EXECUTIVE REPORT 2018

Coaching in the Czech Republic

Koučování v České republice

Jonathan Passmore, Hazel Brown, Eva Jarošová,
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EMCC
European Mentoring & Coaching Council

Henley Business School
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European Coaching and Mentoring Research Consortium

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The Henley Centre for Coaching

Henley Business School
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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

EMCC
European Mentoring & Coaching Council

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.

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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 Czech Republic results from *The State of Play in European Coaching & Mentoring* (2017) research project, and compares these with the results from Europe and 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, French and German, to Czech, 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 the Czech Republic

Coaching has stabilised itself during the last decade. Nevertheless, a few challenges have arisen. The number of coaches is much higher than it was ten years ago, while the market has broadened. More people are describing themselves as coaches, although many lack training and experience in the field.

Around ten years ago, many organisations established internal coaches with the notion that they would provide coaching through their managers and therefore reduce costs. Yet time has shown that external coaches are irreplaceable. Confidentiality, the length of real experience the coach has accrued and the lesser inclination that internal clients have to co-operate with internal coaches are key factors that may explain this. In some organisations, middle management are coached by internal coaches, with external coaches focusing on senior management.

The dividing line between coaching (especially life coaching) and other psychological interventions (psychotherapy, counselling) is a topic for discussion among psychologists, psychotherapists and coaches. The line remains blurred.

Coaching has found its place in different disciplines such as career counselling, education and labour office systems.

The three main coaching bodies in the Czech Republic are:

International Coach Federation Czech Republic – 77 members (52 accredited)

ČAKO (Czech Association of Coaches) – 49 members (26 accredited coaches)

European Mentoring and Coaching Council (EMCC) – 50 members (9 accredited), 3 organisational memberships

Some coaches are members of more than one body and many others (perhaps several thousands) are not members of any organisation.

Some of the hot topics for coaching in the Czech Republic are:

- Coaching as part of organisational culture, coaching as leadership style
- Coaching in sales
- Life-coaching and regulation (coaching versus psychotherapy)

There are a number of coaching training providers in the Czech Republic, such as Coaching Systems, Koučink Centrum, Koučink Akademie, QEDGroup, Systemický Institut (LLC), Institut pro Gestalt Koučink (Gestalt Essence), ČNP Consulting, and FBE Praha (LLC), among others.

The Masaryk Institute of Advanced Studies (a unit of the Czech Technical University in Prague) provides commercial training for future coaches. Some other universities offer coaching as an elective (such as Charles University, Department of Psychology). Several universities have student coaching clubs (voluntary student organisations).

Vývoj koučování v České republice

Koučování se za posledních deset let v českém prostředí značně stabilizovalo. I přesto se objevilo několik výzev s koučováním spojených. Je zde o značný počet více koučů než před deseti lety, trh s koučováním se rozšiřuje a je potřeba více lidí. To ale také přináší situaci, kdy se mnoho lidí nazývá kouči, aniž by se jim dostalo řádného výcviku nebo měli v této oblasti praxi.

Zhruba před deseti lety si mnohé společnosti ustanovily interní kouče s představou, že zajistí koučování prostřednictvím svých manažerů a také uspoří. Během času se ukázalo, že externí koučové jsou v jistém smyslu nezastupitelní. Jako klíčový faktor se ukazuje téma důvěry, dále počet reálně odkoučovaných hodin a tím i nižší zkušenost a ve výsledku často malý zájem interních klientů o spolupráci s interními kouči. V některých organizacích je střední management koučován interními kouči, zatímco top manažeři obvykle externími kouči, nebo kouči ze zahraničí.

Mezi odbornou veřejností je diskutována hranice mezi koučováním (zvláště „životním koučováním“) a jinými psychologickými intervencemi (psychoterapií, psychologickým poradenstvím).

S koučováním se lze setkat v řadě oborů a disciplín – například v rámci kariérního poradenství, vzdělávání nebo v systému podpory úřadů práce.

Největší organizace sdružující kouče v České republice jsou:

ČAKO (Česká asociace koučů) – 49 členů (26 akreditovaných)

ICF CZ – 77 členů (52 akreditovaných)

EMCC – 50 členů (9 akreditovaných) a 3 firemní členství

Někteří koučové jsou členy více než jedné organizace a další (možná několik tisíc) nejsou členy žádné organizace.

Některá z často diskutovaných témat v České republice zahrnují:

- Koučování jako součást organizační kultury, koučování jako styl vedení
- Koučování v oblasti prodeje
- Životní koučování a regulace (koučování versus psychoterapie).

Je zde řada organizací, které poskytují výcviky v koučování (Coaching systems, Koučink centrum, Koučink akademie, QED Group a.s., Systemický institut s.r.o., Institut pro Gestalt koučink, ČNP, FBE Praha s.r.o. a další).

Masarykův ústav vyšších studií (ČVUT) poskytuje komerční výcvik koučování. Některé univerzity nabízejí koučování jako nepovinný předmět (například Karlova univerzita, katedra psychologie). Několik univerzit má studentské kluby zaměřené na koučování.

Biographical information

Diagram 1: Gender of respondents

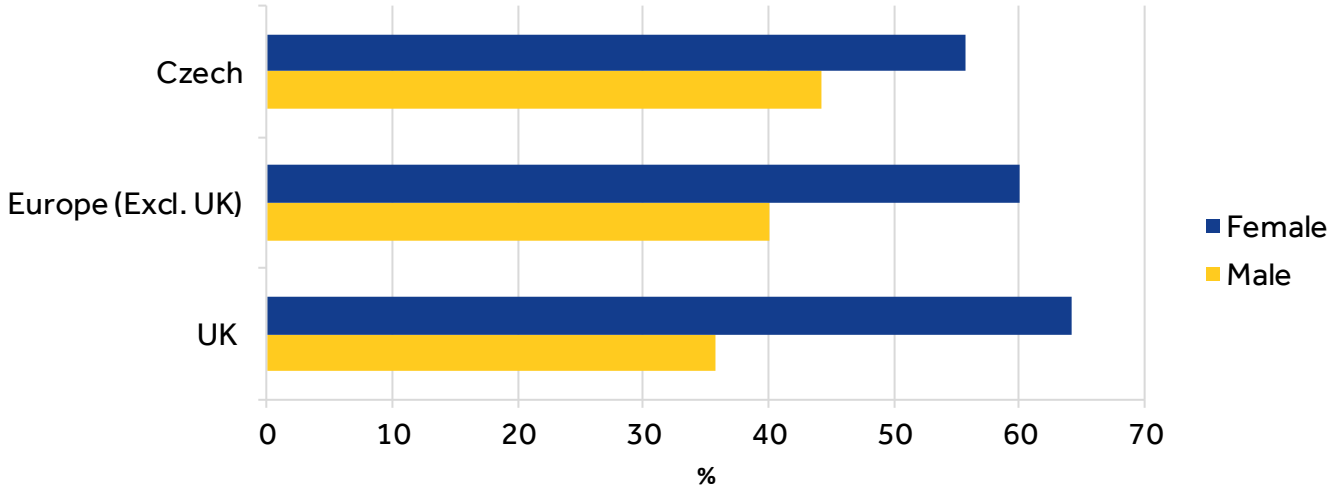
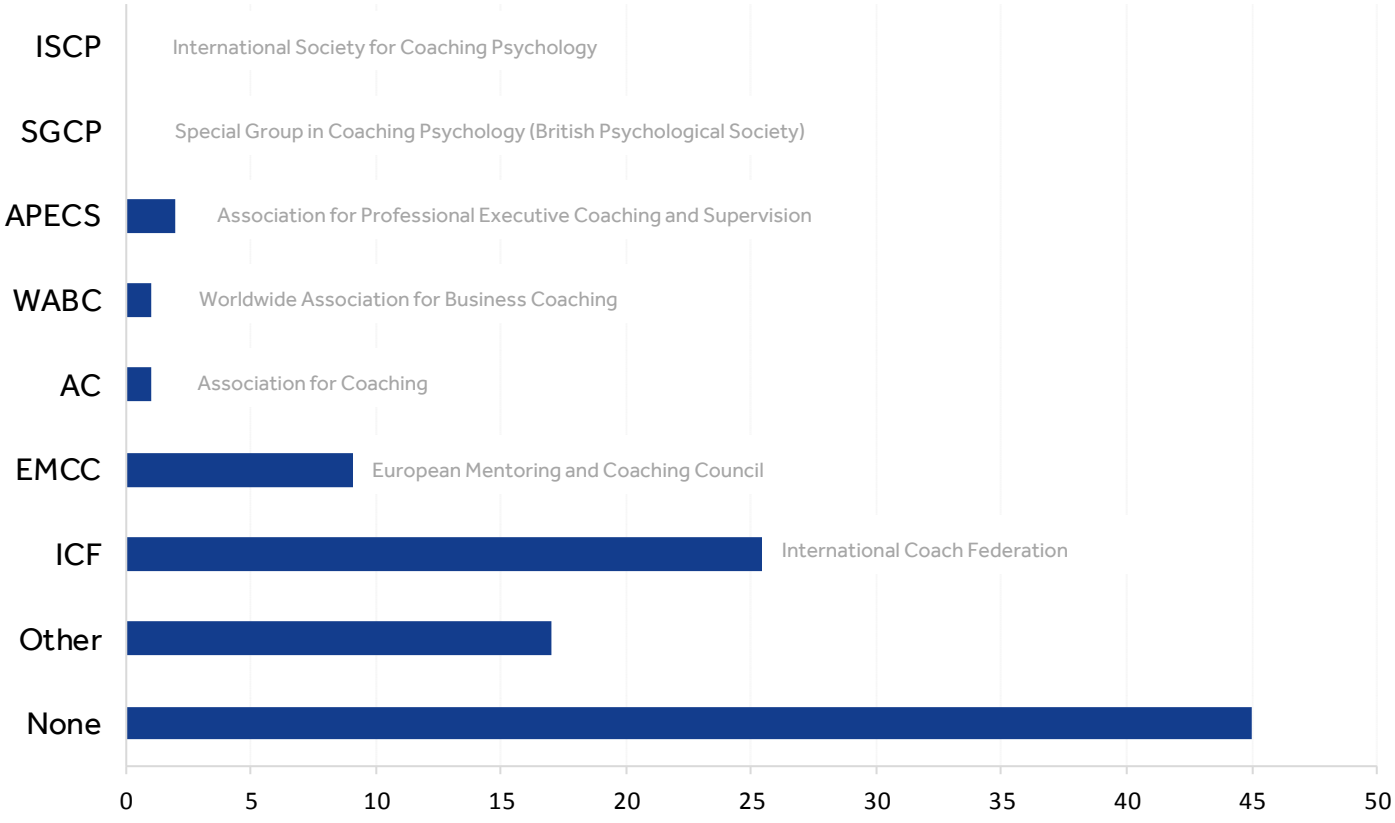


Diagram 2: Membership of professional coaching associations

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



Coaching practice

Diagram 3: Proportion of working time spent delivering coaching

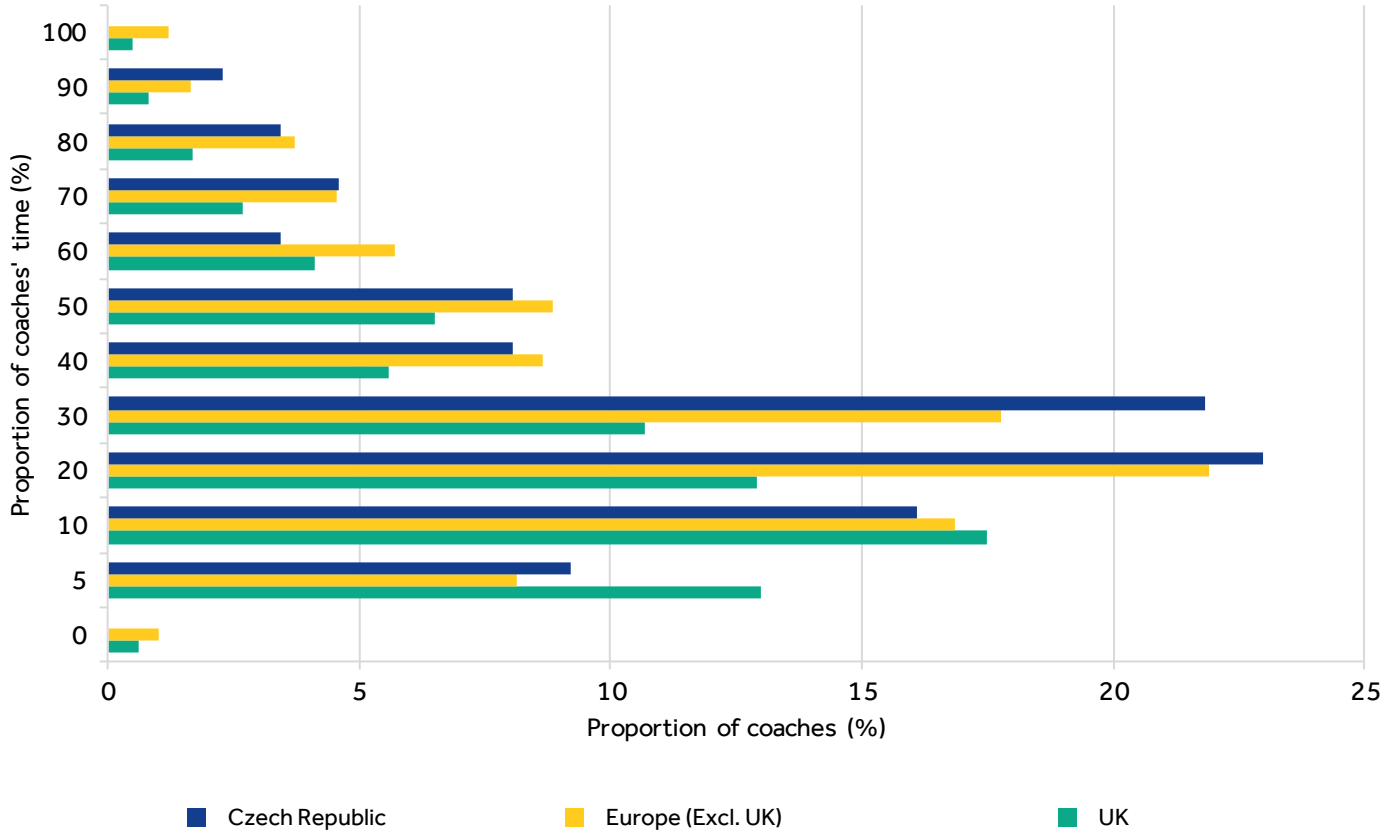
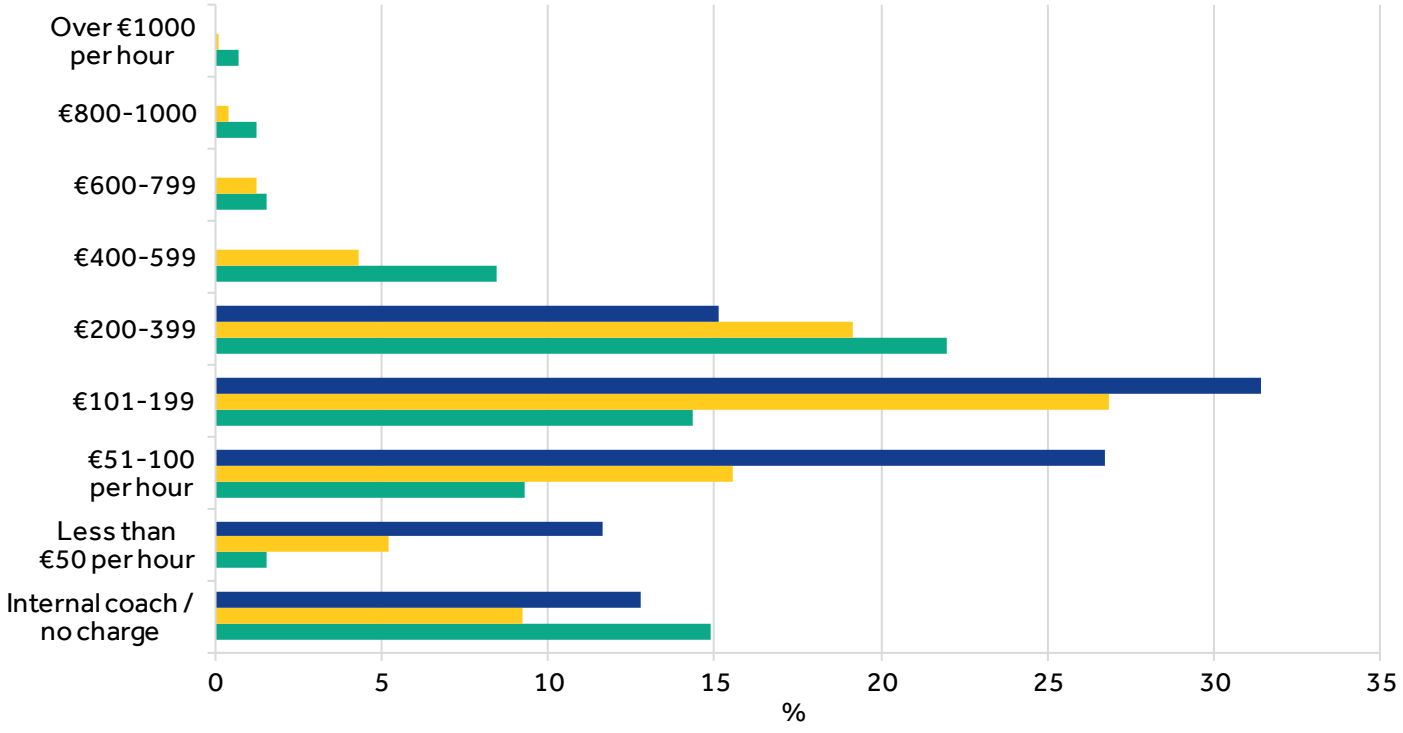


Diagram 4: Hourly fee rates: Corporate funded coaching

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)

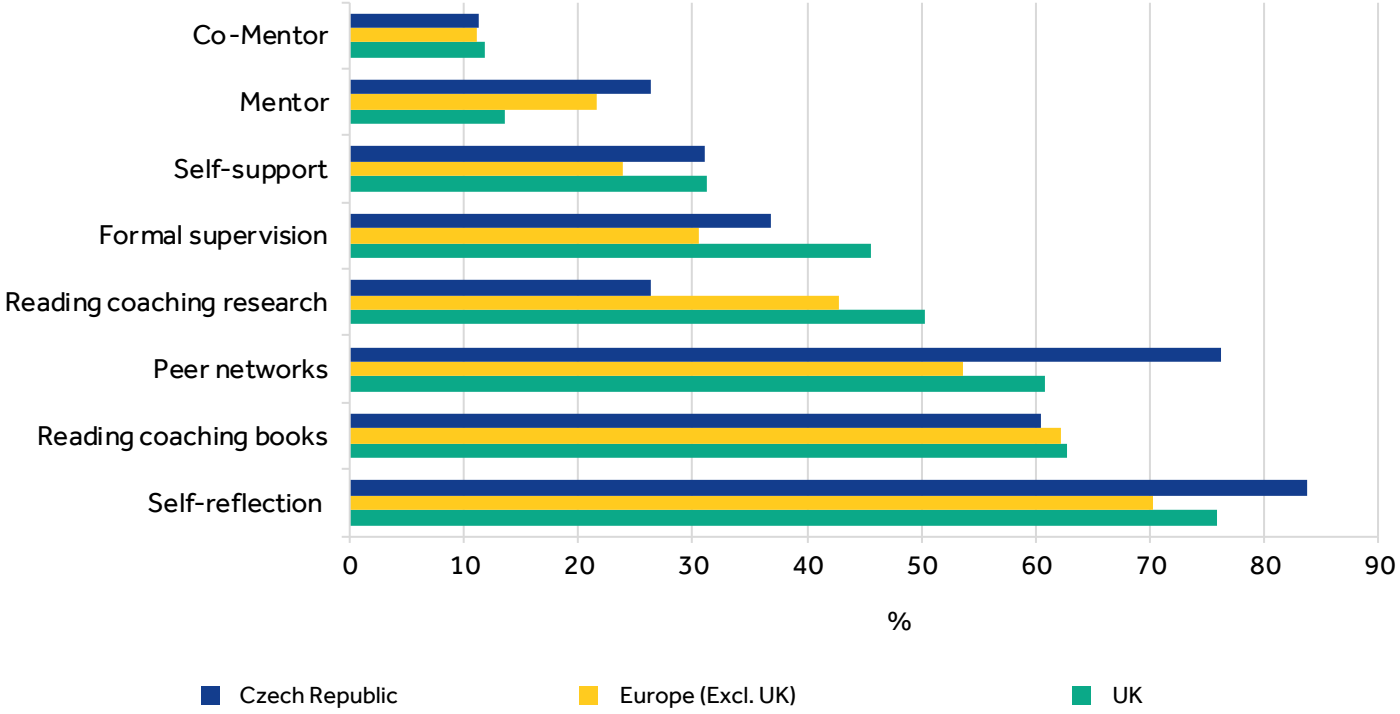
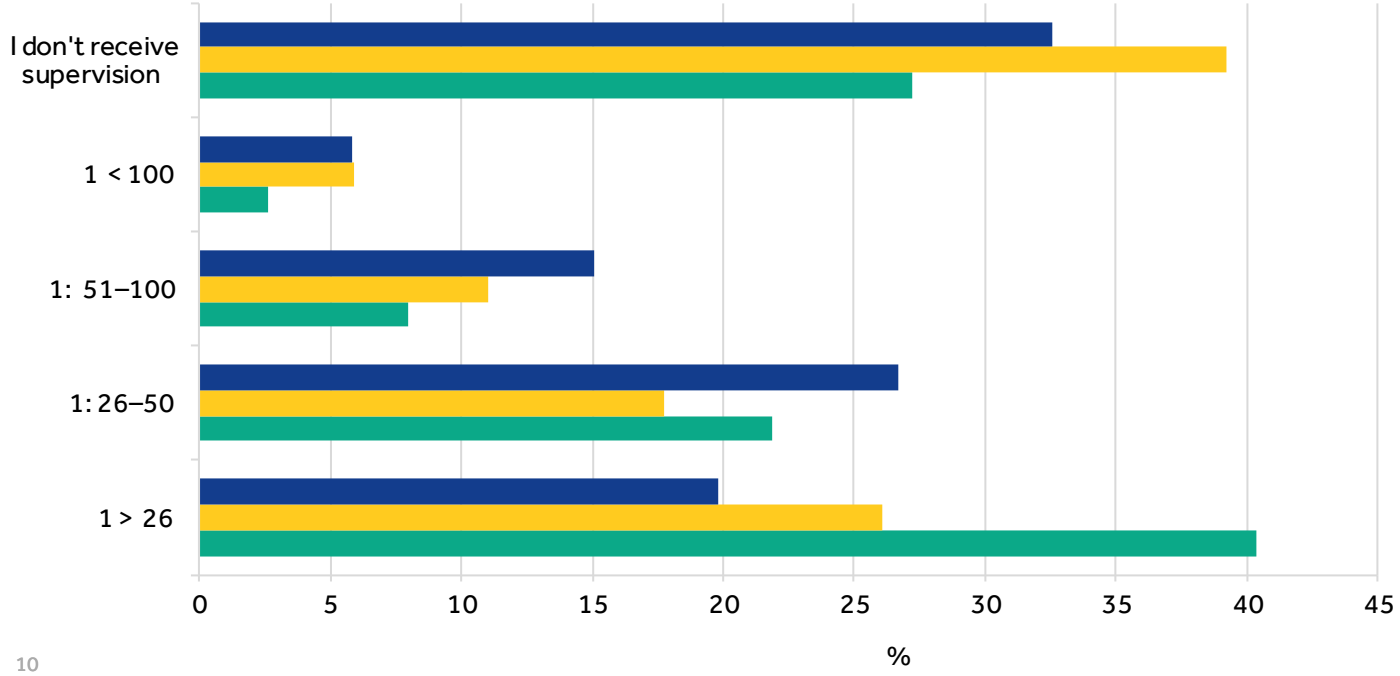


Diagram 6: Frequency of supervision (based on ratio of 1 hour of supervision per X hours of coaching)

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?

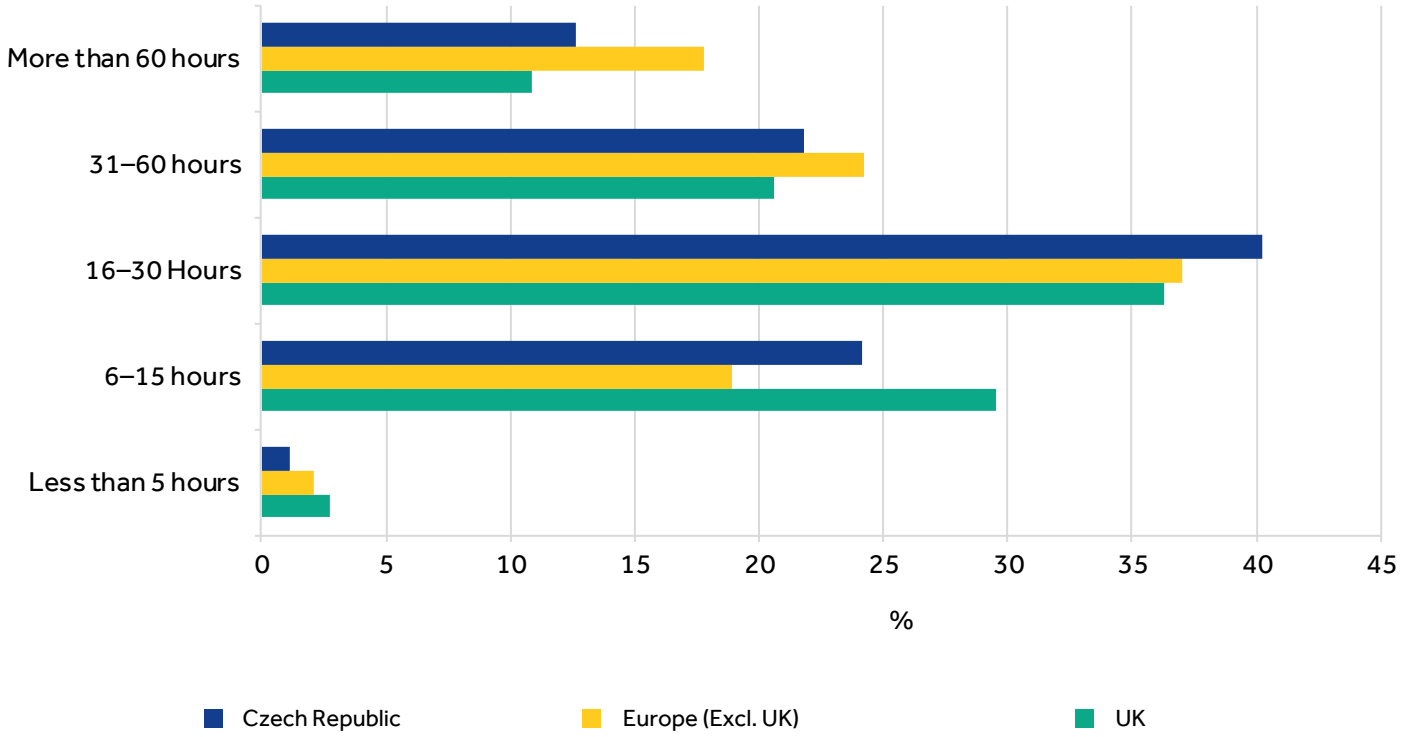
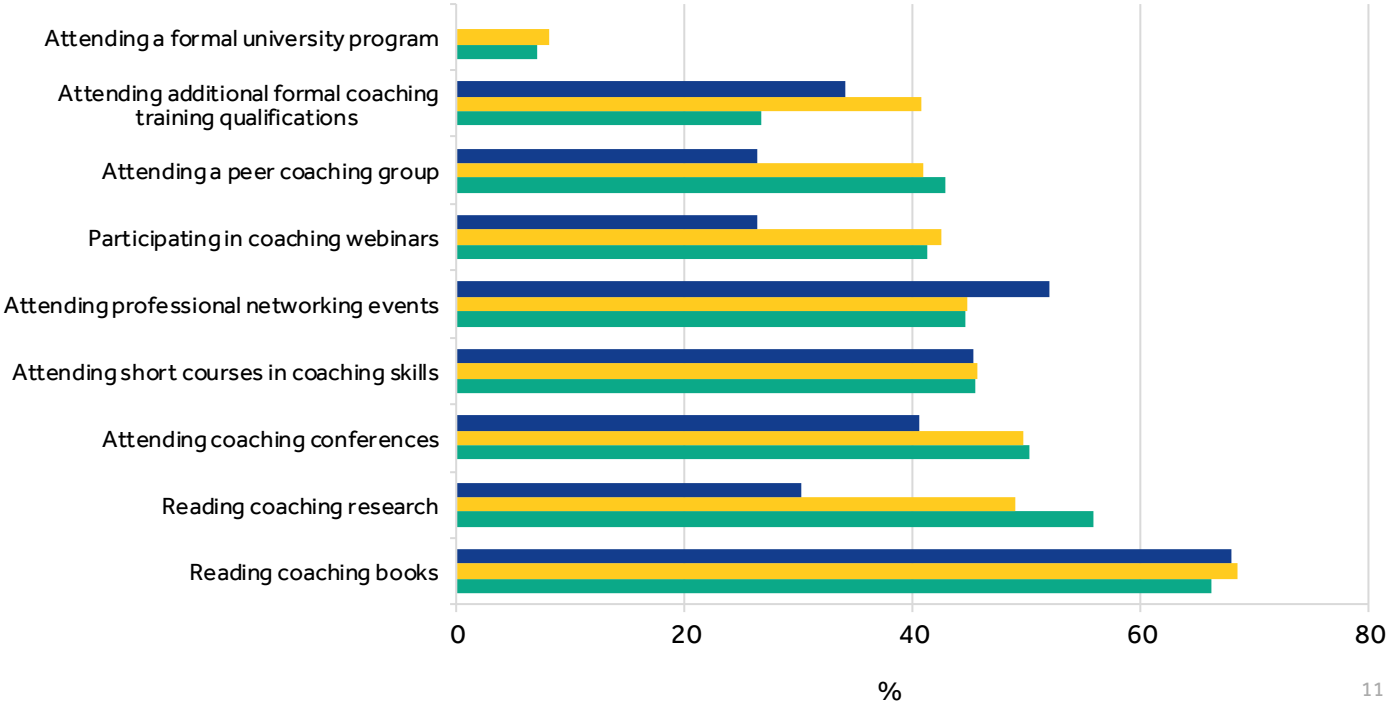


Diagram 8: Keeping up to date

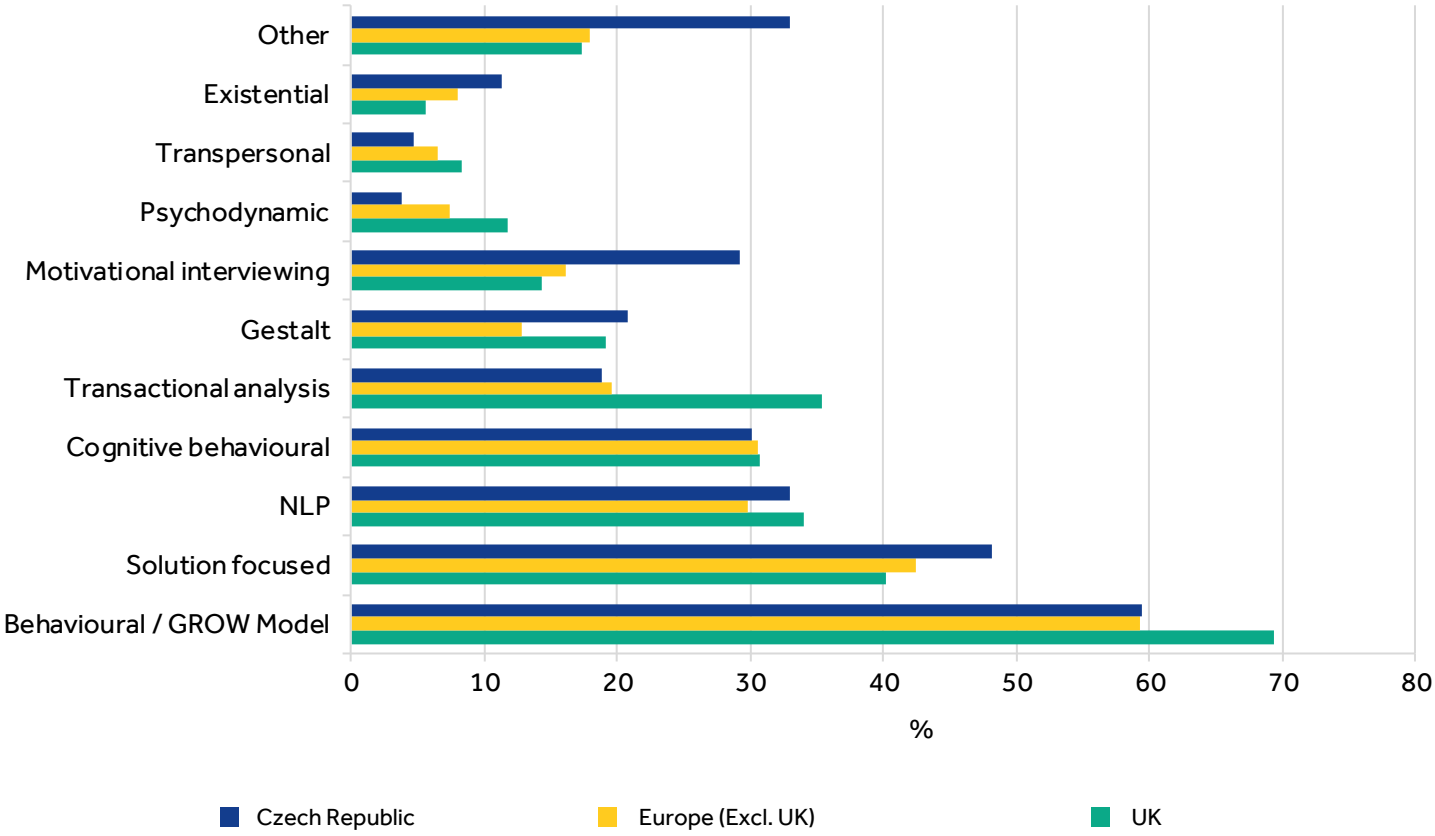
Q7.2 How do you keep up to date in your coaching practice?
(You can select more than one)



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?

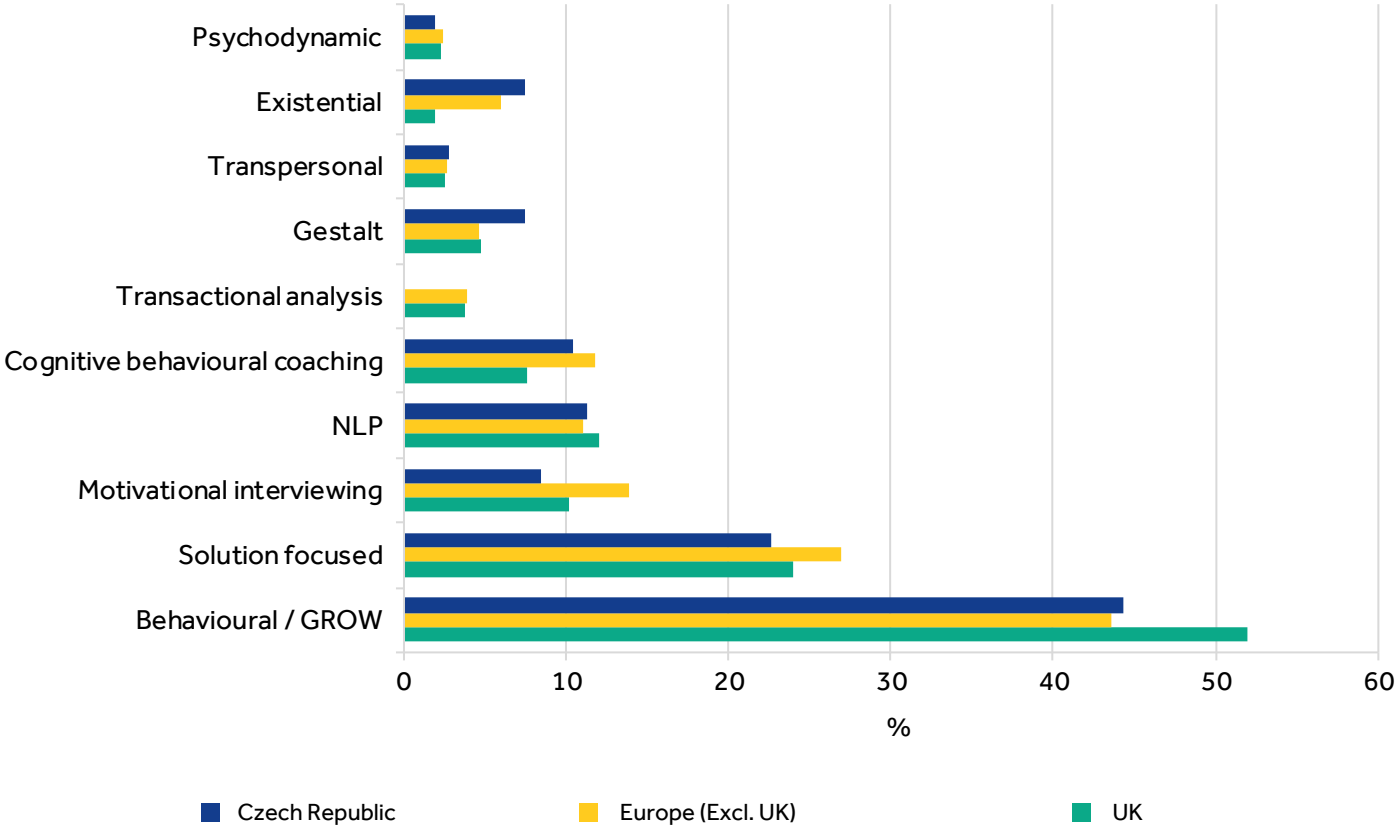


Diagram 11: Presenting issue 2 – Workplace stress

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

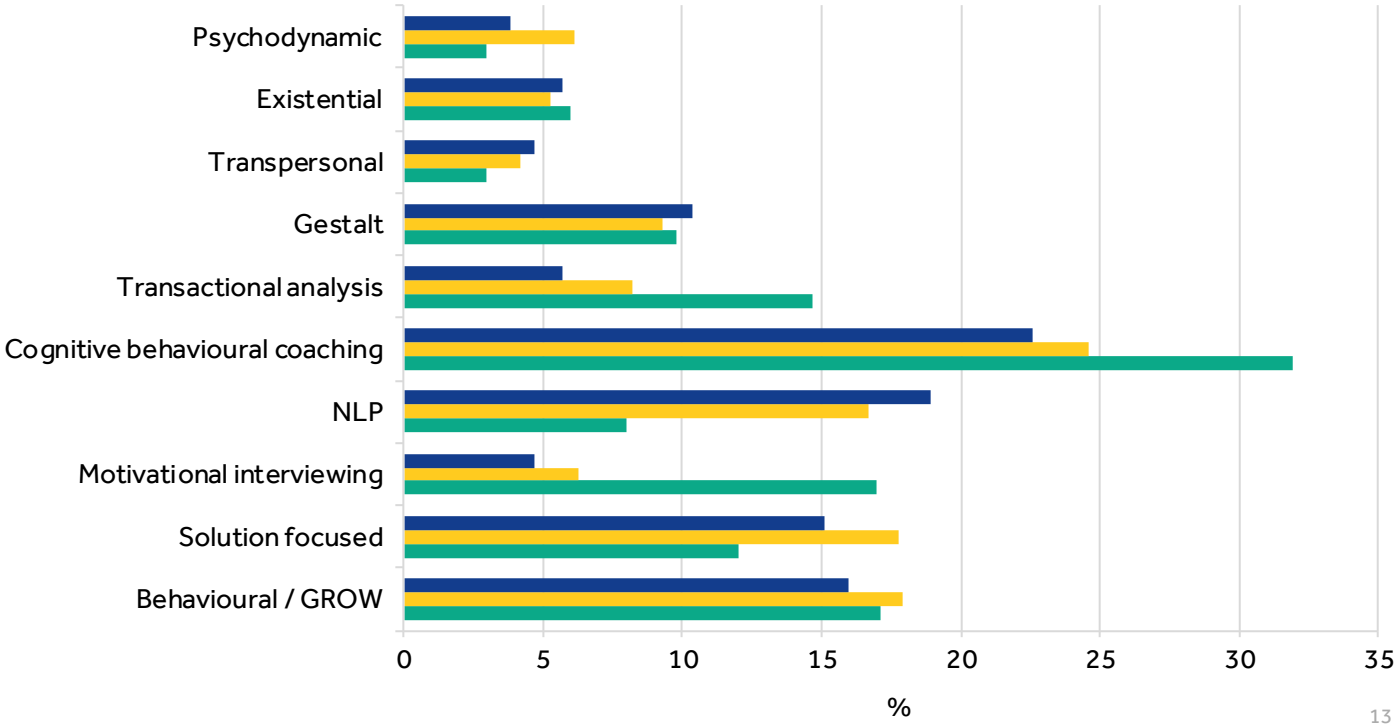


Diagram 12: Presenting issue 3 – Improving presentation skills

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

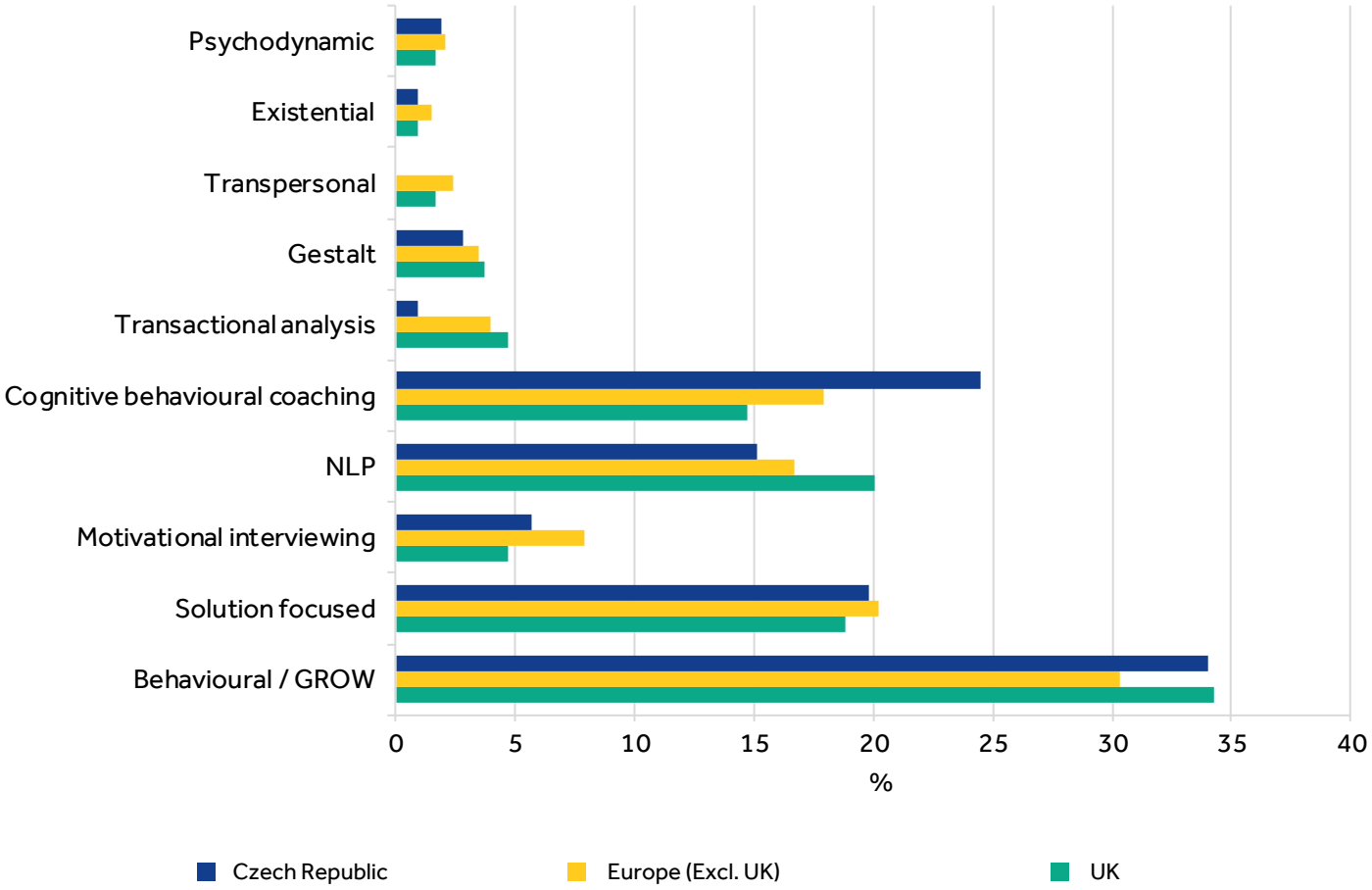
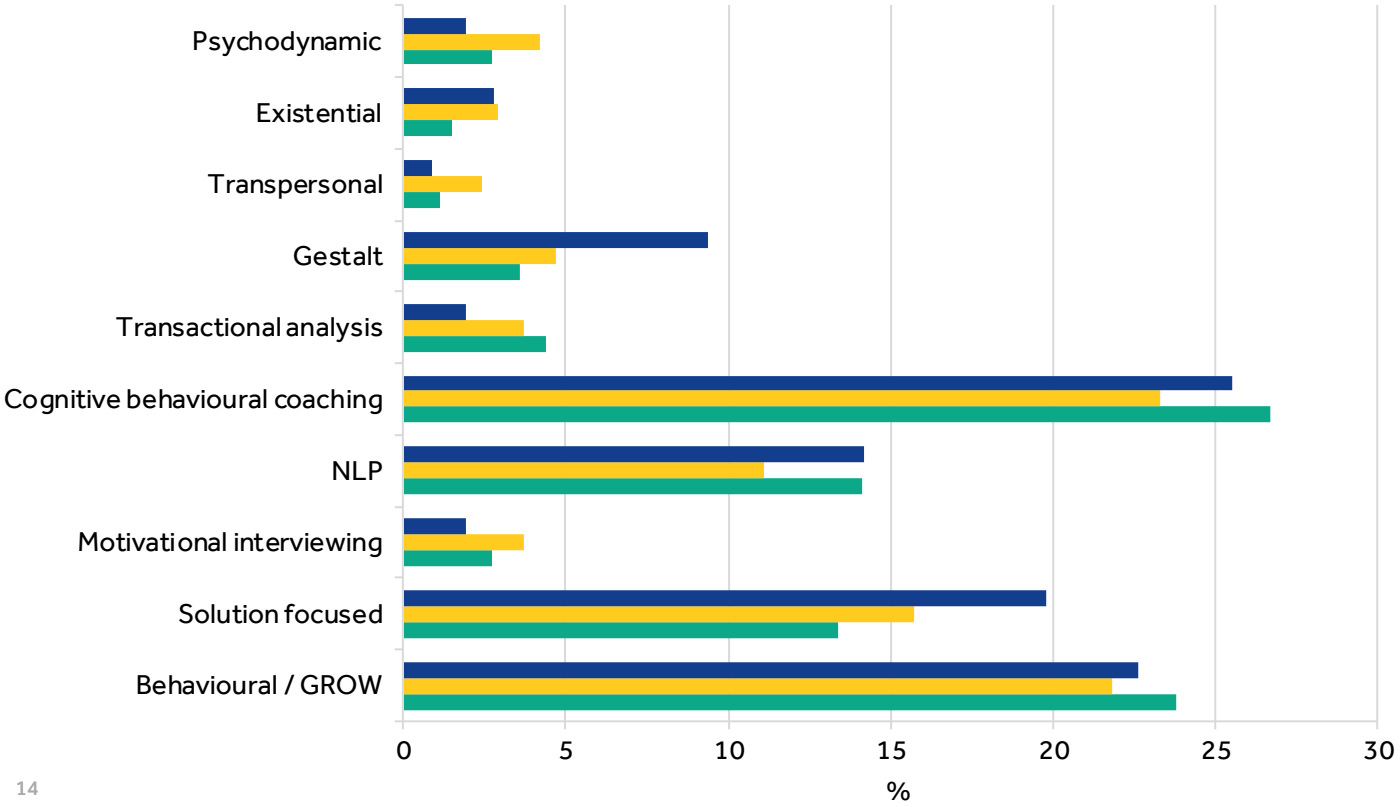


Diagram 13: Presenting issue 4 – Persistent checking of non-work emails

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

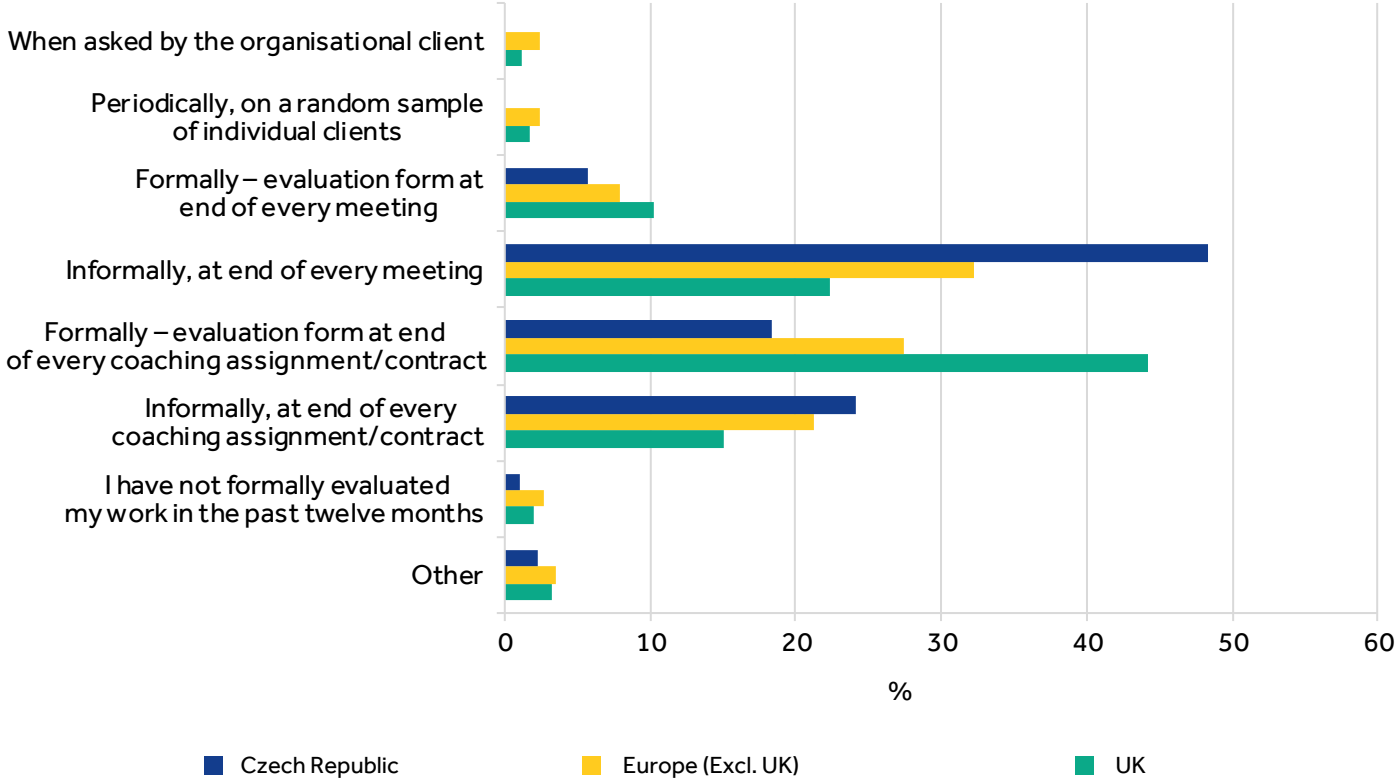
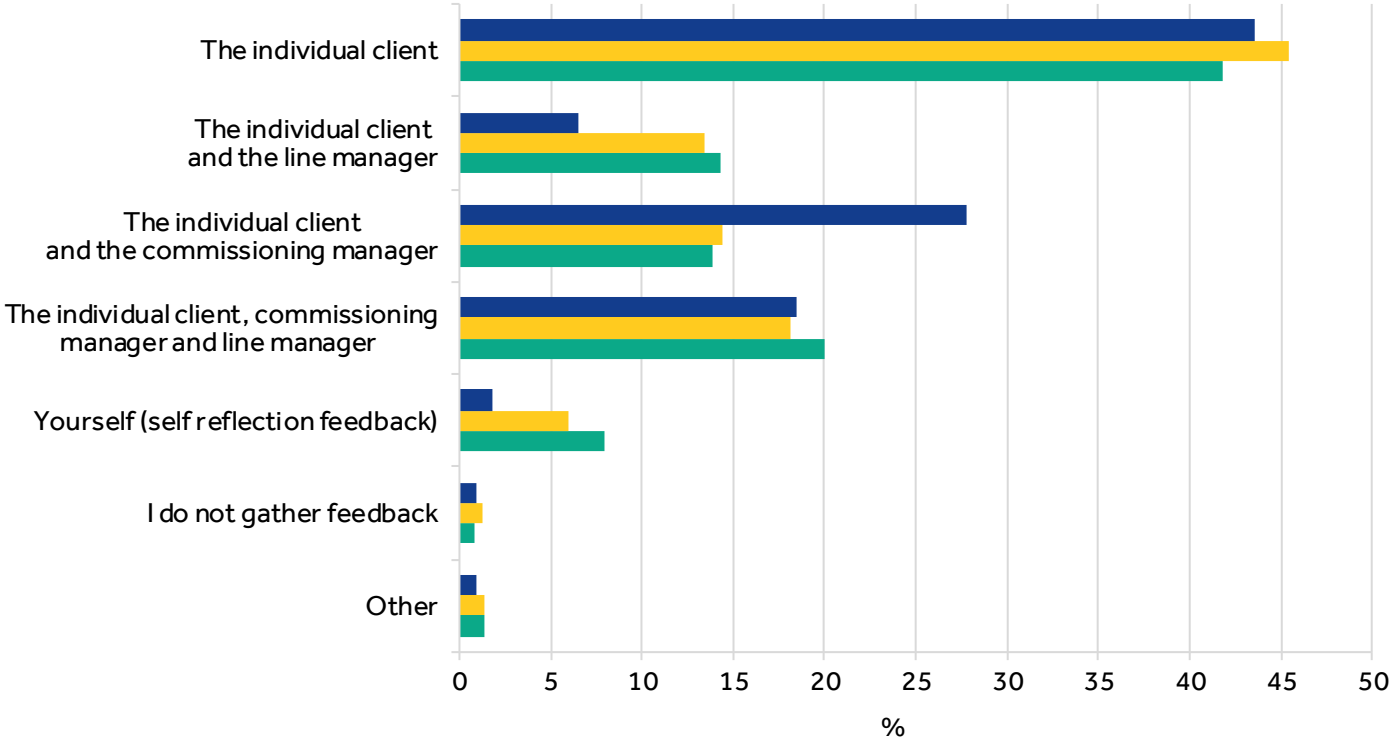


Diagram 15: Gathering feedback

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?

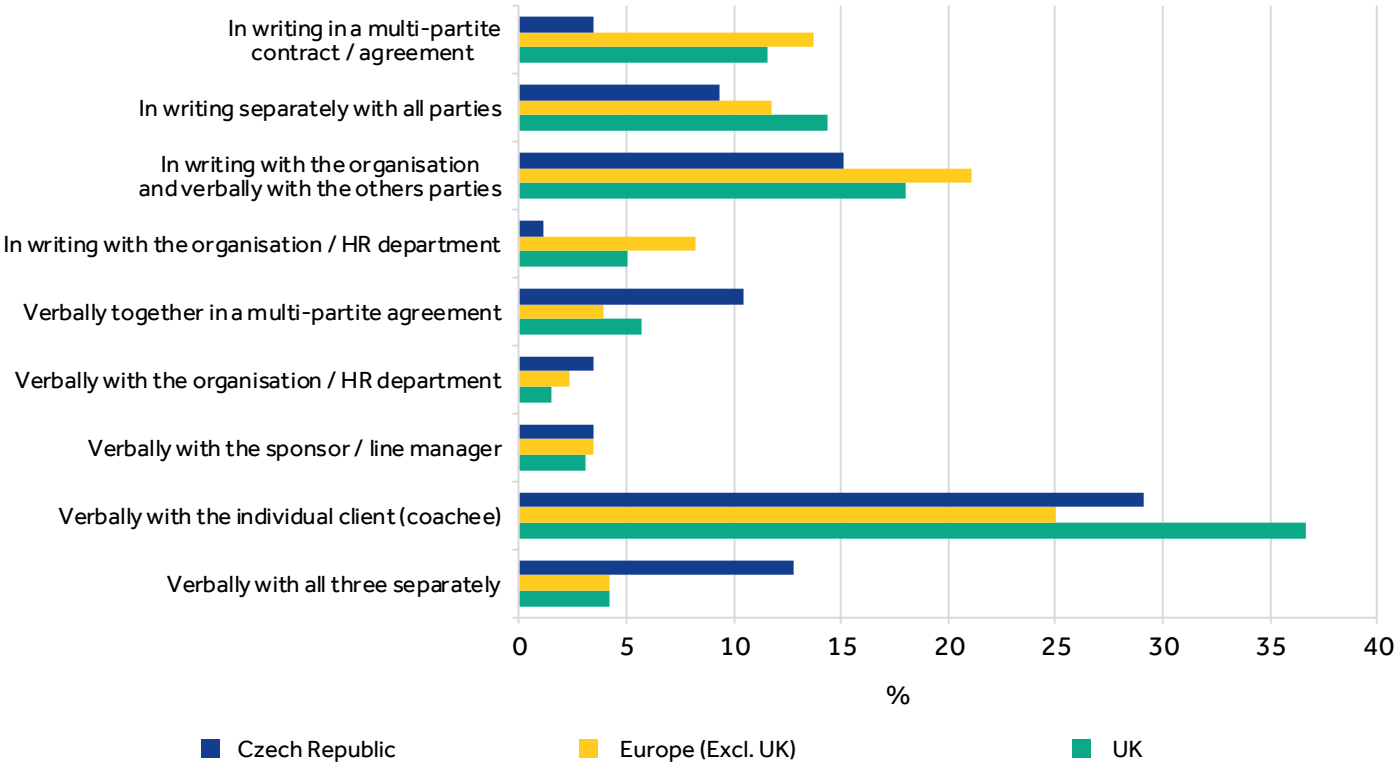


Diagram 17: The primary partners

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

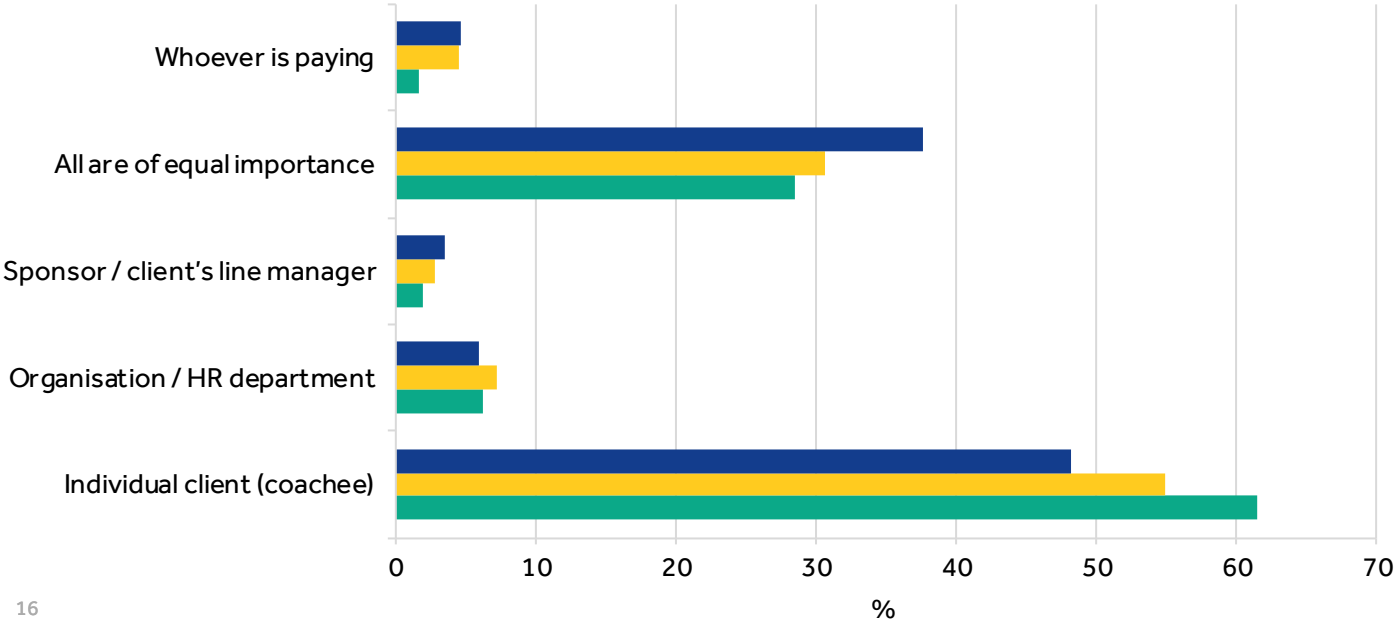


Diagram 18: Contract clauses – Individual client agreements

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

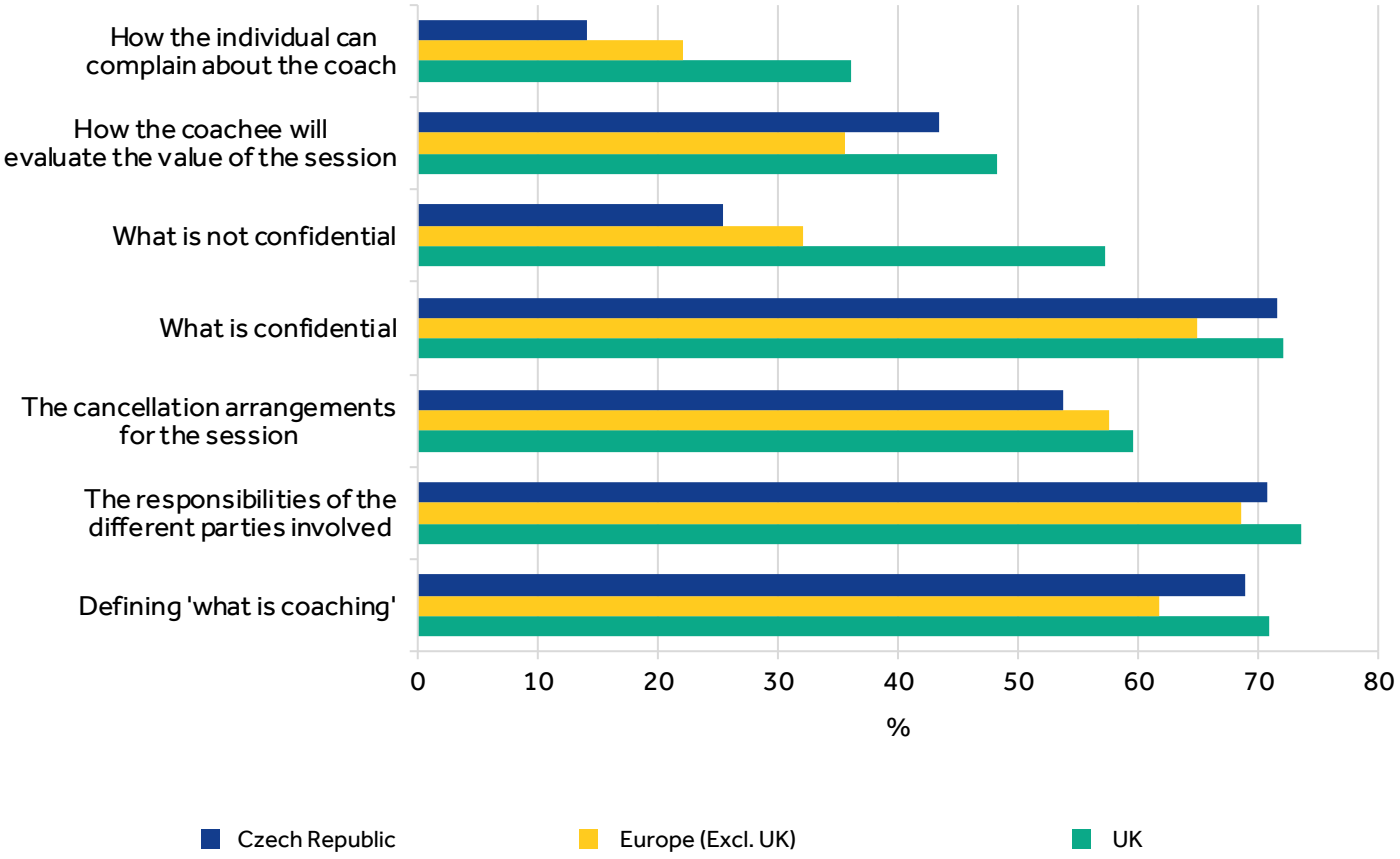
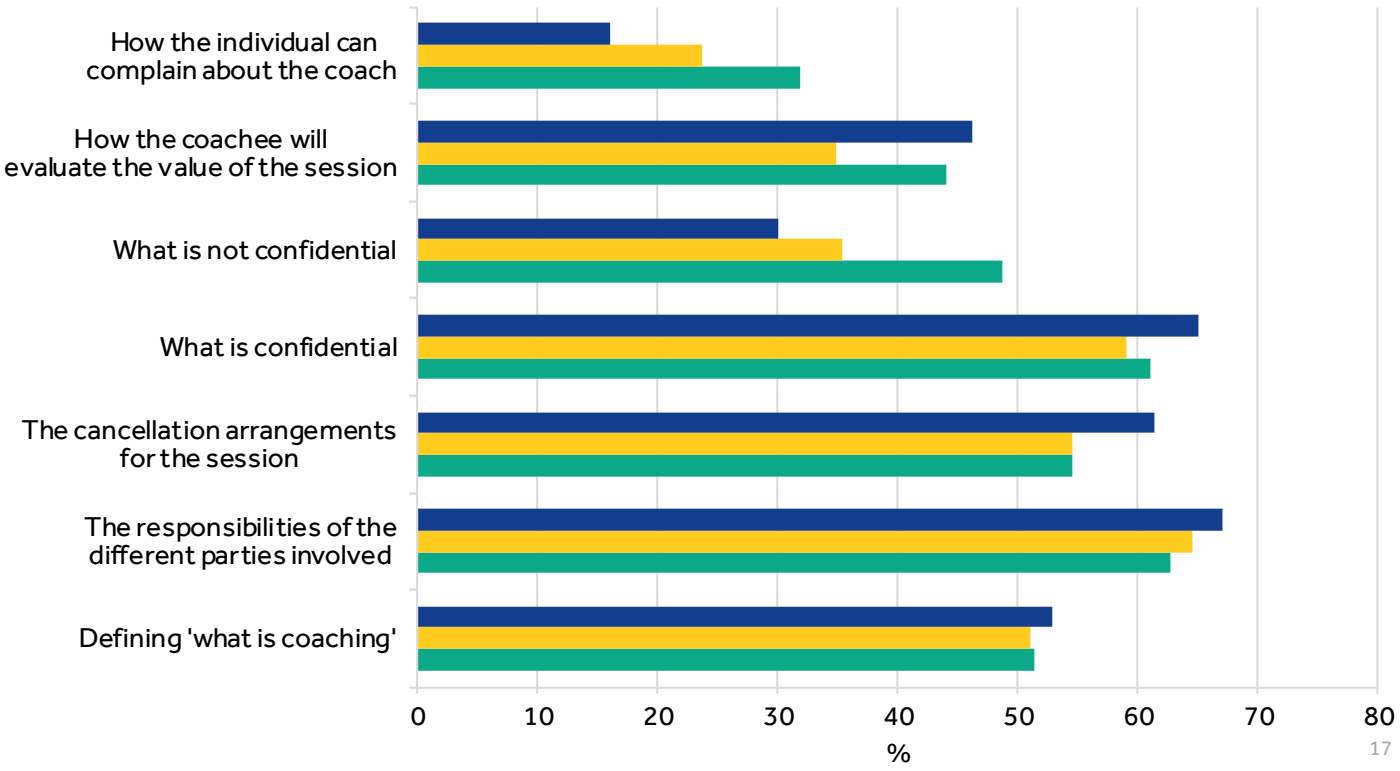


Diagram 19: Contract clauses – Organisational client agreements

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?

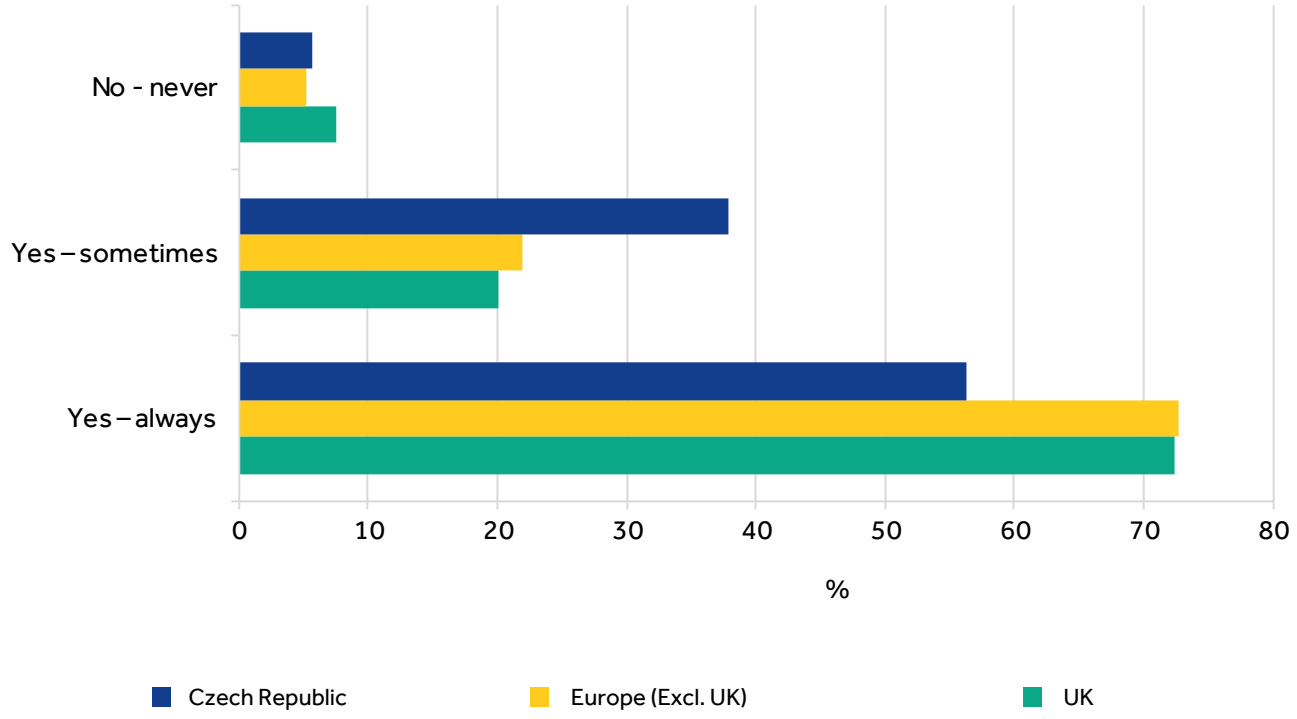


Diagram 21: Sharing ethical codes – 2

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

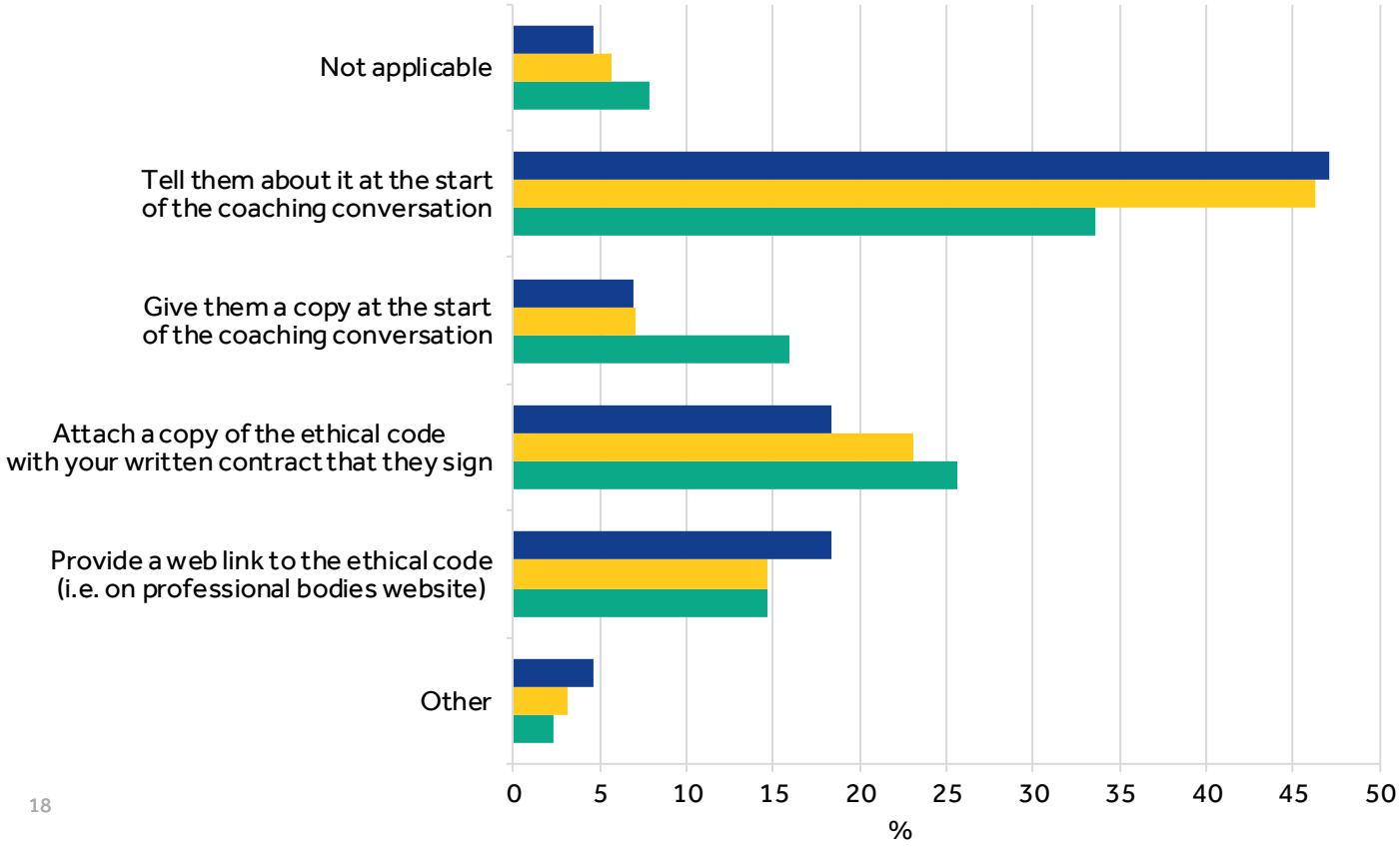


Diagram 22: Ethical dilemma 1 – Coach pays a fee to secure contract

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

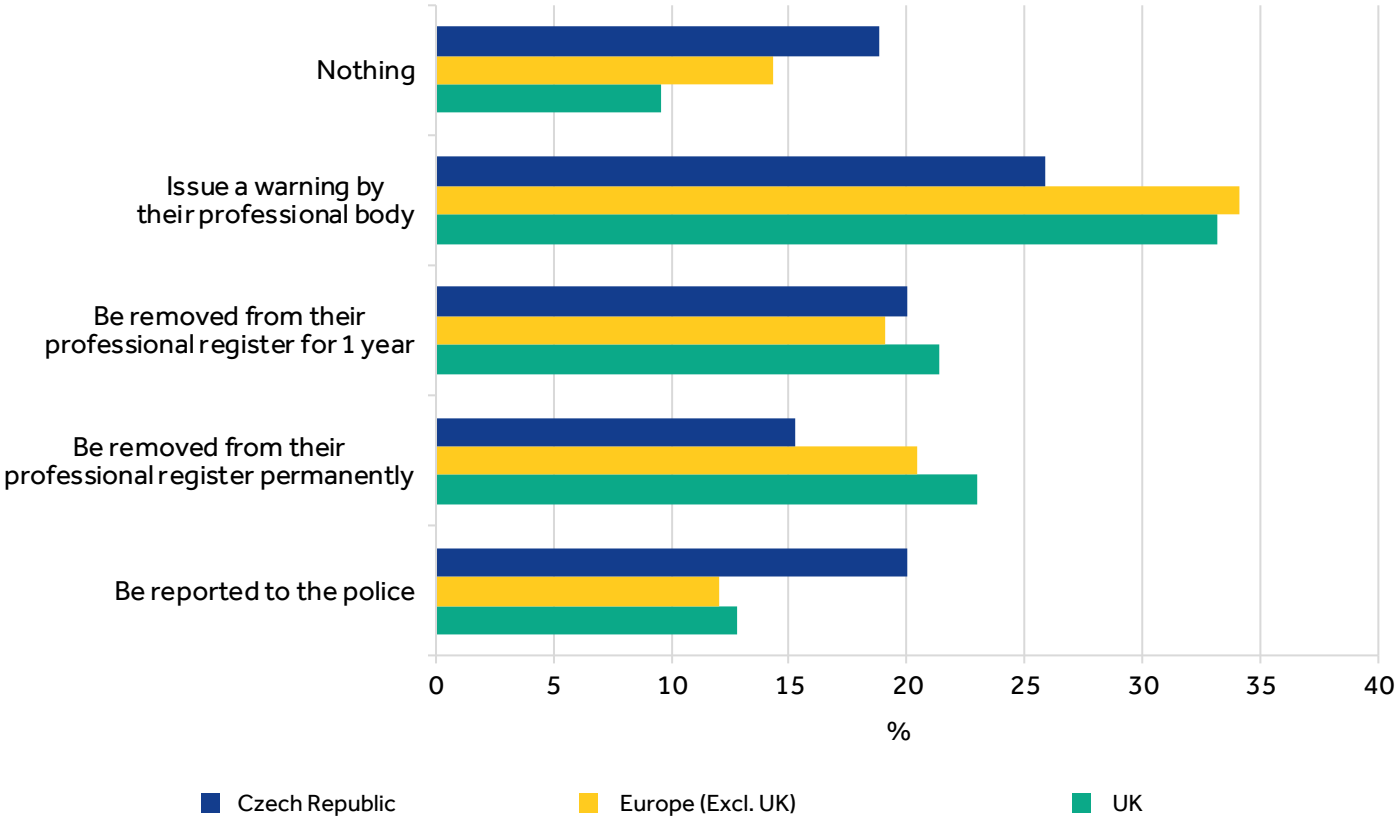


Diagram 23: Ethical dilemma 2 – Coach enters sexual relationship with client

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

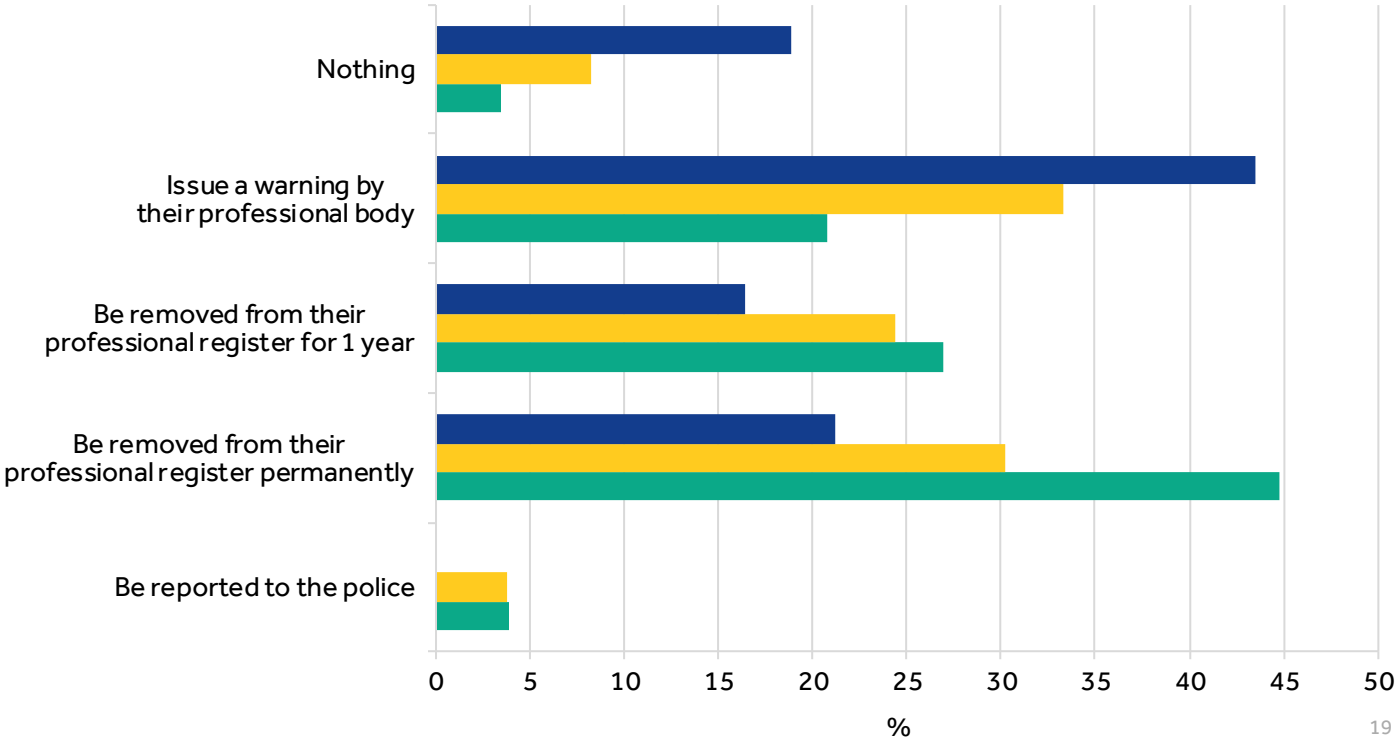


Diagram 24: Ethical dilemma 3 – Coach fails to report low-level drug taking by their client

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

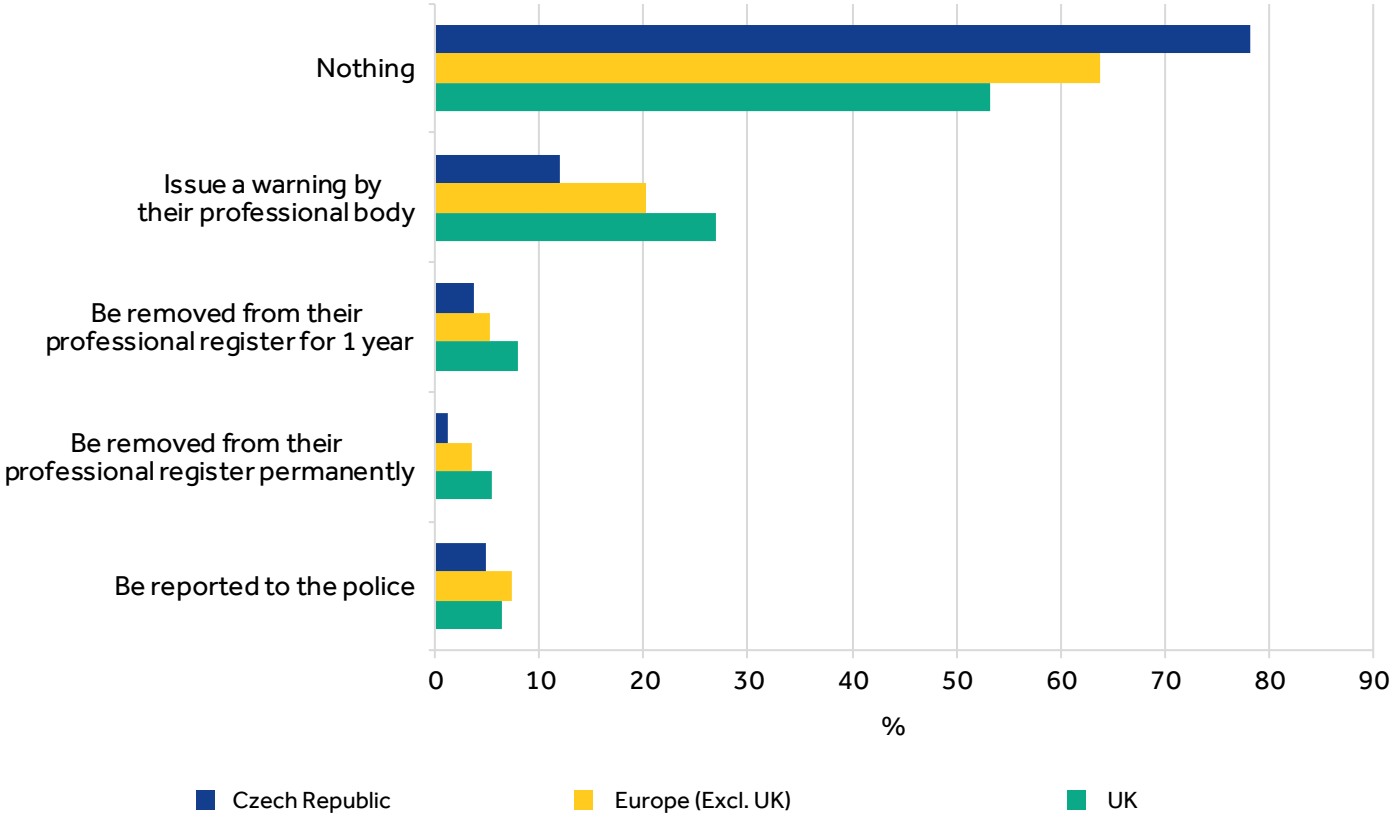
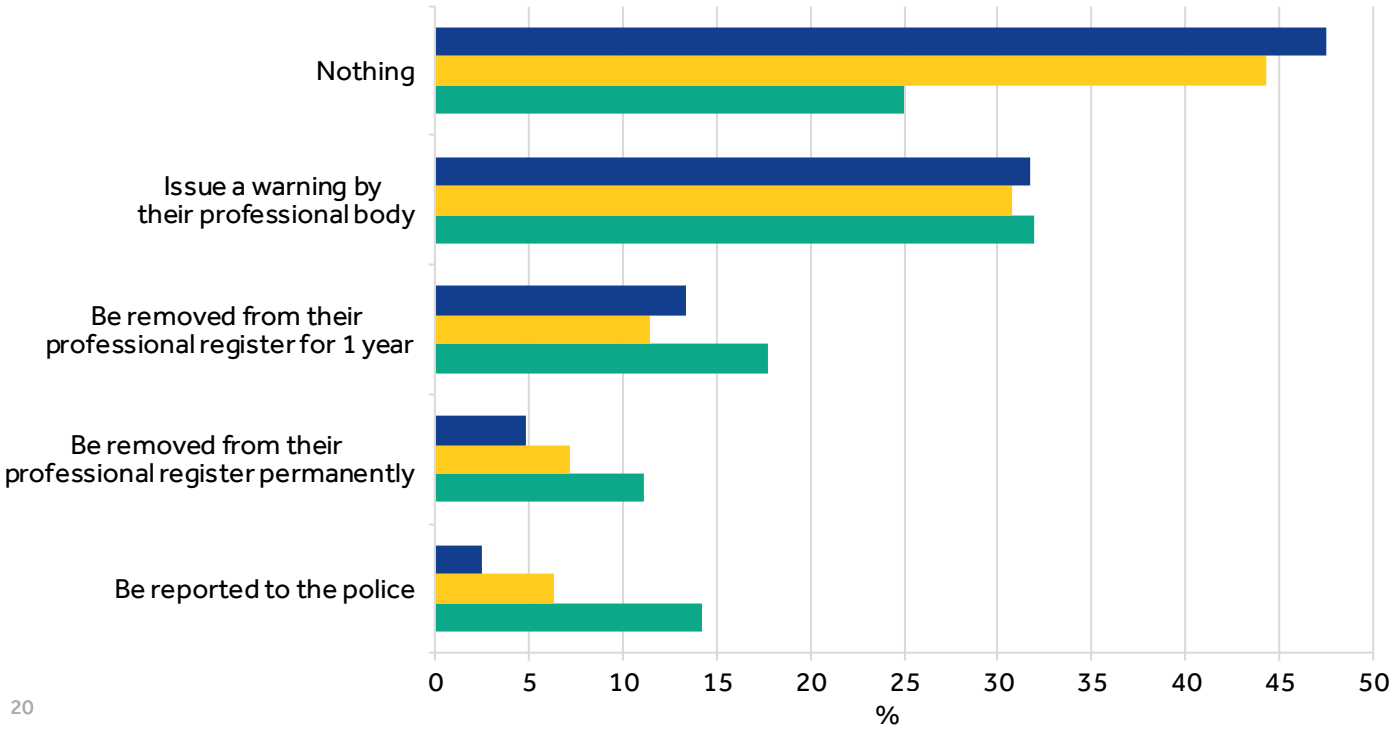


Diagram 25: Ethical dilemma 4 – Coach fails to report theft of commercial information

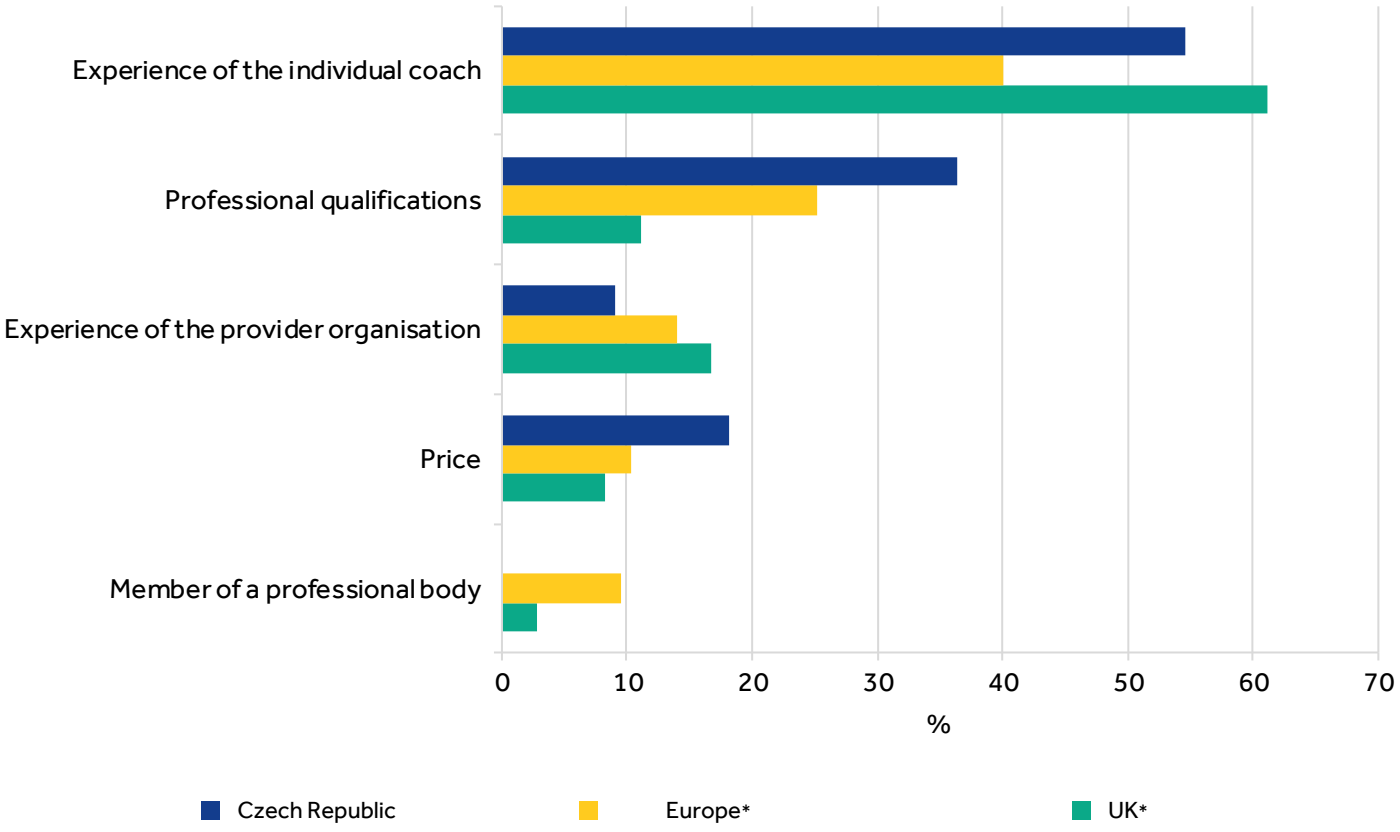
Q13.1.5 What do you think should happen in the following scenario?
A coach fails to report the actions of a client who has disclosed commercially sensitive information, which has affected the value of the company



Commissioning coaching

Diagram 26: Criteria in coach selection

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



* (% of coach commissioning managers)

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
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- ICF Chapter Ukraine

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