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European Coaching and Mentoring Research Consortium

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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 Meggison, 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 Ukraine 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 Greek, 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 Ukraine

Coaching has started to develop in Ukraine over the last ten years, growing rapidly in the past five. At the moment, there are five professional coaching communities present in Ukraine: International Coach Federation (ICF), European Coach Federation (ECF), European Mentoring and Coaching Council (EMCC), Ipact and the Professional Coaching Club.

ICF Ukraine was registered in 2017 and accounts for 50 active members, with plans to increase this to 100 by 2018. It is estimated that there is a total of 500 certified coaches in Ukraine.

The coaching market is still in the process of development, regulation and popularisation. Many organisations do not fully understand the potential of coaching as a professional development tool. In addition, there is a lack of trust in coaching due to the wide number of unregulated and uncertified providers; this has undermined the development of professional coaching in Ukraine.

Most coaching work is commissioned by individual clients seeking personal development. Organisations rarely employ coaches, the exception being coaching for senior managers.

Current hot topics in Ukraine coaching practice include:

- personal development
- work–life balance
- discovering your true calling
- personal effectiveness

In business needs, the key topics include:

- leadership development
- burn-out
- managing change
- developing effective communication skills

The main providers of coach education in Ukraine include: WPG, Erikson; Business Coaching School; Maximum International Coaching Academy; Integral School of Coaching; and Master Coach Ukraine.

At present there are no universities that provide coaching education in Ukraine.

Kateryna Timonkina
Ukrainian National Research Lead
Развитие коучинга в Украине

Направление профессионального коучинга, как услуги, появилось в Украине около 10 лет назад и получило стремительное развитие за последние 5 лет. По оценкам экспертов, в Украине работает около 500 сертифицированных коучей. На данный момент в Украине существует 5 профессиональных сообществ: ICF, ECF, EMCC, Ipact и Клуб профессиональных коучей Украины.

Отделение Международной Коучинговой Федерации Украины (ICF Ukraine) было зарегистрировано в 2017 году и насчитывает 50 активных членов. В планах организации увеличить членство до 100 в 2018 году.

Рынок профессионального коучинга находится в стадии становления, популяризации и регламентации. Возможности коучинга в качестве профессионального инструмента развития все еще недооценены в Украинской бизнес среде. Частично, в связи со значительным распространением несертифицированных поставщиков коучинговых услуг. Существует острая необходимость заново выстраивать доверие к этому инструменту.

Как правило, организации нанимают внешних коучей для индивидуальной работы с представителями высшего руководящего состава, наличие внутренней функции коучинга- большая редкость.

Большинство запросов поступает от индивидуальных клиентов, ищущих личностного развития и роста. Наиболее восстремованные темы в категории развития личности: достижение жизненного баланса, поиск предназначения и личная эффективность. Наиболее популярные организационные запросы: управленческий коучинг, выгорание, управление изменениями и коучинг эффективных навыков общения.

Основные поставщики коучингового образования в Украине:

- WPG
- IICS, Интегральная Школа Коучинга
- Школа Бизнес Коучинга
- Maximum, Международная Академия Коучинга
- Мастер Коуч Украины

В настоящее время в Украине нет университетов, которые предоставляют возможность профессионального обучения коучингу.

Kateryna Timonkina
Ukrainian National Research Lead
Biographical information

In total, 62 responses were received from the Ukraine, from a total of 2,989 responses from across Europe. This report focuses on the results from the Ukraine.

Diagram 1: Gender of respondents

Diagram 2: Membership of professional coaching associations

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

- ISCP: International Society for Coaching Psychology
- EMCC: European Mentoring and Coaching Council
- ICF: International Coach Federation
- Other
- None
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)

- 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?
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)

- Behavioural / GROW Model
- Solution focused
- Cognitive behavioural
- NLP
- Transactional analysis
- Gestalt
- Motivational interviewing
- Psychodynamic
- Transpersonal
- Existential
- Other

<table>
<thead>
<tr>
<th>Model</th>
<th>Ukraine</th>
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<th>UK</th>
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<td>Other</td>
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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?

- When asked by the organisational client
- Periodically, on a random sample of individual clients
- Formally – evaluation form at end of every meeting
- Informally, at end of every meeting
- Formally – evaluation form at end of every coaching assignment/contract
- Informally, at end of every coaching assignment/contract
- I have not formally evaluated my work in the past twelve months
- Other

Diagram 15: Gathering feedback
Q10.2 Who do you gather evaluation feedback from in your coaching?

- The individual client
- The individual client and the line manager
- The individual client and the commissioning manager
- The individual client, commissioning manager and line manager
- Yourself (self reflection feedback)
- I do not gather feedback
- Other

(Ukraine, Europe (Excl. UK), UK)
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

- Nothing
- Issue a warning by their professional body
- Be removed from their professional register for 1 year
- Be removed from their professional register permanently
- Be reported to the police

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

- Nothing
- Issue a warning by their professional body
- Be removed from their professional register for 1 year
- Be removed from their professional register permanently
- Be reported to the police
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
- Professional qualifications
- Experience of the provider organisation
- Price
- Member of a professional body

% of coach commissioning managers

- Ukraine
- Europe (Excl. UK)
- UK
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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<td>• Bulgarian Association for People Management (BAPM)</td>
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<td>• Worldwide Association of Business Coaches (WABC)</td>
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• 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)

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