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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.


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Contents

Lead research partners ........................................... 4
Introduction ................................................................... 5
The development of coaching in Poland ...................... 6
Biographical information ........................................... 8
Coaching practice ....................................................... 9
Reflective practice and supervision ......................... 10
Continuous professional development .................. 11
Conceptual models .................................................... 12
Diversity of approaches ......................................... 13
Evaluation .............................................................. 15
Contracting for corporate coaching assignments ... 16
Coaching ethics ......................................................... 18
Commissioning coaching ......................................... 21
Research partners ..................................................... 22
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

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 Consortium 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 Polish 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 Polish, 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 Poland

Coaching development in Poland has progressed since the late 1990s, and has become a popular HR practice. Since then, 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.

Currently, coaching is developing in Poland in two main streams: Firstly, in performance coaching (in organisations), and secondly, in business and life coaching (on the free market).

Since 2006, coaching supervision has become a recognised practice and is encouraged by all of the main professional coaching bodies that operate in Poland, such as: European Mentoring and Coaching Council (EMCC), International Coach Federation (ICF) and the Coaching Chamber.

Membership for these bodies fluctuates, but in January 2018 membership of the three largest bodies in Poland was:

- **EMCC Poland** – 35 individual members
- **ICF Poland** – 188 individual members
- **Coaching Chamber** – 165 member companies

However, supervision is still a rare practice and most often it is used as part of the preparation process for accreditation. There are currently about 50 coaching supervisors in Poland.

Current hot topics in Polish coaching practice include:

- **Neuroscience coaching** – understanding the brain and its impact on human and leadership development
- **Leadership coaching** – enhancing a leader’s abilities and skills to lead and to help the organisation meet its operational objectives
- **Team coaching** – supporting teams in achieving their goals and the highest efficiency and performance

Mentoring in Poland has developed since the early 2000s and is most often conducted within organisations as a part of a wider HR strategy, with more senior employees mentoring junior talent.

Similar to other European countries, in Poland there are a wide number of providers of coach and mentoring training. Currently there are about 100 coaching courses and training programmes (from 1- to 50-day training courses). Many of these are accredited by one of the professional bodies (ICF, EMCC or the Coaching Chamber). There are also a number of university programmes, including: Kozminski University; University of Warsaw; SWPS University of Social Sciences and Humanities; SGH Warsaw School of Economics; Collegium Civitas; Collegium da Vinci; WSB Universities; Jagiellonian University; Maria Curie-Skłodowska University; and many other universities all over Poland, both public and private.

Additionally, Poland hosts several large coaching and mentoring conferences, such as: International Scientific Coaching Conference (Kozminszy University); Coachowisko (Association of Polish Coaches) – the biggest coaching market in Europe; International Coaching Expo and Conference (ICF Poland); The Congress of Polish Mentoring (Association of Mentoring); and ‘SUPER M’ Mentoring Conference (EMCC Poland); among many others. Attendance of these events fluctuates from tens to several thousands of people.
Rozwój coachingu w Polsce postępował od późnych lat 90-tych i w jego wczesnej fazie coaching stosowany był głównie jako popularna praktyka w działach HR. Od tego czasu wzrosła zarówno skala jak i zakres zastosowania coachingu, a także znacznie poszerzyła się gama dostępnych kursów coachingowych. Dowodem na to jest wzrost liczby ośrodków i firm oferujących szkolenia oraz kursy coachingowe, wydłużenie czasu trwania kursów coachingowych, rozwój programów studiów coachingowych na uniwersytetach oraz wzrost liczby członków profesjonalnych organizacji zrzeszających coachów.

Obecnie w Polsce coaching rozwija się w dwóch głównych nurtach:

1. Performance coaching (wewnątrz organizacji) oraz
2. Business i life coaching (prowadzony przez coachów na wolnym rynku).

Od około 2006 roku superwizja w coachingu stała się rozpoznawalną praktyką, do której zachęcają wszystkie największe działające na terenie Polski profesjonalne organizacje zrzeszające coachów, takie jak: European Coaching and Mentoring Council (EMCC), International Coach Federation (ICF) oraz Izba Coachingu.

Liczba aktywnych członków tych organizacji waha się, w styczniu 2018 roku wynosiła:

   - ICF Poland – 188 członków
   - EMCC Poland – 35 członków
   - Izba Coachingu – 165 zrzeszonych organizacji

Niemniej jednak, superwizja w coachingu stosowana jest jeszcze stosunkowo rzadko i w większości przypadków stanowi element procesu akredytacji. Obecnie w Polsce jest około 50 superwajzorów.

Aktualnie w obszarze coachingu szczególnym zainteresowaniem cieszą się następujące tematy:

- Neuronauka a coaching – zrozumienie funkcjonowania mózgu i jego wpływu na rozwój człowieka i przywództwa
- Leadership coaching (coaching przywódczy) – wspieranie liderów w rozwoju zdolności przywódczych oraz w osiąganiu celów operacyjnych organizacji
- Coaching zespołowy – wspieranie zespołów w osiąganiu celów oraz w efektywnym działaniu

Mentoring w Polsce rozwija się od początku lat 2000. Najczęściej prowadzony jest w organizacjach jako element szerszych strategii HR, w których starsi pracownicy są mentorami dla młodych utalentowanych pracowników.


Warto zauważyć, że od wielu lat w Polsce organizowane są duże coachingowe i mentoringowe konferencje, takie jak np.: Międzynarodowa Naukowa Konferencja Coachingu (Akademia Leona Koźmińskiego), Coachowisko – największe targi coachingu w Europie (Stowarzyszenie Coachów Polskich), Kongres Mentoringu Polskiego (Stowarzyszenie Mentoringu), Konferencja Coachingu SUPER M (EMCC Poland) oraz wiele innych. Liczba uczestników tych wydarzeń wahana się od kilkudziesięciu do kilku tysięcy.
Diagram 1: Gender of respondents

Diagram 2: Membership of professional coaching associations

Q1.6 Which coaching and mentoring bodies are you a member of?
Diagram 3: Proportion of working time spent delivering coaching

Diagram 4: Hourly fee rates: Corporate funded coaching

Q5.6 Fee rates for corporate clients

Poland
Europe (Excl. UK)
UK

Fee rates

- Over €1000 per hour
- €800-1000
- €600-799
- €400-599
- €200-399
- €101-199
- €51-100 per hour
- Less than €50 per hour
- Internal coach / no charge

Proportion of coaches (%)

Proportion of coaches' time (%)
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)

- Co-Mentor
- Mentor
- Self-support
- Formal supervision
- Reading coaching research
- Peer networks
- Reading coaching books
- Self-reflection

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?

- I don’t receive supervision
- 1 < 100
- 1: 51–100
- 1: 26–50
- 1 > 26
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)
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?
**Diagram 14: Evaluating impact**

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

- **When asked by the organisational client**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Periodically, on a random sample of individual clients**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Formally – evaluation form at end of every meeting**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Informally, at end of every meeting**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Formally – evaluation form at end of every coaching assignment/contract**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Informally, at end of every coaching assignment/contract**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **I have not formally evaluated my work in the past twelve months**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Other**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

**Diagram 15: Gathering feedback**

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

- **The individual client**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **The individual client and the line manager**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **The individual client and the commissioning manager**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **The individual client, commissioning manager and line manager**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Yourself (self reflection feedback)**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **I do not gather feedback**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]

- **Other**
  - Poland: [Chart Data]
  - Europe (Excl. UK): [Chart Data]
  - UK: [Chart Data]
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)

- How the individual can complain about the coach
- How the coachee will evaluate the value of the session
- What is not confidential
- What is confidential
- The cancellation arrangements for the session
- The responsibilities of the different parties involved
- Defining ‘what is coaching’

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)

- How the individual can complain about the coach
- How the coachee will evaluate the value of the session
- What is not confidential
- What is confidential
- The cancellation arrangements for the session
- The responsibilities of the different parties involved
- Defining ‘what is coaching’
Coaching ethics

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

- No - never
- Yes - sometimes
- Yes - always

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

- Not applicable
- Tell them about it at the start of the coaching conversation
- Give them a copy at the start of the coaching conversation
- Attach a copy of the ethical code with your written contract that they sign
- Provide a web link to the ethical code (i.e. on professional body’s website)
- Other
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
Diagram 26: Criteria in coach selection

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

- **Experience of the individual coach**: 50%
- **Professional qualifications**: 30%
- **Experience of the provider organisation**: 20%
- **Price**: 10%
- **Member of a professional body**: 5%

% of coach commissioning managers

- **Polish data not available**
- **Europe**
- **UK**
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.

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<tr>
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