EXECUTIVE REPORT 2017

The State of Play in European Coaching & Mentoring

Jonathan Passmore, Hazel Brown, Zoltan Csigas et al



EMCC
European Mentoring & Coaching Council

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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.

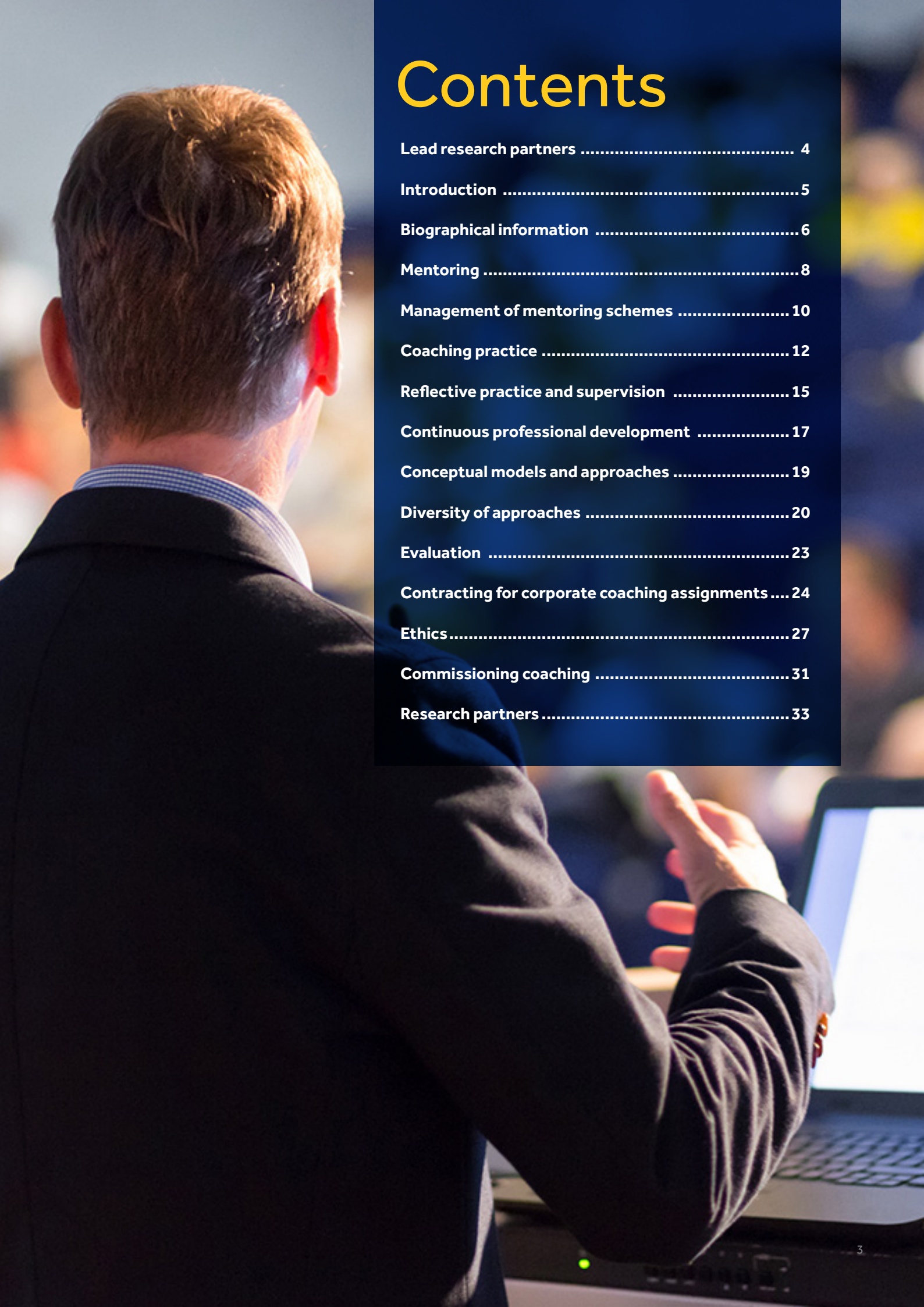
Research citation: Passmore, J, Brown, H, Csigas, Z & the European Coaching and Mentoring Research Consortium (2017) The State of Play in European Coaching & Mentoring – Executive Report. Henley-on-Thames: Henley Business School and EMCC International
ISBN 978-1-912473-00-7

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Lead research partners

The Henley Centre for Coaching

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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 2017, 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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With the support of Henley Business School, UK and over 50 academics and coach practitioners across Europe.

Introduction

This report provides an overview of the main findings from the 2017 European Coaching and Mentoring Research Project, undertaken by Jonathan Passmore and Hazel Brown, in partnership with the EMCC and the wider European coaching and mentoring industry. The study was planned in 2016 and undertaken during a 12-week period, between March and May 2017.

This is one of a number reports published. This Executive Report is available free of charge, along with a National Report in countries that achieved over 50 coach or mentor participants. Each National Report is published in the language chosen by of the respective national coaching community. The aim of these national reports is to deepen understanding of coaching and mentoring and to widen engagement with coaching and mentoring.



Research methodology

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 regional and less well-known languages, including 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, approximately100 organisations committed to sharing the research link with their members or to publishing details of the research on their website.

The survey consisted of six streams; coach stream, mentor stream, coach commission stream, mentor scheme manager stream, safety coach stream and driving coach stream. While all six streams contained some core biographical data, the six streams collected role-specific data, and thus effectively consisted of six parallel research studies. Participants took, on average, 25 minutes to complete the questionnaire.

Biographical information

In total 2,898 participants completed the online questionnaire. Of these, 107 were excluded from the analysis as they practised 'outside Europe'. In all, 2,791 participants were included in the analysis, from a total of 45 European countries. Of these, 13 countries had more than 50 participants completing one or more of the six research streams within the survey. As noted in diagrams 1-3 the majority of participants were female, in the age range 30-49 years and not members of any professional coaching body. The experience of coaches (Diagram 4) was evenly spread, reflecting the growth of coaching over the past two decades.

Diagram 1: Gender (all participants)

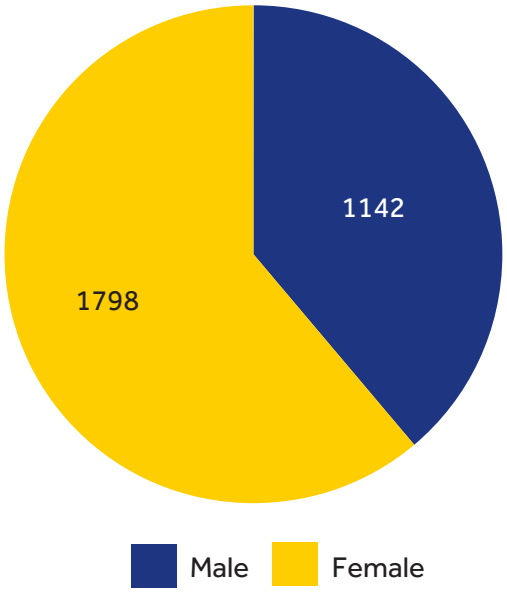


Diagram 2: Age (all participants)

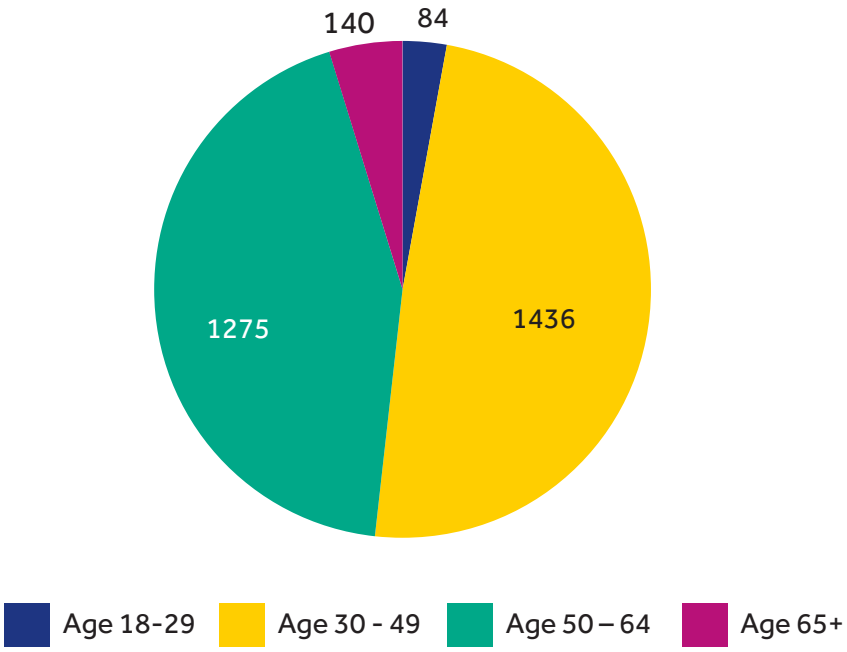


Diagram 3: Membership of professional coaching association (coaches only)

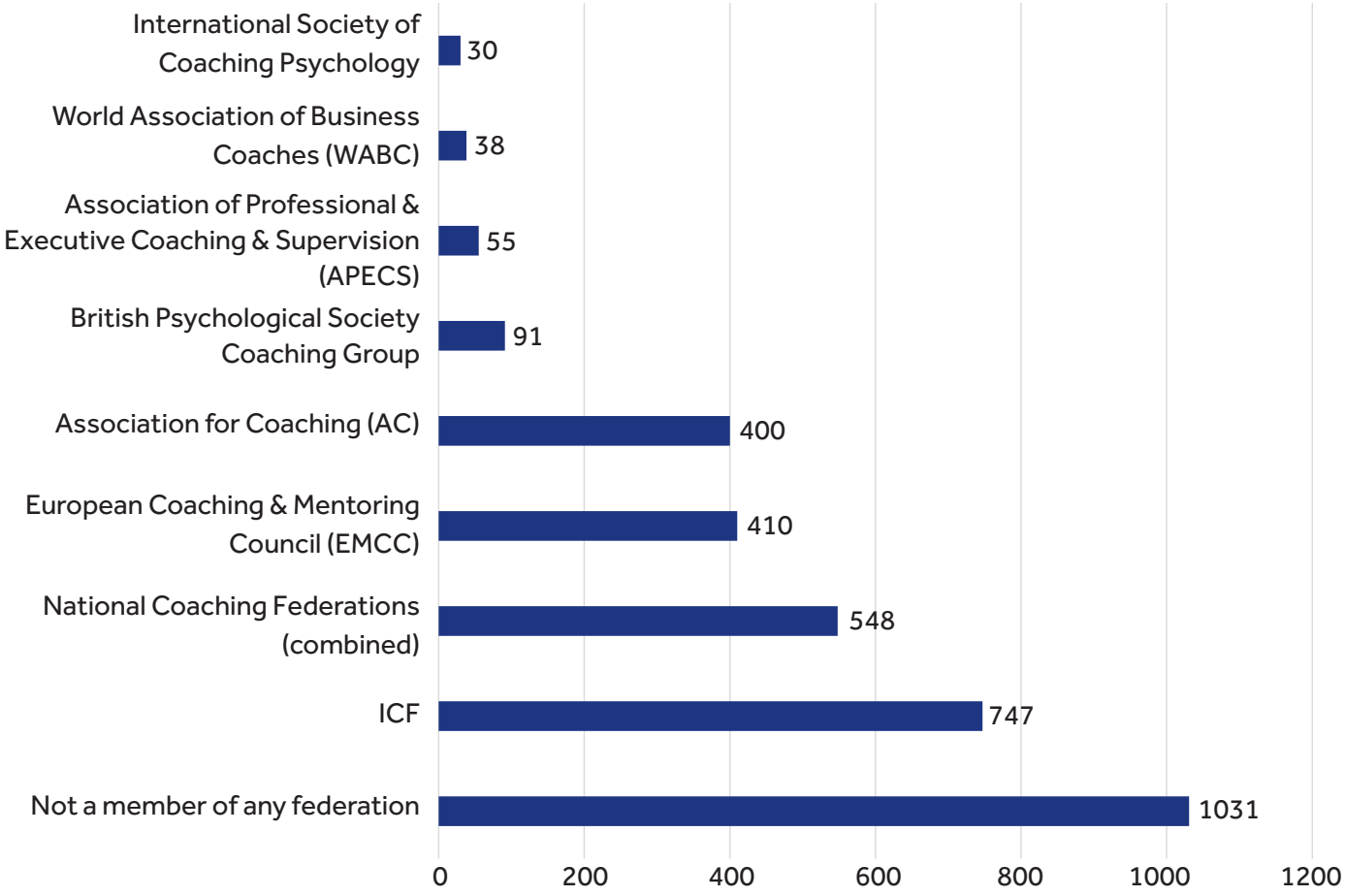
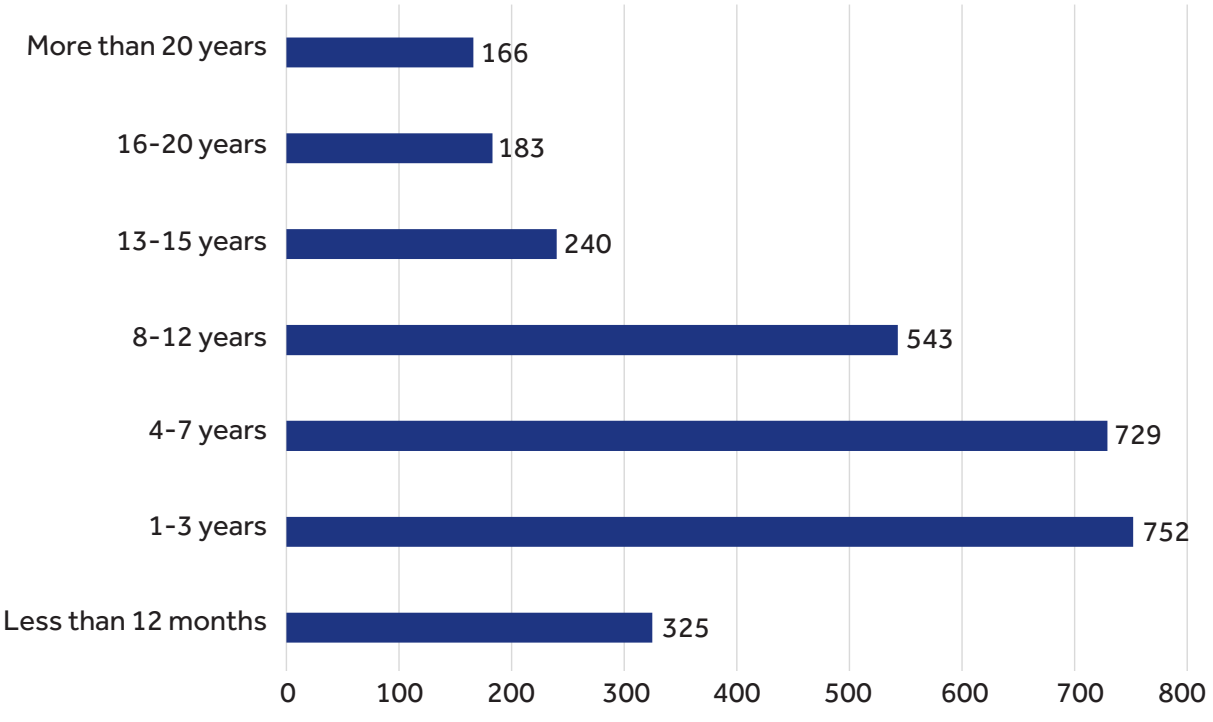


Diagram 4: Years of coaching experience (coaches only)



Mentoring

What is mentoring ?

Mentoring has evolved over the past three decades and embraces a wide range of activities, from formal mentoring relationships that support individuals at work to less formal arrangements helping individuals develop knowledge, insight and experience in a wide range of areas, both inside and outside of work.
In this research we defined mentoring as:

'A developmental process,which may in some forms involve a transfer of skill or knowledge from a more experienced person to a less experienced, through learning, dialogue and role modelling. In other forms may be a partnership for mutual learning between peers or across differences such as age, race or discipline'.

Evidence of the contribution of mentoring to the workplace

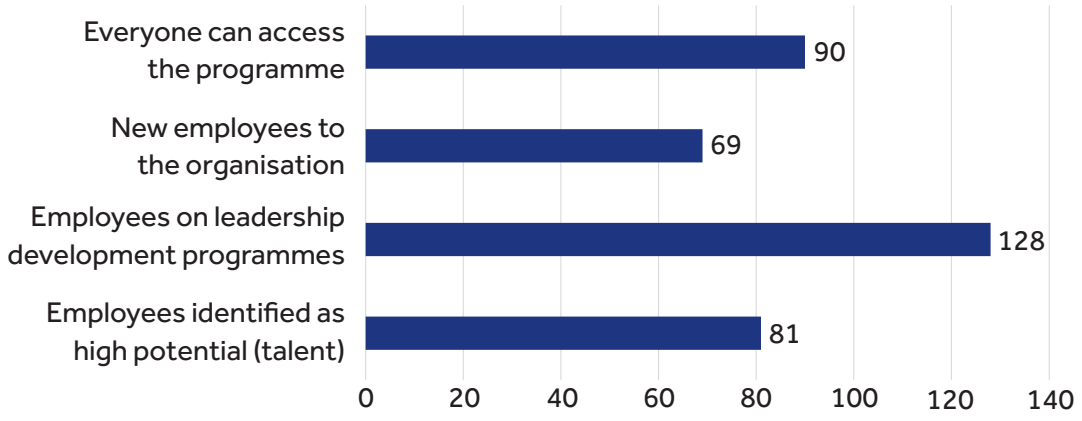
The past three decades has seen a wealth of research into the role mentoring can play in supporting individual development.

This evidence confirms that mentoring is a valuable tool for supporting individuals; its benefits include short-term career advancement, accelerated learning and psychological benefits such as the development of personal confidence and positive self-regard.[1] There is also strong evidence to support the value of mentoring under-represented groups, helping them to address disadvantage and discrimination in order to progress their careers.[2] Evidence seems to suggest this is best achieved when there is a match between mentor and mentee, which leads to an effective relationship between the two parties.[3]

Responses

The responses from this section were generated from 245 mentors, although not all participants (mentors) answered all questions. The results indicates that mentoring is most frequently used for supporting leadership development and that the average mentor is contributing 3-7 hours per month to mentoring, although many are contributing more hours per month.

Diagram 5: Types of Mentoring (mentors only)



[1]Tong, C & Kram, K (2013) The efficacy of mentoring. In: J Passmore, D Peterson & T Freire (eds) T*he Wiley Blackwell Handbook of the Psychology of Coaching & Mentoring*. Chichester: Wiley

[2]Ortiz-Walter, R & Gilson, L L (2013) Mentoring programs for under-represented groups. In: J Passmore, D Peterson & T Freire (eds) *The Wiley Blackwell Handbook of the Psychology of Coaching & Mentoring*. Chichester: Wiley

[3]Ragins, B, Cotton, J & Miller, J (2000) Marginal mentoring. *Academy of Management Journal,* 43 (6), 1177–94

Diagram 6: Mentoring time (mentors only)

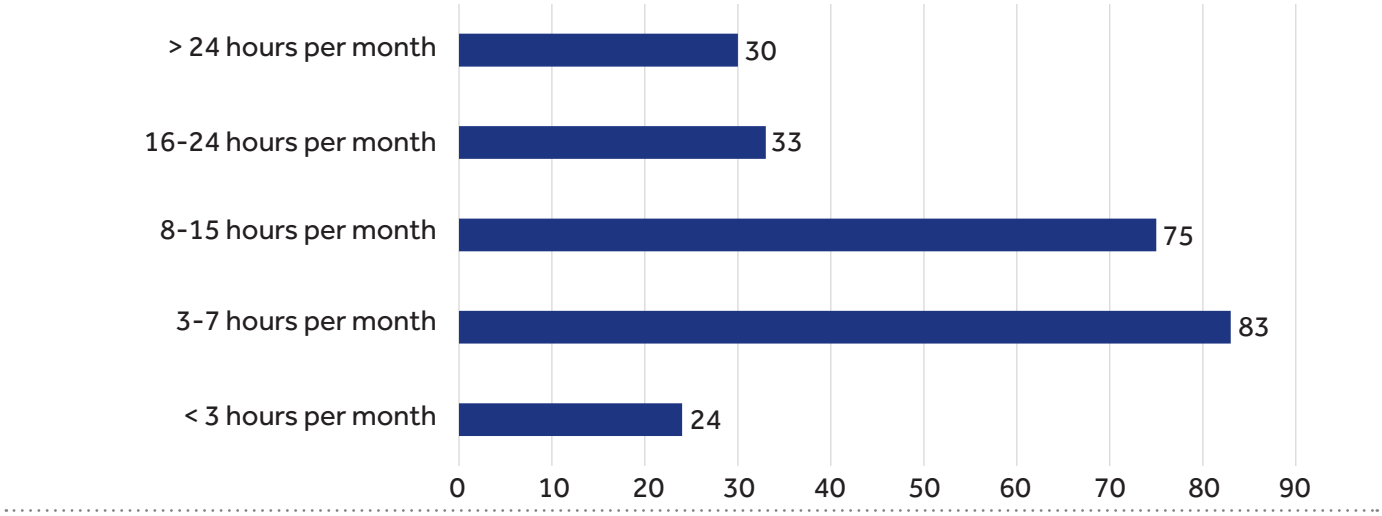
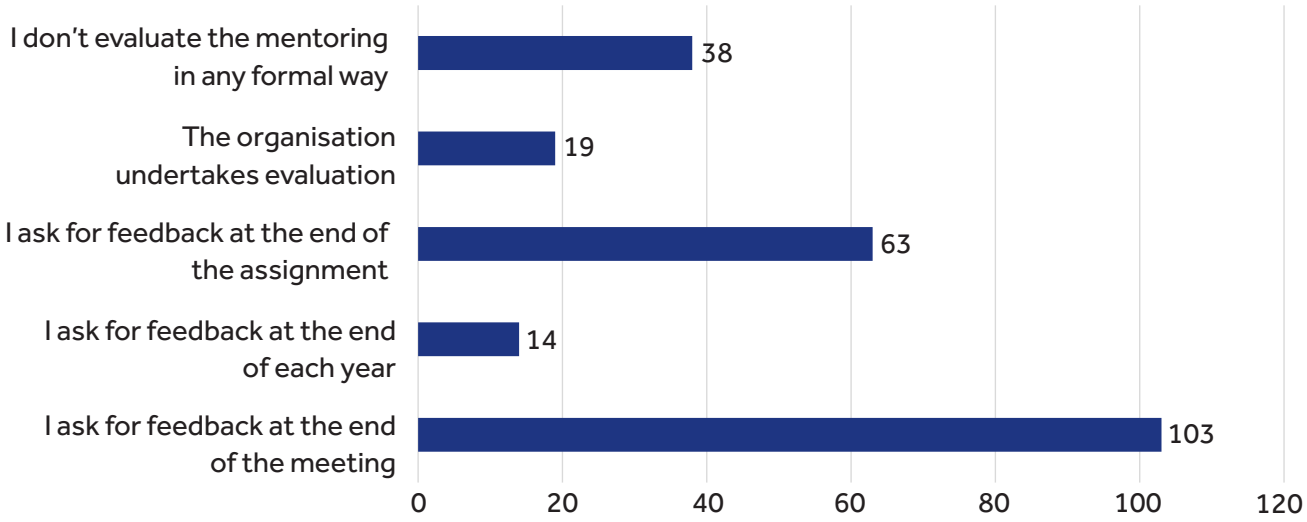


Diagram 7: Evaluating mentoring (mentors only)





Management of mentoring schemes

Scheme design and management

The growth in the use of mentoring schemes across Europe, the USA and beyond has allowed examples of good practice to develop about how schemes should be designed, managed and evaluated.[4] However, there remains a lack of comparative and transnational research exploring the types of mentoring, who receives mentoring and the benefits that organisations believe it offers to their employees.

Responses

The respondents to this section were in-company mentoring scheme managers. In total 93 respondents completed questions in this section, of which 89 were in Europe and from 26 different countries. The results confirm most organisations (53%) run both formal and informal mentoring, with mentoring making a large contribution to higher staff morale (57%) and improved communication in the organisation (62%).

Diagram 8: Types of mentoring

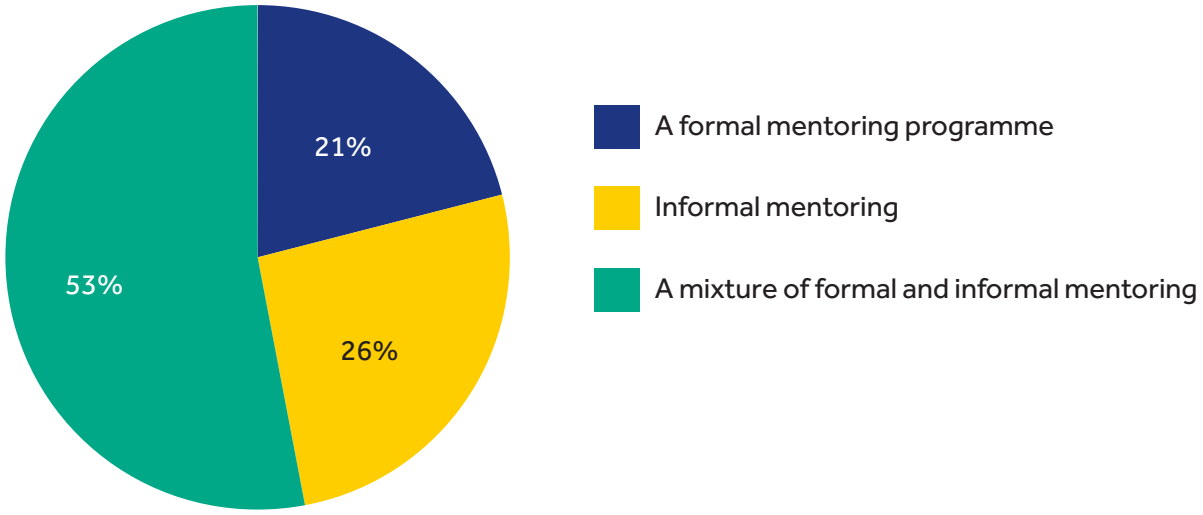
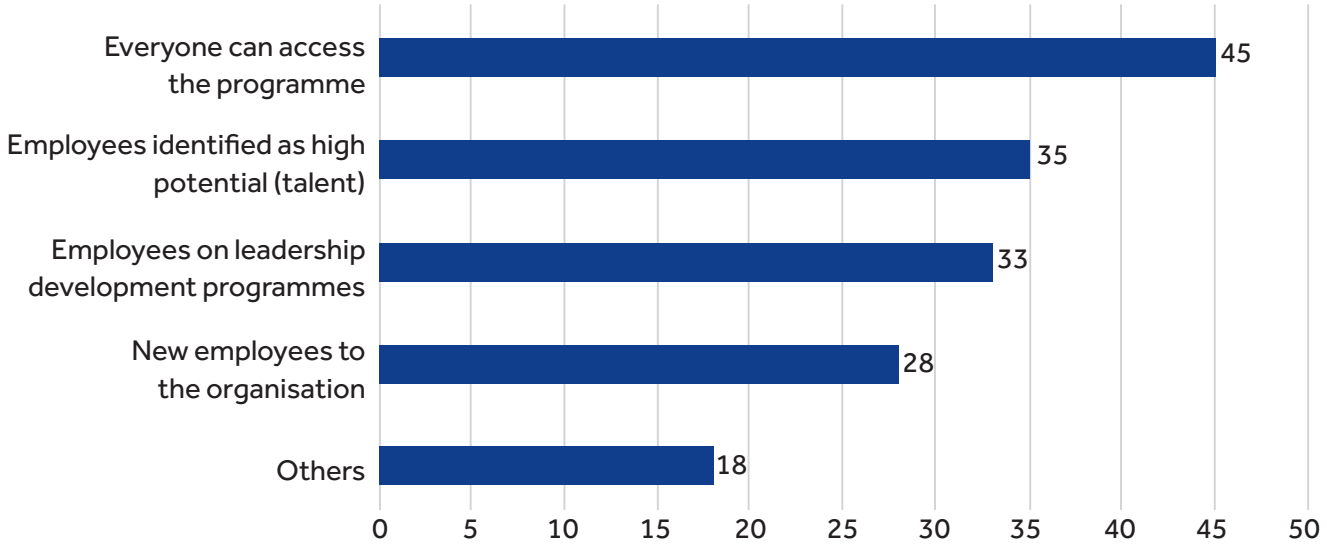
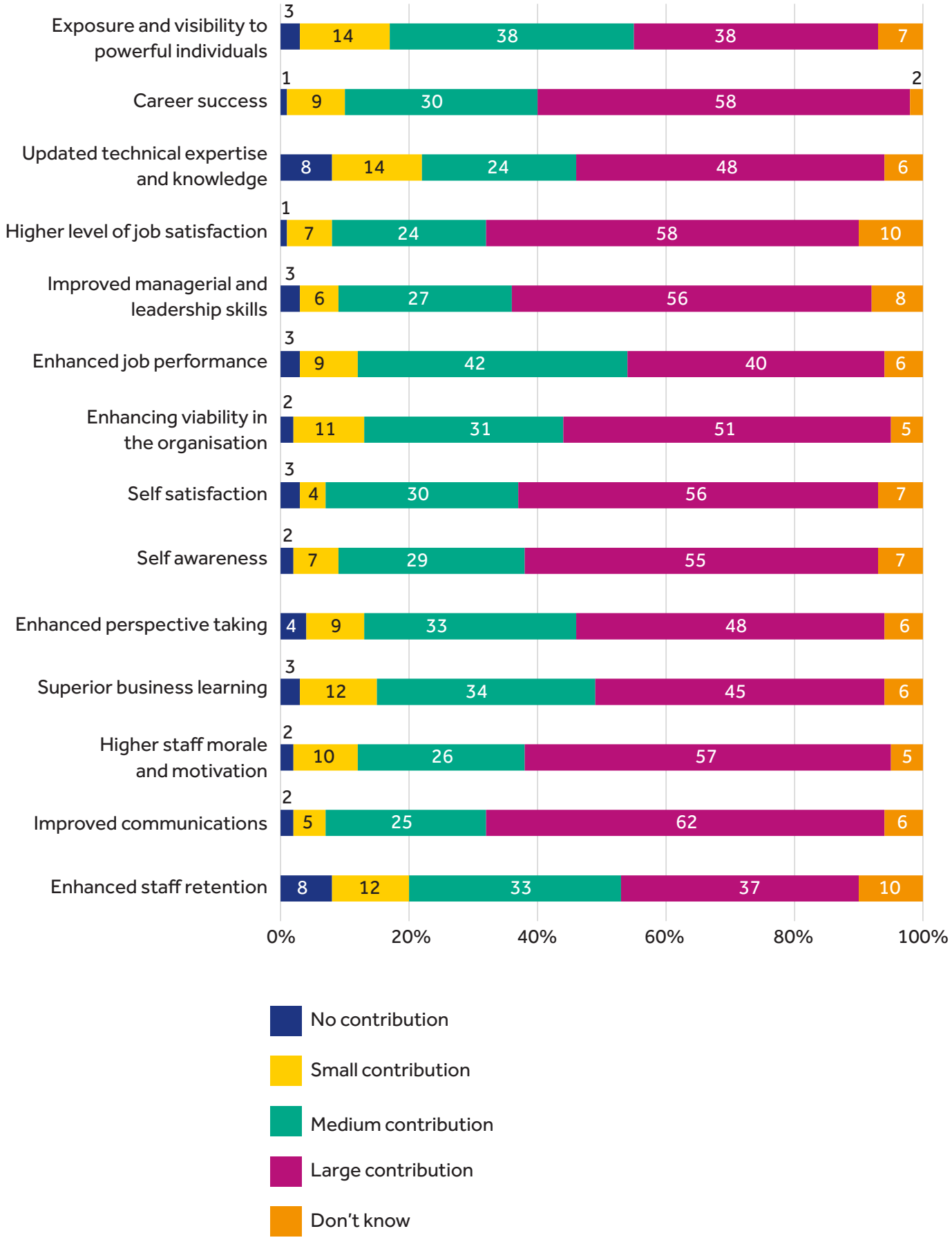


Diagram 9: Who receives mentoring



[4]Stokes, P & Merrick, L (2013) Designing mentoring schemes for organisations. In: J Passmore, D Peterson & T Freire (eds) *The Wiley Blackwell Handbook of the Psychology of Coaching & Mentoring*. Chichester: Wiley

Diagram 10: Benefits of mentoring



Coaching practice

What is coaching?

Coaching development in Europe has followed its growth in the USA, but it has taken a different pathway reflecting the cultural and national diversity in Europe. We see this as a strength: coaching does not need to be a rigid global framework, but needs to adapt to the cultural context, as much as to the individual and to the presenting issue (topic). In this research we define coaching as:

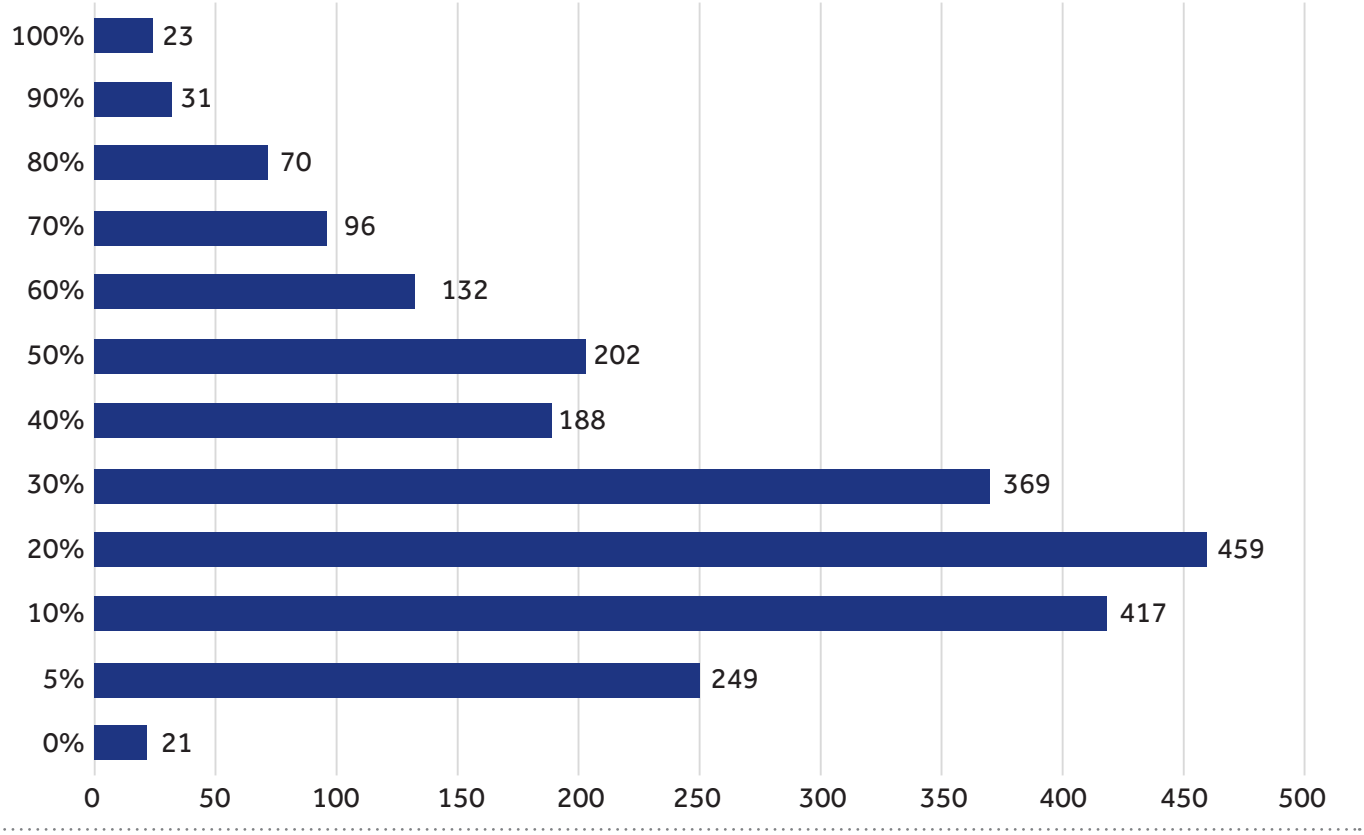
'A Socratic-based future-focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summaries and reflections which are aimed at stimulating the self-awareness and personal responsibility of the participant'.[5]

The respondents in this section were coaches. In Diagram 11 we asked about how much of their time they spent on coaching clients. The results confirm most that coaching forms only a part of what most respondents did, spending on average around a third of coaching delivery. Few spent time delivering supervision (Diagram 12), but were engaged in a wide range of other activities. Diagram 13 shows the focus of coaching work, with most coaching clients to support improvements in work performance. In terms of fee rates (Diagrams 14 and 15), the results indicated these varied widely between respondents and varied between individual and corporate coaching assignments.

Responses

The respondents in this section were coaches. They were engaged in a diverse set of activities, typically spending 10-30% of their time on coaching and most commonly supporting clients to improve their performance at work (Diagram 13). In terms of fee rates, the results indicated these varied widely between respondents and varied between individual and corporate coaching assignments (Diagrams 14-15).

Diagram 11: Coaching time



[5]Passmore, J & Fillery-Travis, A (2011) A critical review of executive coaching research: A decade of progress and what's to come. Coaching: *An International Journal of Theory, Practice & Research*, 4 (2), 70–88

Diagram 12: Supervisor time

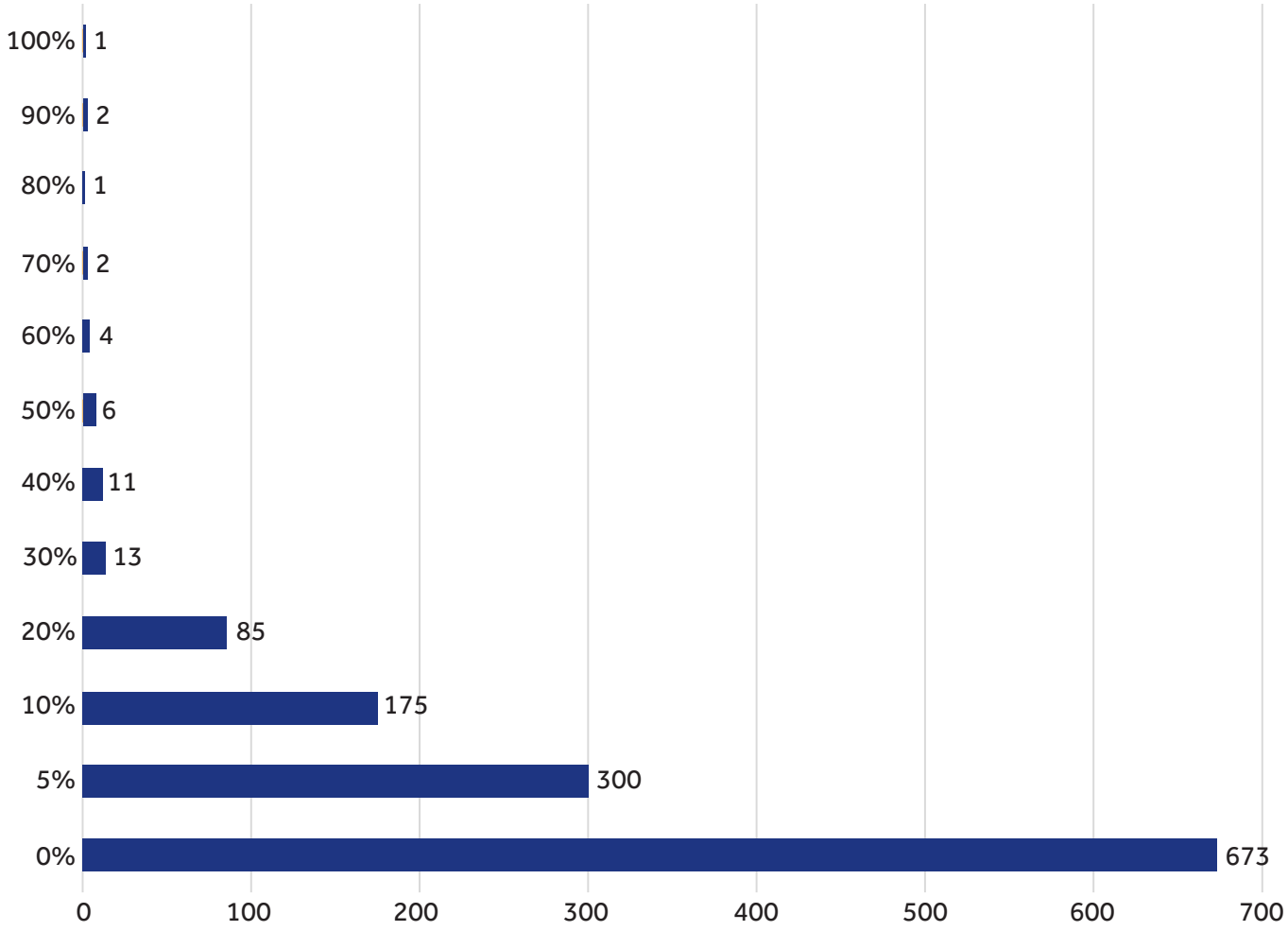


Diagram 13: Focus of coaching work

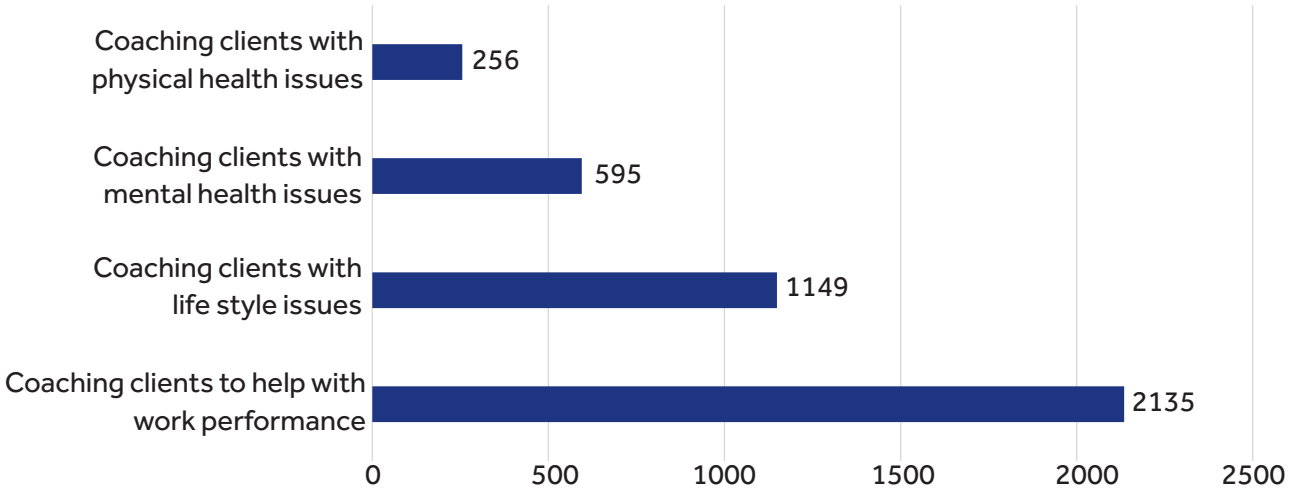


Diagram 14: Fee rates, Corporate funded coaching (per hour)

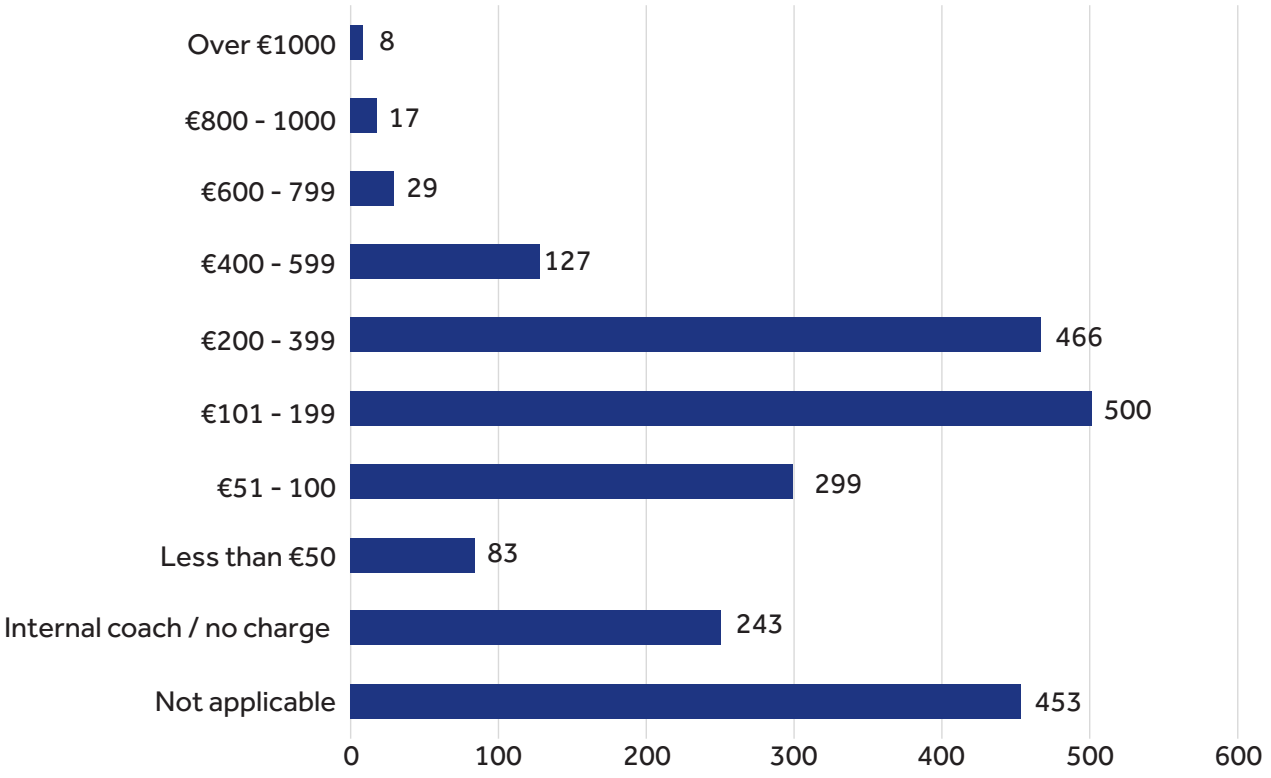
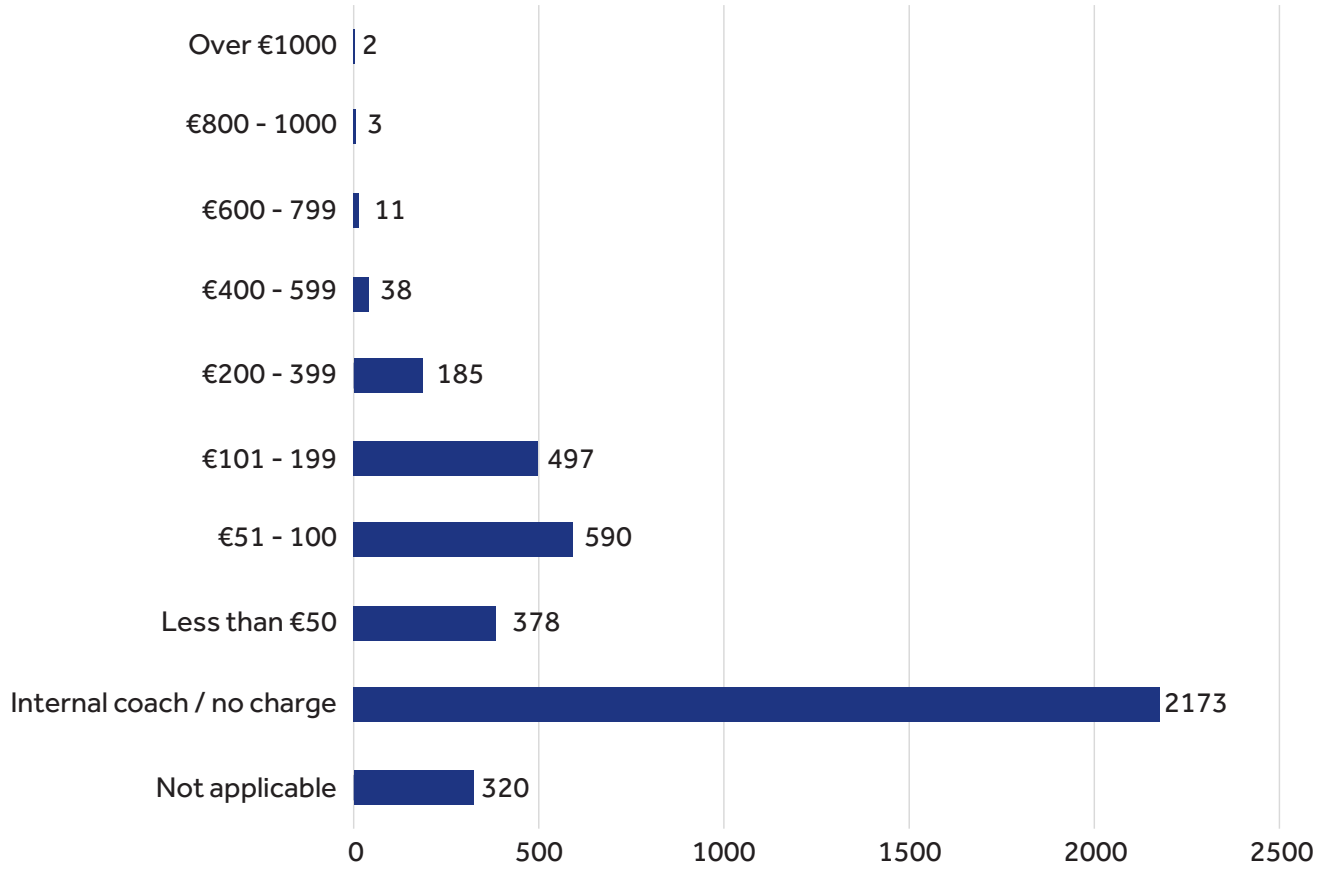


Diagram 15: Fee rates, Individual funded coaching (per hour)



Reflective practice and supervision

What is reflective practice?

Reflective practice is widely accepted as an effective method for learning and continuous professional development. How this is achieved has been widely debated and this debate continues, reflecting different traditions within coaching and mentoring. We believe reflective practice is an essential part of professional development. This can be fulfilled in different ways.

What is supervision?

One popular method drawn from counselling and clinical environments is coaching supervision. This can be one to one (or one to a few) involving a facilitator (supervisor) who supports, guides and encourages the participant (a coach) in a reflective process. Coaching supervision may be defined as:

The process that occurs when a mentor or coach brings their work to a supervisor in order to be supported, reflective and engage in collaborative learning for their personal development for the benefit of themself, their clients and their organisational clients.

Responses

Respondents in this section were coaches. The coaches most commonly used self-reflection (Diagram 16), typically spending 60-90 minutes per week on this activity (Diagram 17). In terms of more formal reflection, such as supervision, rates were lower than rates for coaching clients (Diagram 18)

Diagram 16: Methods of Self Reflection

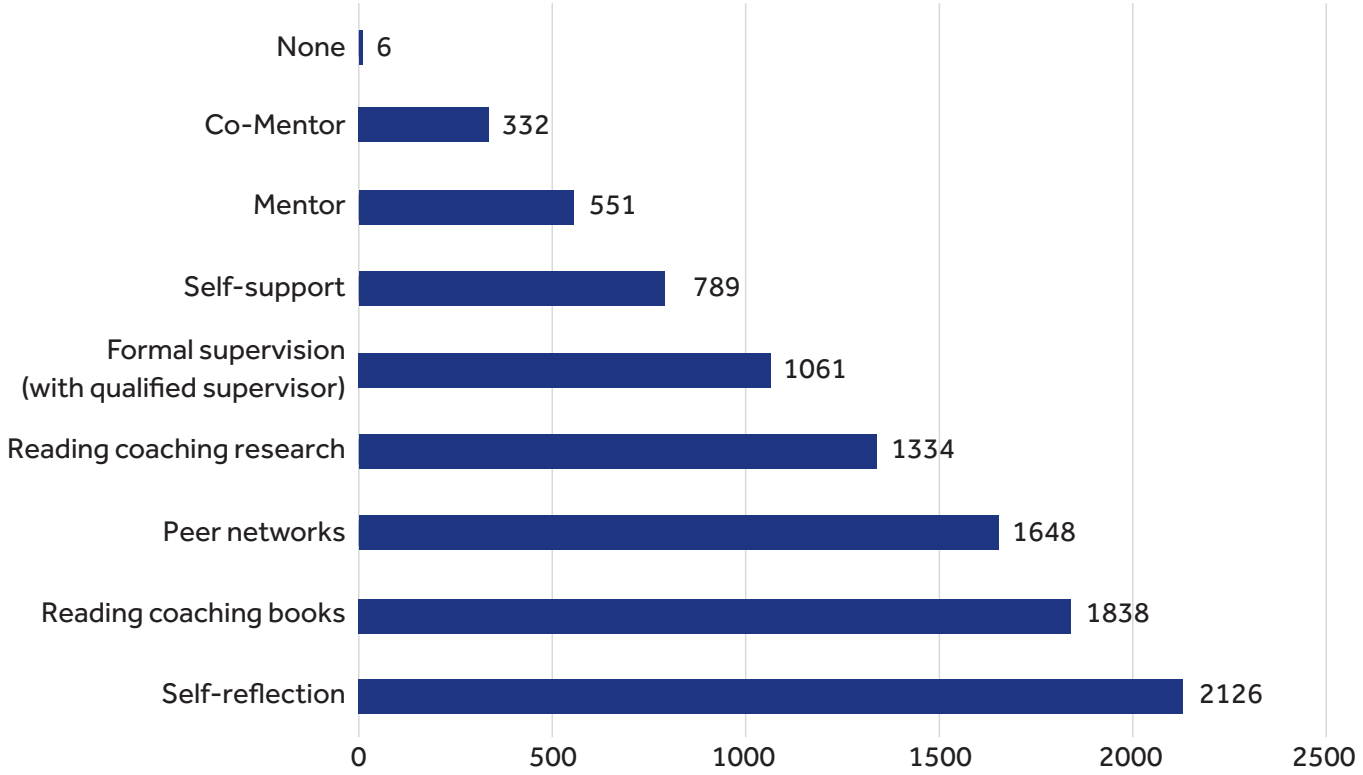


Diagram 17: Personal reflection time (per week)

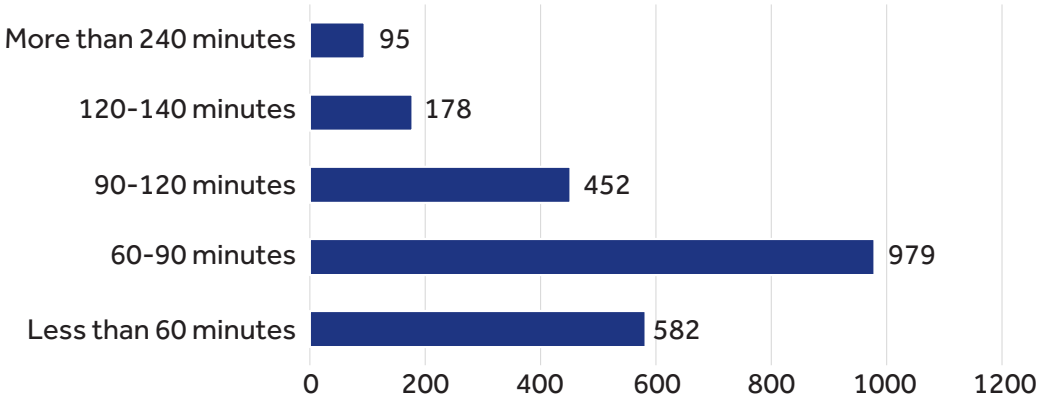


Diagram 18: Fees paid for reflective practice (per hour)

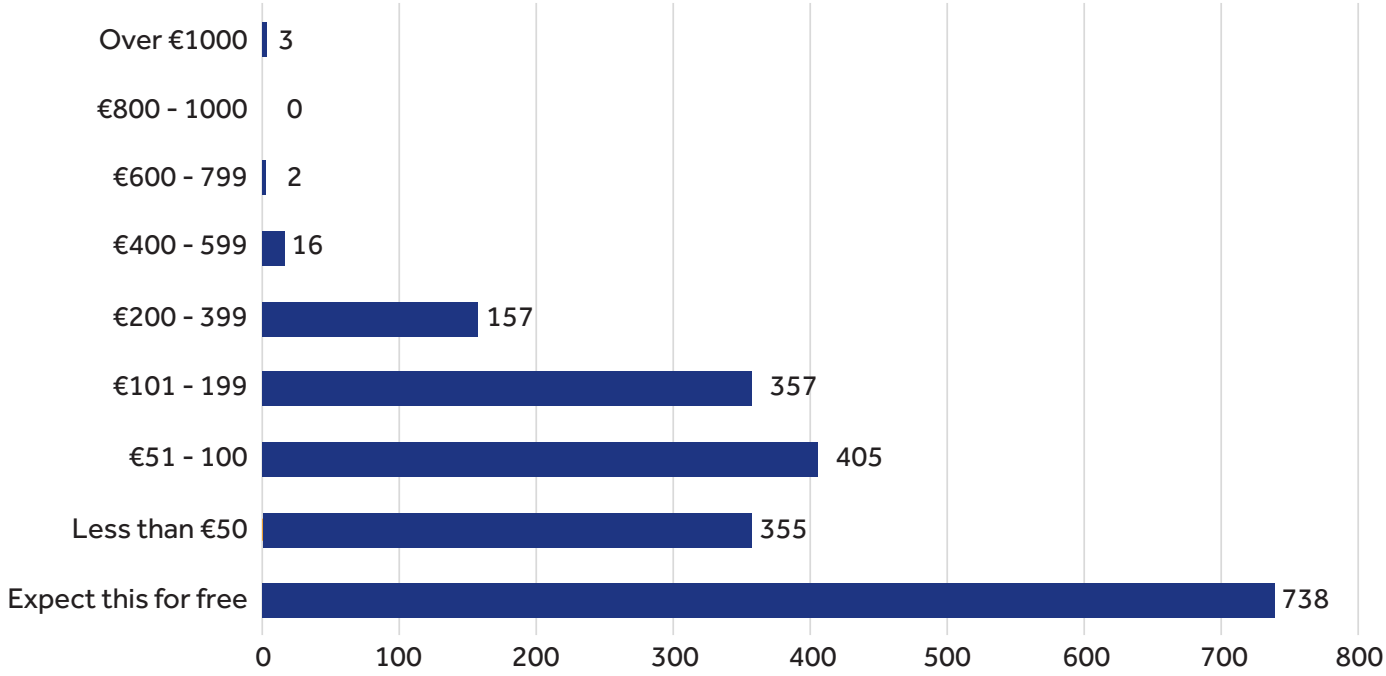
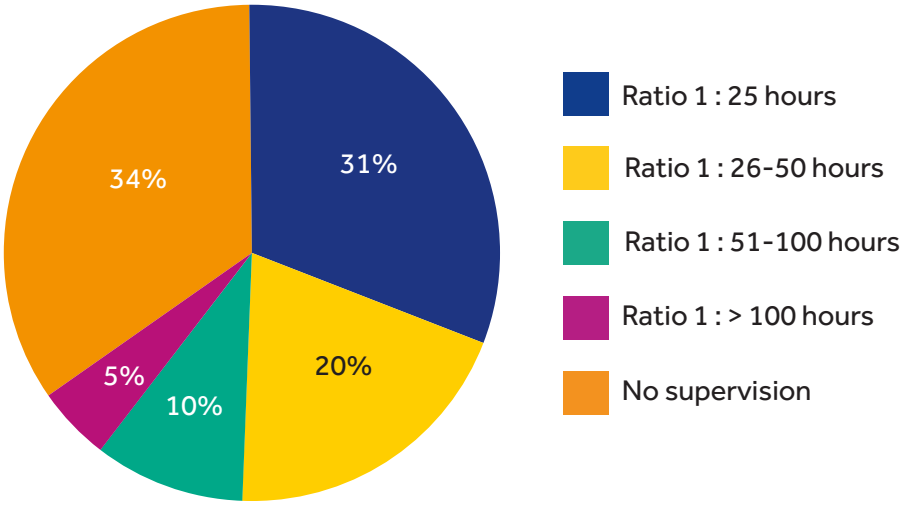


Diagram 19: Frequency of supervision (based on ratio of 1 hour of supervision: per X hours of coaching)



Continuous professional development

What is continuous professional development?

Continuous professional development (CPD) is widely regarded as an essential element of professional practice. CPD may be defined as:

A learning process employed by professionals to ensure that their standards and competencies are maintained and enhanced over time.

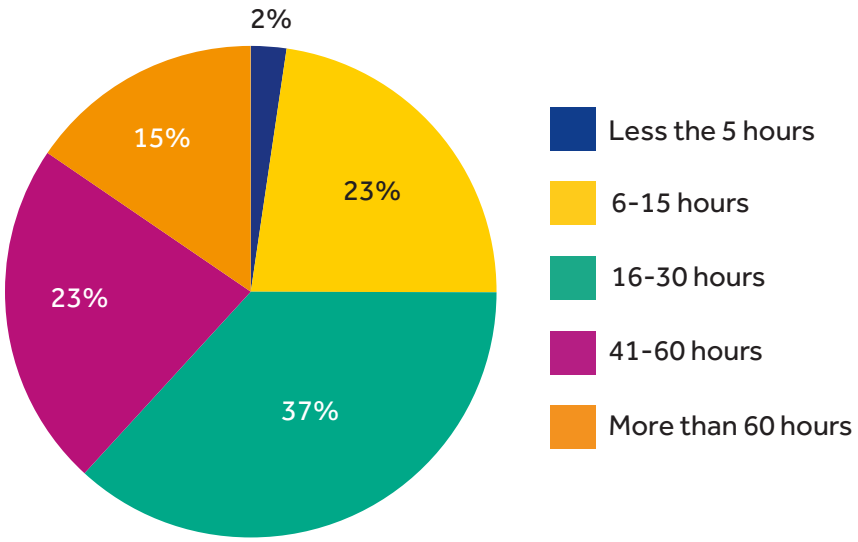


Professionals need to keep up to date with changes in legislation, research and new ideas within their area of practice. CPD can be achieved in a variety of ways through reading books and professional magazines, attending workshops and conferences that provide new knowledge, or through reflecting on practice and identifying the learning from these experiences.[6]

Responses

The coaches in this section responded to questions about CPD. They felt that CPD for coaches should typically involve 16-30 hours per annum (Diagram 20), with reading forming the most popular activity, including books and research articles, followed by attending conferences and networking (Diagram 21).

Diagram 20: Investment of time in CPD (per annum)



[6]Passmore, J (2011) Supervision in Coaching: *Supervision, Ethics and Continuous Professional Development*. London: Kogan Page

Diagram 21: Keeping up to date

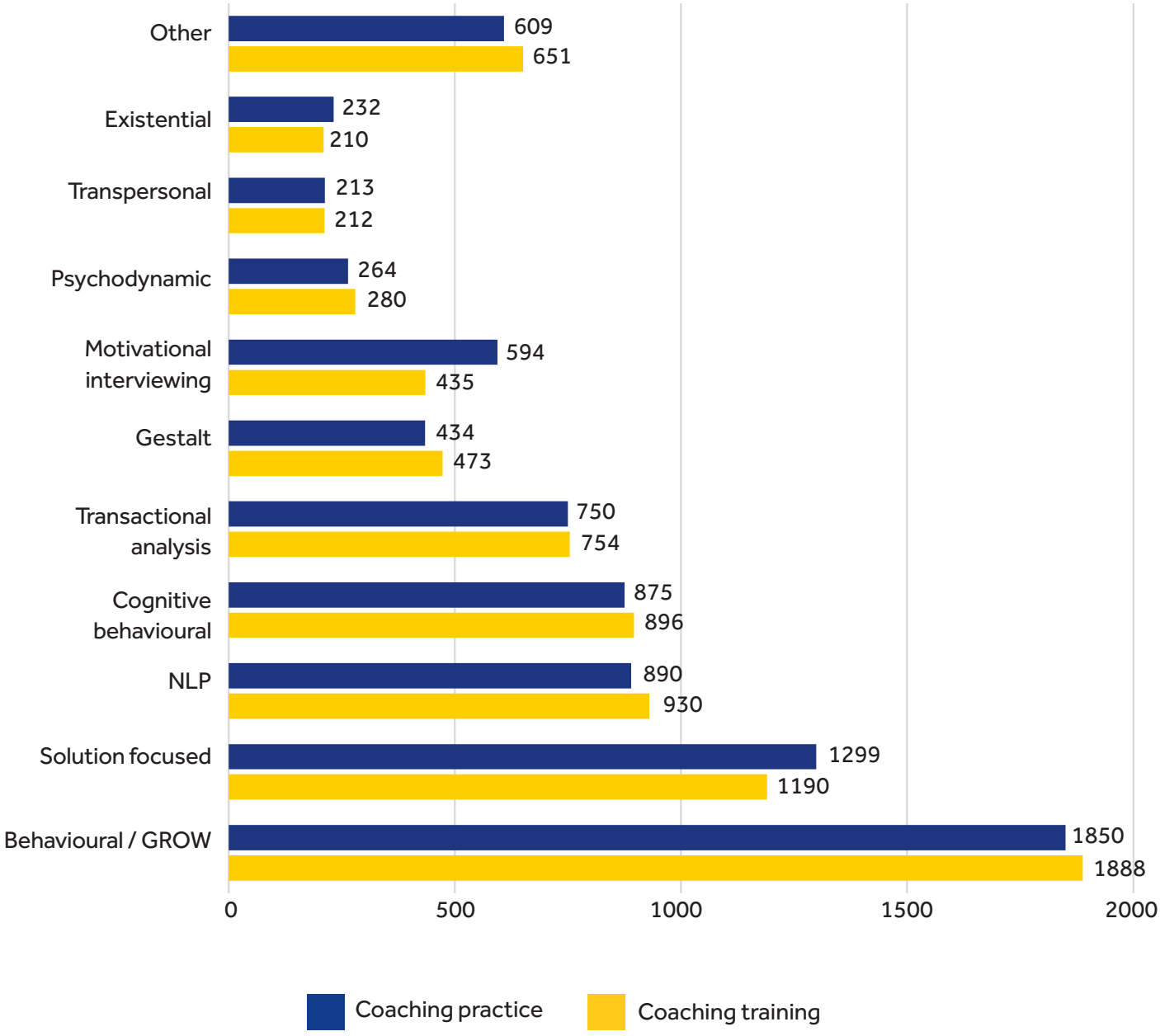




Conceptual models and approaches

The coaching literature has tended to focus on what models coaches should use. Yet little research has examined what models coaches do use in practice or how their practice compares with their training. We asked what models coaches had been trained in and what models they used in practice. The results suggest a close alignment between training and practice, with one exception: motivational interviewing.[7].

Diagram 22: Coaching practice vs Coaching training



[7]Cooper, M (2008) *Essential Research Findings in Counselling and Psychotherapy*. London: Sage

Diversity of approaches

There has been significant debate about which models work best. This debate has intensified as the number of coaching models has increased. It is now possible to identify 20–30 commonly used models. The popularity of different models probably varies between different countries, but there has been no research into this variation in practice or whether different models might better suit different cultures. Some have argued that all models are equally valid.[8] Other writers have argued that this is true when all presenting issues are combined, but when presenting issues are separated out, different methods are more suited to different presenting issues. There is some evidence to support this from therapy.[9] However, which factors suit which presenting issue in coaching has not been explored until this study.

Responses

In this section we asked coaches to imagine they were faced with clients with different presenting issues and asked them what method or approach they would select. Behavioural or cognitive behavioural coaching were the preferred methods for the majority of the presenting issues we invited coaches to consider.

Diagram 23: Presenting issue 1 - Career change

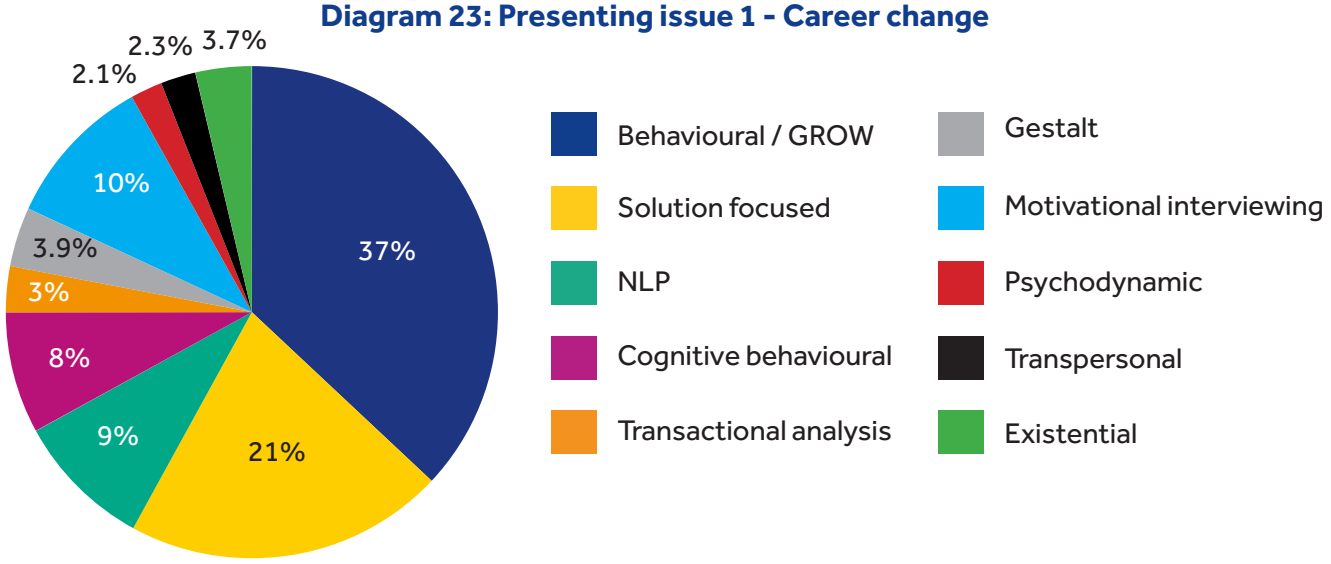
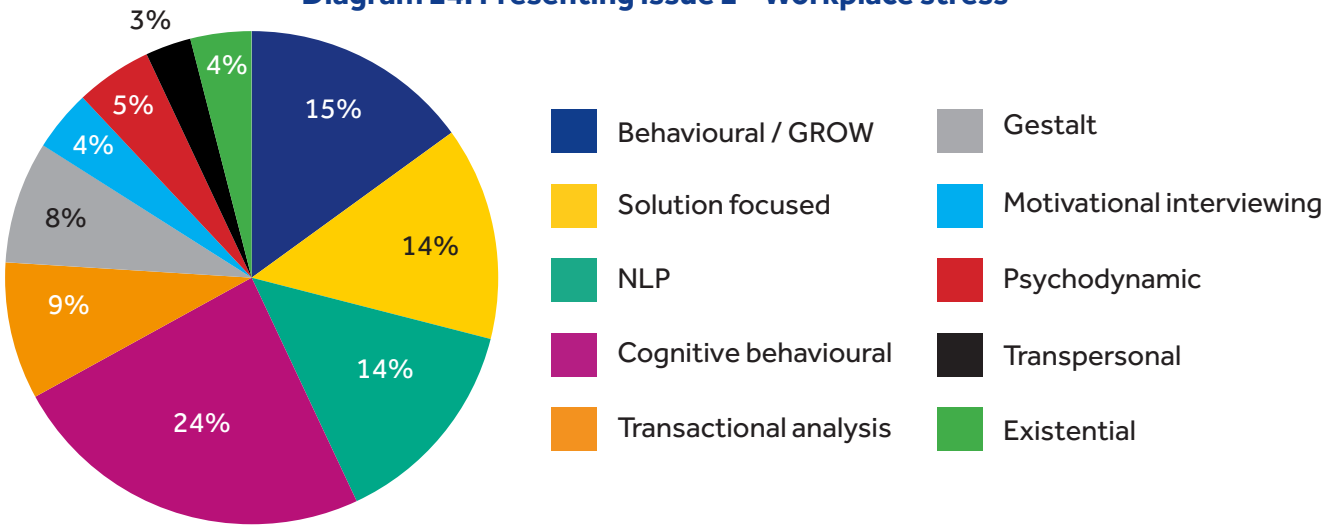


Diagram 24: Presenting issue 2 - Workplace stress



[8]Kilburg, R (2004) Trudging toward Dodoville: Conceptual approaches and case studies in executive coaching. *Consulting Psychology Journal: Practice and Research*, 56 (4), 203–13

[9]Miller, W R, Zweben, A, DiClemente, C & Rychtarik, R (1995) *Project Match Monograph Series - Volume 2*. Maryland: US Department for Health; Cooper, M (2008) *Essential Research Findings in Counselling and Psychotherapy*. London: Sage



Diagram 25: Presenting issue 3 - Improving presentation skills

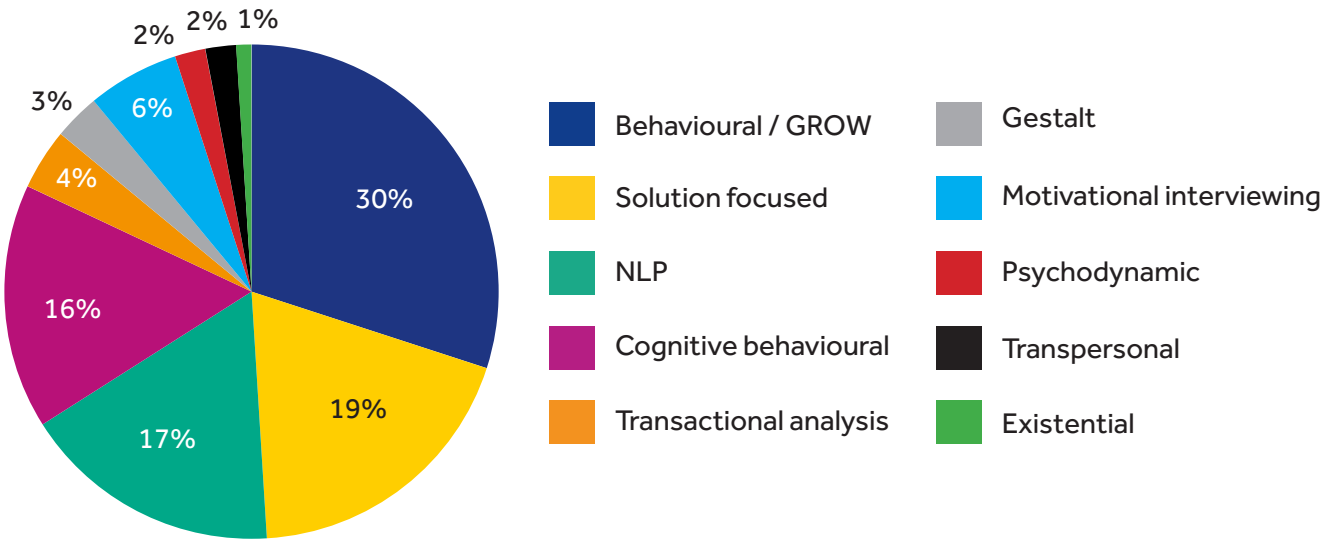


Diagram 26: Presenting issue 4 - Habitual checking of email / social media

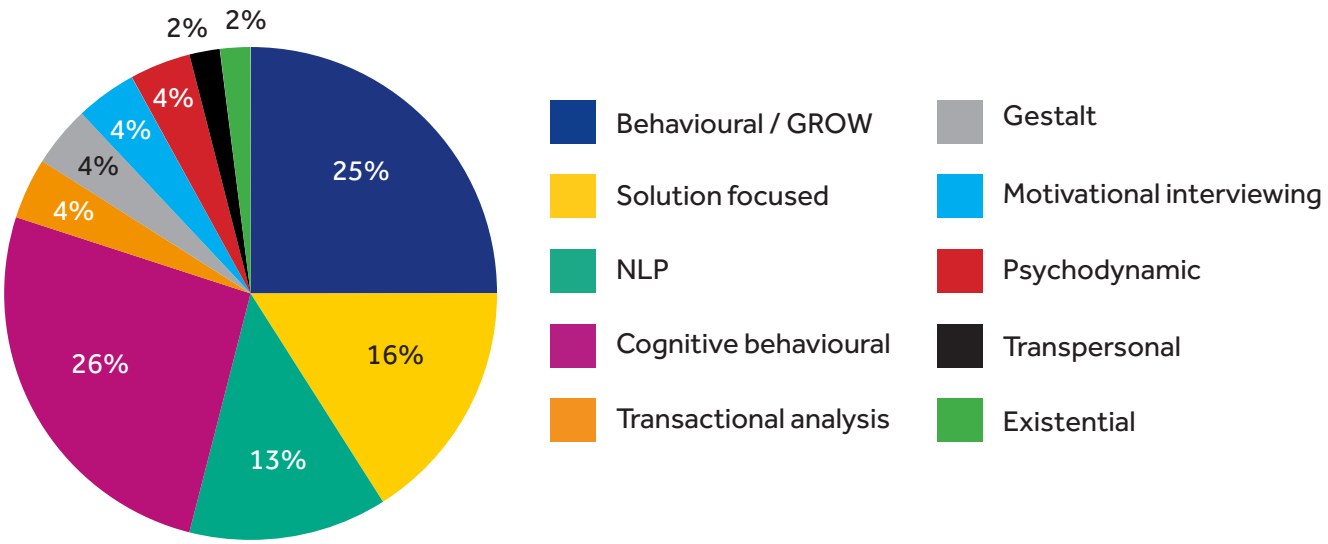
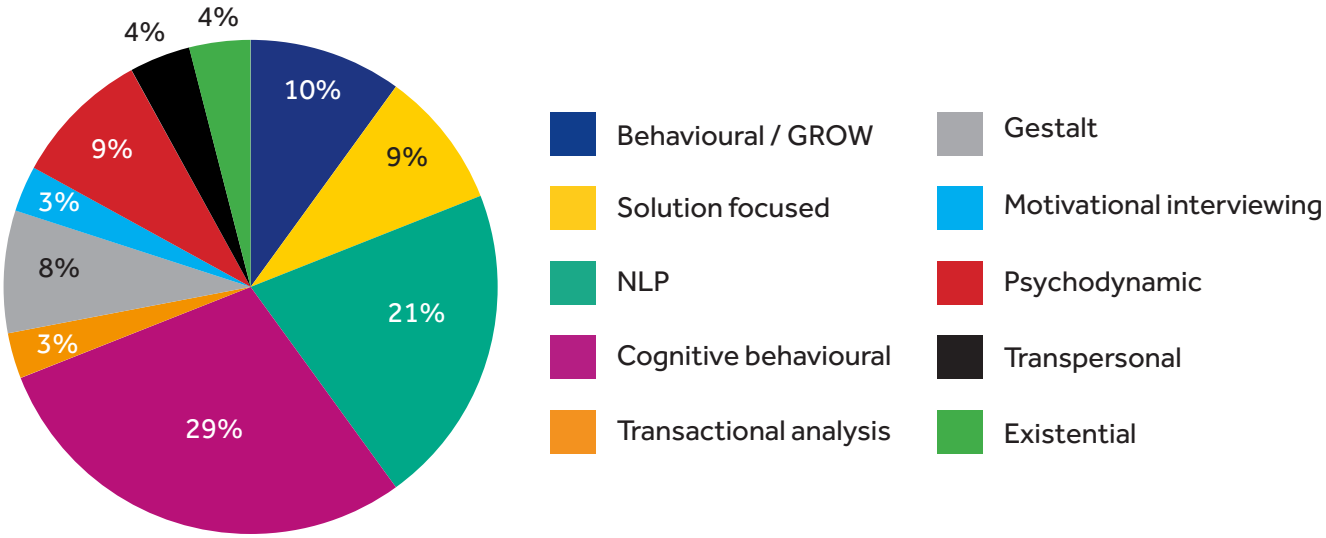


Diagram 27: Presenting issue 5 - Anxiety of travelling on public transport





Evaluation

The issue of evaluation is an important part of any intervention. In simple terms, evaluation can help us answer the question, 'Does it work?[10] Organisations are interested in evaluation to help them understand whether the investment of employee time and financial resources is a wise investment. Individuals are interested in evaluation to help them understand if the intervention will help them with their presenting issue. Yet there is no agreed way to evaluate coaching. This may reflect the many different types of coaching and the many different ways it is used.

Does coaching work?

What we can say from other research studies is that coaching works. In short, it is about as effective as most other types of organisational interventions: specifically, it is useful for improving performance, enhancing wellbeing, developing self-regulation and developing more effective coping strategies.[11]

Responses

The coaches who responded to this section revealed most were evaluating either informally at the end of a meeting or formally at the end of an assignment.

Diagram 28: Evaluating impact

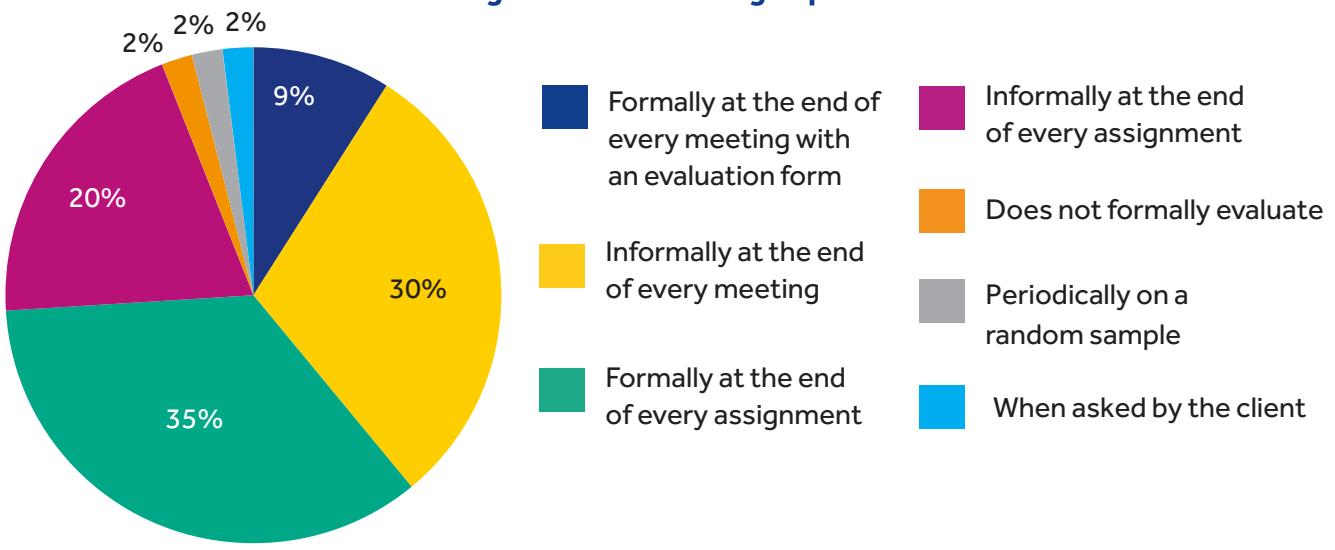
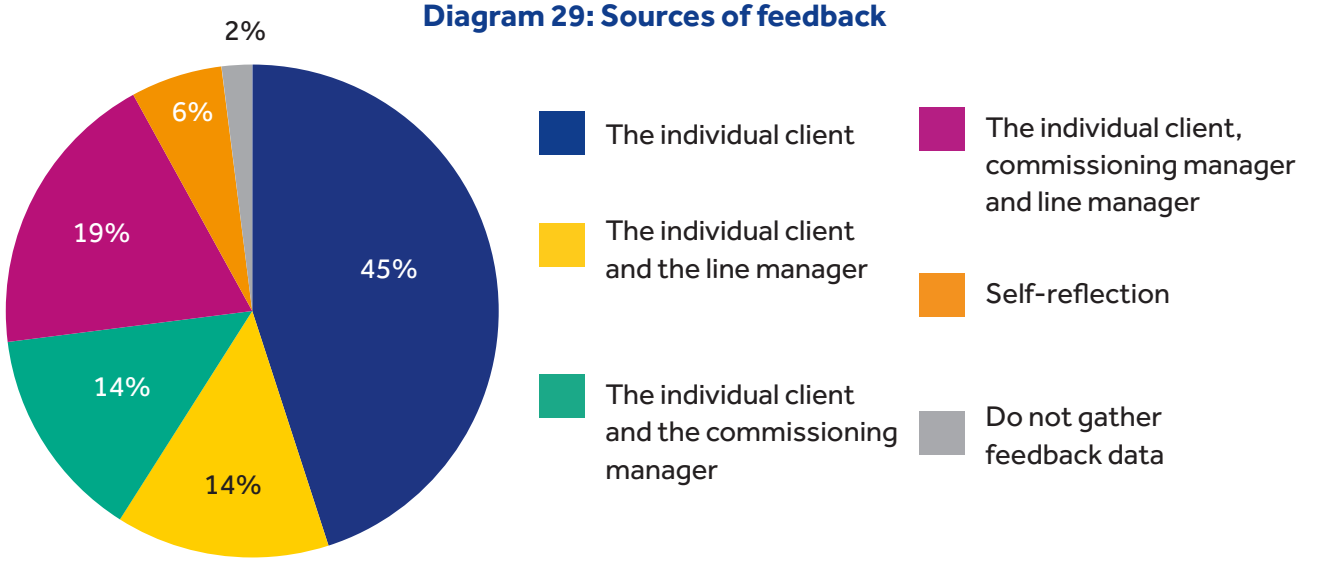


Diagram 29: Sources of feedback



[10]EMCC (2017) Bridging the gap – coaching evaluation in diverse landscapes of practice. EMCC: UK

[11]Theeboom, T, Beersma, B & van Vianen, A E (2014) Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *Journal of Positive Psychology*, 9 (1), 1–18; Jones, R J, Woods, S A & Guillaume, Y R F (2016) The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89 (2), 249–77

Contracting for corporate coaching assignments

Coaching contracting

There has been relatively little research into the issue of contracting. In most therapeutic relationships the issue is straightforward. The relationship involves a single client (the person who is sitting in the room) and a counsellor who offers a verbal contract at the start of the process. The situation is more complex in coaching, particularly in organisational coaching where there is likely to be a commissioning manager (probably from HR), as well as others with expectations of the outcome, including the line manager, who may have requested the coaching and referred the case to Human Resources.

Multi-party coaching agreement

One way to overcome this complexity is to enter into multi-party agreements. These are often, but not always, tri-partite agreements, jointly signed between the coach, the individual client (coachee) and the organisational representative (coach commissioning manager). How widely these are used, what clauses these agreements contain and who coaches view as their primary client in managing competing interests, are all questions that have yet to be established.

Diagram 30: Agreeing the contract



Diagram 31: The primary client

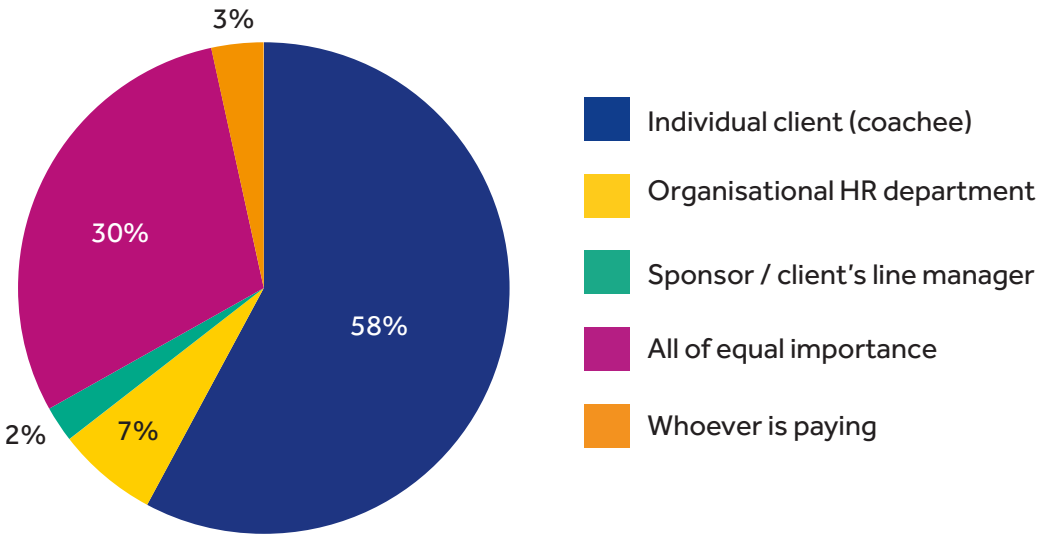




Diagram 32: Contract clauses – Individual client agreements

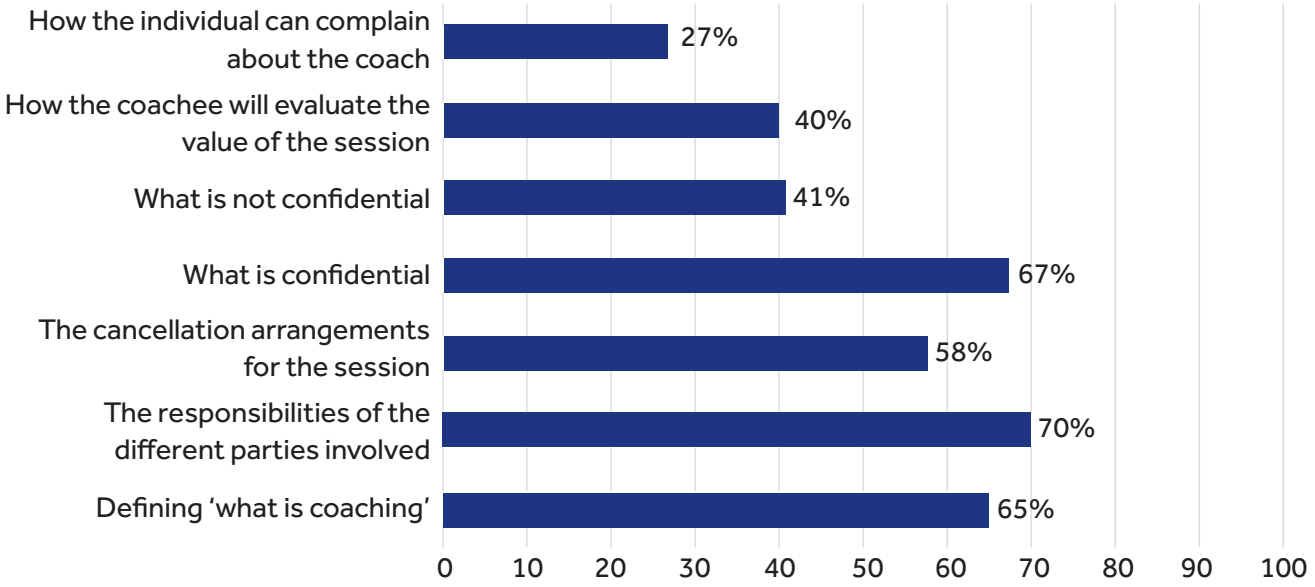
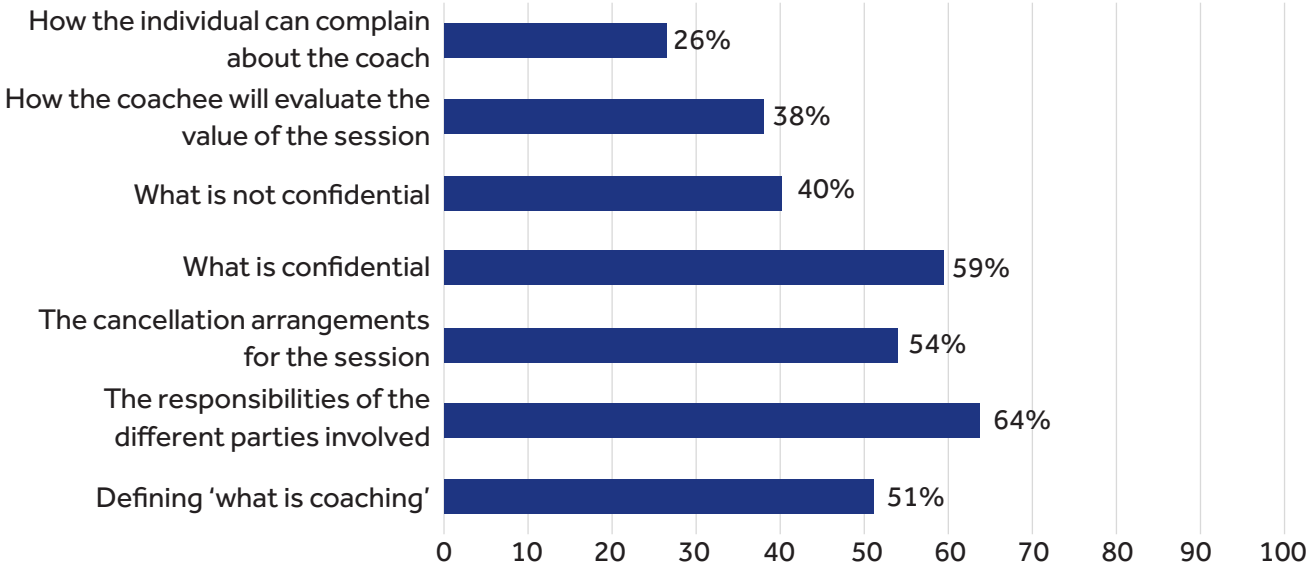


Diagram 33: Contract clauses – Organisational client agreements





Ethics

What are ethics?

The issue of ethics is a philosophical field concerned with systematising, defending and recommending concepts of right and wrong. Multiple approaches have been offered reflecting different principles, although many common features occur in most ethical codes, reflecting a common desire to do good as opposed to harm and to act for universal causes rather than for exclusively self-interest.

Why is ethics important in coaching?

Ethics remains an under-researched aspect of coaching practice, but it is widely recognised as an important part of professional standards that all professions should adopt.[12] However, the diversity of coaches' backgrounds means that personal professional backgrounds and the subtle variations in cultural differences may lead to differences in interpretation when faced with ethical dilemmas.

Responses

The coaches who responded to this section typically share their ethical code (56%) and they typically tell the client about it at the start of the coaching conversation (32%).

Diagram 34: Sharing ethical codes - 1

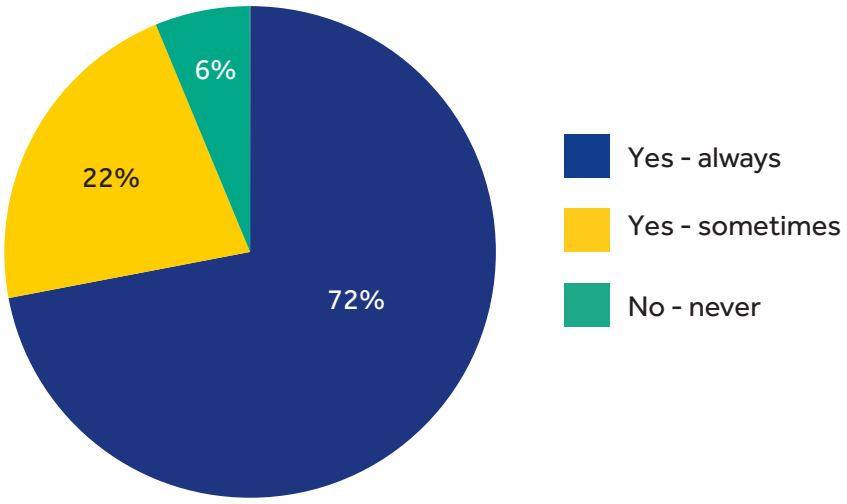
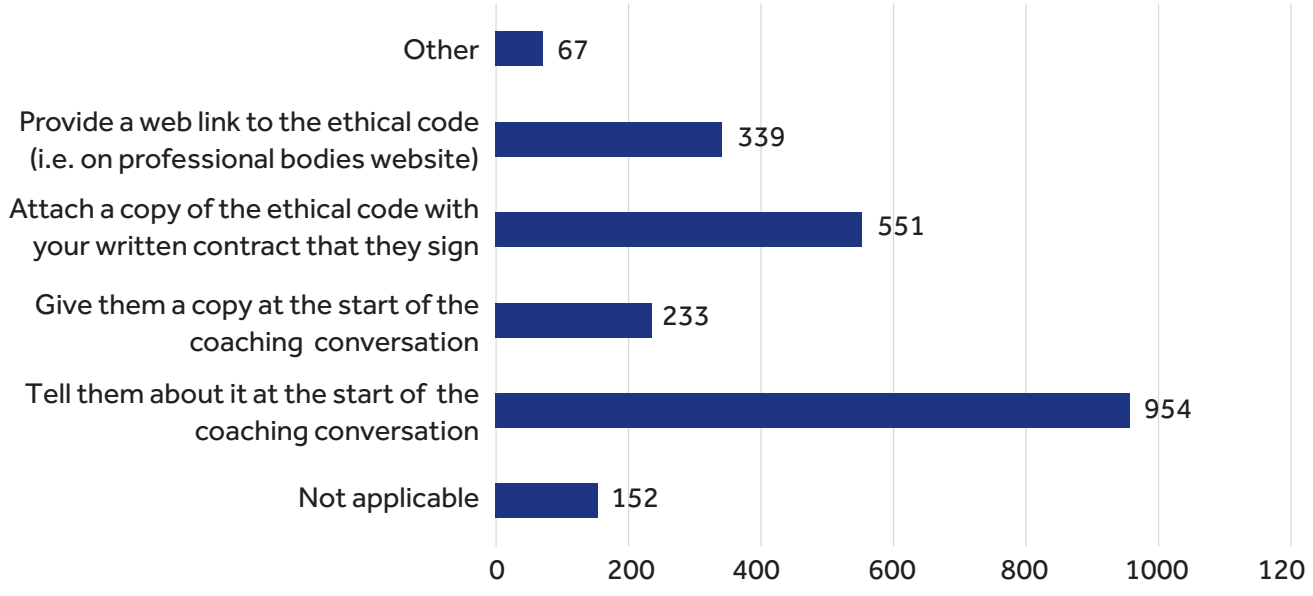


Diagram 35: Sharing ethical codes - 2



[12]Lowman, R L (2013) Coaching ethics. In: J Passmore, D Peterson & T Freire (eds) *The Wiley Blackwell Handbook of the Psychology of Coaching & Mentoring*. Chichester: Wiley

We asked coaches what should happen to a coach in the following situations as a means of exploring attitudes towards tricky situations or ethical dilemmas. In this section responses varied widely, with coaches being divided for example over what action should be taken over bribery, sexual relationships within a coaching relationship and commercial theft. These suggest that in some areas professional bodies need to do more work to create greater consistency in the understanding of ethical conduct and compliance with their own ethical codes, which in some cases explicitly bar some of these practices.

Diagram 36: Ethical Dilemma 1 - Coach pays a fee to secure the contract

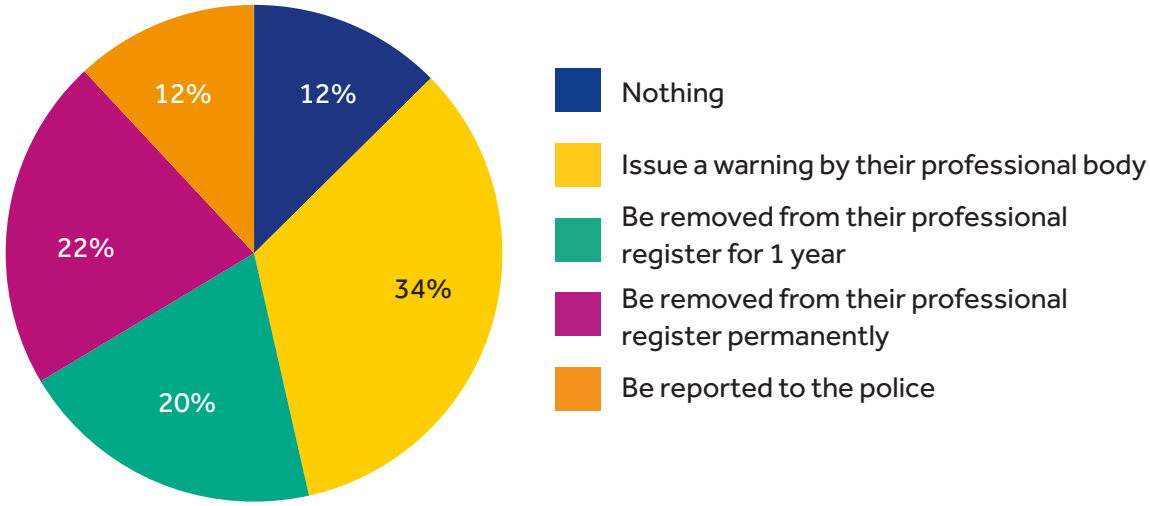


Diagram 37: Ethical Dilemma 2 - Coach enters a sexual relationship with client

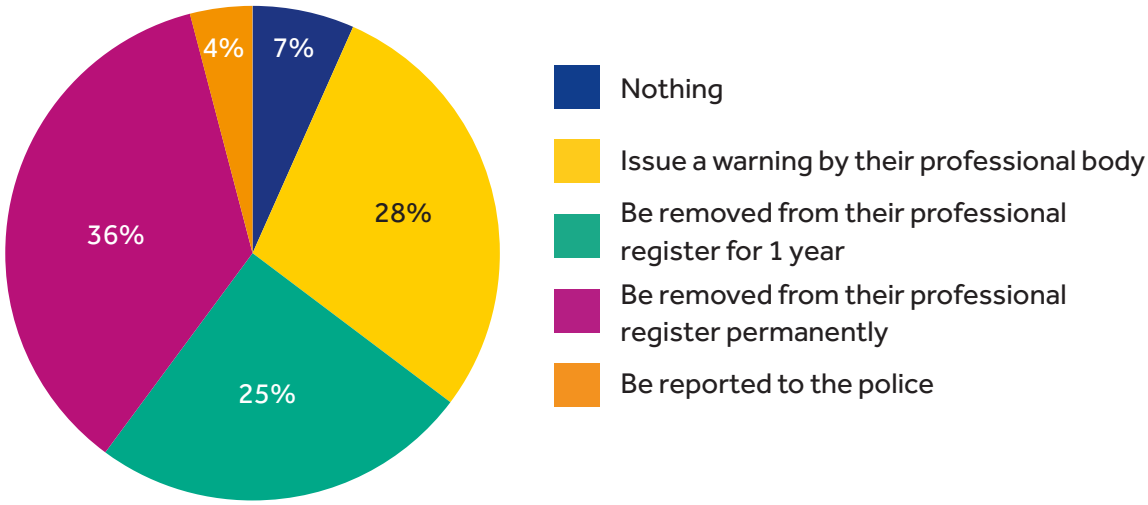




Diagram 38: Ethical Dilemma 3 - Coach enters a sexual relationship after coaching relationship has ended

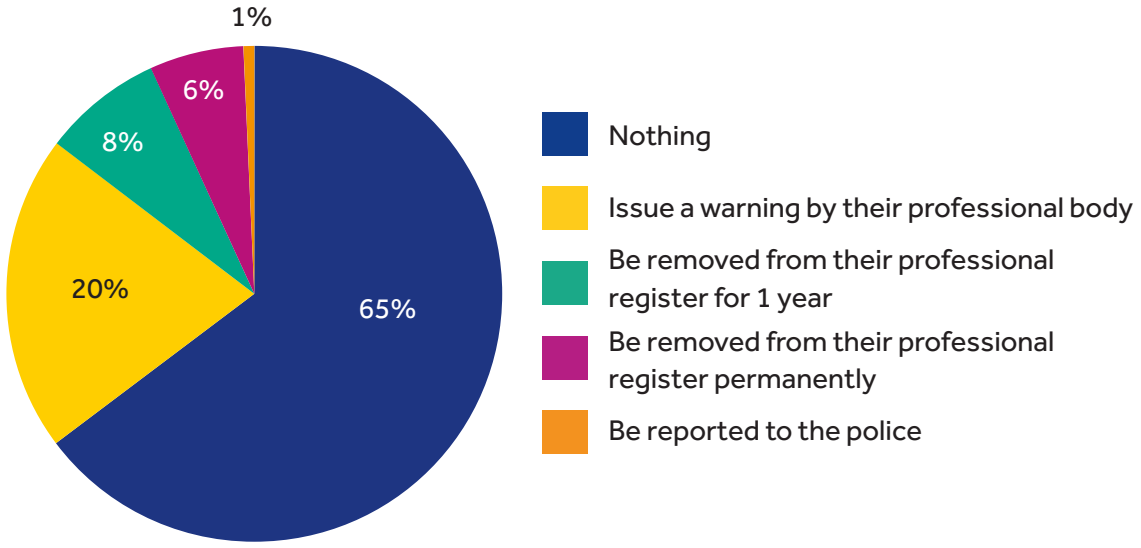


Diagram 39: Ethical Dilemma 4 - Coach fails to report 'low-level' drug taking by client

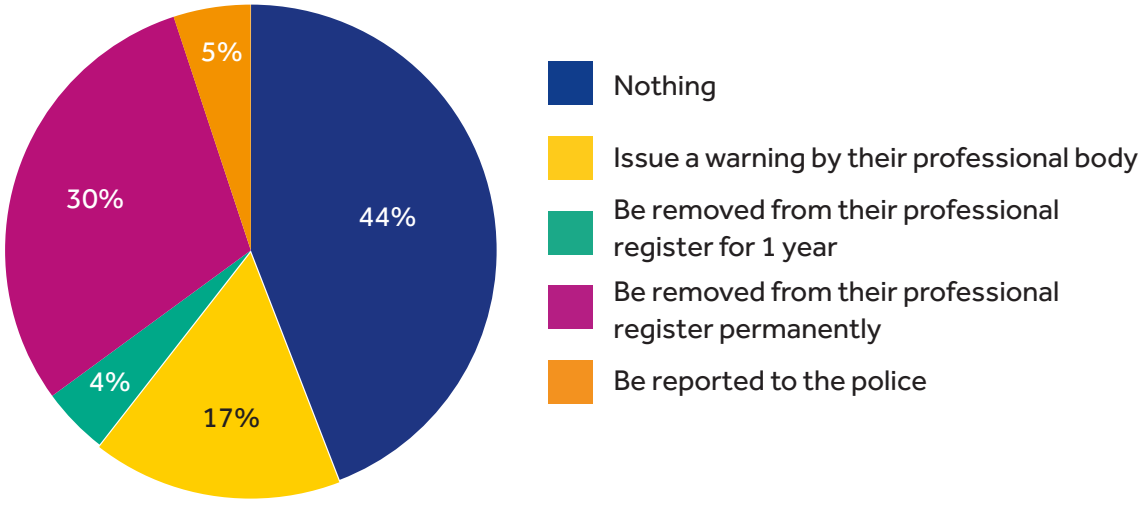
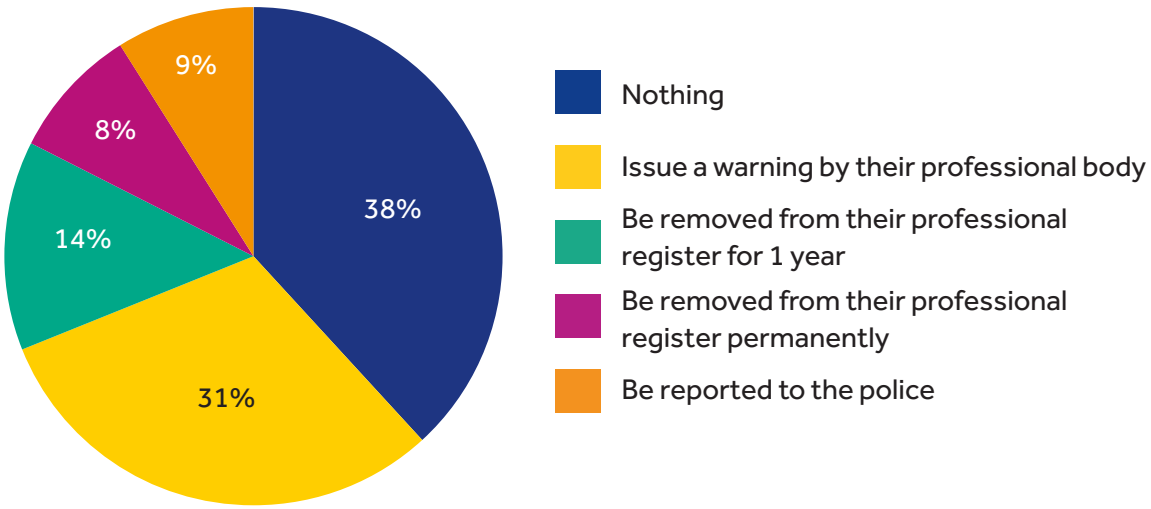


Diagram 40: Ethical Dilemma 5 - Coach fails to report theft of commercially sensitive information





Commissioning coaching

Coach commissioners

Coach commissioners are individuals within organisations who are charged with the responsibility for commissioning coaching. The voice of this group is less well researched than others, but it is a key factor to consider as the coaching profession develops.

Who are commissioners?

Those who commission coaching come from a wide range of backgrounds. They may be senior managers in an organisation, seeking coaching for their team members, human resources professionals letting a framework contract, or a specialist coach commissioner managing the coaching operations for the organisation.

The responses in this section were completed by managers who commission coaching on behalf of their organisations.

Responses

In total 131 coach commissioners responded to this section of which 4 were outside Europe. Not all respondents answered all questions. The responses showed that the two most important factors for commissioners when appointing coaches were coach experience (50%) and professional qualifications (23%). In terms of who was the 'primary client' they were divided, with 40% seeing the organisation and 40% stating that the individual and the organisation were of equal importance.

Diagram 41: Criteria used in coach selection

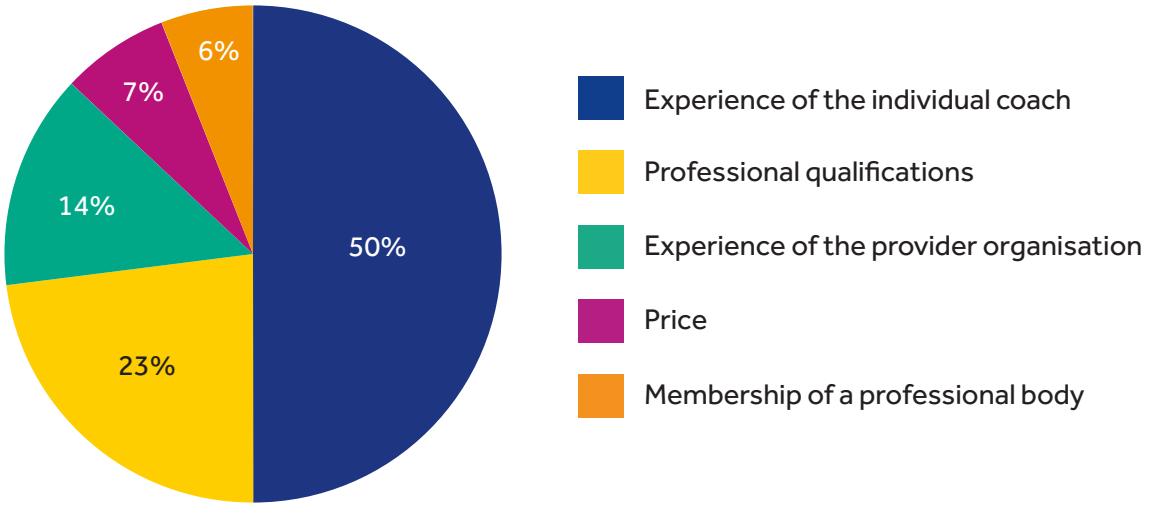


Diagram 42: Who do you believe is the primary client when you are delivering Corporate / Organisational coaching?

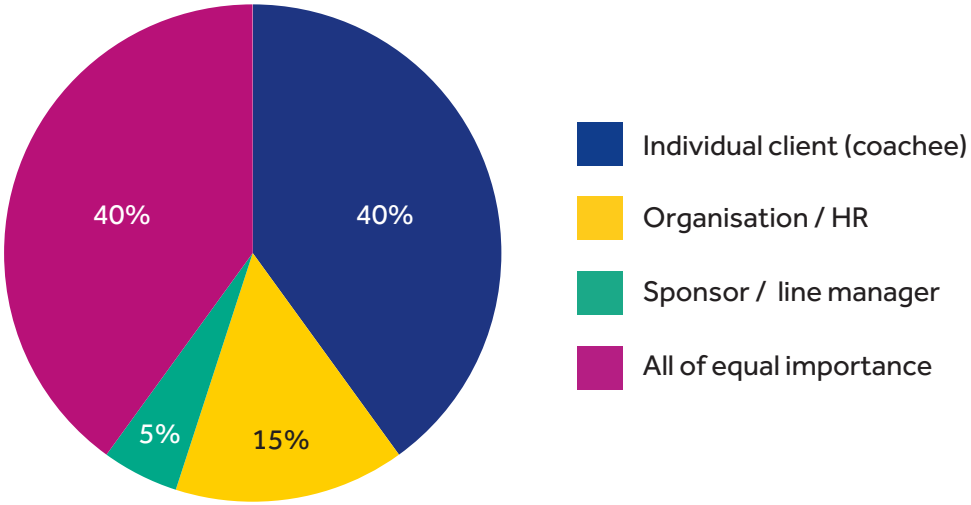
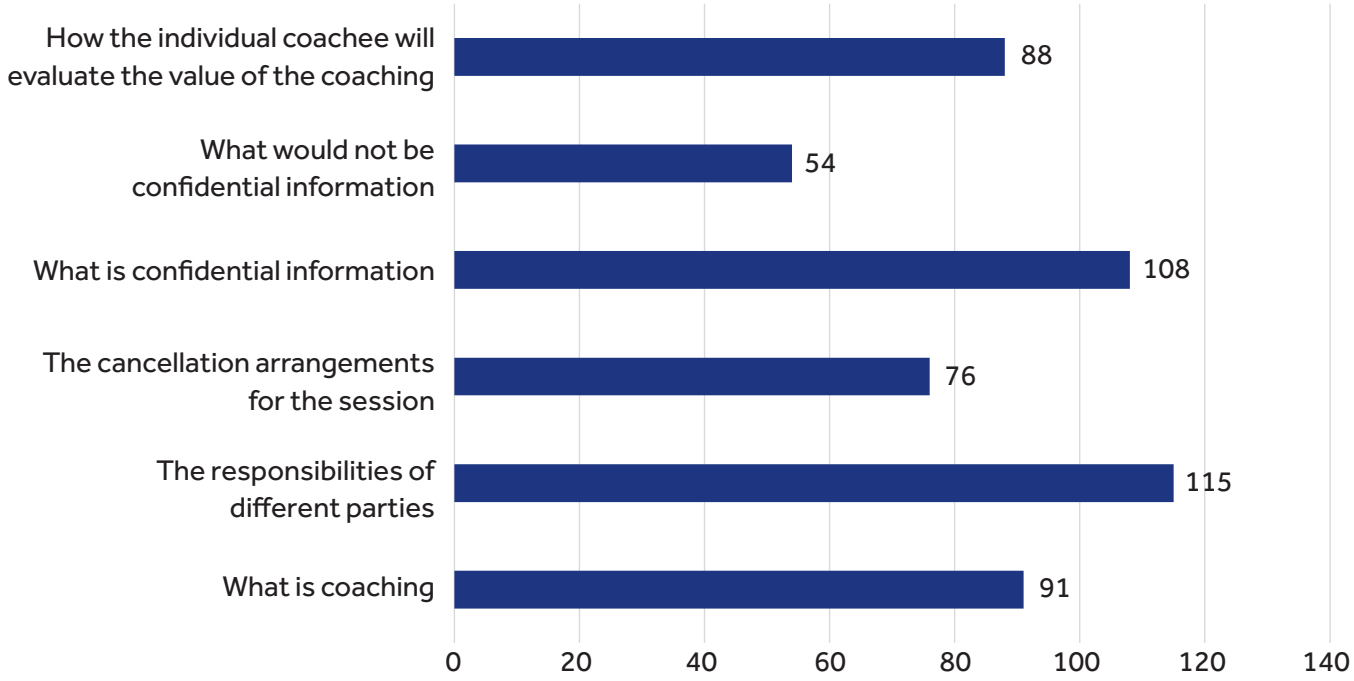


Diagram 43: What aspects are explicitly included in your contract with the organisation?





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
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