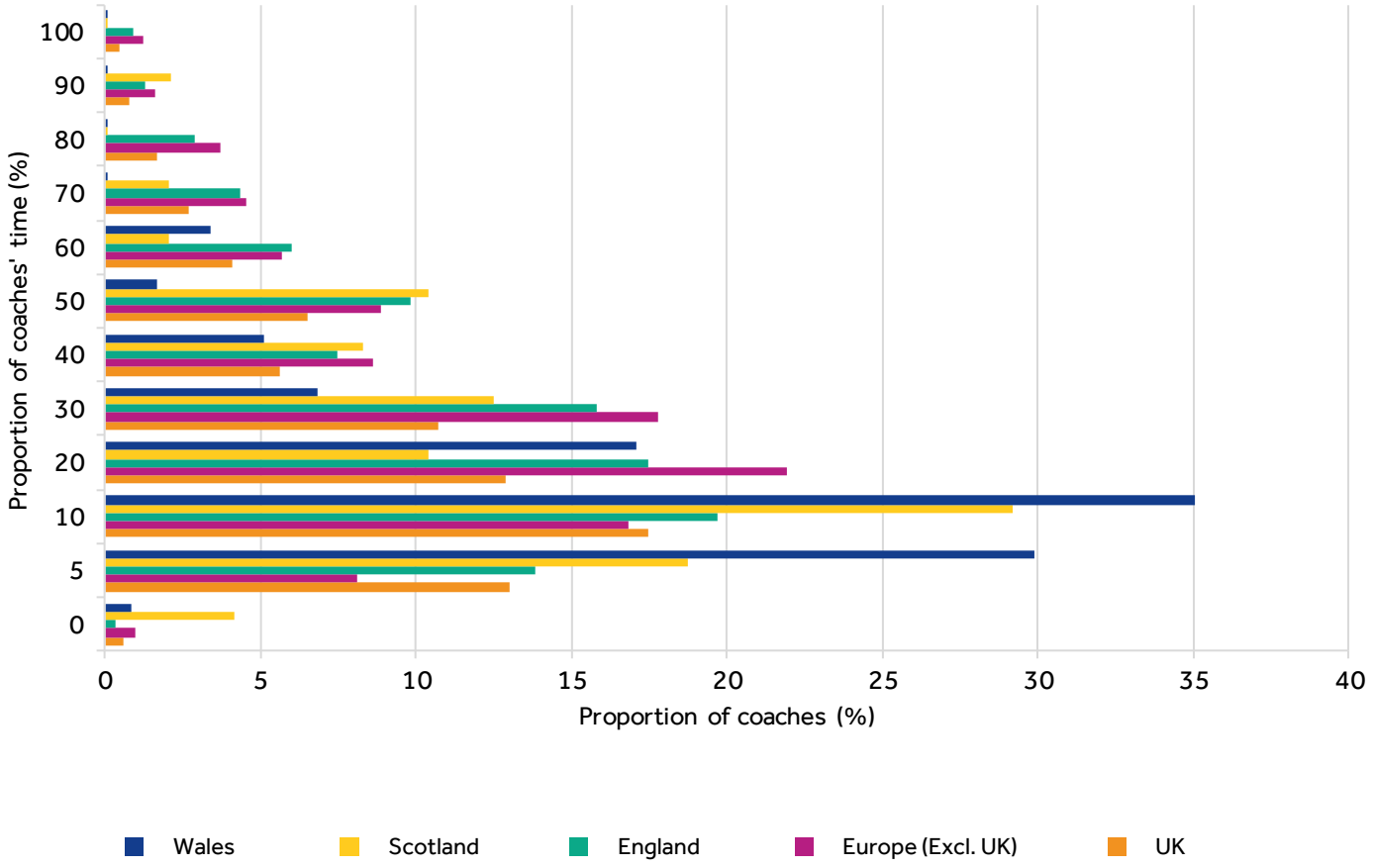
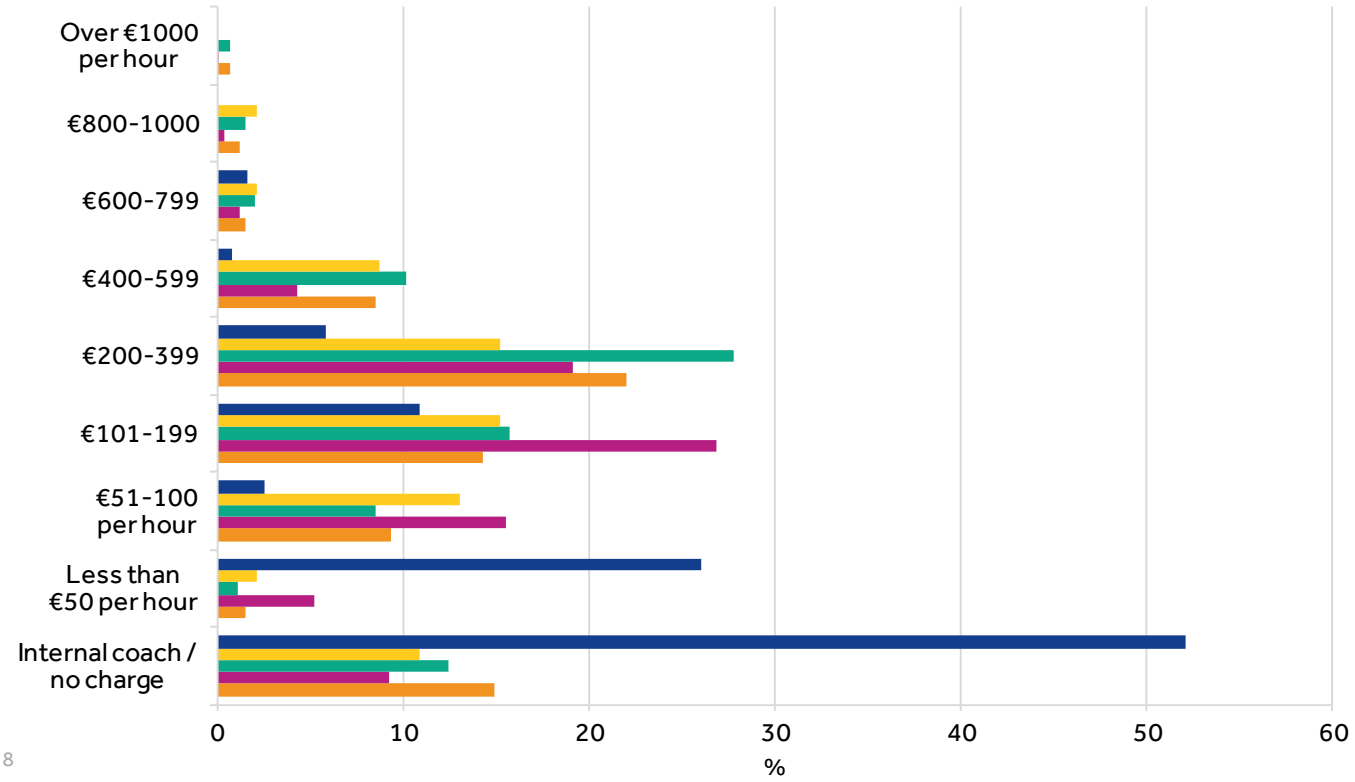


Diagram 4: Hourly fee rates: Corporate funded coaching in the UK

Q5.6 Fee rates for corporate clients



Reflective practice and supervision

Diagram 5: Methods of reflection

Q6.1 What methods do you use to reflect on your practice?
(You can select more than one option)

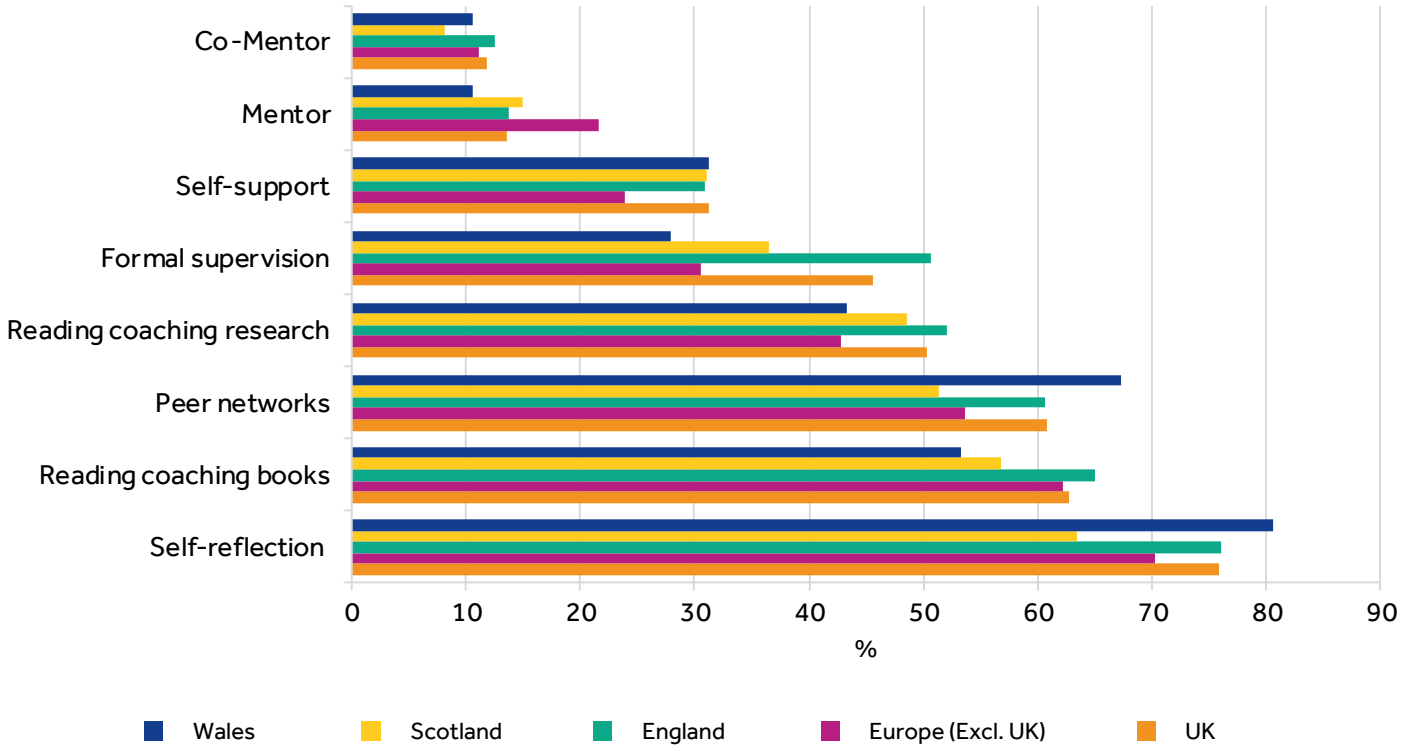
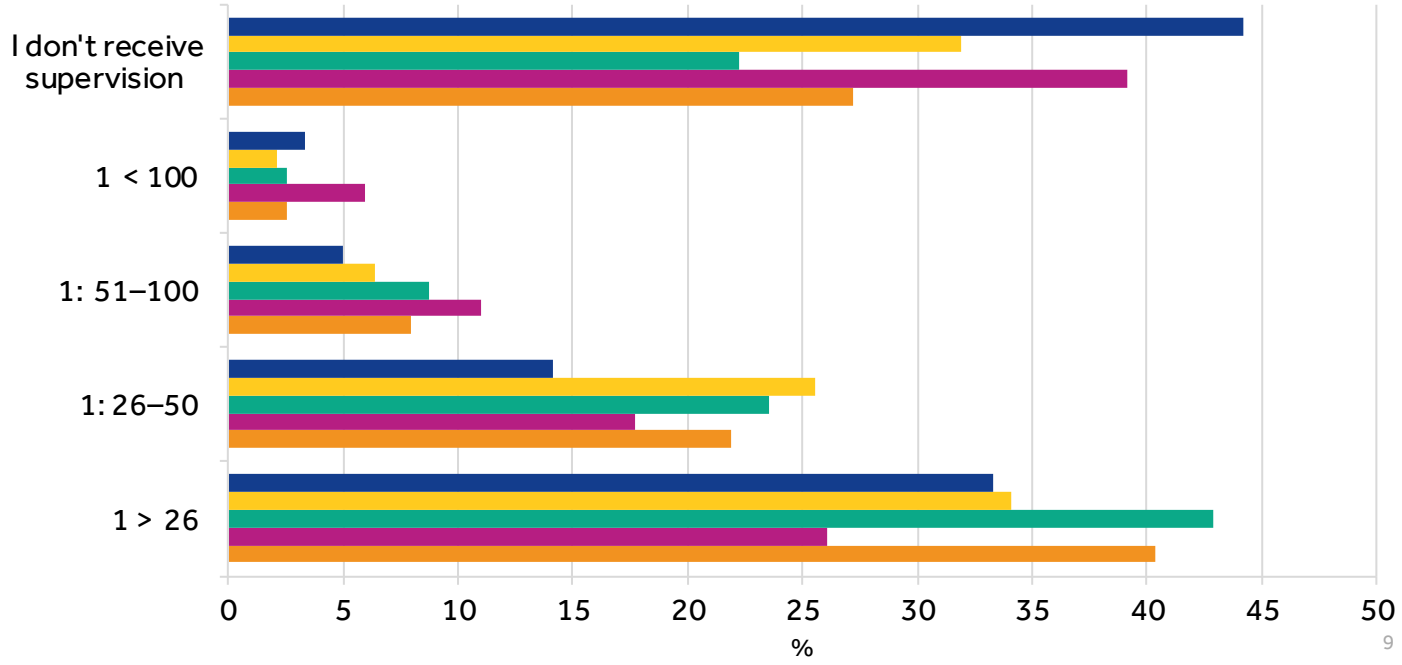


Diagram 6: Frequency of supervision (based on ratio of 1 hour of supervision per X hours of coaching)

Q6.4 How often do you receive formal coaching supervision?



Continuous professional development

Diagram 7: Time invested in CPD

Q7.1 How do you divide your working time?

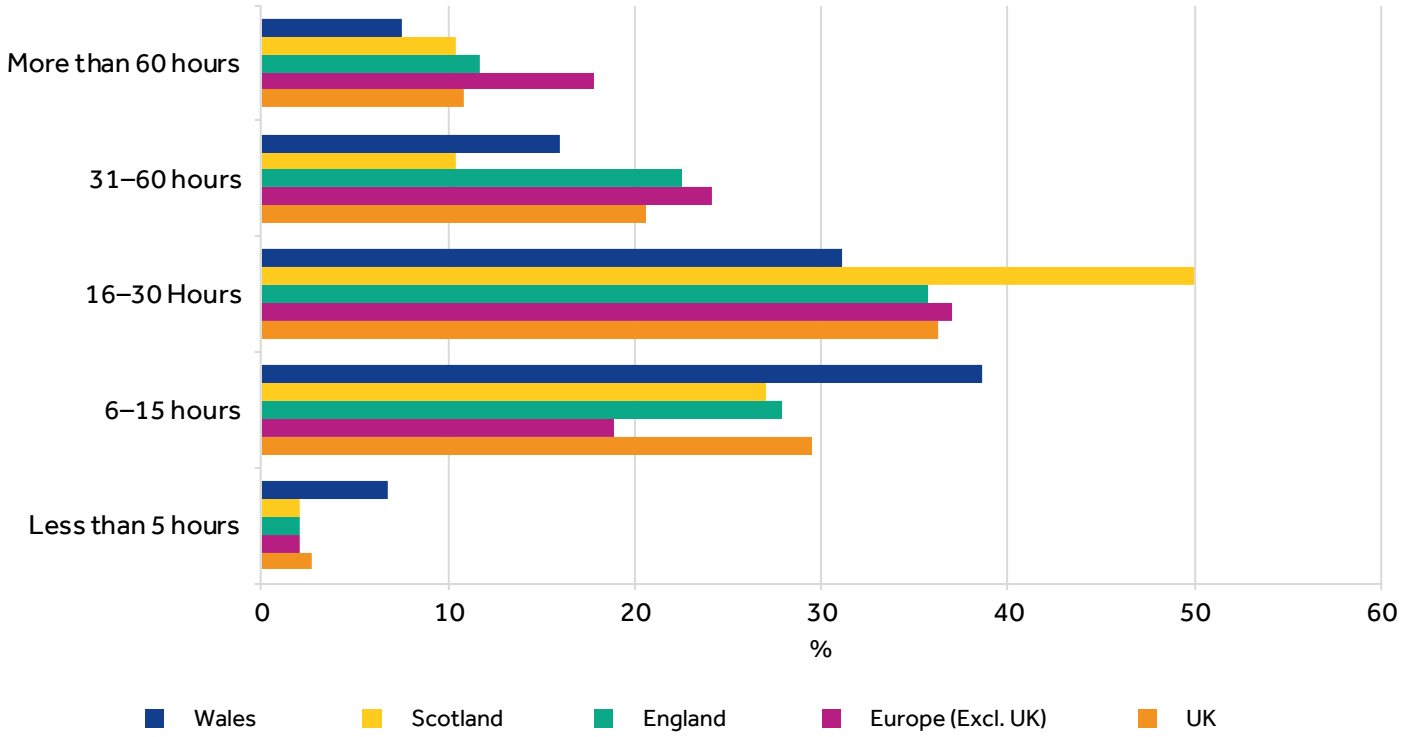
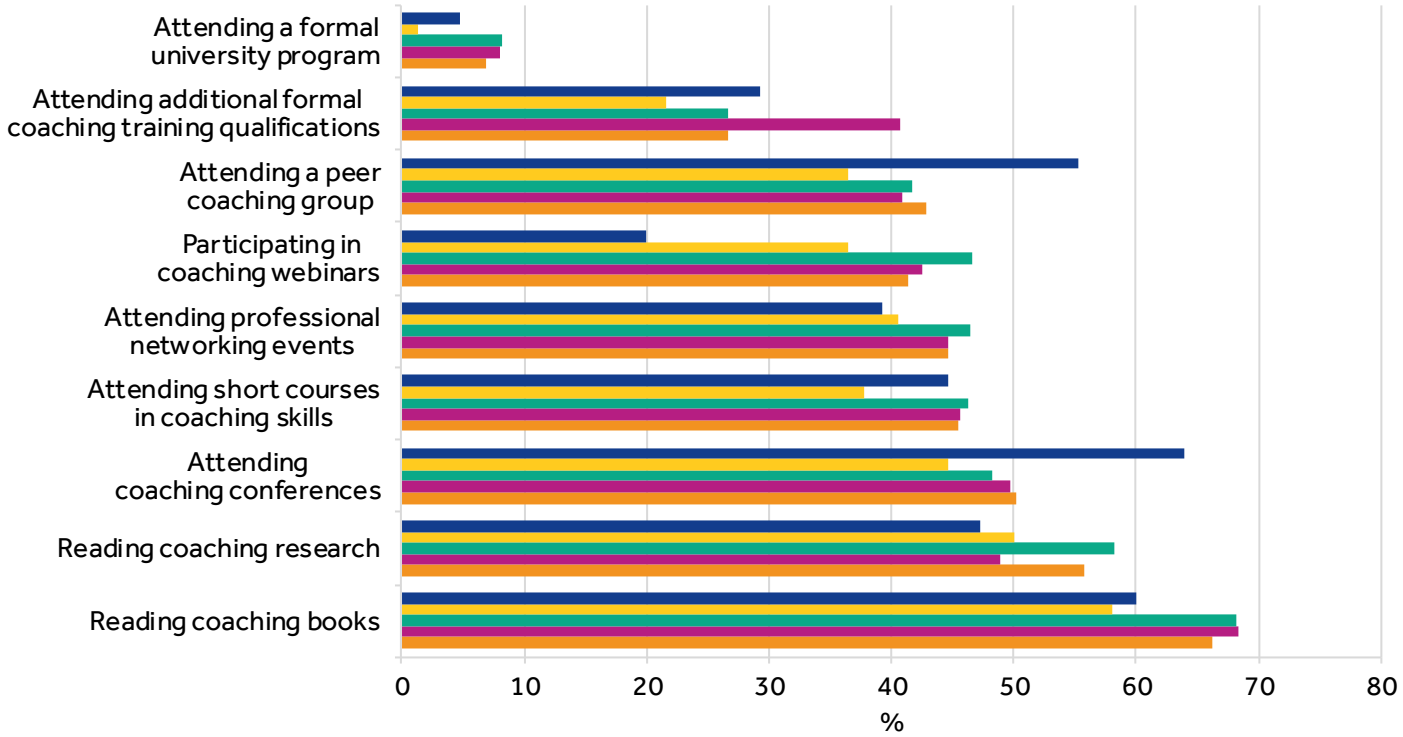


Diagram 8: Keeping up to date

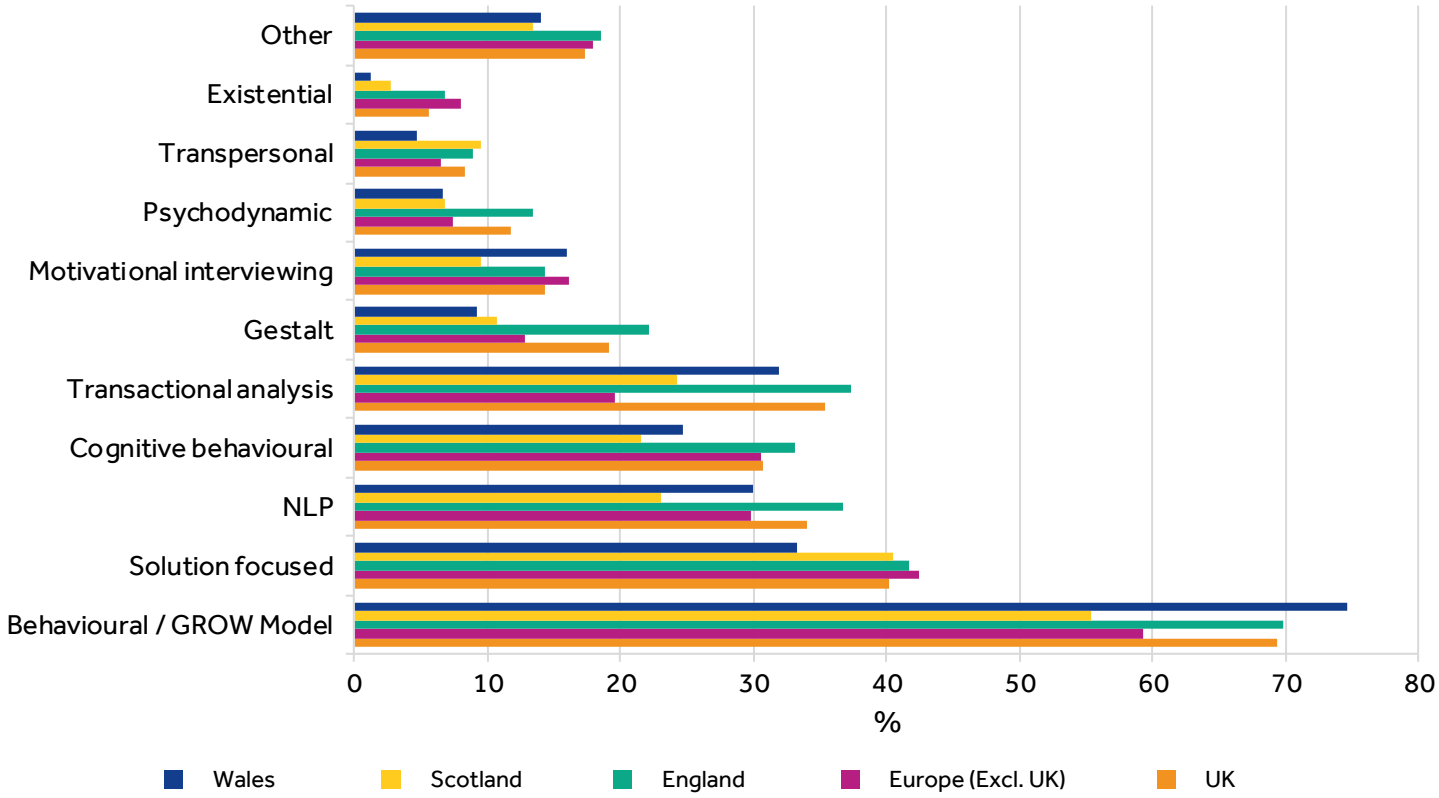
Q7.2 How do you keep up to date in your coaching practice?
(You can select more than one)

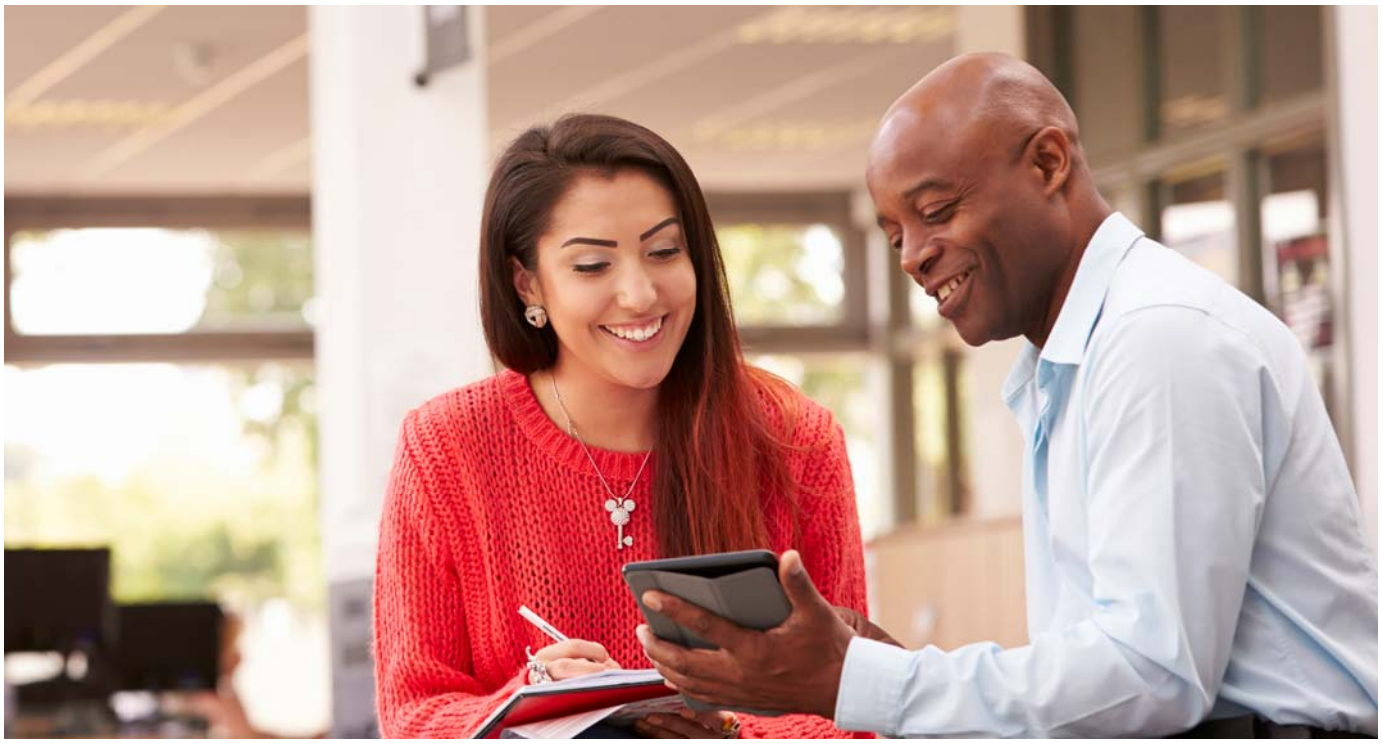


Conceptual models

Diagram 9: Coaching practice

Q9.2 Which models do you use in your coaching practice?
(You can select more than one)





Diversity of approaches

Diagram 10: Presenting issue 1 – Career change

Q9.3 What model do you use with the following presenting issue?

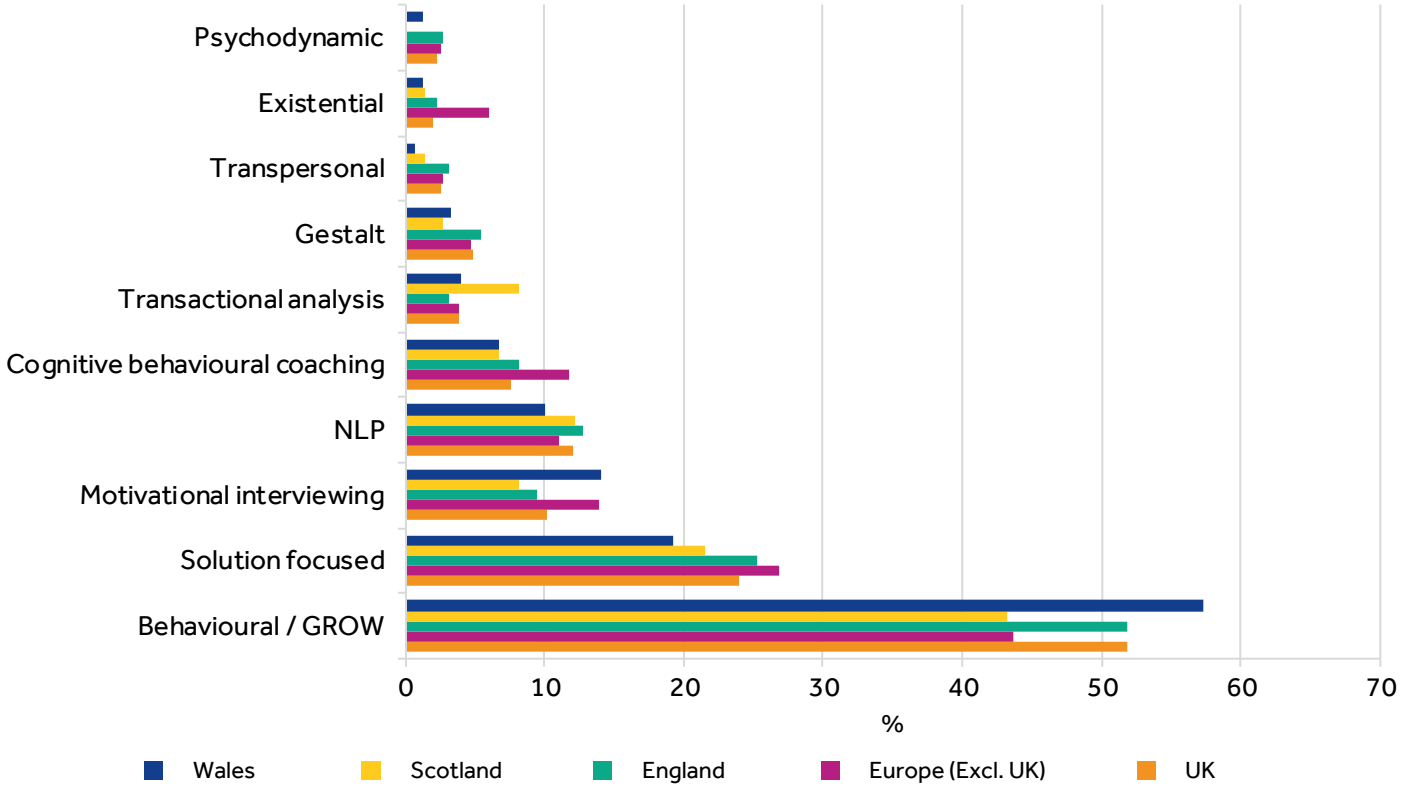


Diagram 11: Presenting issue 2 – Workplace stress

Q. What model do you use with the following presenting issue?

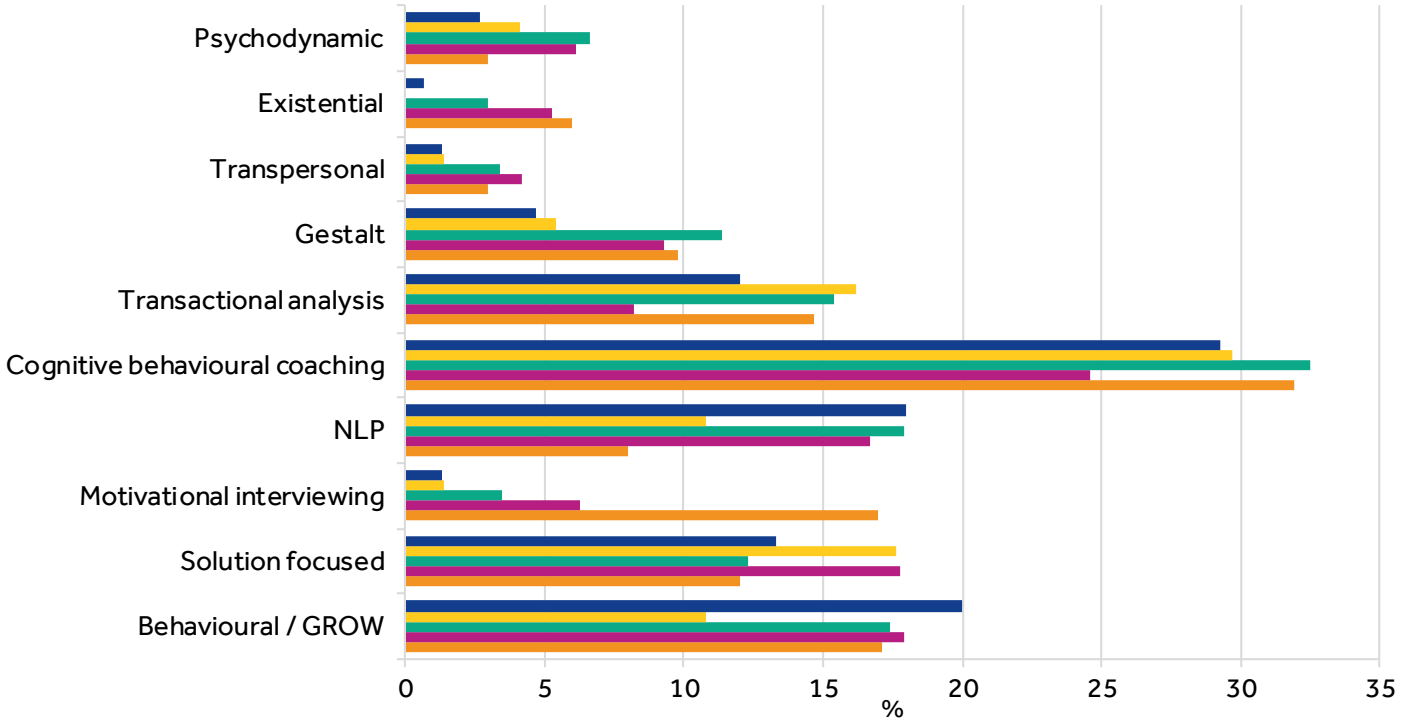


Diagram 12: Presenting issue 3 – Improving presentation skills

Q. What model do you use with the following presenting issue?

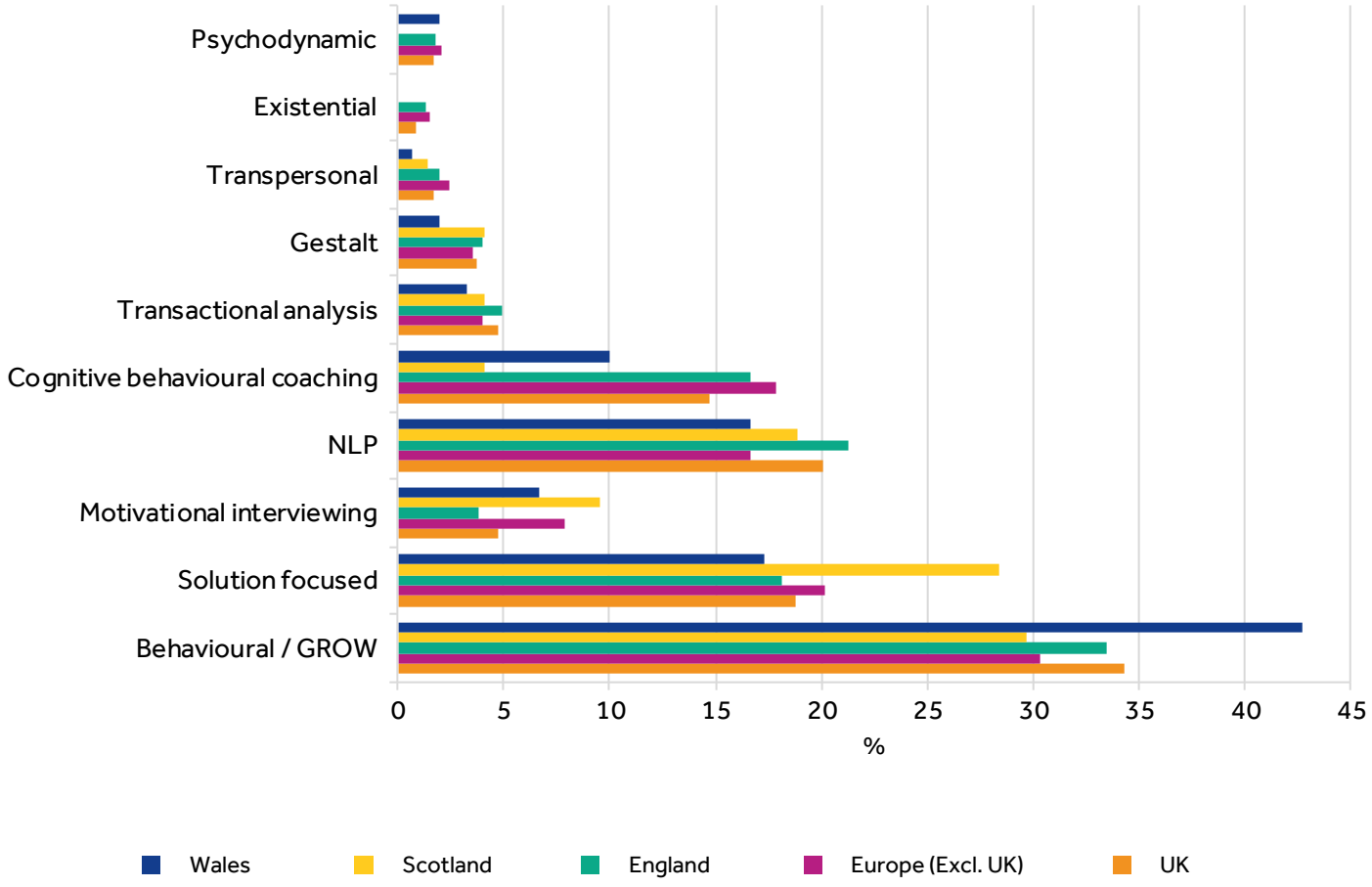
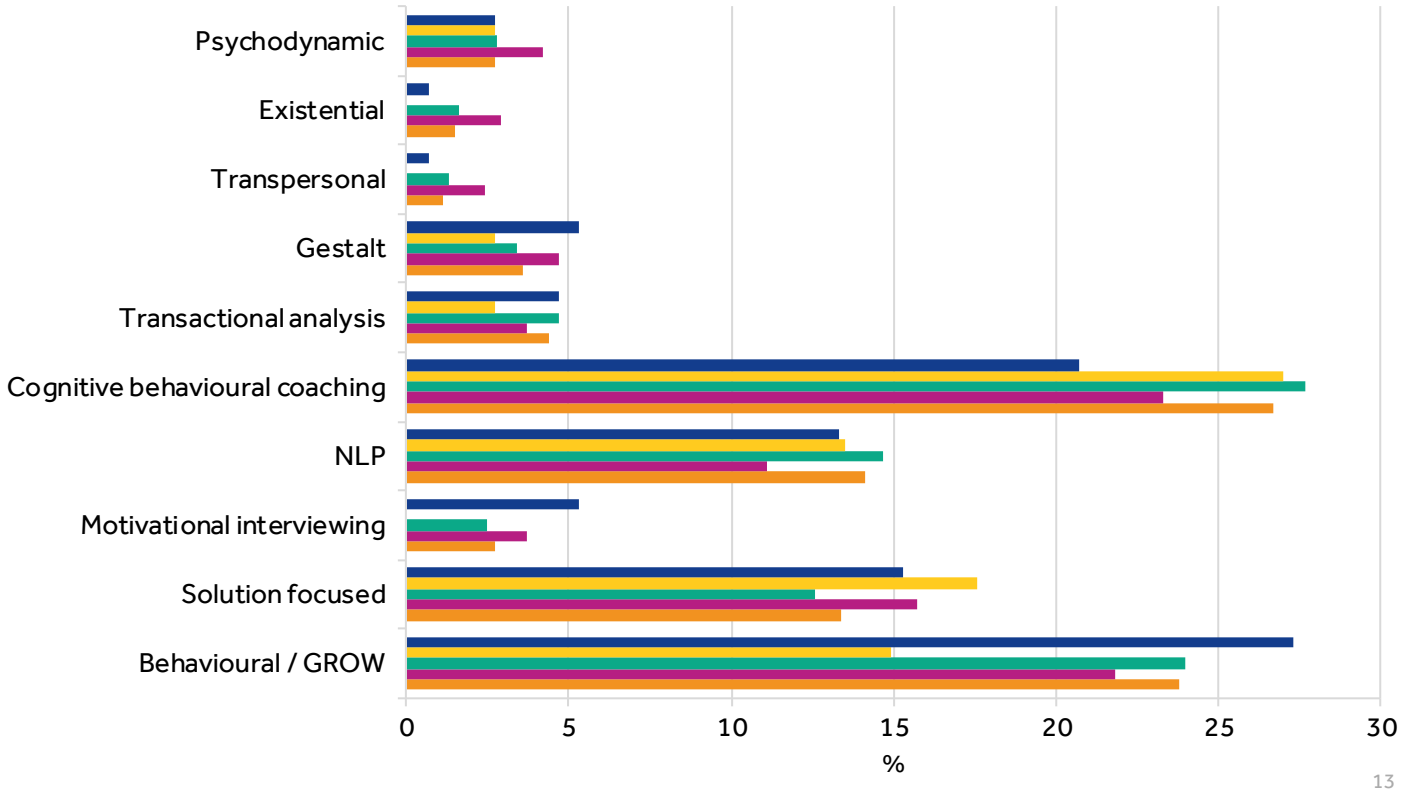


Diagram 13: Presenting issue 4 – Persistent checking of non-work emails

Q. What model do you use with the following presenting issue?



Evaluation

Diagram 14: Evaluating impact

Q10.1 How do you evaluate the impact of your coaching

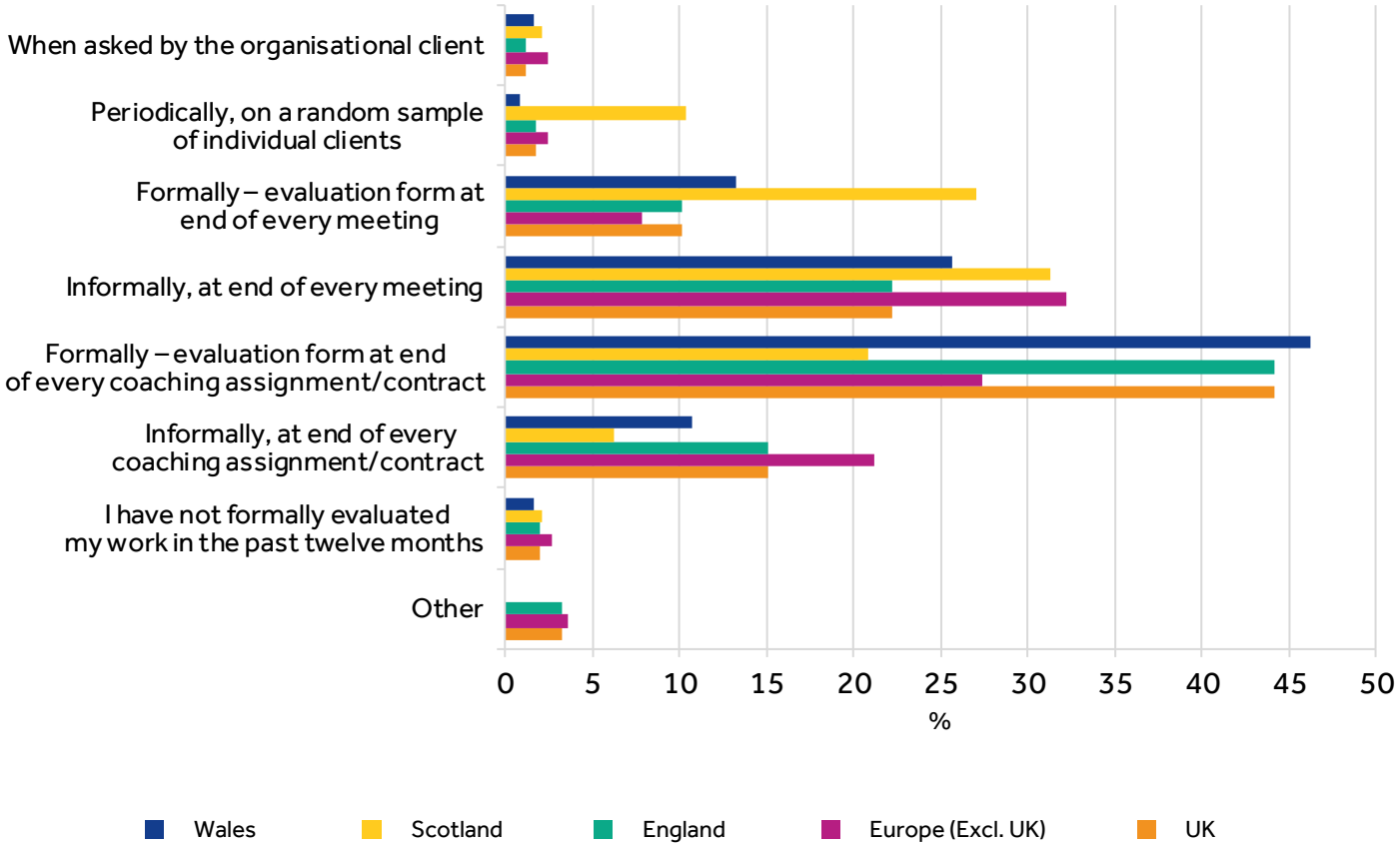
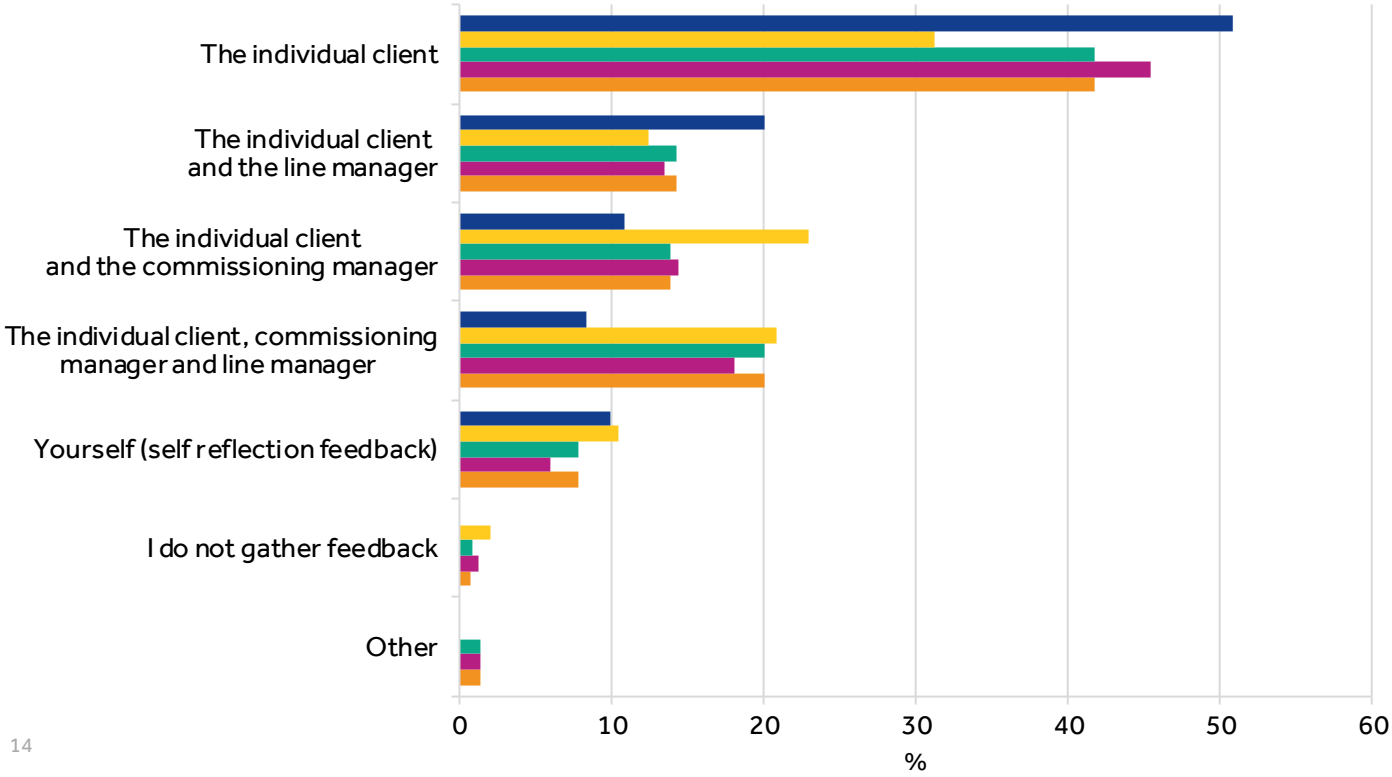


Diagram 15: Gathering feedback

Q10.2 Who do you gather evaluation feedback from in your coaching?



Contracting for corporate coaching assignments

Diagram 16: Contract partners

Q11.1 When you enter into a coaching agreement, who do you contract with most frequently?

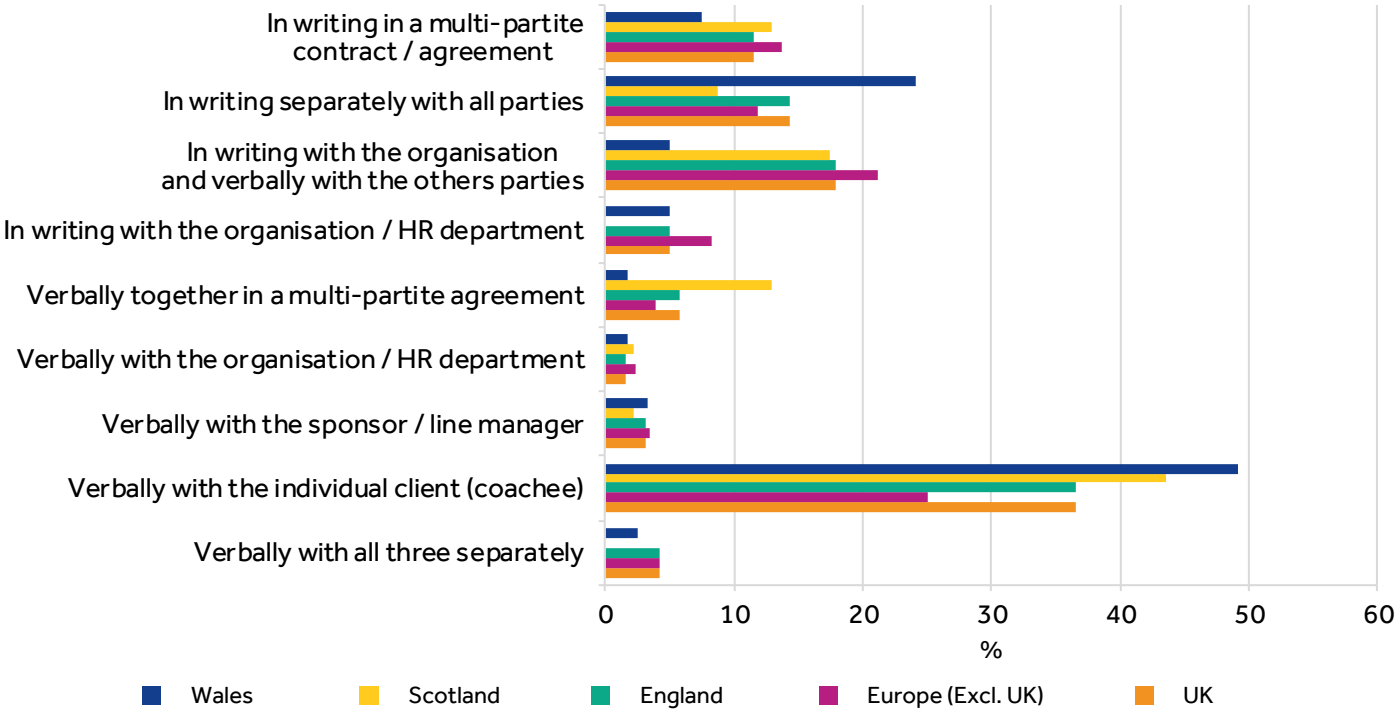


Diagram 17: The primary partners

Q11.2 Who do you believe is the primary client when you are delivering corporate/organisational coaching?

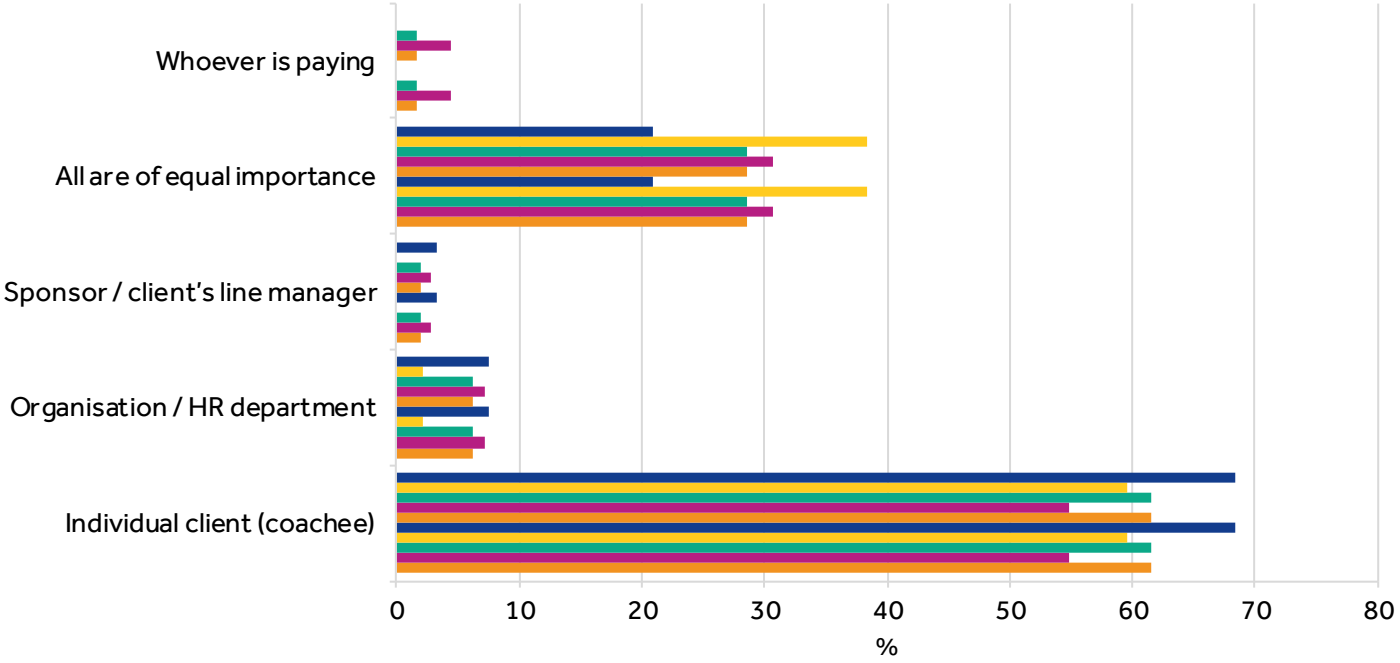


Diagram 18: Contract clauses – Individual client agreements

Q11.3 What aspects are explicitly included in your contract with the individual?
(You can select as many as appropriate)

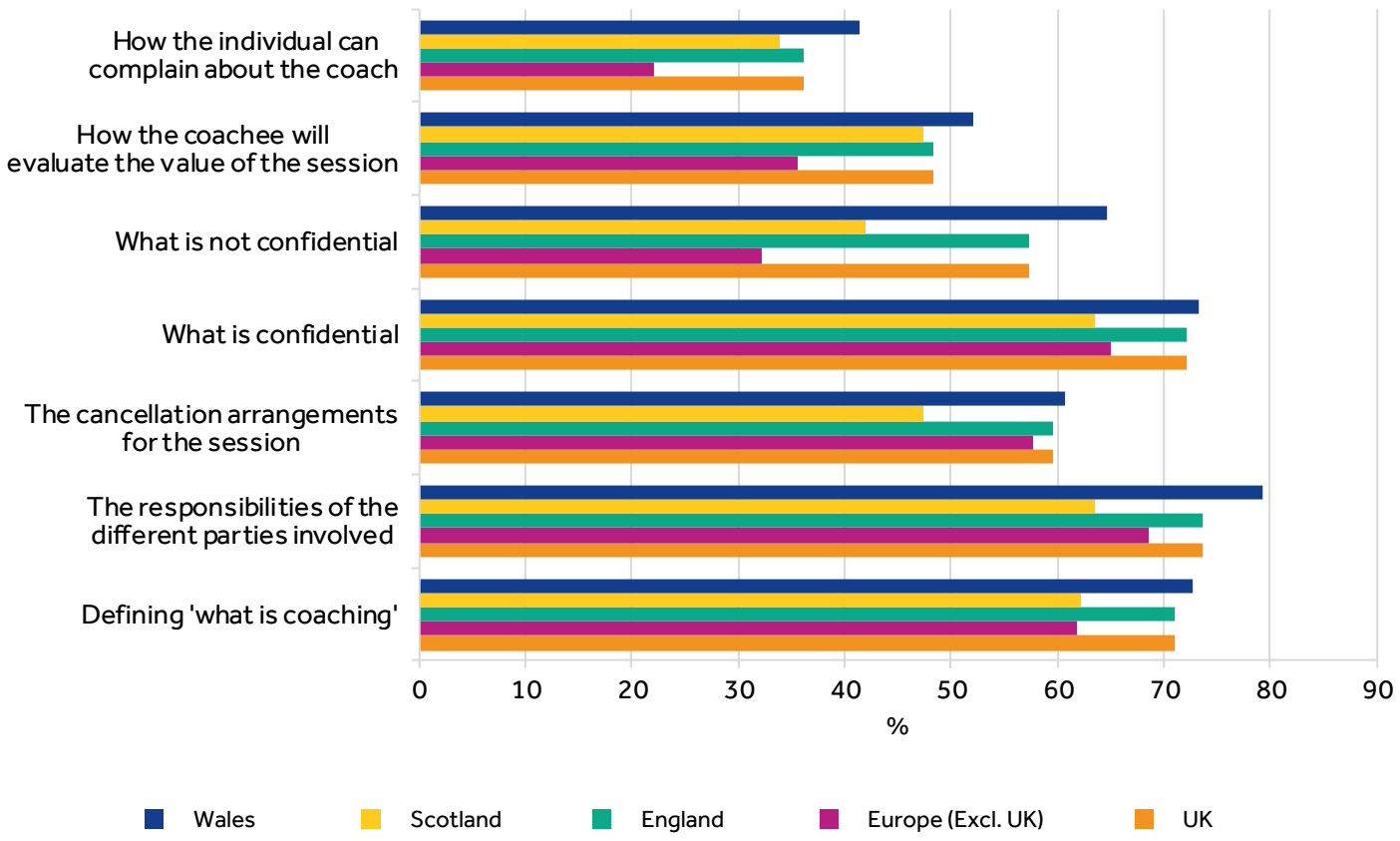
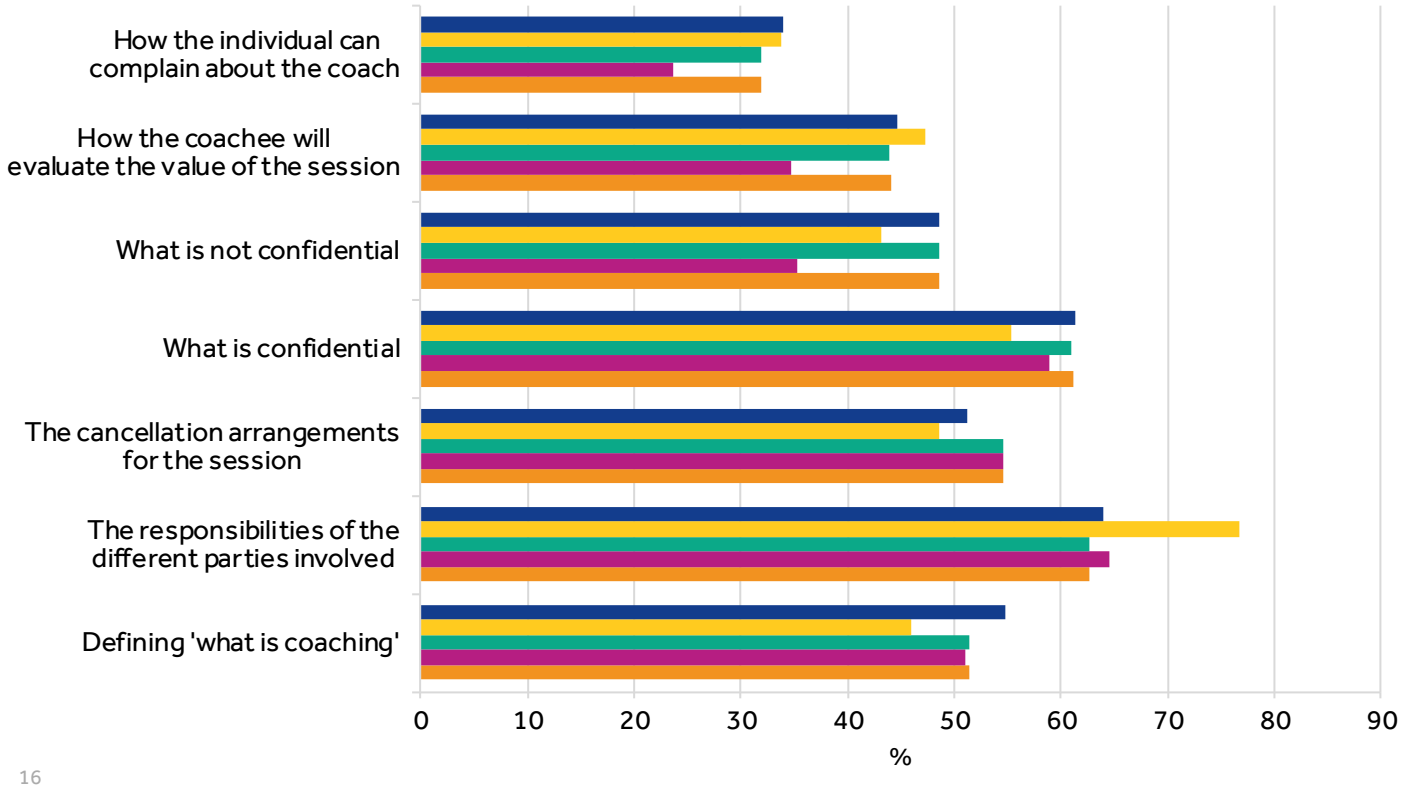


Diagram 19: Contract clauses – Organisational client agreements

Q11.4 What aspects are explicitly included in your contract with the organisation?
(You can select as many as are appropriate)



Coaching ethics

Diagram 20: Sharing ethical codes – 1

Q12.1 Do you share your ethical codes with individual clients?

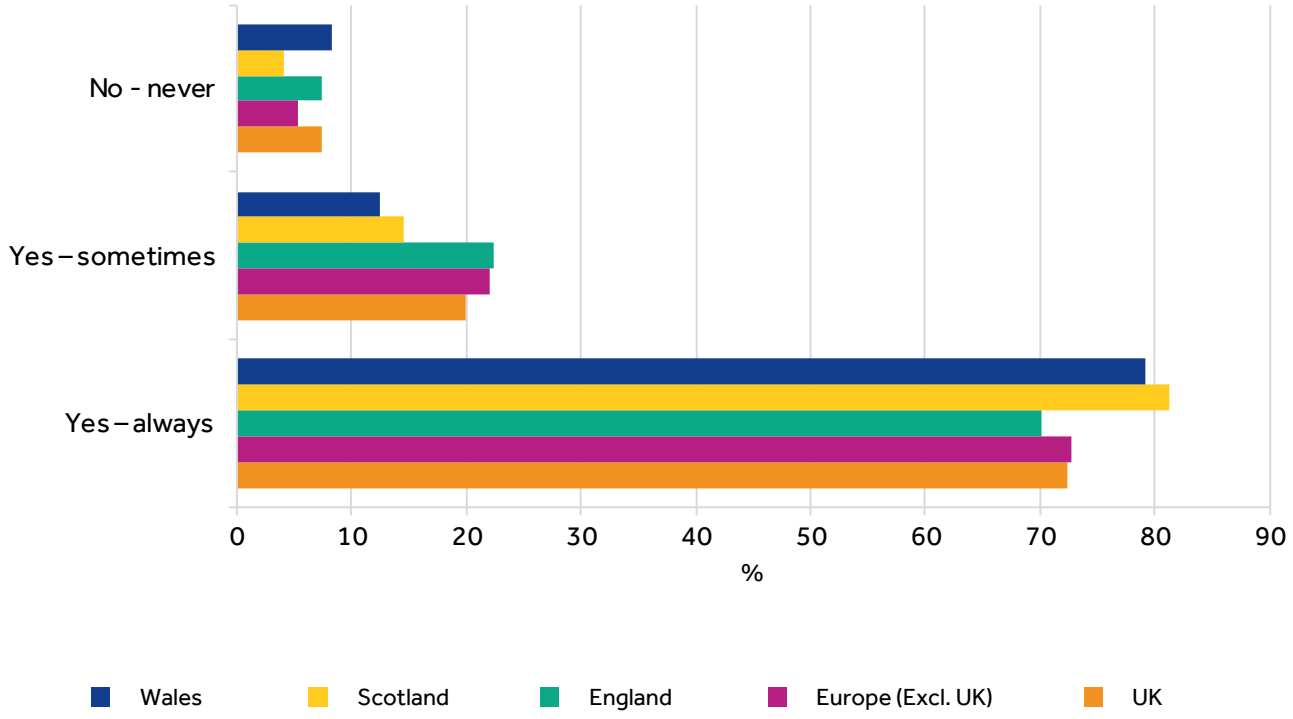


Diagram 21: Sharing ethical codes – 2

Q12.2 How do you share the ethical code with individual clients?

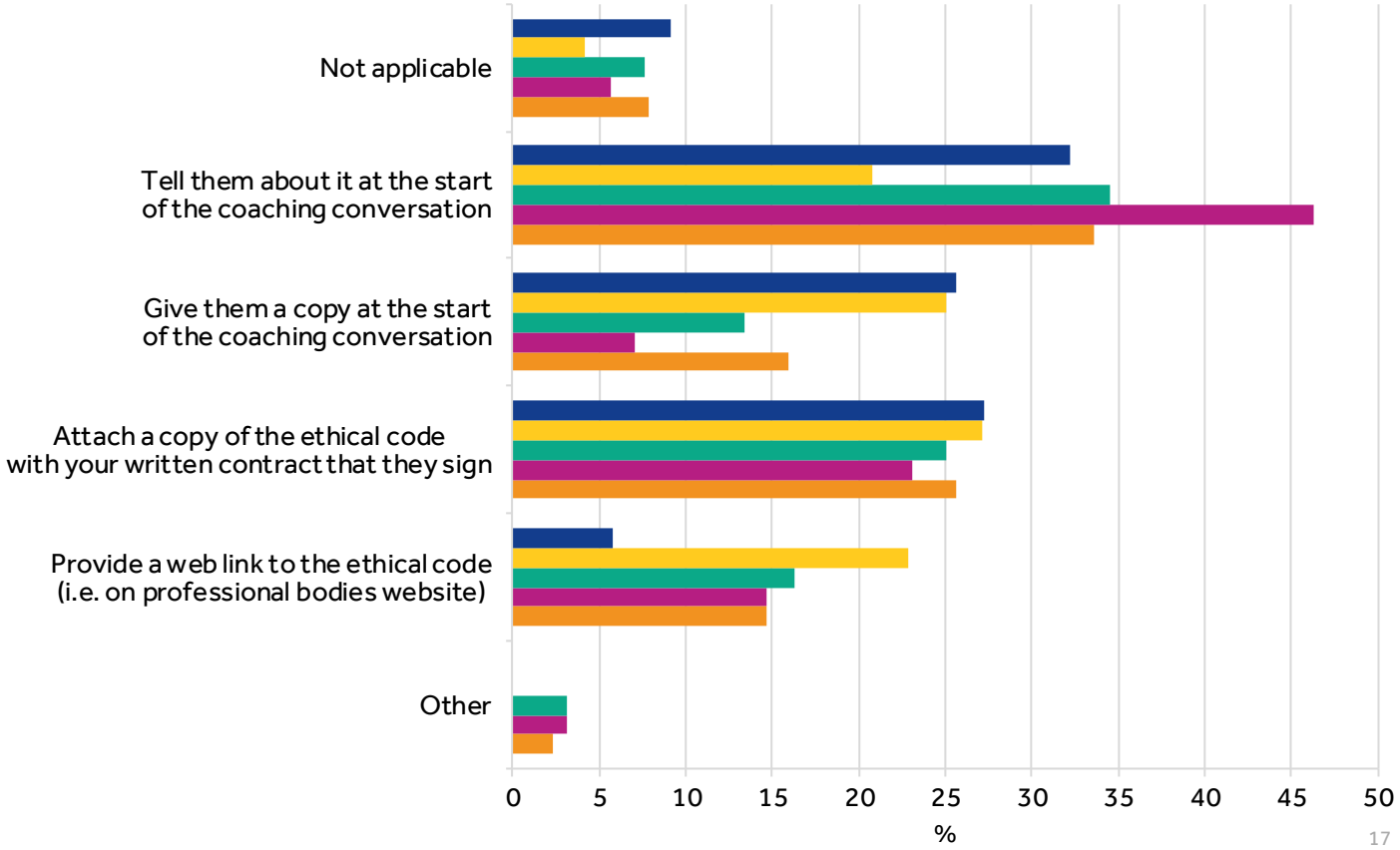


Diagram 22: Ethical dilemma 1 – Coach pays a fee to secure contract

Q13.1.1 What do you think should happen in the following scenario?
A coach pays a fee to an individual to gain a coaching contract with an organisation

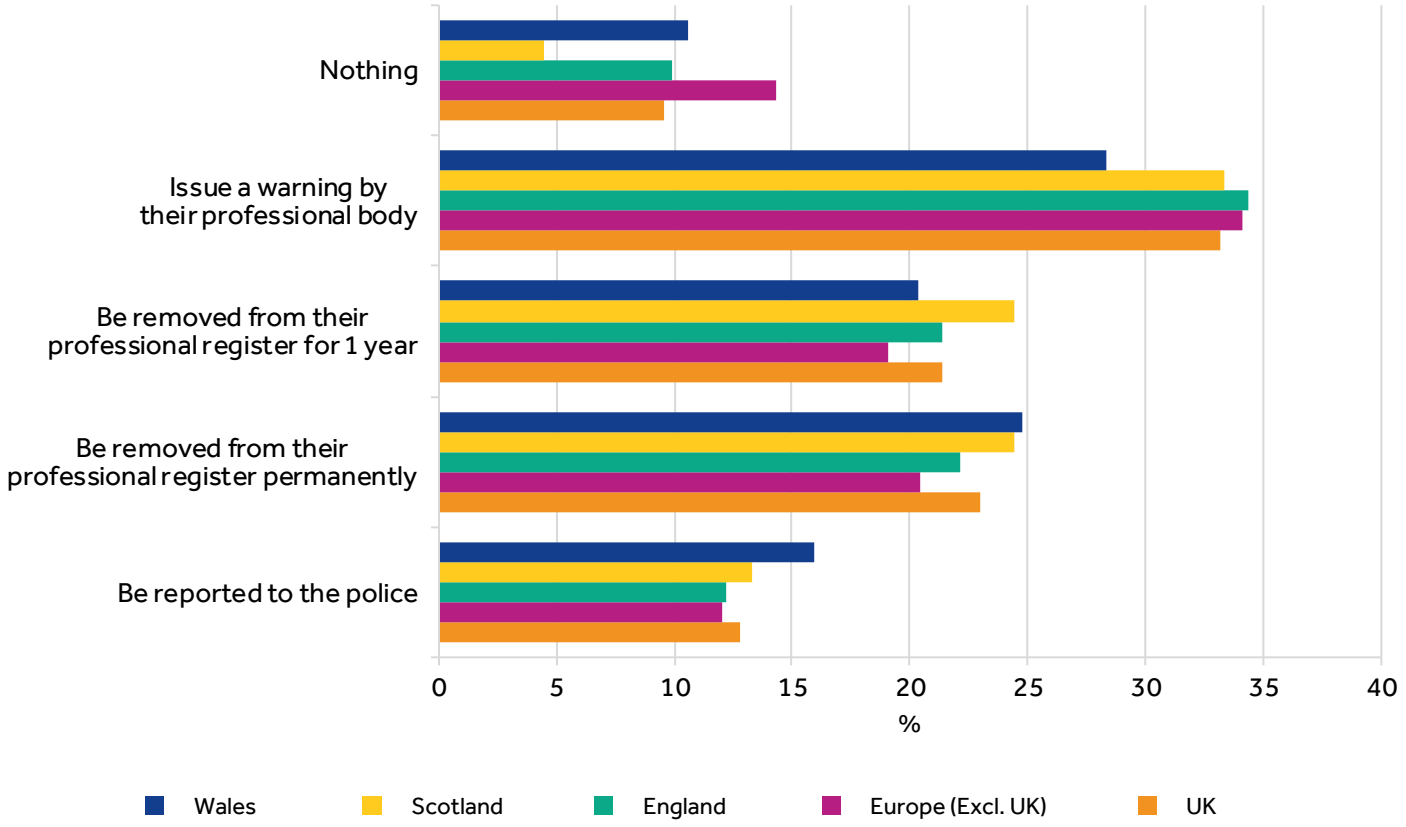


Diagram 23: Ethical dilemma 2 – Coach enters sexual relationship with client

Q13.1.2 What do you think should happen in the following scenario?
A coach enters into a sexual relationship with a client during a coaching assignment

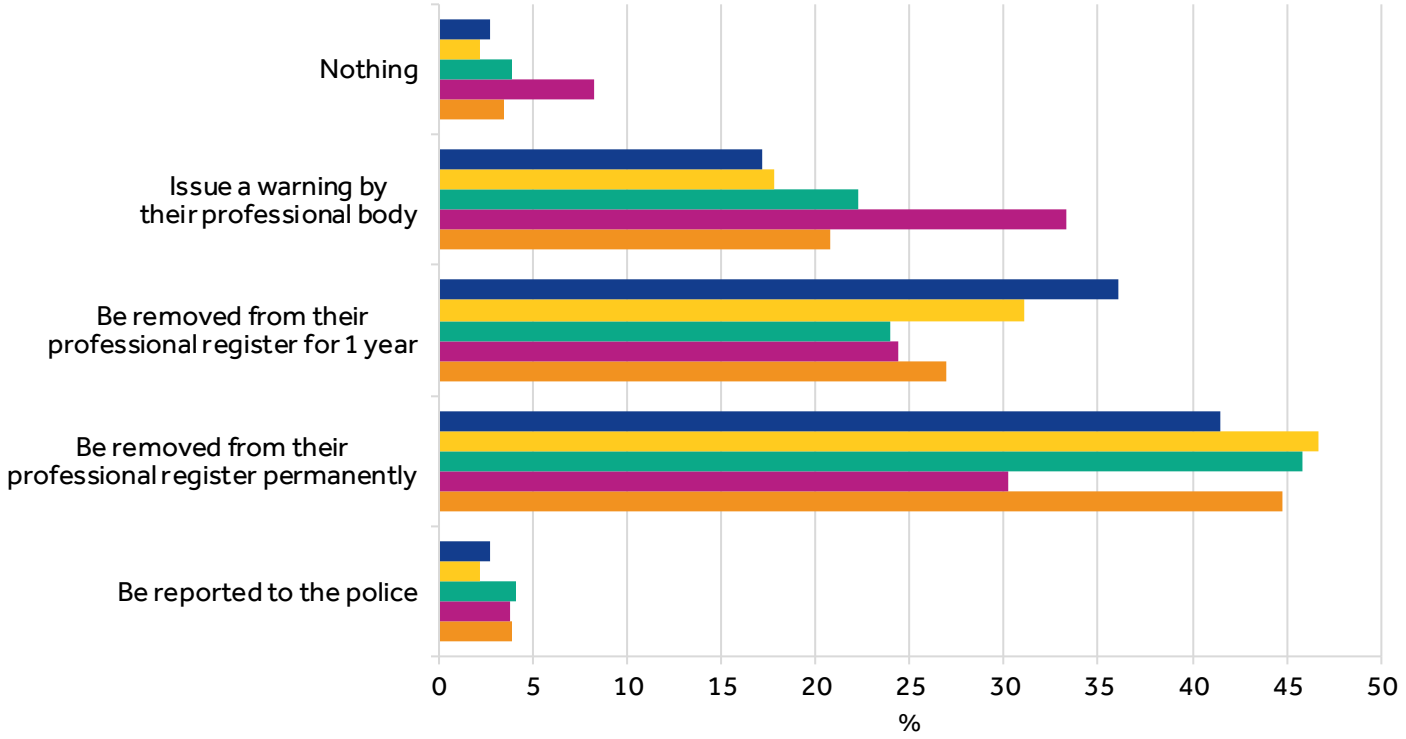


Diagram 24: Ethical dilemma 3 – Coach fails to report low-level drug taking by their client

Q13.1.4 What do you think should happen in the following scenario?
A coach fails to report to the appropriate authorities a client who is using low-level illegal drugs

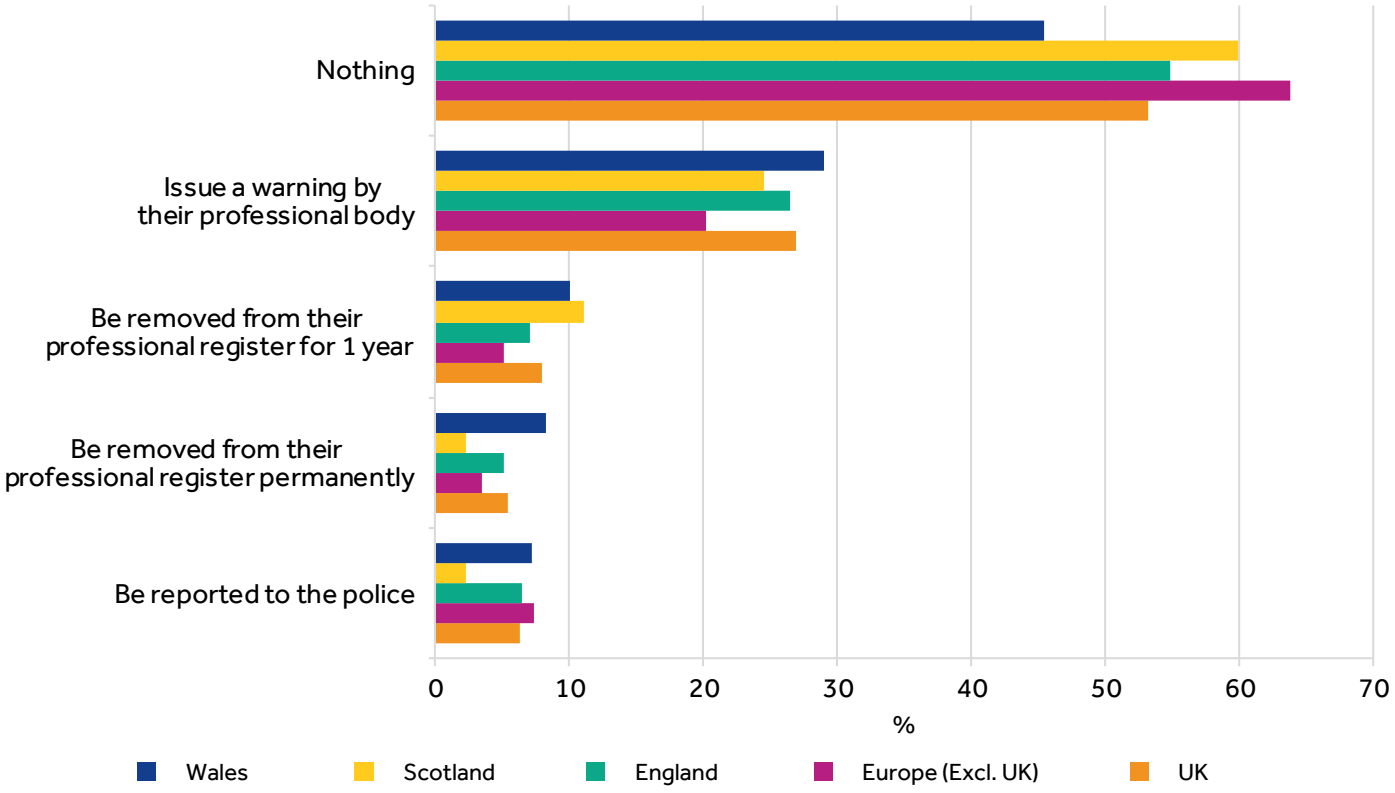
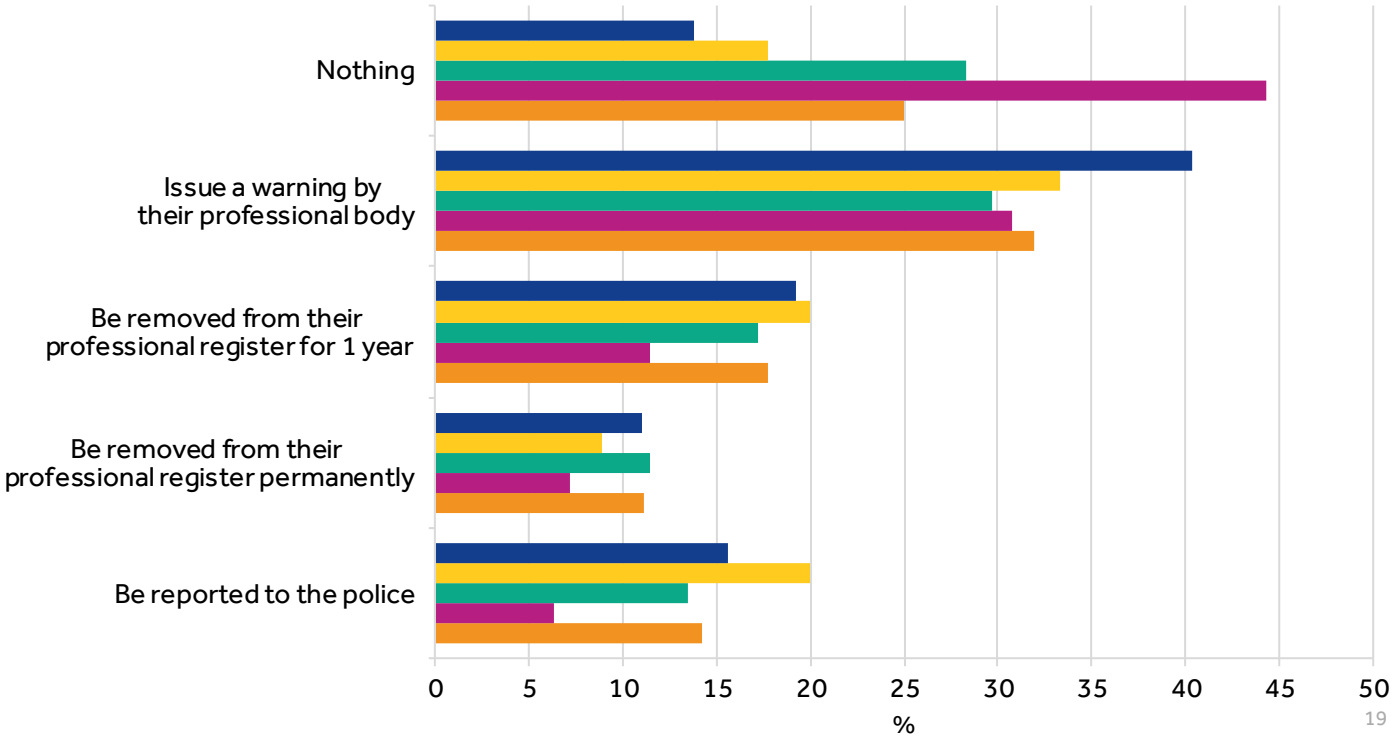


Diagram 25: Ethical dilemma 4 – Coach fails to report theft of commercial information

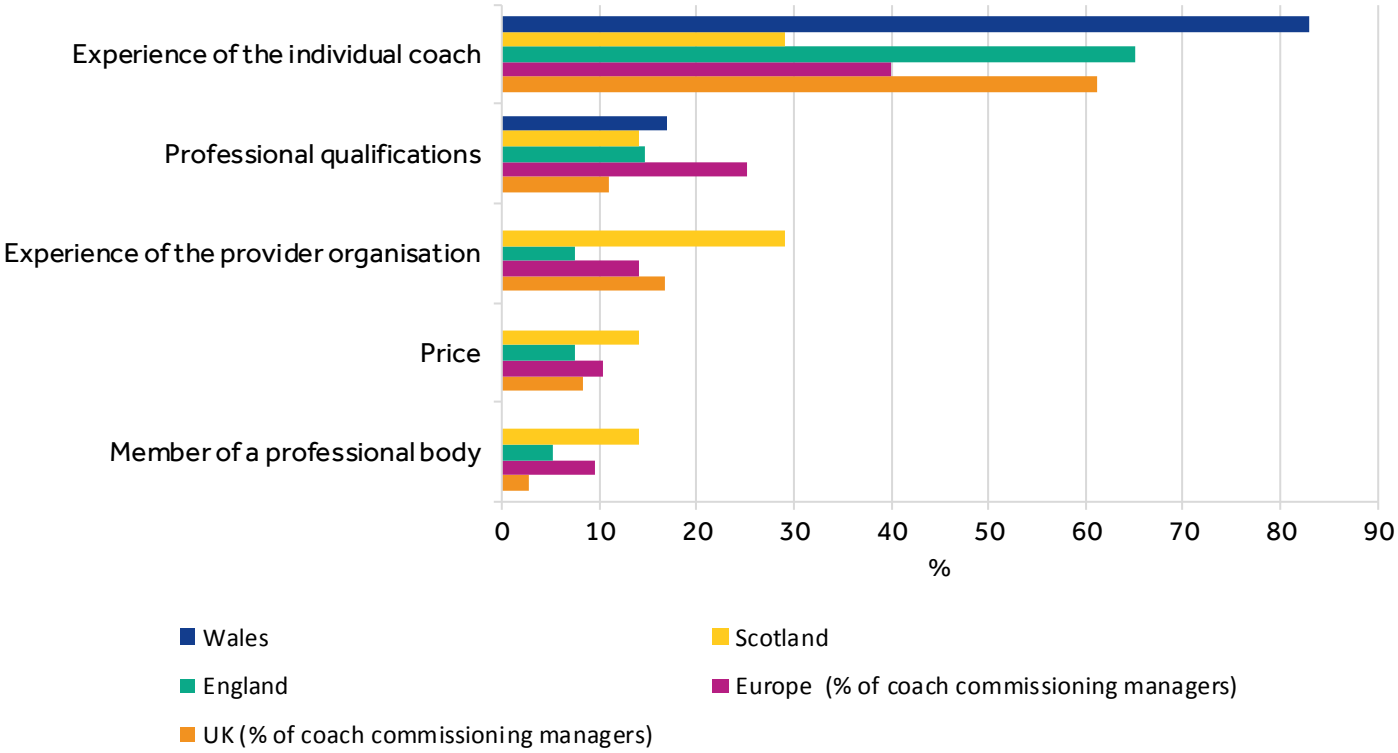
Q13.1.5 What do you think should happen in the following scenario?
A coach fails to report the actions of a client who has disclosed commercially sensitive information, which has affected the value of the company



Commissioning coaching

Diagram 26: Criteria in coach selection

Q16.1 When commissioning coaching, what are the most important factors (in order of importance)?



Research partners

Our thanks go to our research partners who made this research possible. In total, over 100 organisations and individuals collaborated in the research, sharing the research link with their members and encouraging their members to participate.

International research partners

- European Mentoring and Coaching Council International
- International Coach Federation
- Association for Coaching (Global)
- Worldwide Association of Business Coaches (WABC)

National research partners

- Oil & Gas UK
- Chartered Institute of Professional Development(CIPD)
- British Psychological Society (BPS)
- British Association for Counselling & Psychotherapy (BACP)
- Association of Business Mentors (ABM)
- Association of Professional Executive Coaches & Supervisors (APECS)
- EMCC UK
- Association for Coaching (UK)
- EMCC Poland
- The Coaching Chamber (Poland)
- ICF Poland
- Mentors Association PROMENTOR
- International Mentoring Association
- Collegium Civitas University
- WSB Universities
- Novo Coaching
- Trainers Association MATRIK
- Norman Bennett Group
- Cognitivistic Institute Bennewicz
- Institute of Leadership & Management (ILM)
- Tischner European University
- Noble Manhattan Coaching
- Polish Coaching Association
- University of Social Sciences and Humanities, Laboratorium Psychoedukacji (SWPS)
- Irish Management Institute (IMI)
- CIPD (Channel Islands)
- Bulgarian Association for People Management (BAPM)
- ICF Bulgaria
- Croatian Coaching Association
- Croatian Psychological Association
- HR Centar
- Société Française de Coaching
- SCY (Finnish Coaching Association)
- Suomen Mentorit (Finnish Mentoring Association)
- Suomen Coaching-yhdistys
- ICF Finland
- Johdon työnohjaajat Ry
- Henry Ry
- Deutsche Coaching Gesellschaft e.V. (DCG)
- ICF Greece
- ICF Hungary
- OHE National (HR Association)
- EMCC Hungary
- Associazione Italiana Coach Professionisti (AICP)
- ENI Corporate University
- SCP Italy
- Federprofessional
- Ridler & Co.
- Edinburgh Napier University
- University of South Wales (USW)
- University of East London (UEL)
- Sheffield Hallam University
- Oxford Brookes University
- American Chamber of Commerce in Kosovo
- ICF Slovak
- Slovenská Komora Psychológov
- HRComm (Association for Management and Development of Human Resources)

- Slovak Association of Coaches (SAKO)
- ALKP (Association of Lectors and Career Counsellors)
- Coaching – Theorie und Praxis (Journal)
- Swiss Society for Coaching Psychology
- Federation of Swiss Psychologists (FSP)
- ICF Switzerland
- EMCC Switzerland
- Berufsverband für Coaching, Supervision und Organisationsberatung (BSO)
- Associations of Psychologists of Andorra
- Hellenic Coaching Association (HCA)
- Coaching at Work (Magazine)

- ICF Lithuania
- ICF Sweden
- ICF Czech Republic
- EMCC Czech Republic
- CAKO (Czech Association of Coaches(
- QED Group
- Life Coach Italy
- Telecom Italia
- WPG Ukraine
- Ekonomika Communications Hub, Ukraine
- Natalia Romanenko, Ukraine
- Integral coaching, Ukraine
- ICF Chapter Ukraine

International research partners

- Annele Aarni-Wiklund
- Genoveva Bakardjieva
- Maciej Bennewicz
- Krystyna Błocka
- Frank Bressler
- Zoltan Csigas
- Eve Menezes Cunningham
- Joel Digirolamo
- Grzegorz Dobek
- Boris Dobiš
- Kerrie Dorman
- Gilles Gambade
- Adam Gieniusz
- Aleksandra Glinka
- Rafał Ignasiak
- Laura Ihamuotila
- Wendy Johnson
- Kiril Kalev
- Agnieszka Kaseja
- Agnieszka Kasprzycka
- Helena Kekoni
- Eva Klimová
- Katarzyna Konieczna
- Tuija Laitakari
- David Lane
- Loanna Lordanou
- Lise Lewis,
- Robert Łężak
- Emília Jányová Lopušníková
- Jeannette Marshall
- Małgorzata Mazur
- Paul McIntee
- Liz Merrick
- Artur Michalski
- Irini Nikolaidou
- Philippe Rosinski
- Marita Salo
- Gill Smith
- Paul Stokes
- Anna Srebrna
- Peter Štefanyi
- Reinhard Stelter
- Rafał Szewczak
- Adina Tarry
- David Tee
- Katharine Tulpa
- Christian van Nieuwerburgh
- Peter Vaneyk
- Branislav Vargic
- David Webster
- William Wong

Henley Centre for Coaching at Henley Business School

For more information, please contact:
The Coaching Centre Team
Henley Business School
Greenlands
Henley-on-Thames
Oxfordshire
RG9 3AU
United Kingdom

T: +44 (0) 1491 418 767 **E:** henley.ac.uk/coaching centre

AACSB ACCREDITED
EFMD EQUIS ACCREDITED
ASSOCIATION OF MBAS ACCREDITED

18.XOP.002

henley.ac.uk/coachingcentre