

2021

COACHING REPORT



THE GOOD
COACH

BENCHMARKING A COACH'S PRACTICE AND BUSINESS



How coaches sustain a career in a fluid market and self-regulated industry

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Partnering with

the good coach



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Contents

Executive Summary	3
Our top 10 Key Insights.....	5
Positive changes that coaches would like to see	6
Introducing our contributors	8
What can we learn from a title?	8
Can gender influence how we choose to title ourselves?	9
Contributors' backgrounds	9
Making a living	10
Coaching clients	12
Variations between external and internal coaching.....	12
Understanding what it takes to sustain a coaching career and practice	13
A coach's aspiration	13
Delivering impact	15
5 Key Insights	15
The value-add of knowing how we deliver impact	15
Qualities of attention to enable impact.....	16
Interventions for delivering impact	17
Variations between executive coaching and internal Coaching	19
Developing a coach's approach to demonstrate impact - a simple framework.....	20
Building and developing a coaching business (for external coaches)	21
5 Key Insights	21
Business opportunities.....	22
The coaching product	23
A coaching business	24
Coaching portfolio.....	26
Going it alone or through others - a simple guide	27
Maintaining a practice with professionalism.....	28
Coaching professionalism	28
How coaches maintain their continuing personal and professional development (CPPD) and maintain themselves to be fit to practice	28
Top 10 CPPD activities relevant today	30
Expectations of coaching membership groups	32
The top 5 expectations of professional bodies.....	32
What next?	35
Author/Researcher Details and contact details.....	39
Useful resources and references	40
Definitions	41
Appendix - Coaching Practitioner Survey.....	46

Executive Summary

Benchmarking best practices in coaching is challenging when little information exists about:

- How coaches consistently deliver rigorous coaching impactfully to their clients, and
- How coaches can develop their practice and business in a systematic manner.

Most of the published reports and articles analyze the effectiveness of a tool, model, or coaching process to deliver results with the assumption that every coach is an idealized individual who acts consistently, with perfect knowledge of coaching and seeks to maximize potential in a perfected coaching framework.

With these assumptions in place, coaching practitioners may be led to believe that coaching is an equal and fair playing field for anyone who decides to pursue it as a career. Without a coherent guidance and framework of how to progress and develop as a coach that fits both market expectations and the self-regulated requirements to be a coach of professional standing, opportunities to deliver coaching as a service may become limited and seen simply as a commodity. This is more so if AI is perceived to deliver the basics of coaching better than humans. Hence, the reality of being a coach can be quite different to what we idealize the 'coaching individual' to be.

Every coaching practitioner is unique. The 'approach and 'style' a coach applies is influenced as much by who the individual is, as by the common skills and techniques that a coach will use to add value with their clients. Incorporating the latest accessible and available knowledge in coaching can help optimize aspects of a coach's practice. Integrating them into how a coach practices will impact their overall coaching approach with deep expertise. To use a simple analogy, coaching is like riding a bike.

- When we first started to learn to ride a bike, we might have added training wheels to the rear wheel (attending a coaching programme).
- After gaining confidence, the training wheels have been taken off as we develop our own style of riding, which may even progress to externally customizing our bike to make it go faster, ride better, hold more things etc. (attaining coaching qualifications and other certifications whilst building a business and applying acquired coaching models).
- And then, we may finally become curious about all the different components that make up the bike itself i.e. the ergonomic design, the material used, the manufacturing process and its assembly in order to make some innovative breakthroughs that improves the overall 'basic' performance (developing his/her unique coaching practice and model) before needing to add yet another range of enhancements for specific purposes (to continue broadening and deepening a coach's business and practice).

When a coach reaches this level of curiosity and actively maps out their practice, and they periodically integrate newly acquired coaching skills, techniques, school of thoughts etc., their mastery of coaching will deepen, and their approach will become more consistent and robust. As a result, a coach becomes more confident in delivering even better results for their clients, capable of benchmarking their practice against peers to strengthen their individual coaching expertise and broaden their coaching knowledge, and collectively raise the standards of coaching.

Addressing this gap in understanding is an area which *the good coach* has been working in for the last decade with over 100+ coaching practitioners around the world writing and publishing what coaching is for them in their business and practice. 2021 seemed a good time to reflect and integrate our latest understanding as we continue our mapping exercise¹ of where coaching is.

¹ To date, this will be our fourth iteration with *the good coach* community and an invitation to the broader coaching community. The first exercise was carried out in 2014, the second in 2016 and the third in 2017. To read how we've progressed since 2014 check out the preface and table of contents for more details.

We invited coaching practitioners (external coaches, internal coaches, and managers as coaches) to participate in our first practitioner survey on the current state of good coaching practices which draws upon the insights from *the good coach* community knowledge base² and from *the good coach* working model³. We designed the survey to be experiential by structuring it to not only be an exchange of information but also a considered developmental exercise around a coach's practice. The survey was added to *Surveysparrow* and tested for survey logic, bias and ease of completing before being released. Emails were then sent to *the good coach* community and published as part of a campaign on LinkedIn requesting for participation. We also encouraged those who took part to also forward it to others who would be open to taking part⁴. The following message was shared to encourage participation in the survey,

“WORKING AS A COACH CAN BE A LONELY ENDEAVOR. THERE IS NO STANDARD FORMULA FOR DEVELOPING YOUR BUSINESS, AND IT IS OFTEN CHALLENGING TO CONFIDENTLY KNOW HOW YOU PERFORM RELATIVE TO YOUR PEERS. AS COACHES WE ALL BENEFIT FROM LEARNING FROM EACH OTHER, AND WE HAVE DESIGNED THIS PRACTITIONER SURVEY TO DO JUST THAT. NOT ONLY DO WE WANT TO UNDERSTAND YOUR BEST PRACTICES, WE HOPE THAT IT WILL ALSO PROVIDE INSIGHTS INTO YOUR OWN POTENTIAL DEVELOPMENT AREAS AS YOU GROW YOUR COACHING BUSINESS AND PRACTICE.”

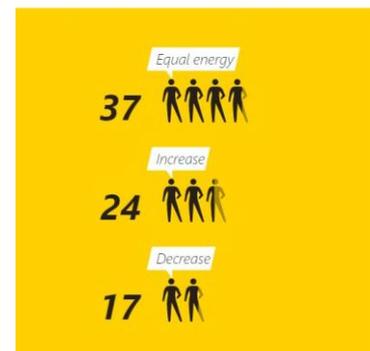
The survey was open for two months (Jan to March 2021). All participants were given the option to participate anonymously⁵ and survey motivation was monitored at the beginning and towards the end of the survey. 78% reported maintaining their motivation across the survey and almost a third of these identified that their motivation had increased by the end. The participants' feedback provided us with confidence that they found the survey useful and interesting to participate in even when it took on average 45mins to complete. Patterns and themes were then identified using a simple thematic approach and data analysis. All analysis was performed using Microsoft Excel Pivot Tables.

The results shared in this report aims to fill in key gaps on:

- What it takes to be a coach, and
- What's involved in having a sustainable career in coaching.

Where useful, we've also added some key insights and frameworks for coaches to consider alongside their own practice. It's worth noting that *success* in this report is defined as having at least 5+ years coaching experience and earning a living⁶ that's equivalent to the average salary in their residence country.

SURVEY MOTIVATION



² In January 2021, *the good coach* knowledge base includes over 350 blogs, 3 books and 1 magazine, and has reached nearly 58,000 practitioners.

³ To be published with Open University Press in 2022/23

⁴ We applied snowball sampling i.e. our direct participants reached out and recommended other like-minded participants to complete the survey.

⁵ We followed *the good coach* ethical framework for data collection (see Definitions)

⁶ Age and stage in life has a significant influence on earnings.

At *the good coach*, we hope that this first step⁷ into benchmarking a coach's business and practice will broaden the possibilities and understanding of what coaching can deliver, and this will lead to:

- ✓ Better preparation for novice coaches to begin their journey (business and practice), and for experienced coaches, the curiosity to map their practice as they master their coaching journey.
- ✓ Enhanced capability for connecting a coach's impact to measurable outcomes for delivering a coaching service rather than a commodity.
- ✓ A diversity of quality coaching products and services to work on independently and/or co-create collaboratively with peers.
- ✓ Engaging coaching membership representatives to consider finding more innovative ways of raising the standards of coaching and advocating for more inclusivity in the diversity of ways that coaching can make a positive difference.

Our top 10 Key Insights

1. 99% of coaches start with an aspiration to make a positive difference during an individual's life; 1% start with a vision of the future and connect that with where individuals are now to enable change.
2. 75% are both very proud of and highly confident in their coaching.
3. A sustainable coaching career takes at least 5+ years of perseverance and effort
4. Coaches who use the same title e.g., executive coach, do not signal to the market that they have a similar approach, rigor or aspirations but rather the title identifies the clients they are most likely to work with.
5. A coach's average age is between 44 and 55 years.
6. Coaches capture impact using behavioural (87%) and observable (23%) measurements that can also be monitored by the clients and sponsors.
7. 62% work either as an associate with multiple brokers or service providers (31%) or have their own bespoke business and accept some associate work (31%).
8. A coach's portfolio typically follows the 80-20 rule. Roughly 80% is focused on work (of which three quarter's will be spent on coaching and the remaining on other work), and the remaining 20% is split with three quarters of the time focused on business development and admin and the remaining on professional development.
9. All coaching practitioners believe in upholding their coaching professionalism with almost 80% holding at least one or more credentials/accreditation.
10. 95% of coaches practice self-care either daily (75%) or weekly (20%) to maintain their fitness to practice.

⁷ We appreciate that there are limitations to this study based on survey participants, geography, types of coaching practitioners, and deeper understanding of each coach's practice and the researcher's interpretations.

Positive changes that coaches would like to see⁸



For coaches, these three sub-themes represent a coach's developmental journey as they continue maturing in their expertise, specialization, and commerciality of their business and practice.

For the coaching collective, the four sub-themes express the continuing need to clarify, raise and demonstrate impact of what coaching can bring about and advocate its benefits to the market.

For enabling organizations, the two sub-themes focus on internal qualifications and tactically delivering what organizations need now and in the longer term.

"Pave the way to make it easier for new coaches to be successful in growing a coaching business."

"Union voice as micro businesses are and will be squeezed by large companies owning contracts but not passing rates down"

"Practice good ethical coachee centric coaching - work on their own psychology - encourage good potential coaches to find their right path"

"Have more spaces for experienced executive coaches to gather, learn, self-develop and advance the professionally, globally"

"I would also like to see coaches be supported in developing their understanding of how trauma plays a role in our lives and work so that we know how to create transformative coaching engagements for our clients."

"Contribute to action and research on helping organizations to help prevent the effects of sexism and all kind of discriminations, including via talking with those who convey this and helping them deal with it and themselves."

"The effectiveness of a Coach is not merely determined by the number of years that a person spends in a senior leadership position, during his years of active service.....there are other determinants that distinguish great coaches from the also-rans. The industry needs to push and challenge the beliefs and boundaries in this sphere, research it, and equip Coaches with this newfound learning."

"I'm not that familiar with the coaching industry, but I think that greater recognition (in other industries) of the usefulness and limitations of coaching techniques would be beneficial."

"Get rid of tick-boxing skills for certification and develop deeper growth mindsets for coaching - get more focused really what leaders need (resilience plus business related understanding- not just love)"

"Prevent anyone from doing a weekend course calling themselves a Professional Coach. It should be a restricted profession i.e., have to be accredited, to have had your coaching assessed by professional body maintaining certain standards."

"Much more focus on evidence-based coaching practice - More concrete research (ROI) - Transparency, Honesty and less fluff and more realness"

"In large and progressive organisations, would like to introduce coaching as a necessary qualification for senior executives who have to manage a sizeable workforce. Coaching Institutes should associate with such industries and develop a large base of coaches."

"Make coaching a part of management courses curriculum"

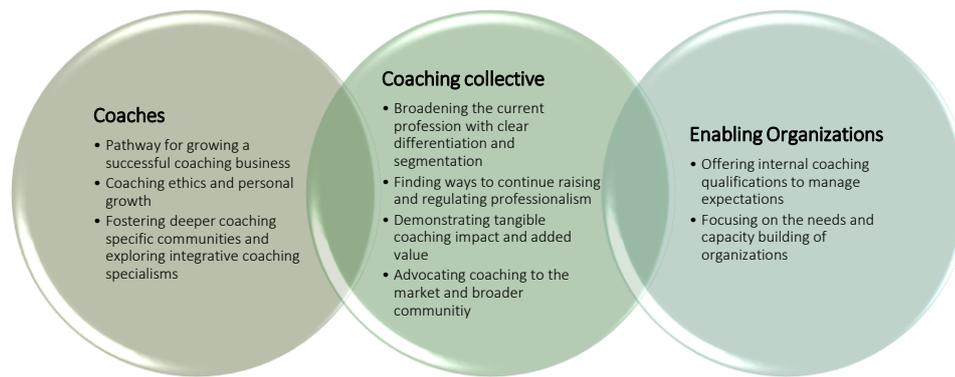
"Make coaching a communication tool in everyday life"

"Seek opportunities in government sectors and work out plans to coach the servants."

"Better matching/access to clients"

"Create more critical thinking - Improve the client experience and strengthen transformation-Company culture"

⁸ We asked our contributors to share one positive change they would like to see. From 70 comments, we carried out a simple thematic analysis to identify three themes and their associated sub-themes of what they would look like.



“Use coaching to help propel organisations (and people in those organisations) to be more responsible towards mental health, society, and the planet.”

“Find a better word for what we do”

“I do not support the development of coaching as a profession - taking George Bernard Shaw 's dictum to heart”

“Greater collaboration in developing the profession - And make known that coaching and interprofessional cooperation can make a difference.”

“Establish one go-to professional body for coaching as for other professions e.g. BMA which the public and practitioners alike will recognize”

“Create a holistic map and general understanding of the various realms of being that coaching can address.”

“Enable buyers of coaching to understand the difference between skills, performance, developmental and transformational coaching and those who are qualified and able to do what. Clear differentiation and segmentation.”

“Encourage CPPD and external supervision as a prerequisite to be an executive coach”

“All coaches must have a master’s degree in coaching and mentoring practice or equivalent.”

“Raise my own standard of coaching and help others do the same - Self-regulation with an element of clarity over what constitutes coaching as a profession.”

‘Be less rigid with having only ICF credential practitioners”

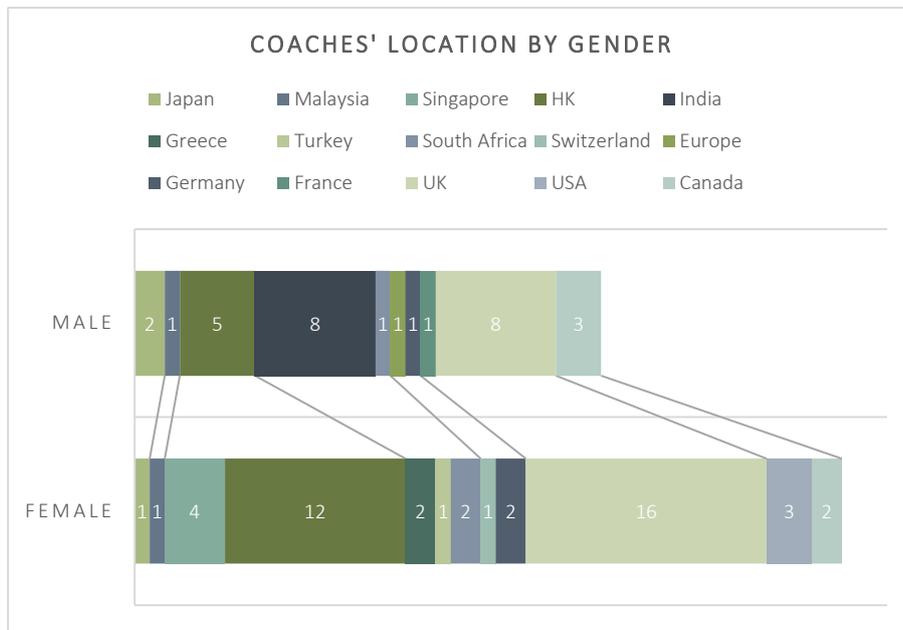
“I would have our industry/training bodies be more mindful of the influence and impact that white supremacy has on the coaching ethos.”



Introducing our contributors

78 participants⁹ from 15 different countries engaged in the survey. They included 47 female coaches and 31 male coaches:

- 83% work from and reside in their home country.
- 75% have at least 3+ years of experience working as a coach.
- 75% are both very proud and highly confident in being a coach (Rating scale of 4 out of 5).



What can we learn from a title?

Deciding which title to use when a coach first sets out to offer their coaching services can be challenging, especially as it needs to convey the service that they intend to provide. We asked our participants to share the title(s) they used when they meet their clients. Polling our contributors, over 40 different titles were used. The top 10% coaching titles used, and by gender, were:

Top 10% Titles	Female	Male
Executive Coach	Executive Coach	Executive Coach
Coach	Career Coach	Startup Coach
Leadership Coach	Coach	CEO Coach
Startup Coach	Executive Leadership Coach	Manager
Manager	Leadership Coach	Coach
CEO Coach		
Career Coach		

⁹ *the good coach* referenced the 2020 ICF Global Coaching study with 22,457 participants as our population size of 'known' coaching practitioners. Using Qualtrics sample size calculator we determined the minimum number acceptable for this survey, 68. <https://www.qualtrics.com/blog/calculating-sample-size>. After cleaning the data for any invalid data points, we reached a 90% confidence level with a 10% margin error of 78 usable sets of data from 82.

CAN GENDER INFLUENCE HOW WE CHOOSE TO TITLE OURSELVES?

Considering the ratio of female, 60%, to male 40% coaches, there are some patterns in title usage. Female coaches are more explicit and transparent¹⁰, and explicitly share the different hats they wear, especially if they have multiple roles with their own range of skills, techniques, and experiences. Male coaches capitalize on existing categories of coaching titles.

For example, titles used by female coaches.

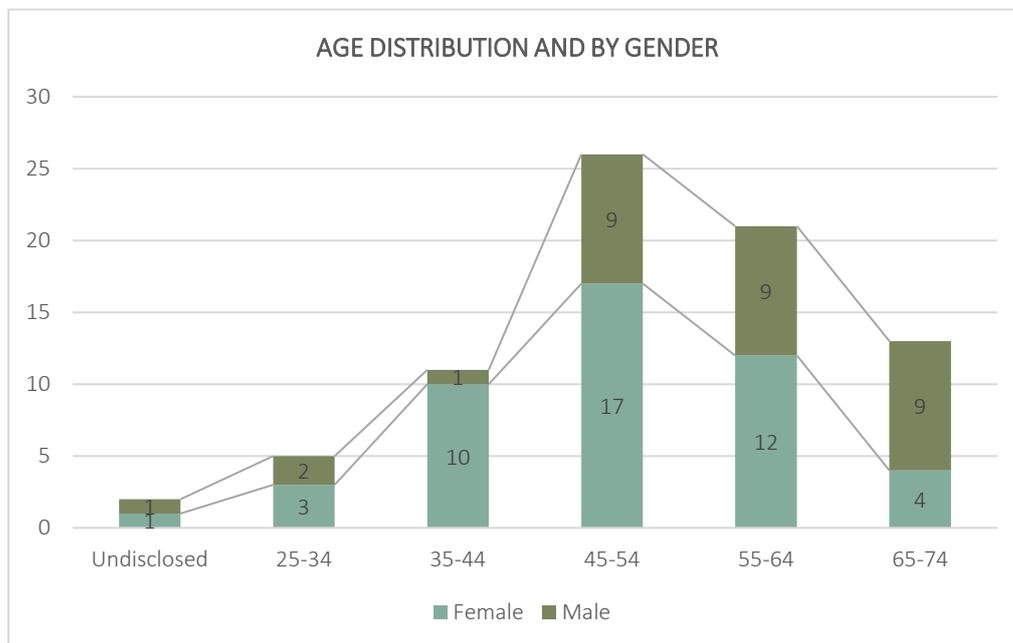
- Coach for change makers, companion and challenger for change and innovation
- Coach, Guide, Facilitator, Ceremony Designer
- Coach Consultant / Executive Coach
- Business psychologist with coaching and coaching supervision
- Collective Coach / Executive & Leadership Coach
- Chief Coaching Officer, Startup Coach

Acknowledging that perceptual bias can exist might be useful for coaches to consider when choosing their title. However, titles can change (regardless of gender) as a coach changes or evolves their practice and business to fit their market.

Contributors' backgrounds

The average age group for the coaches in this survey is 45-52 (33%) followed by those aged between 55-64 (27%), and then coaches who are either in the 65-74 (17%) and 35-44 (14%) age brackets.

When we observe the age distribution across gender, female coaches start working as a coach much earlier than their male counterparts, typically engaging in this career between the ages of 35-44. The differences become less contrasting from 55 years and up.

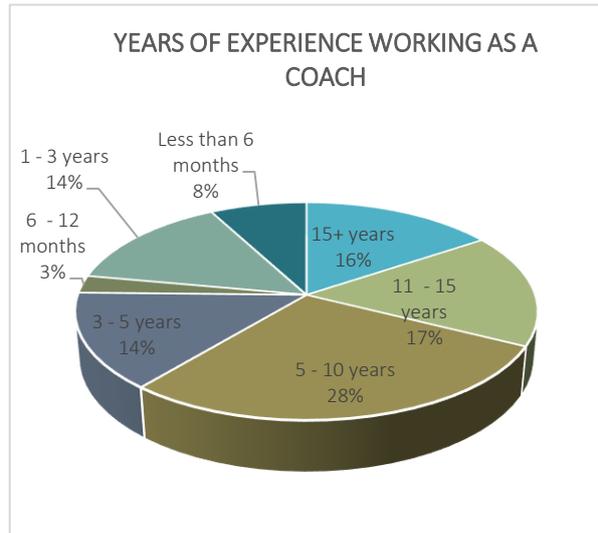


¹⁰ Drawing from a paper by Fitzsimmons et al (2014) who used a Bourdieusian conceptual framework to do a comparative study of the career trajectories of male and female CEOs, the following (untested) insights might offer a possible reason for these differences in patterns. For female coaches, there seems to be an unconscious response to share the depth and breadth of their contextual experience to demonstrate their coaching fit, regardless of industry, by having multiple titles. Male coaches, on the other hand, are reported to have been primed and shaped to maintain continuous service to demonstrate their breadth and depth in one industry. This also matches with the industry norms and expectations and may be why men stick to a common title.

The most common years of experience is 5-10 years (28%), followed by 11-15 years (17%) and 15+ years (16%), 3-5 years (14%) and 1-3 years (14%).

86% of the coaches also answered that they choose to bring their industry experiences to coaching. 70% stated they have used coaching skills prior to becoming a coach,

- with over 40% having up to 5 years of coaching experience,
- 20% stating they have been using it 3-5 years and 10% for 15+ years.



"All of them and none of them. All of my experiences make me who I am BUT it's not about me it's about the coachee. Only every now and again, when it's going to be useful to the coachee do I bring an example."

"I bring situational experiences that relate to their context. Military sometimes can be useful contrast."

"I have a width of experience....22 years as CEO of diverse businesses, before becoming a Coach. I bring this diversity to the table, along with my constant learning from the people I Coach."

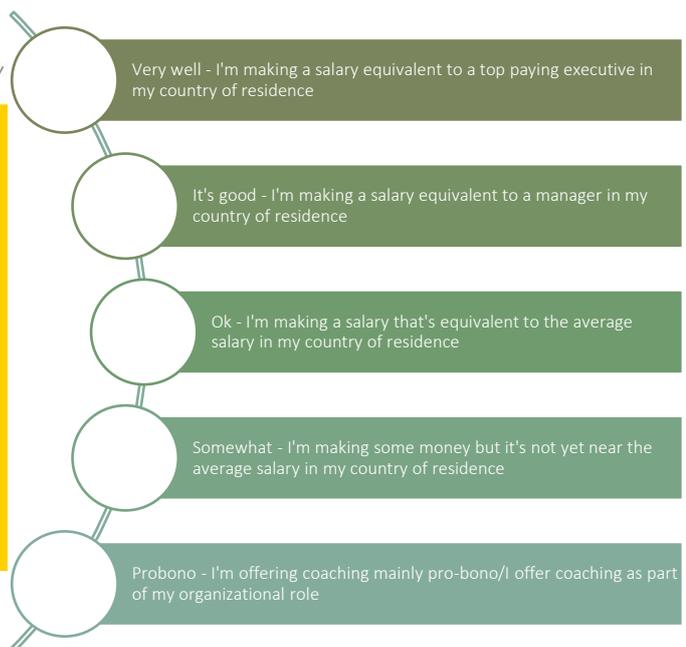
"My background is as a leader in Pharma research it gets me through the door, I leave it at the door."

"My background as a doctor and psychiatrist"

Making a living

Participants were asked to rate how their earnings compared to a similar professional in their country of residence. In all age categories, almost 60% shared that they were making an OK salary and above, and of these, 35% were represented by the 45-54 age group as they make the largest working group.

COACHING SALARY RELATIVE TO RESIDENT COUNTRY

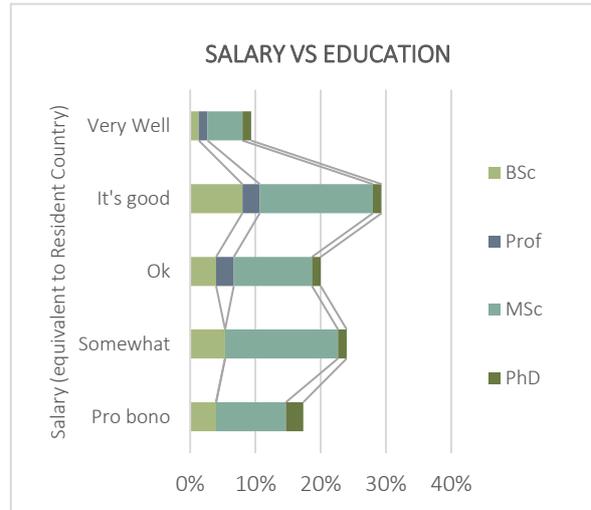


Almost two thirds of the coaches hold a master’s degree (62%), which could also include coaching.

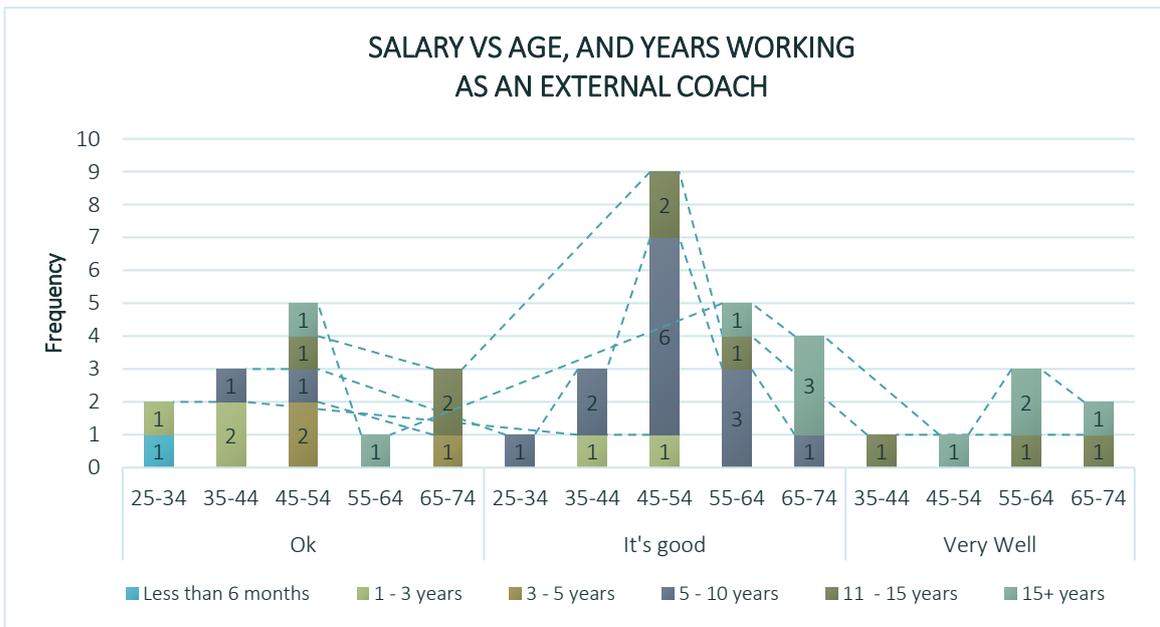
We can break down all participants into the following types of coaching practitioners:

- 74% are external coaches and may also be in their third or even fourth career/role change.
- For the remaining 26%, 63% coach as part of their role as a manager and 27% are paid to work as an internal coach.

55% of the external coaches also reported that they were making an OK salary, the equivalent to an average salary in their country of residence, and above after working more than 5 years in their market. Breaking this subset down further:



- 56% of these make the equivalent of a manager’s salary in their country of residence.
- 22% make a salary equivalent to a top paying executive in their country of residence after 11+ years working as a coach.



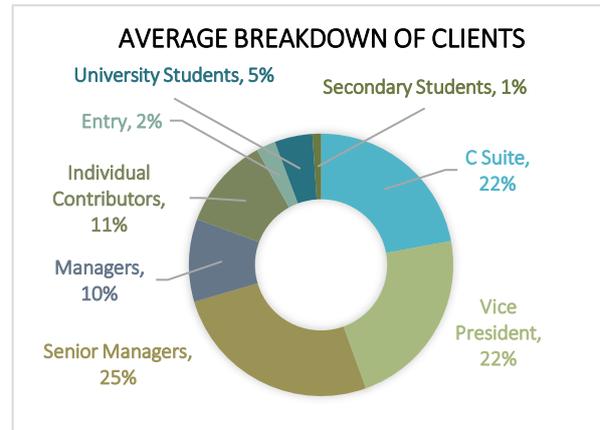
How much an external coach needs to earn from coaching is an open question. For some coaches who are post-retirement, they prefer to do good work from coaching and earn sufficiently. For others, they have sufficient savings from their previous work before transitioning into coaching and earn according to what they have set for themselves as they live their mid to late career in their new occupation. For most coaches, the income from coaching needs to cover household expenses, other expenses, and saving for retirement as this is their primary work. Therefore, making a living through coaching is dependent on a number of variables i.e. what they need to earn, for what purpose, and which stage of life they are in e.g. mid-career, late career, or post retirement. This is why for this report we focus on coaches who should be able to earn at least the equivalent of an OK salary as the minimum benchmark for sustaining a coaching career.

Coaching clients¹¹

52 common client sectors were identified from the 152 sectors listed by the contributors. 40% work in the following top 5 sectors:

1. Manufacturing (9%),
2. Financial Services (7%),
3. Education (7%),
4. Startups (7%),
5. Technology (5%) & across the board (5%).

Most of the external and internal coaching is delivered to the senior levels of management (69%), but it is also diversifying to reach various professionals and students in less traditional coaching markets.



VARIATIONS BETWEEN EXTERNAL AND INTERNAL COACHING

The external coaches, 85% of this survey, spent 75% of their time coaching the top management team¹², with senior managers making up 28%, then vice-presidents with 25% and the C-Suite with 22% of the total. Experienced external coaches also volunteer and work with students or non-profit entities such as charities and the educational sector to give back to society. This is also a space whereby entry-level coaches can start building credibility and confidence in their newly established coaching career as a volunteer or at a novice coaching rate¹³. They are more likely to coach individual contributors, students and some senior managers.

The internal coaches (15%) who responded typically work with the middle to senior levels of management (49%) and some entry level (12%). The opportunity for coaching internally is also dependent on whether coaching is core to the business or perceived more as a support function than an enabler to the business.

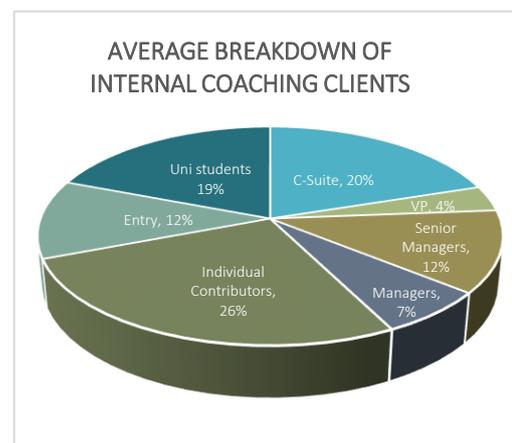
“My coaching is in-house through a tech accelerator and is core to the support we provide to founders.”

“My primary role is not coaching, and I see coaching as both enhancing my business role and enabling me to work outside of my immediate role.”

“Establishing a coaching programme requires me to influence and engage with people at all levels across the organisation, finding and training the internal coaches, procuring internal advertising for the programme and finding/developing CPD for the coaches”

“The formal and informal coaching experiences happened daily enhance my job satisfaction.”

“Coaching isn't my primary role, more of a complementary skillset as a line manager.”



¹¹ Clients throughout this report also means the coachee.

¹² In this survey we did not ask participants to differentiate between the client and organization type and can include MNCs, SMEs, Family businesses, NCs, startups and solopreneurs

¹³ The researcher isn't aware of any officially published rates for novice coaches however from various anecdotes at *the good coach* we suggest asking for a starting rate between \$20 to \$50 USD to get used to the idea that coaching is a service that needs to be paid for, and use bartering when appropriate.

Understanding what it takes to sustain a coaching career and practice

A coach's aspiration

Every coach is unique, even when they hold the same or similar title. Each coach has their own intentions and aspirations for coaching, and the clearer these are to themselves and their market, the more sustainable their career seems to be.

All of the coaches in this survey shared their vision of the difference they wanted to make with coaching. We decided to focus on a subset of 47 coaches (both external and internal coaches), who earn a good or above average living and have over 5 years' experience¹⁴ and observe what this looks like for them. From their goals, we discovered that,

- 99% of coaches start with their aspirations to make a positive difference during an individual's life; 1% started with a vision of the future and then connect that with where individuals are today to enable change.

We then asked what differences they want to make through coaching. They all reported to wanting to make a difference for professionals in an organization, as there is a fundamental belief that all employees want to grow and develop professionally and personally. Based on their comments, we identified four categories: Self Awareness (Personal Development), Professional Role (Leadership), Sustainable Organizational Development, and Purpose Driven Organization and mapped out three sets of directional flows¹⁵ between these categories of where coaches purport to be delivering their optimal coaching.

- 77% of coaches focus on delivering added value starting from the client's professional role:
 - 32% work on connecting the Self/Person to their Professional role, or from their Professional role to the Self. Coaching assignments typically focus on creating alignment between the individual and their role as a leader in the company¹⁶.
 - 24% work with their clients to better understand their professional role to build and drive their organization forward (with purpose) and sustainably (through people processes). Coaching assignments typically focus on creating alignment between the leader and their teams and influencing relevant stakeholders to deliver on strategic goals, or set the direction for the company¹⁷.
 - 21% focused on leadership performance only.



¹⁴ We have defined success on those parameters as we recognize that a coach's age and stage in life has a significant influence in what they earn (Refer to *Making a Living*).

¹⁵ The thickness of the arrows (non-scaled) aims to visually represent their popularity between each set of flows e.g. coaches more strongly favoured working on connecting the Self/Person to their Professional role, compared to coaching from their Professional role to the Self.

¹⁶ However, it's unclear whether the preference to start with self-exploration or role exploration is driven by the coach's philosophy or the client's needs, or both.

¹⁷ Note, the latter is a growth area for coaches through team coaching (and perhaps for those who want to be more involved in organizational development).

- The remaining 23% focused on self-awareness and/or personal development of the individual who is the professional.

A service like coaching can only exist because there is a need. This need overlaps with many clients who work as a professional in an organization when their organization is willing to invest in them to extend their employee's potential and mutually benefit both parties. They can be coached through specific challenges and dilemmas that exist in their current role with its associated responsibilities and as they transition into different career stages¹⁸. There is therefore increasing scope and opportunity for coaching to be part of a strategic just-in-time developmental project for short term initiatives as well as longer-term engagements. The key is in matching the coach's coaching style to a client's learning preferences and finding the best fit between a coach's approach and a client's challenge with its associated complexity. From this initial analysis what can be observed is that every coach has their own preference of a starting point to engage with a client's challenge that is underpinned by their aspirations and vision. It would be reasonable to suggest then that those coaches who can clarify what impact a client can achieve in the way they deliver coaching will make it easier for the sponsors¹⁹ and clients to know how best to use their service, and be personally satisfied and fulfilled.

EXAMPLES OF COACHES ROADMAP OF THE 'WHY-HOW-WHAT' FOR THEIR COACHING PRODUCTS AND SERVICES

Goal	How	Measurements	Aspiration
Self awareness	Deepen self-awareness	Succeed and thrive	Become more of who they are!
To support people to grow and learn so they can be employable	To grow and learn	Move without fear	I want people to be employable because when we feel that we can move around in the workforce we no longer have fear.
Get better at leading a business	Performance Improvements	Business results	Leadership performance improvements for business results
Leadership Development, Transition to new role	Unlock clients potential. Share relevant experience	Clarity in thinking and communications	Unlock potential
Amplifying power that serves the whole	Leveraging heart-centred leaders	Amplifying power. Tipping point for system evolution	Contribute to the evolution of systems and leadership styles that serve the empowerment and flourishing of all beings and life on Earth.
Personal transformation	Heighten their awareness. Deepen their learning.	Transformative and sustainable changes on their being	Helping my client to heighten their awareness and deepen their learning so that they can have transformative and sustainable changes focus on their being rather than just the "doing".
Help entrepreneurs make meaningful and measurable progress to validate and grow their business.	Discipline. Focus. Accountability	Empower to grow. Measurable progress with their startup	Empower founders to grow as entrepreneurs and leaders

¹⁸ This includes establishing their career, mid-career, late career and retirement. See Your Article Library. (2012). 5 Different Career Stages for an Employee.

¹⁹ This potentially a useful project to be undertaken between organizations and coaches to support their development strategy to help their people grow.

Delivering impact

5 Key Insights

1. Impact is measurable across the whole coaching engagement i.e. from contracting with the sponsor through to delivering coaching and ending the coaching assignment.
2. Attribution of actions resulting from coaching may not fully extend to what the client actually chooses to do outside of the session. However, coaches can observe and gather data (behavioural and observable) as supporting evidence of the noticeable shifts influenced by coaching.
3. 50% selected the following top 3 skills and behaviours as having the greatest impact with their clients: Building rapport and trust (23%), Listening deeply and openly (13%) and Creating a safe and confidential space (13%).
4. Bringing *self* to the role as a coach influences the quality of coaching engagements.
5. Coaches may recognize their contributions as being part of the solution by shifting their attention to describe the coaching impacts achieved as they guide their clients through their coaching approach, and separately celebrate with their clients their 'Aha' moments and all the hard work they have done to find solutions to their challenge.

All the coaches who participated in this survey captured their impacts using behavioural (87%) and observable (23%) measurements that can be monitored by themselves, clients and sponsors. The effects from working with their clients, we can assume overlaps and aligns with a coach's aspiration.

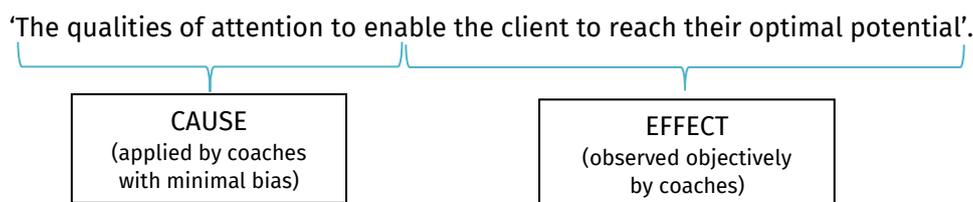
"IF A MEASUREMENT MATTERS AT ALL, IT'S BECAUSE IT MUST HAVE SOME CONCEIVABLE EFFECT ON DECISIONS AND BEHAVIOUR. IF WE CAN'T IDENTIFY A DECISION THAT COULD BE AFFECTED BY A PROPOSED MEASUREMENT AND HOW IT CAN CHANGE THOSE DECISIONS, THEN THE MEASUREMENT SIMPLY HAS NO VALUE."

Douglas W. Hubbard, author, How to Measure Anything

The value-add of knowing how we deliver impact

Coaches who have developed their coaching proficiency at recognizing and explaining how they are creating impact to deliver results overall, and in those situational and contextual moments, tend to be more successful in their market²⁰. For this study, and aligned with *the good coach* purpose, we focused on how coaches observe themselves in how they deliver impact with their clients which is within their professional zone of control.

At *the good coach*, our working definition for coaching is as follows:



²⁰ Shared from coaches' anecdotes from interviews and practitioner blogs on the good coach

The questions in the survey²¹ focused on those ‘qualities of attention²²’ that are currently known to have impact, or the necessary positive effect, to enable a shift to occur for the clients. Being aware of how a coach senses (gathers information), thinks (diagnose), and engages (intervenes) with a client and sponsors can enable coaches²³ to:

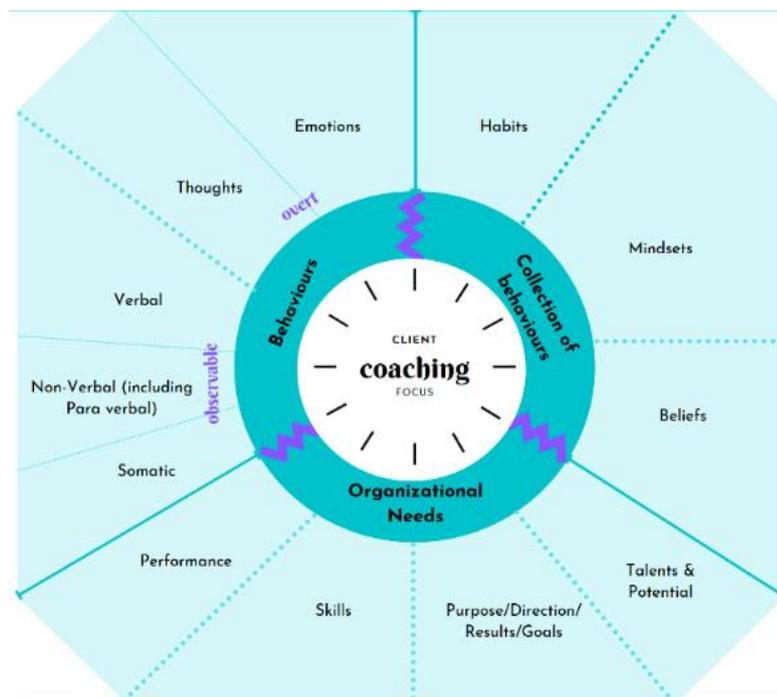
- Continue making progress as they master coaching to achieve their aspirations/visions.
- Provide reasonable measures for monitoring coaching impact and demonstrate their professional services.
- Explore the breadth and depth of coaching styles including how they prepare and bring themselves to be their client’s coach every session.

DREAMS + REALITY + DETERMINATION = A SUCCESSFUL LIFE

Ray Dalio, Principles

Qualities of attention to enable impact

Every coach has their own specific way of receiving and parsing the data that’s being shared by their client about themselves and their situation. Depending on how they process and make sense of what’s happening for their clients, they may focus first more deeply on a client’s observable behaviours – somatic, verbal and non-verbal, or more broadly on a collection of their behaviours – mindsets, beliefs, habits – or on the ‘missing’ performance and skills needed to enact change. These three categories broadly represent the most common ways that coaches focus their attention to check and diagnose how best to engage with their clients and be impactful.

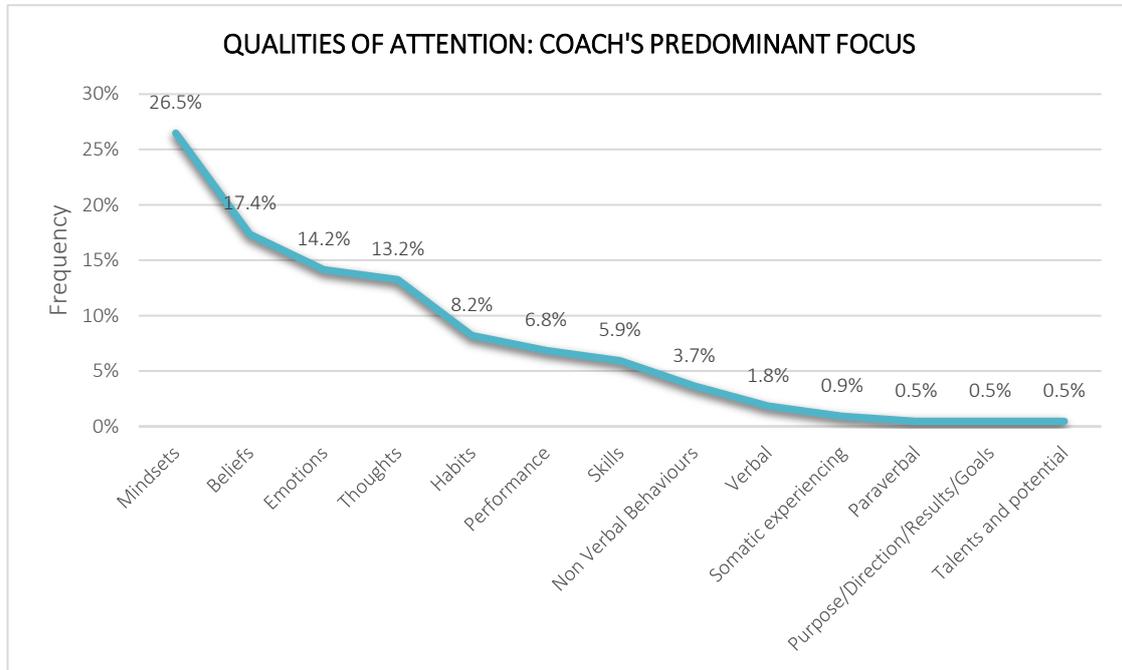


²¹ A copy of the survey is available in the Appendix

²² For more examples, check out the blogs written by *the good coach* coaching community at www.the-goodcoach.com and Resources section of the report.

²³ Recognizing these distinctions may also help to reduce market confusion and improve coach selection. Every coach has their own coaching style and goals for coaching that matches with the various needs of professionals (as well as individuals). This idea is evolving, and some of the mature internal coaching functions are starting to probe this line of thinking during the matching process.

From our survey, the most common qualities of attention for coaches is Mindsets (27%), Beliefs (17%) and Habits (8%); altogether, these 'collection of behaviours' make up 52% of a coach's predominant foci. These are followed by thoughts and emotions, the overt behaviours, which make up the next 27%. The third largest category that represents 13% of a coach's attention is performance and skills (organizational needs).



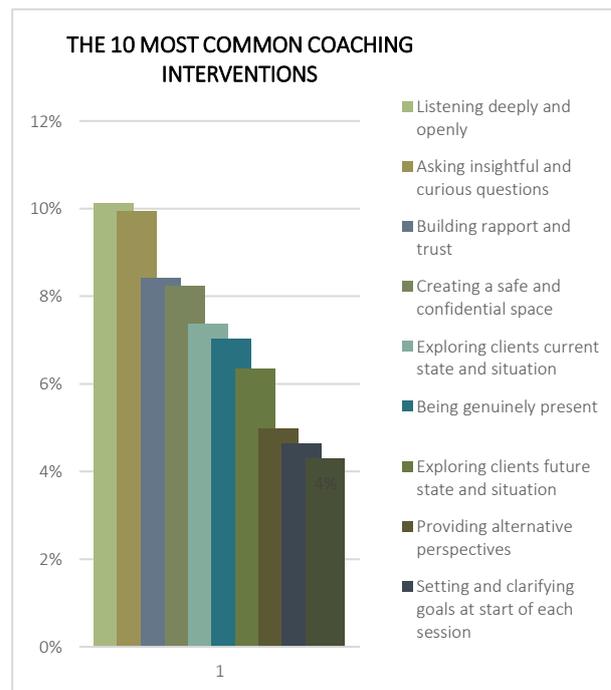
These results simply represent a coach's preferences as they begin engaging with their clients' challenge and situation. Coaches will normally use several qualities, in different combinations and to different degrees, depending on the situation and context.

Interventions for delivering impact

Knowing which qualities a coach predominantly focuses their attention on, we then asked the participants to select their top 8 interventions (skills/behaviours/techniques) from a list of 26 that they most strongly identified with in how they perceive themselves to be consistently delivering coaching impact with their clients.

According to our survey, almost 50% selected the following top three skills and behaviours as their first choice:

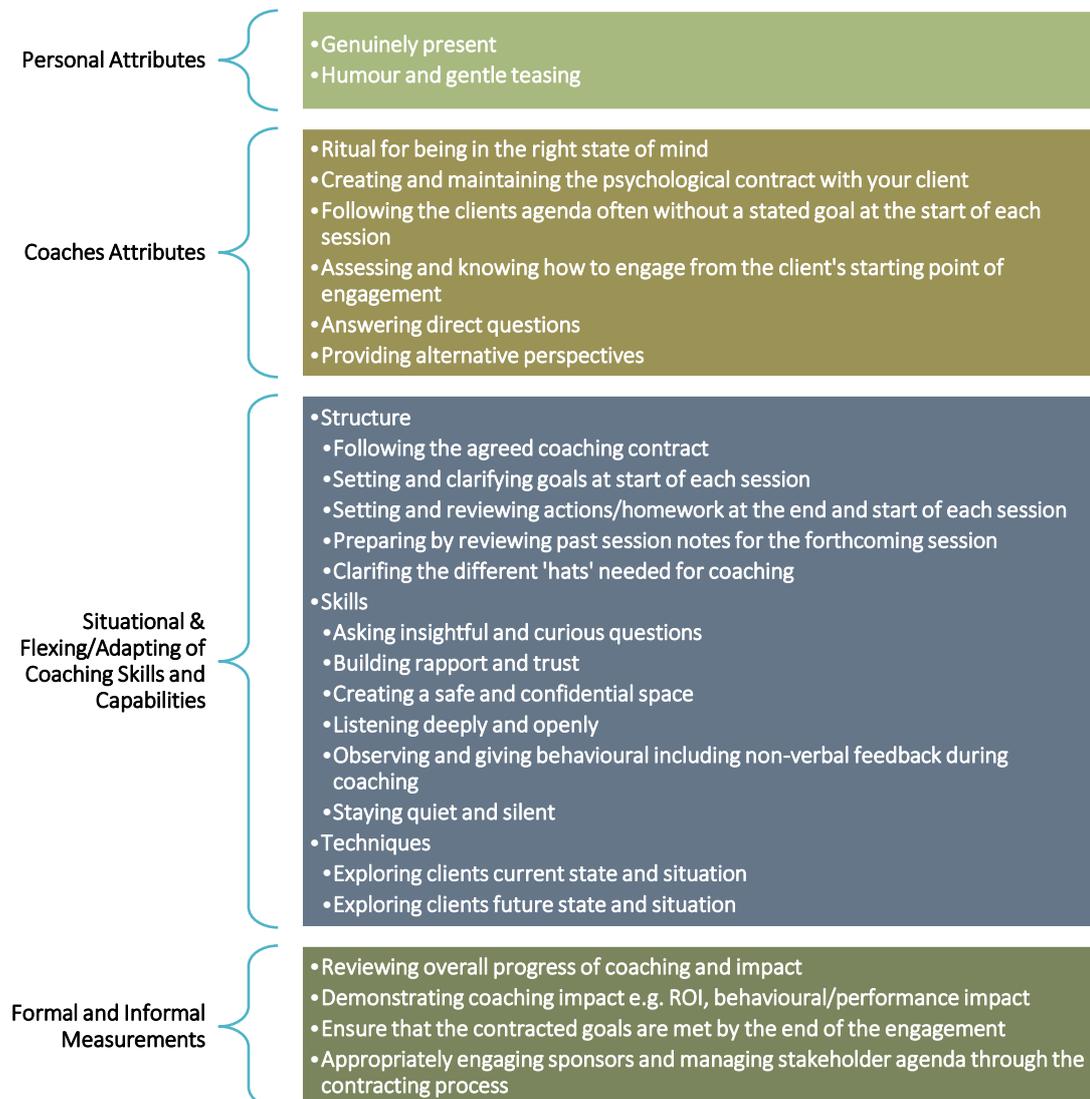
- Building rapport and trust (23%),
- Listening deeply and openly (13%) and
- Creating a safe and confidential space (13%).



The three most common skills, behaviours and techniques used overall in coaching are:

- Listening deeply and openly (10%)
- Asking insightful and curious questions (10%)
- Building rapport and trust (8%)

We then grouped these 26 attributes into four categories of interventions that describe where coaches demonstrate impact across the whole coaching engagement i.e., from contracting for coaching through to delivery and completion of the project/assignment.



Situational & Flexing/Adapting of Coaching Skills and Capabilities represented the most common way (69%) in which coaches observe how they demonstrated their impact consistently during coaching. For many coaches, they are more comfortable observing the direct impact in how they use their skills (41%), techniques (14%) and structure (14%) in the session.

In addition to the commonly known skills, we also noticed how coaches are sharing their awareness of how they coach (15%) and how their personal (9%) attributes can shape their style and practice. Each of the impact statements in these two categories suggest that they focus more deeply on building a trusting relationship as they guide their clients who lead the coaching conversation. It requires and relies on the coach having a deeper self-awareness of themselves, what they bring to coaching, their understanding of the coaching dynamics and power differentials, and confidence in how they practice as a coach from their coaching framework.

The final category, 'Formal and Informal measurement' captures the least used approach for explicitly evidencing delivery of impact at 7%, with the most common being "reviewing the overall progress and impact" (4%). The least common are "Appropriately engaging sponsors and managing stakeholder agenda through the contracting process" (1.2%) and "Ensure that the contracted goals are met by the end of the engagement" (0.3%). Coaches who omit this may be missing an opportunity²⁴ to demonstrate how they add value to the stakeholders and clients. This will also be dependent on whether the coaches directly engaged with the sponsors or were contracted through a broker/associate.

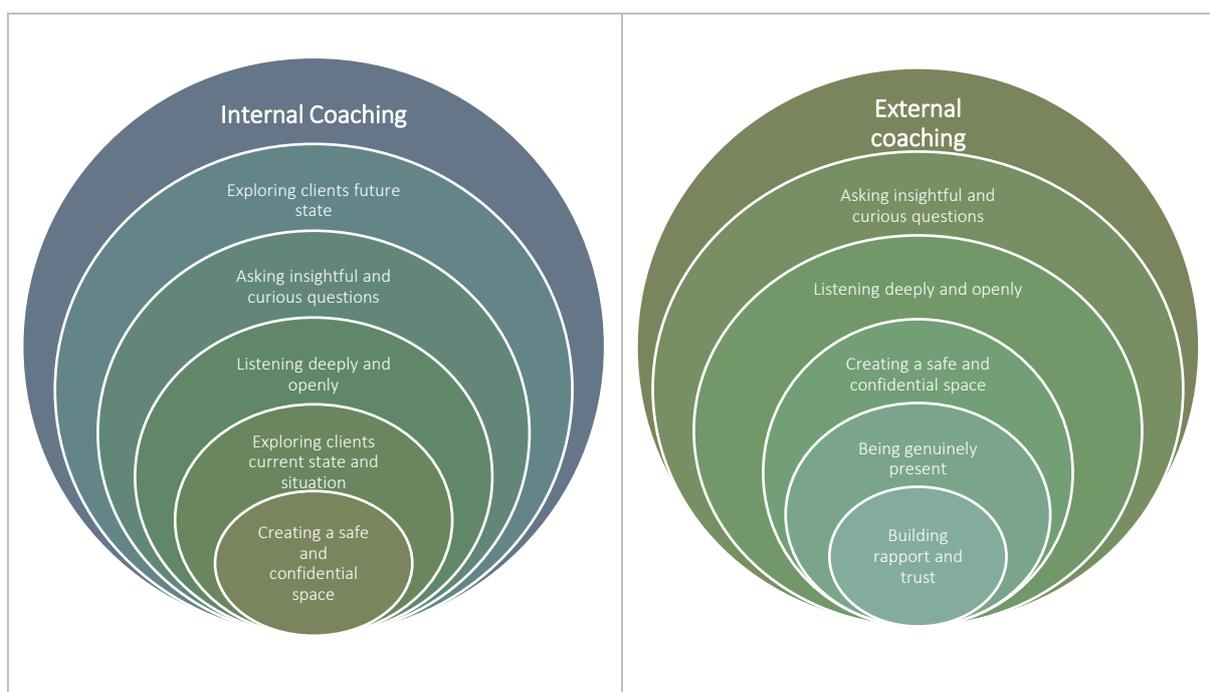
Coaches who can provide a structure and framework of relevant impact measures that fits the language and specification of the client and sponsors tend to be more requested for. Also, this can help coaches improve their performance and better understand which specific contributions impacted the client's overall outcome the most. This whole area is an opportunity for coaches to develop for their business and their practice.

Variations between executive coaching and internal Coaching

From the limited data, a slight variation exists between external and internal coaching in how they self-identify their impacts through coaching. For both external and internal coaching practitioners, there are many similarities in how they practice. The subtle difference is:

- External coaches seemingly spend more time building the relationship (rapport and trust) between the coach (being genuinely present) and the client in a safe and confidential space that effectively uses their skills (listening deeply and openly and asking insightful and curious questions).
- Internal coaches seem to focus more on techniques as they coach their internal clients through their challenges and outcomes (current and future) with a core emphasis on creating a safe and confidential space and effectively uses their skills (listening deeply and openly and asking insightful and curious questions).

The effectiveness of either approach will depend on what works best for their client in that moment, and whether the client then returns for more coaching.



²⁴ An opportunity for coaching membership groups or experienced coaches to offer training in

Developing a coach's approach to demonstrate impact – a simple framework

A simple conceptual framework²⁵ for developing an approach to evidence impact is shared below:

The most effective approach typically requires a coach to have a relatively clear structure of engagement with expected outcomes at agreed intervals. Monitoring and measuring these outcomes, whether objectively (with 'repeatable' psychometric tests) and/or subjectively (scaling/GOAL setting exercises), should fit in with the client's situation and resonate with the sponsor's understanding of coaching, policy for people development and of comparative costs. Presenting this overall structure also informs the sponsors of the coach's experience in handling various coaching assignments of differing levels of complexities.

The key is in clarifying the cause-effect that will ensue from coaching. This will help to measure progress that will unlock the challenge²⁶ that's holding back a client from taking their first step towards fulfilling their potential. The most important point is to establish a baseline with the readily available data, no matter how approximate it may be as this can be refined over time, to measure progress that will motivate the clients to keep working on their challenge till they achieve their outcomes.

Begin by developing a client's baseline. Here are some ways to do this:

- Build in time to better understand what the desired outcomes are from a client's stakeholder, through 360 interviews or directly from their manager, in their context and situation. From their descriptions and expectations, a report can then be generated to share with the client who can then build their dashboard for setting the goals and expectations according to what's expected of them and what the client expects of themselves.
- There are times when it may not be possible to directly access this information. The coach can encourage the client to reach out to different stakeholders to gather the details and then work with the coach to generate their dashboard.
- Other times, coaches will work with the client without any additional information and generate a goals and expectations framework from the client's perspective only.

Repeating this process with every client also enables a coach to share examples of outcomes (without breaking any confidentiality) in sufficient context, technical detail and nuances. This can also demonstrate to the client and sponsors, their confidence (or coaching authenticity), coaching capabilities and professionalism.

During coaching, coaches need to be both firm and genuine in repeatedly reinforcing the desired positive behaviours at every session. Holding this confidential and non-judgmental space enables the clients to "learn, unlearn, and relearn²⁷" about:

- How their behaviours affect themselves and influence others, and
- Why and how this connects to their performance and results.

It can also take time and patience to positively reinforce these benefits as a client reformulates what success and failure can now look like with the different choices they decide to make as a result of coaching. Eventually, through this repeated behavioural accountability cycle, clients will have developed their self-awareness and increased their self confidence in their abilities (from applying actions based on their informed clarity of the why and/or the how), performance (immediate and overall), and overall results (that may happen during or after the coaching has ended). The coach's careful monitoring and regular feedback of incremental and radical changes enables the client to objectively observe their progress throughout the coaching engagement and in the moment. Furthermore, a shift will occur where the clients and sponsors can naturally discuss behaviours as one of the measures of impact, which will be beneficial to coaching overall.

²⁵ This has been derived from the analyzed data, interviews and practitioner blogs on *the good coach*

²⁶ A challenge can be professional, personal, or organizational, or a combination of 2 or 3 of challenges.

²⁷ As futurist and philosopher Alvin Toffler once wrote: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Building and developing a coaching business (for external coaches)

5 Key Insights

1. Be sensitive and receptive to the market conditions as coaching is a microtrend²⁸ that's here to stay, especially as the coaching market continues to spread from traditional companies to include small businesses, SMEs, family businesses, solopreneurs, government agencies, startups and platform businesses.
2. The most common business model²⁹ for independent coaching practitioners are a “bespoke business model with some associate work” and “multiple brokers³⁰ with some independent work”.
3. The most common service quality models³¹ for developing a business are having a ‘credential core to their business’ and having ‘both experience and coaching qualification’
4. 70% of the work in coaching is split across three service quality models (“Both experience and coaching qualification”, “Unique coaching proposition” and “Credential core to business”) and two business opportunities (“multiple brokers with some independent work” and “Bespoke work with some associate opportunities”) and their client base normally includes the senior management and C-suite.
5. External coaches have different motivations for setting up a coaching business. This may change according to which life stage they are at i.e. these can range from being financially comfortable and delivering coaching to give back to society with appropriate pay or for free, to being motivated to deliver coaching services as a business independently or via brokers, to expanding and scaling their coaching business.



“I established my own coaching business 5 years ago in order to focus on the work I loved best, after a long and successful career in HR. I do not rely upon coaching for my income and regularly take on pro bono work in line with my intent/purpose to give back and make a difference through coaching.”

“I am part of an established coaching and mentoring business, however I feel I have not yet established my own brand/usp.”

“I work primarily for one company and am aware I should increase my independent practice.”

“I am a faculty member of my coach training school (accredited by ICF and globally established in over 40 countries).”

“I experience feast and famine both with my own work and through associate relationships”

“Scaling a coaching business is difficult”

“I have no interest in scaling. Yes it would be nice to have the money but my heart is not in endless business development or programme management.”

²⁸ Microtrends, The Small Forces Behind Today's Big Challenges. Mark J. Penn.

²⁹ Descriptions for the different types of business opportunities - please refer to the 'Definition' list.

³⁰ Brokers can be understood to be the same as coaching service providers in this report.

³¹ Descriptions for the different types of business developments refer to the 'Definition' list.

Business opportunities

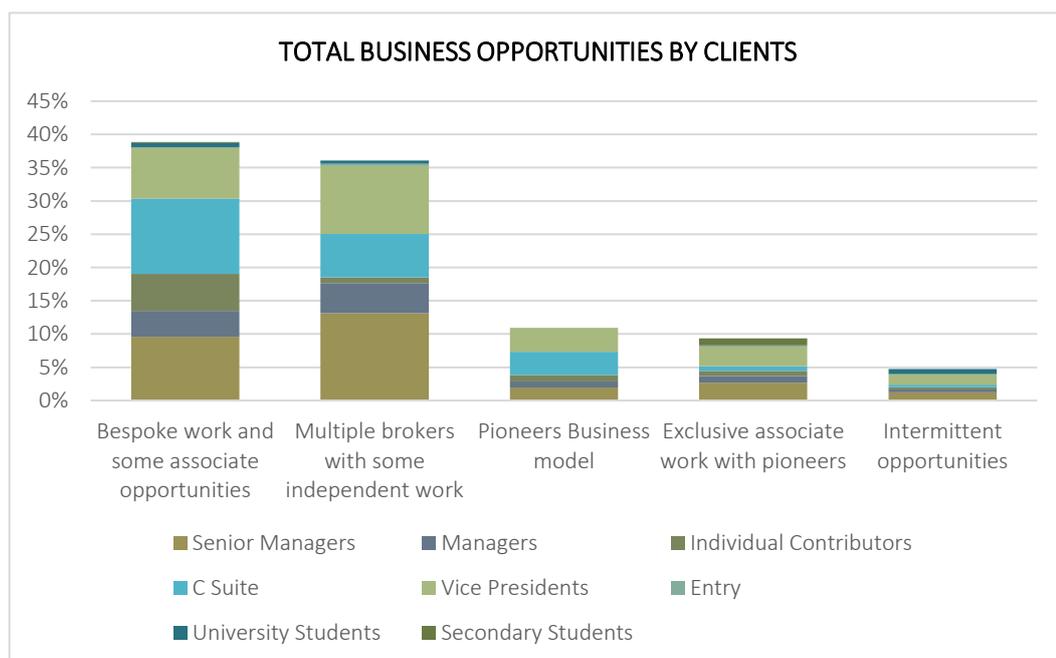
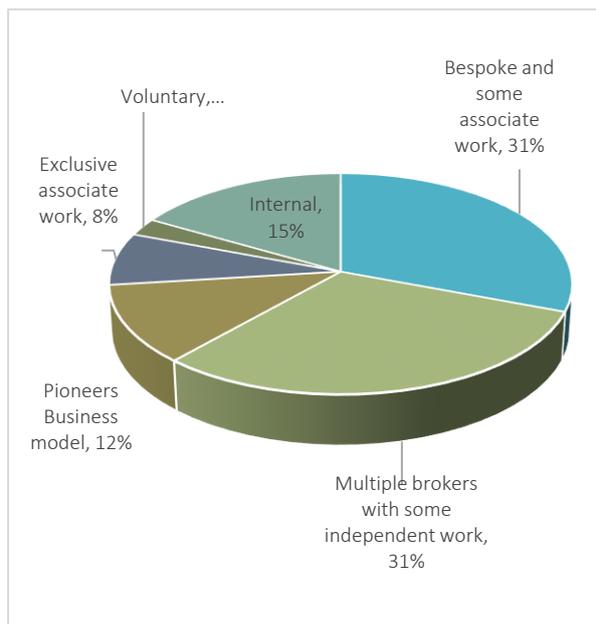
For the 85% external coaches surveyed, 62% of the total business opportunities are equally represented by two dominant channels:

- “Bespoke business model with some associate work” (bespoke), and
- “Multiple brokers with some independent work” (multiple brokers).

The remaining 23% is as split between the pioneers’ business model (12%), exclusive associative work (8%) and volunteering (3%).

The business model a coach decides to apply can also influence the type of clients they work with. According to our survey,

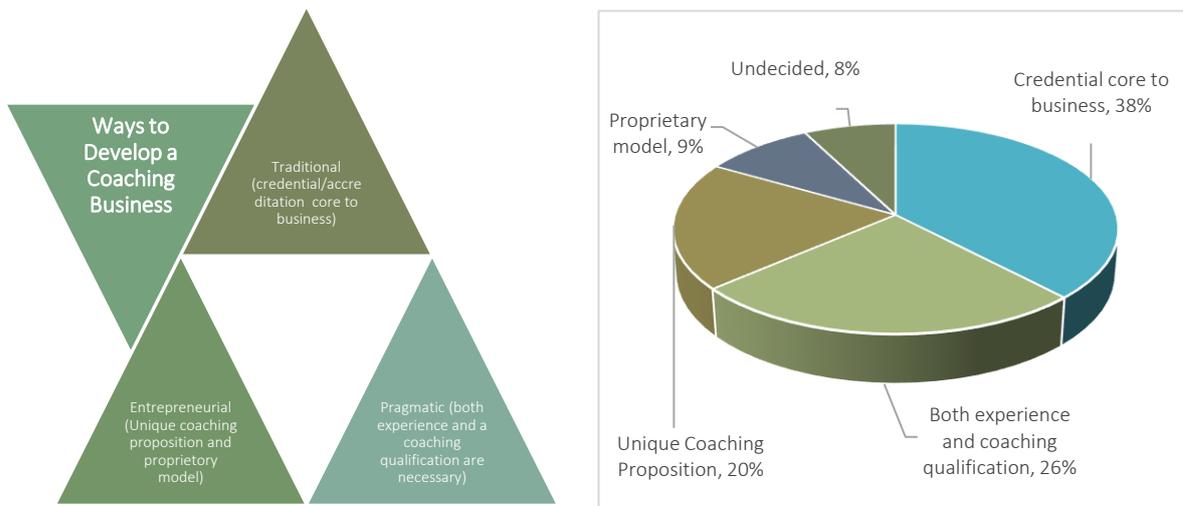
- Executive coaches who work as an associate with multiple brokers work with Senior Managers (36%), Vice Presidents (28%), the C-Suite (18%) and Managers (13%).
- Executive coaches who have their own bespoke business are more likely to work with the C-Suite (29%), and then Senior Managers (25%) Vice Presidents (20%) and Individual Contributors (14%).
- Entrepreneurial coaches who have scaled their proprietary coaching model to be delivered by their certified coaches have a pioneers business model and mostly work with the Vice Presidents (33%), C-Suite (32%), and then Senior Managers (18%), Managers (9%) and Individual Contributors (9%).



The coaching product

According to our survey the three most common ways for coaches to develop their quality coaching product as a service and/or products are:

- **The traditional way.** 38% use their credentials or accreditation to demonstrate the standards and professionalism that is core to their service.
- **The entrepreneurial way.** 29% create, develop, trial, and test their own products that meets a gap in the market either through their unique coaching proposition³² (20%) as a service or proprietary model³³ (9%) as a scalable product.
- **The pragmatic way.** 26% bring both their experience and coaching qualification to represent their core coaching service.



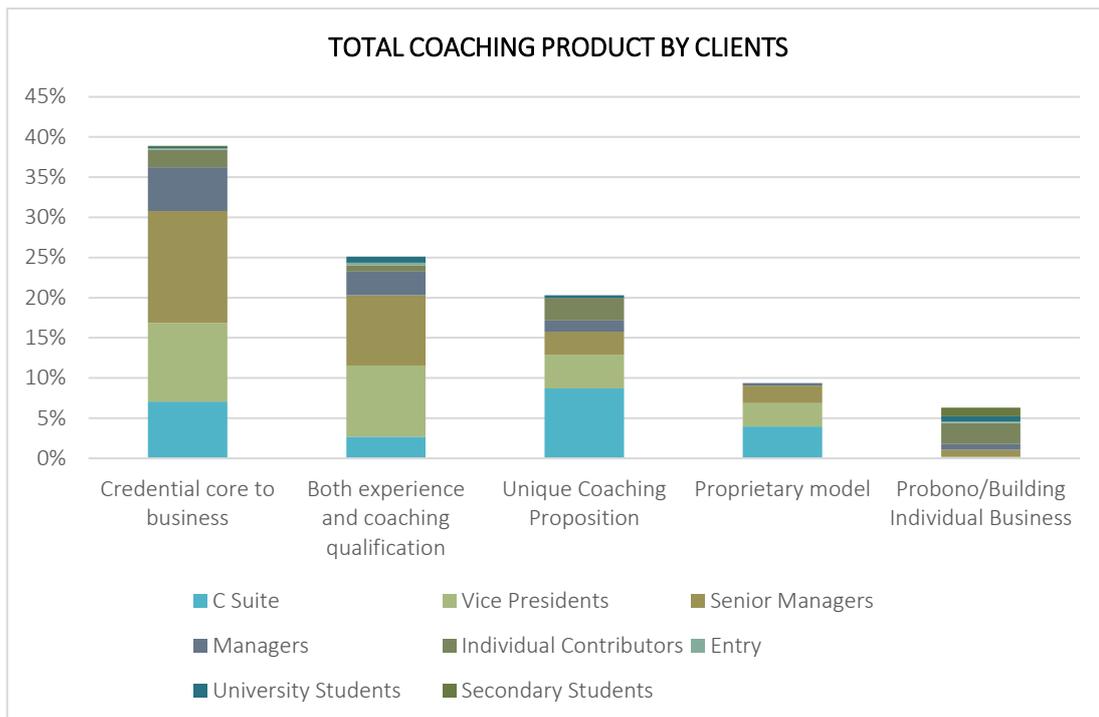
Coaches may decide to stay committed to one approach, or trial out different options that fulfils their needs, desires and motivation across their coaching career and fits their current stage of life.

A coaching product can also have an influence on the type of clients they work with:

- External coaches who hold their credential/accreditation core to their business are more likely to coach Senior Managers (36%) than VP (25%) and the C-Suite (18%)
- External coaches who use both their experiences and coaching qualifications are equally focused on coaching VPs and Senior Managers (35%) and then Managers (12%) and the C-Suite (11%)
- External coaches who have a unique coaching proposition primarily work with the C-Suite (43%), VPs (21%) and then Senior Managers and Individual Contributors (14%)
- Finally, external coaches who have developed their proprietary model work with the Senior Management Team (97%) comprising C-Suite (43%), VP (31%) and Senior Managers (23%).

³² A unique coaching proposition is a coaching approach/model that is developed by the coach and can only be delivered by the coach.

³³ A proprietary model is a coaching approach/model that has been productized and can be delivered by certified coaches.



A coaching business

When we observe how coaches market their services and/or products using the available business opportunities, 70% of the development opportunities are split across three quality models and two business opportunities:

- The first is “credential core to business” which is the most popular (32%), and it is almost equally split across the two business opportunities with “multiple brokers with some independent work³⁴” (17%) and “bespoke work with some associate opportunities” (15%).
- Next is “both experience and coaching qualification” and “multiple brokers with some independent work²⁹” (20% combined),
- Followed by “unique coaching proposition” and “bespoke work with some associate opportunities” (18%).

It’s also important to note, as commented by several practitioners,

THE COACHING MARKET FOR DEVELOPING BUSINESS OPPORTUNITIES IS BECOMING MORE DIVERSIFIED.

Microtrends exist in the coaching market as there are a range of clients who are willing to pay for coaching (directly or via funding) including small businesses, SMEs, family businesses, solopreneurs, government agencies, startups and platform businesses. The shift in available business opportunities also represents the changing nature of work in society³⁵ to bring passion, purpose and profit closer together.

³⁴ It’s reasonable to suggest then those coaches who work with multiple brokers are split into two representative groups, which suggests that they may be more sensitive to how their brand is represented by the coaches who deliver their services and products to the market.

³⁵ Furthermore, the pandemic in 2020 has required most practitioners to diversify their portfolio of offerings in coaching (diversity, well-being, mental health, innovation, team coaching) and overall distribution of work e.g. facilitation, consulting, training to retain market relevance.

And so, when we further break this down based on client types the following patterns emerged:

- Executive coaches who work with “multiple brokers with some independent work” and have “both experience and coaching qualification” are more likely to work with senior managers (36%) and vice presidents (31%) than the C-suite (14%) and managers (12%).

It may be reasonable to suggest then that these brokers deliberately match clients to executive coaches who have had similar experiences or responsibilities, bring the latest innovative thinking, and follow an established coaching framework. They are pragmatic, and deliver coaching services in what we call the ‘pragmatic market’ with large, mature organizations e.g. MNCs, family businesses, National companies, government agencies etc.

- Executive coaches who provide “bespoke work and some associate work” and have a “unique coaching proposition” are almost twice more likely to work with the C-Suite (40%) than vice presidents (21%), and then senior managers and individual contributors (15% respectively).

It may be possible to hypothesize then that those executive coaches who work with the C-suite and have their own unique coaching proposition and bespoke organization are more likely to provide innovative coaching services to their client’s market who operate in e.g. small businesses, SMEs, startups and platform businesses. Not only are the coaches themselves entrepreneurial, they may also prefer to work with agile organizations that are transitioning from an idea through to startup and then scaleup. This is what we call the ‘innovative market’.

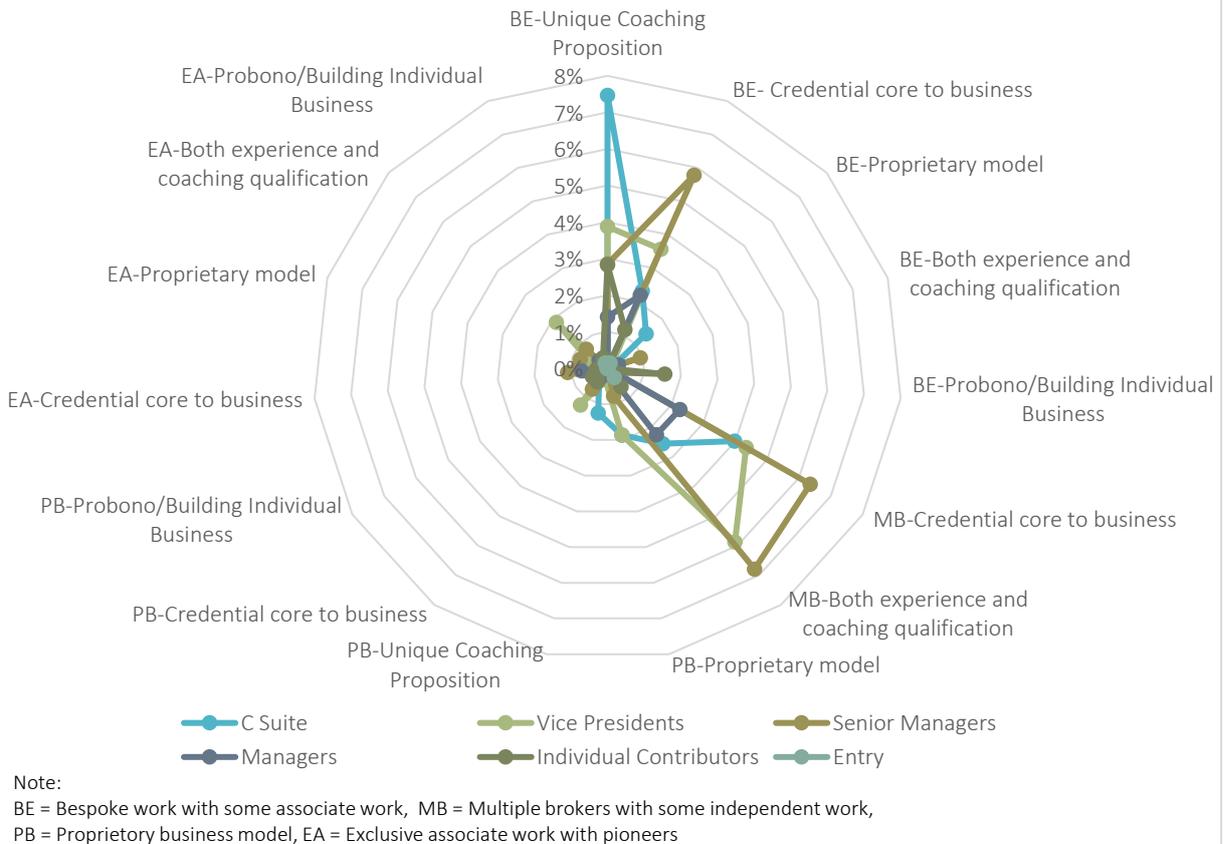
- Finally, executive coaches³⁶ who work with “multiple brokers with some independent work” and have a “credential core to their business” are more likely to work with senior managers (37%) than vice presidents (25%), the C-suite (23%) and managers (13%).

Brokers who work with groups of executive coaches from their coaching pool of screened coaches are more likely to deliver their proprietary, often standardized, coaching packages for senior managers and vice presidents as outsourced projects from HR and/or L&D which is the more “traditional market” for Learning and Development. Brokers who can better optimize a saturated market where key overheads from the business pipeline through to the delivery of the coaching products are operationally efficient and effective that requires minimal oversight by the procurers of the service.



³⁶ The breakdowns are similar to executive coaches whose credential is core to their bespoke work: senior managers (37%), vice presidents (23%), the C-suite (15%) and managers (14%).

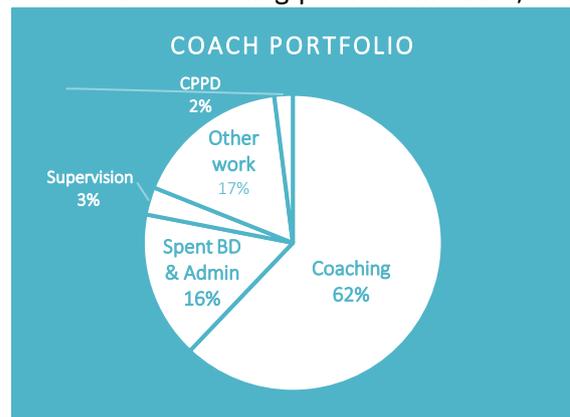
TOTAL COACHING BUSINESS OPPORTUNITIES BY PROFESSIONAL CLIENTS



Coaching portfolio

Setting up a business and running a practice is a significant part of what’s included in a coach’s portfolio of activities. When we asked our participants what their coaching portfolio includes, the 80-20 rule emerged as a useful rule of thumb.

- 79% of their portfolio comprised work, including coaching (62%) and other work (17%) i.e. workshops, trainings, facilitation, consultancy. This will vary according to market conditions and opportunities.
- The remaining 21 % can be split into 16% Business Development and Admin, and 5% on Professional Development (Supervision and CPPD).



When we break this down further, coaches who are just beginning their careers in coaching in their first three years spend at least 24% of their time working on their Business Development and Admin, 43% allocated to coaching and 28% on other work.

Furthermore, when we investigate the two core channels for business opportunities and development, those who have their own bespoke business will spend almost 20% less time coaching and distribute that difference between BD and Admin as well as other work. In comparison, those who work for multiple brokers will coach more and spend on average 1% more time on their Professional Development.

Going it alone or through others – a simple guide

There are a number of ways to create a coaching business. For most coaches, this will be their first time working as an independent and they will need time, patience, and perseverance to develop any additional 'solopreneur' or 'self-employed' skills for their business to work, and to clarify what type of coaching they want to be known and credible for with their clients.

The first step after deciding to pursue a coaching career is to identify what motivates you to want to become a coach together with your risk-appetite for building a coaching business.

Top options

- Work with multiple brokers on coaching assignments and accept some independent work
- Go it alone and work independently on bespoke assignments accepting some associate work
- Work as an inhouse coach in specialist future-focused organizations

The second step is to perform a market analysis to understand what the opportunities will be and where the competition lies for your coaching product or service³⁷.

Market opportunities

- Optimize a saturated market: Coaches who can clearly differentiate their unique coaching proposition with their core coaching skill(s) and with their coaching membership credentials / accreditation core to their business, will find that this helps to make them stand out and identify better opportunities within a saturated 'standardized coaching' market (traditional).
- Pragmatic market: Coaches who integrate their experiences with their acquired coaching qualification(s) deliver services in an evolving 'saturated coaching market' and are more likely to offer executive coaching and/or blended services e.g., coaching consultancy, integrated coaching, business psychologist and coaching etc.
- Innovative market: Coaches who build a unique coaching proposition draw from their past working experiences and current experiences as a coach often with coaching qualifications to develop a unique and niche service or product. For some innovative products, success might be imminent or just round the corner, for others it may take longer. The market will determine whether it'll be a microtrend provided that the entrepreneurial coach persists and focuses on the long game.

The third step is to commit and continuously find avenues and opportunities for delivering your credible coaching services with measurable impact (behavioural and observable).

Things to consider

- If you plan to work, or start your work with brokers, our recommendation would be to be open to both options and to determine which fits your style and approach best based on your current needs and whether it is helping you meet your aspirations and vision.
- Decide on what title to use when meeting clients. Regardless of gender, coaches who earn a salary equivalent to the average salary in the resident country and above and have over 5+ years coaching experience tend to include the title Executive Coach. However, other titles used to represent the coach's aspirations or clientele have also been as successful. We suggest that you trial and test different titles and observe which one your clients prefer as your coaching career evolves.
- Importantly, the clearer it is to you what coaching product/service you are wanting to deliver through coaching, or coaching itself, the clearer the market opportunities will be. Our recommendation: commit by starting small whilst thinking big. Gain confidence and credibility in the coaching you aspire to deliver as you map out your practice. Measure your impact and monitor your business for progress and course correct accordingly.

³⁷ Sometimes there are opportunities to develop coaching opportunities within an organization as a manager before choosing to become an external coach.

Maintaining a practice with professionalism

Coaching professionalism

All of the coaching practitioners (external and internal) who participated in this survey believed in upholding their coaching professionalism.

80% hold at least one or more credentials/accreditations as part of their business and practice of which:

- 36% hold one credential/accreditation,
- 23% hold multiple credentials, and
- 21% are credentialed/accredited as part of their business proposition. This was at least twice as relevant for female coaches and perhaps suggests why they hold more titles to represent the services they can professionally deliver.

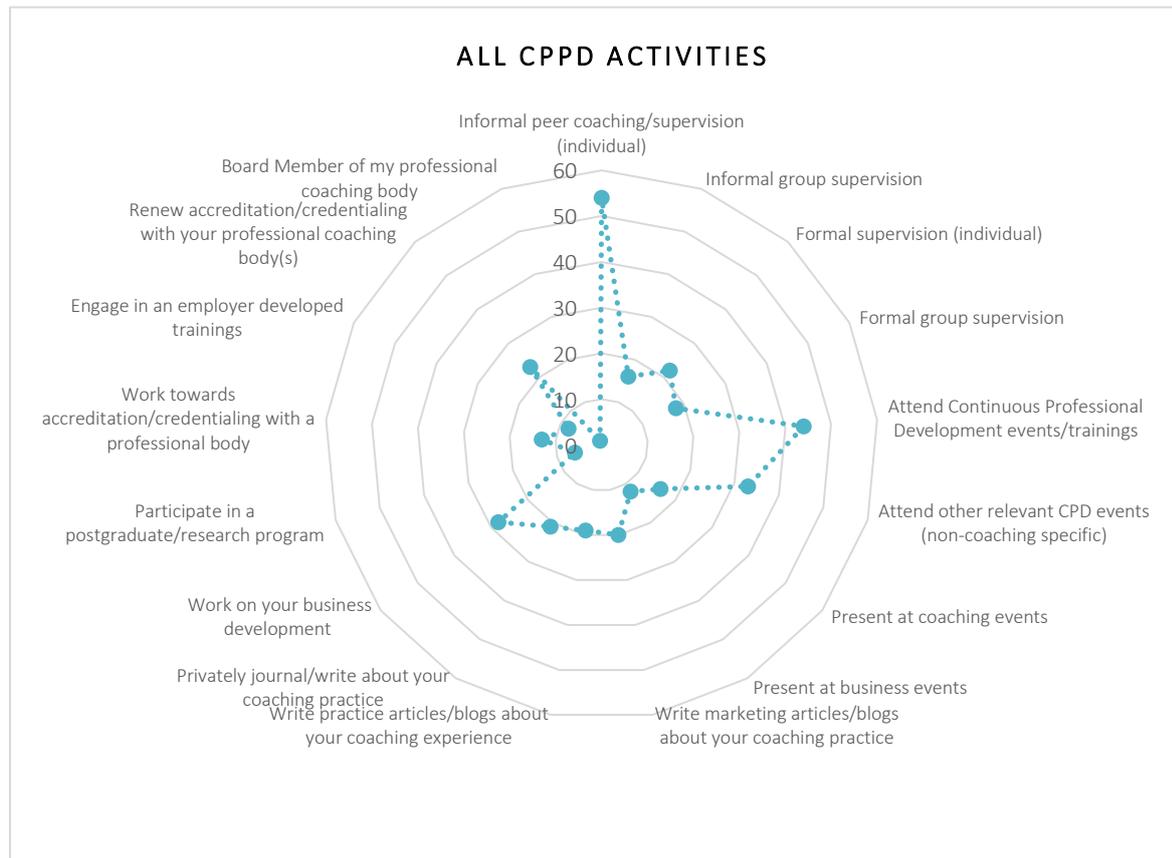
UPHOLDING PROFESSIONALISM



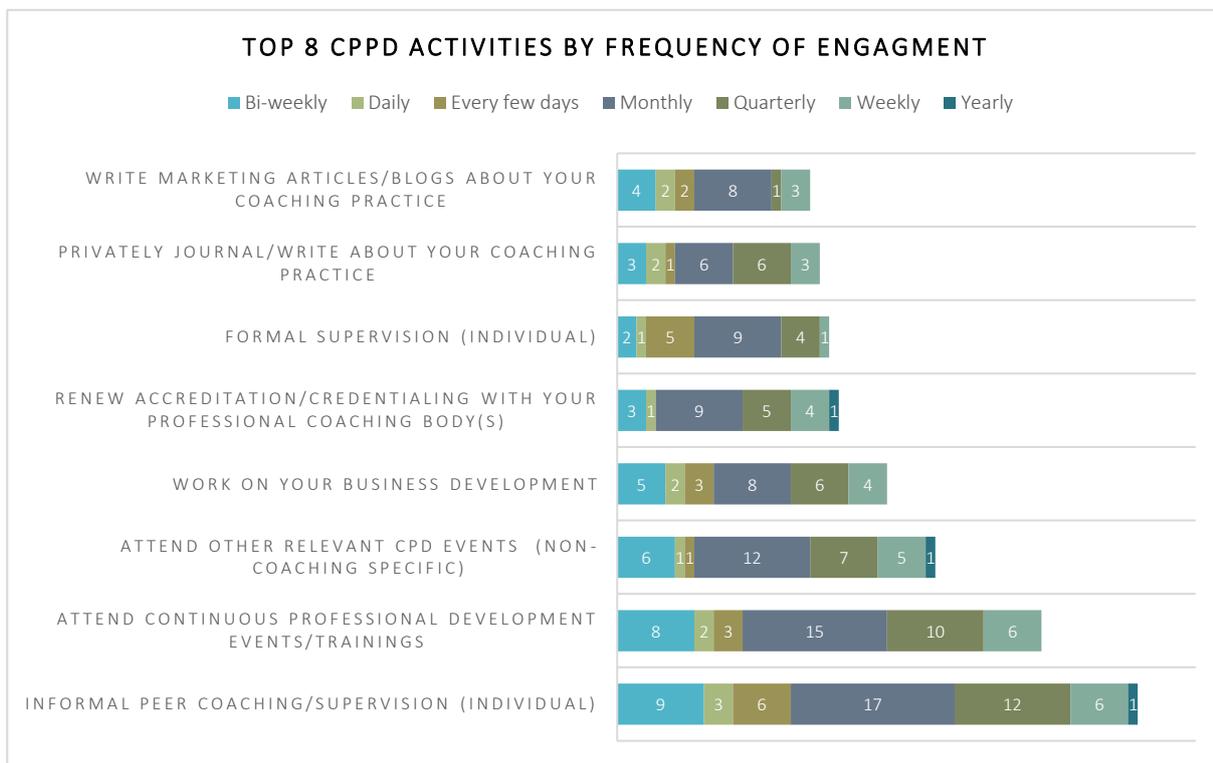
How coaches maintain their continuing personal and professional development (CPPD) and maintain themselves to be fit to practice

Within the 5% allocated for professional development, the 3 top CPPD activity for coaches are

- Informal peer coaching/supervision (15%)
- Attend CPPD events/trainings (12%)
- Attend Other relevant CPD events (9%)



The frequency for professional development was monthly (34%), quarterly (22%) and then bi-weekly (18%).



While collective activities i.e. CPPD events/trainings and other relevant (market specific) CPD events are important for keeping up to date with the latest industry news, interventions, as well as maintaining and developing a network, supervision is the most common activity that focuses entirely on the coach themselves. From our survey coaches mainly engage in supervision or peer coaching for their practice (70%), and then as required by their client contract (9%) or business (8%).

The surprising factor is that most coaches, for now, prefer to talk informally with another peer, or several peers who may make up their board of supervision, to support and enable them to be their best selves and deliver optimal coaching. As one of the respondents stated, “*Supervision separates the hobbyists from the professionals*”, however it does open the debate and question of whether supervision needs to be formal i.e., delivered by an accredited/credentialed supervisor or by an experienced coach.

The survey data suggests the following observations³⁸:

- Informal peer supervision is by far the most popular across all groups
- Coaches with 10+ years’ experience are twice as likely to engage in formal individual supervision than coaches with less experience.
- Formal group supervision is slightly more popular than informal group supervision except for those with 15+ years of experience

Other useful insights:

- 14% of a coach’s CPPD time is in business development (8%) and marketing coaching practice (6%), whilst another 10% is focused on renewing (6%) or becoming (4%) accredited/credentialed.

³⁸ The sample size for this analysis was small and so these observations should be seen as tentative.

- Only 6% engage in private reflective journaling, mostly every month (29%), quarterly (29%) or within a fortnight (29%). If an example of good practice is to journal after each day's coaching, then the frequency of coaching may be more spread out, or simply the practice of reflecting on one's own practice is not as widespread and there is a greater preference for some form of formal/informal supervision.

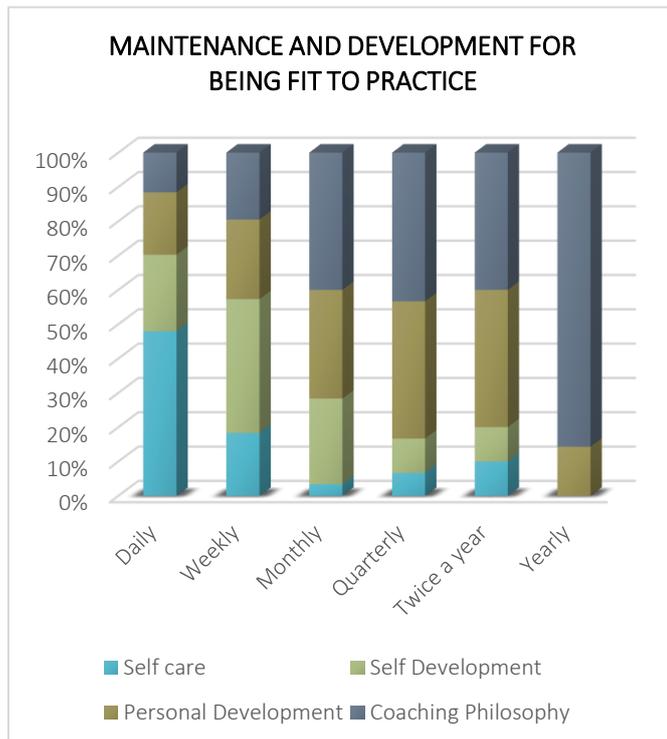
Outside formal professional development requirements, coaching practitioners recognize the need to regularly spend time on themselves to ensure that they are both fit to practice, and practice at their optimum. 95% of coaches practice self-care either daily (75%) or weekly (20%). This demonstrates how it's as important for coaches to look after themselves as it is to look after their work as a coach.

Self-development and personal development are the second and third most important activities for coaches to engage in. Most coaches engage in self-development ³⁹ weekly (41%) or daily (35%), and personal development daily (29%) or weekly/monthly (25%), or monthly (10%). Additionally, coaches work on their coaching philosophy every month (31%).

"I find my weekly personal therapy helps me not only personally but, in my work, too"

"Reading and writing is an integral part of what I do."

"The more years I have under my belt, the more fluid I become in my coaching - not tied to anyone training but focusing on what the client needs and intuiting from there"



Top 10 CPPD activities relevant today

The coaching practitioners who participated in the survey identified the following 10 CPPD activities to be the most relevant in enabling them to be fit for practice today and be more future proof.

CPPD Activities	Examples
Team/Group coaching and dynamics	<ul style="list-style-type: none"> • Coaching "systemically" • Systems leadership, systems intervention • Facilitation skills
Contracting and stakeholder management	<ul style="list-style-type: none"> • Handling differing priorities and perceptions of the Sponsor and the Coachee, in terms of what constitutes success • Managing the relationships between client organisations, coachee and coach, charging ranges and criteria • Facilitating the two parties meeting

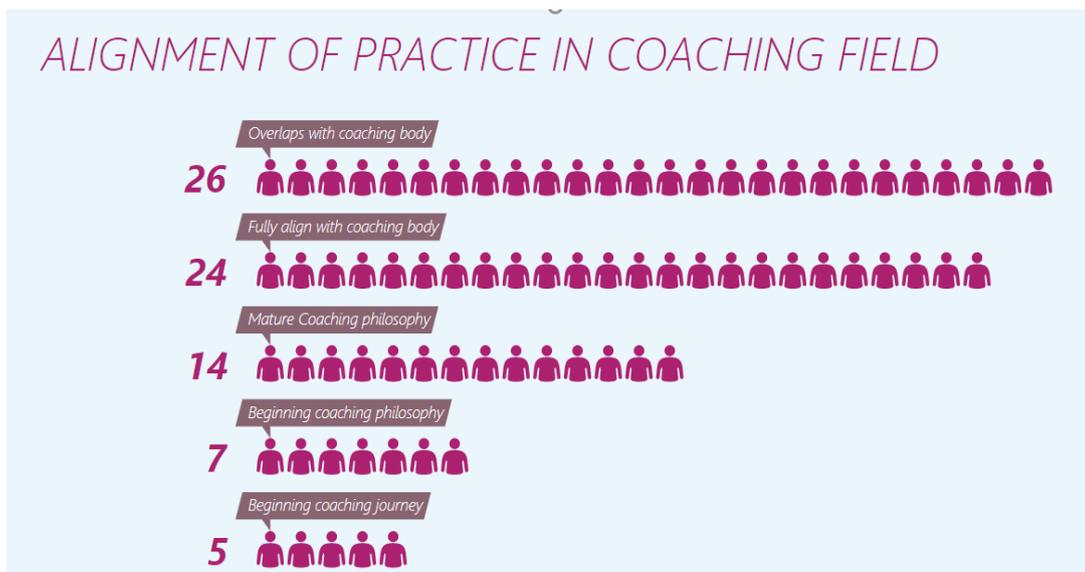
³⁹ For definitions please refer to the "Definition" list.

<p>Business set-up, growth and development esp. scale-ups</p>	<ul style="list-style-type: none"> • How to build a sales culture in my coaching business • How to market myself as a coach and build long lasting relationships with organisations • Managing my own practice, developing and marketing a USP to attract clients • Systems and business building knowledge specifically for scaling coaching businesses • Understanding of new generation businesses
<p>Coaching impact</p>	<ul style="list-style-type: none"> • How can we best monitor and measure coaching impact
<p>Supervisory coaching and coaching supervision</p>	<ul style="list-style-type: none"> • Integrate what I have learned and develop my own coaching mental models from here • Transformative work that challenges my practice and deepens my ability to be present with my clients, that holds a mirror up to my work and challenges me • Upgrading my knowledge on a regular basis
<p>Organizational specific trainings</p>	<ul style="list-style-type: none"> • Conflicting interests • Navigating change, manager development, vertical development • Performance coaching for leaders who are fatigued or have experienced an unfamiliar decrease in self-confidence • Structured learning about best practices and techniques of coaching skills together with applying in my staff one-to-one meetings
<p>General coaching practices</p>	<ul style="list-style-type: none"> • Broadening a coach's toolbox of tools, models, coaching approaches • Watching coaching demos, supported by a narrative of how the coaching is satisfying the higher credential requirements • Practical experiences to build confidence and a habit to listen deeper and not to jump into solutions • Asking tough questions and challenge beliefs, mostly the limiting beliefs • Understanding personality traits and character strengths to correctly read a individual • Working towards highest level of credentialing/accreditation
<p>Niche coaching practices</p>	<ul style="list-style-type: none"> • Polyvegal Theory • Embodiment, somatic and emotional training for the coach and the client • Dealing with transference and countertransference • Spotting and naming parallel process • Conflicting interests, dealing with ego's, understanding self-damaging behaviours as a result of stress/pressure • Trauma-informed coaching – psychotherapy
<p>Future of coaching and its standard of practice</p>	<p>Thinking about what the future of work will look like and how this will inform how coaching will be</p> <ul style="list-style-type: none"> • Deep conversations on the future of coaching that works on raising standards of diverse coaching practices in an inclusive manner
<p>Thought leadership</p>	<ul style="list-style-type: none"> • Continuing inner work • Publishing book • Research

Expectations of coaching membership groups

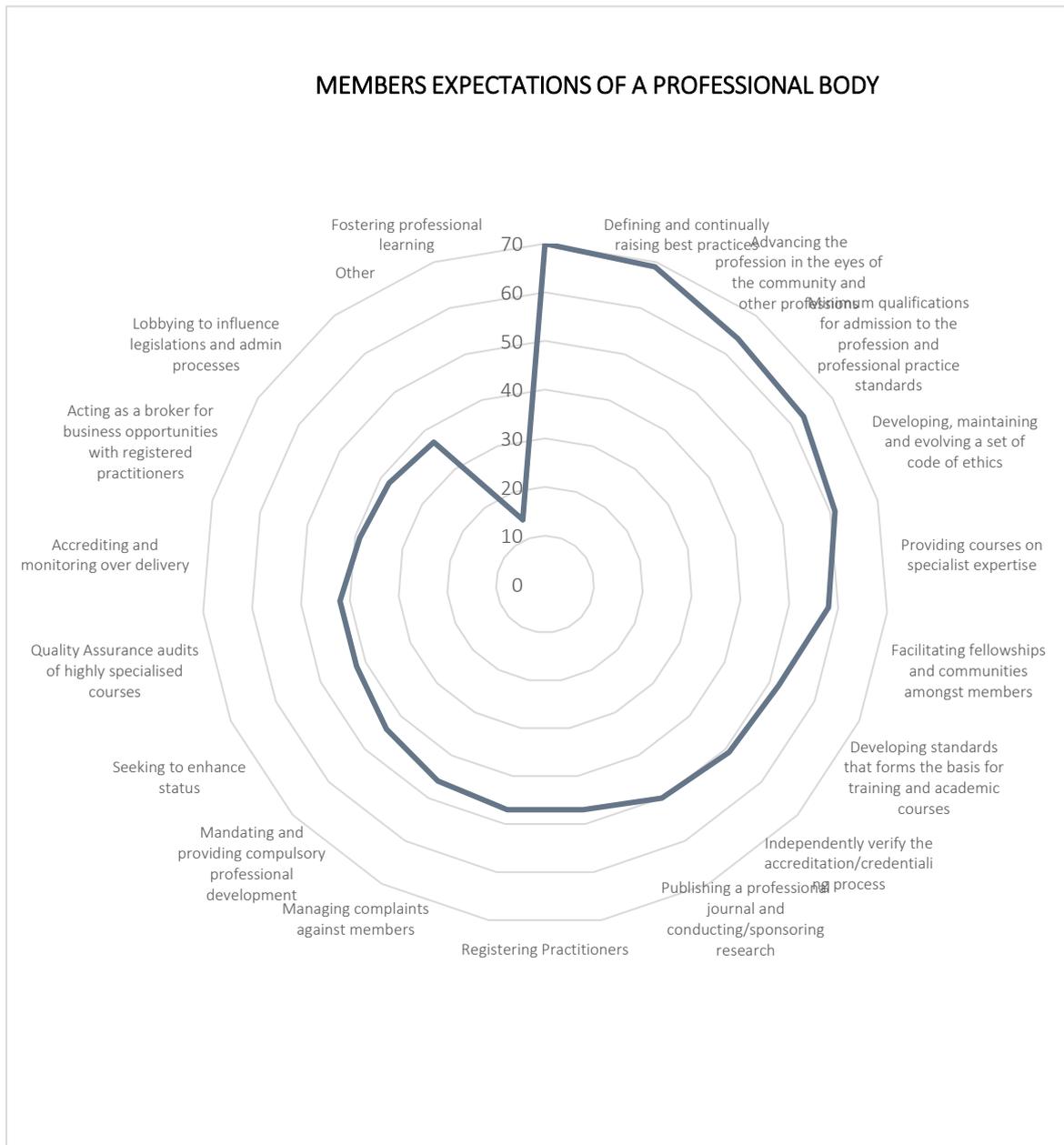
77 different membership groups were identified from 174 by the 78 contributors. On average, every coach belongs to at least 2 to 3 different membership representatives.

- The top 10 coaching membership representatives included: ICF, EMCC, APECS, AC, BPS, APAC, CFI, HKICC, WBECS, AoCS
- 64% of the coaching practitioners closely align with their preferred coaching representative, in which 33% overlap with and 31% are fully aligned with the representative's vision and mission.
- 18% have their own mature coaching philosophy that underpins their coaching practice.



The top 5 expectations of professional bodies

1. **Fostering professional learning** – To maintain an environment that enables every coach to develop and grow their career successfully
2. **Defining and continually raising best practices** – To set and evolve what the best practices are that truly represents the entire membership, now and in the future, as clear guidelines for coaches to proudly follow
3. **Advancing the profession in the eyes of the community and other professions** – To create and sustain mutually beneficially alliances with similar and different professions on behalf of the members
4. **Minimum qualification for admission to the profession and professional practice standards** – To act as the gatekeeper for members to join and maintain their membership status that meets minimum quality standards i.e. minimum qualification levels, the completion of industry-approved courses, meeting working experience requirements etc.
5. **Developing, maintaining and evolving a set of code of ethics** – To continually develop, maintain and evolve the ethical principles that defines the desired behaviours of coaches and act as a benchmark for performance.



Following these broader expectations, at least 70% want to see their representative membership group “providing courses on specialist expertise” and ‘Facilitating fellowships and communities amongst members”. Whilst 60% want them to build on ‘fostering professional learning’ to engage in deeper specialist dialogues in coaching, and request that the membership representative have an official register for “registering practitioners” and to “manage complaints against members”

Acting as a broker?

Almost half of the respondents chose that a professional body should also ‘act as a broker for business opportunities with registered practitioners. A broker being a person or firm who would arrange coaching services between a buyer and a seller for a commission when the deal is executed. In *the good coach’s* opinion⁴⁰, if a membership representative like a professional body certifies or accredits coaches AND also acts as a broker, this can call into question that self-regulatory professional’s body ability to independently regulate and adjudicate disputes between the

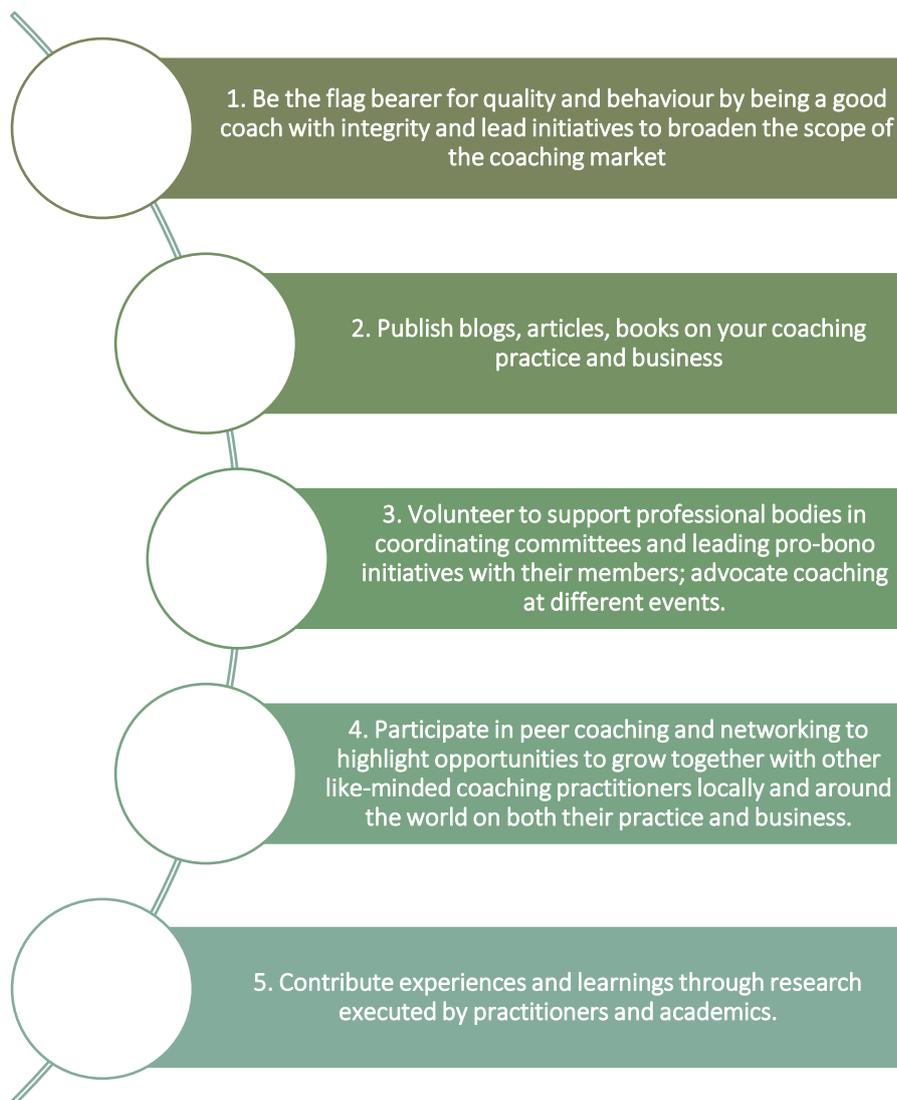
⁴⁰ As this is the author’s opinion and suggestion of best practice rather than a professional expert opinion, refer to a professional expert of what the legal (governance) and professional (ethics) should be for your community.

commercial contract on behalf of both the client and the member they represent because there is a conflict of interest as well as a break down in the code of ethics.

To safeguard the members and the professional body's duty to its members and promote order amongst independents, businesses, and organizations, it would be better that brokers reside outside of a professional body. However, this shouldn't stop bodies from receiving requests and advertising available work to all the members, which is a huge benefit to the membership. The body should also have a clear and transparent policy of how they will fairly share the opportunity (that's also been checked for appropriateness) with its members and manage any potential conflict of interest.

Giving back

Many of the coaching membership representatives are helmed by volunteers who want to give back to the community. For many who have served or supported the coaching body in an official or non-official position, it often feels like a second full time position on top of their day work. However, without their commitment and dedication to moving coaching forward, progress would be minimal, especially as members have many expectations that they wish to see from their representative to achieve on their behalf. With that in mind, there are many ways where coaches can give back to the coaching community, and according to our participants these are the top 5 ways for coaches to contribute and give back to the community (from 127 comments)



What next?

the good coach designed a novel and unique coaching survey that offers an insight into the 'whole' life of a coach, and hopefully provides every coaching practitioner who reads or scans this report some examples of more ways to build their own coaching business and practice. There is no one way to develop your coaching service or product to meet a market's needs; it all comes down to your passion, curiosity and desire to make a reality of what you want to achieve through or with coaching.

A coach needs to be comfortable with uncertainty, have sufficient confidence and resilience to build their business, and have continuous curiosity and patience as they build up their coaching credibility and expertise. According to our survey, it takes at least 5 years for most coaches to start to feel comfortable with what they're currently delivering as a coaching service and earn sufficiently from their work. How much is enough will depend on their goals, their age, and stage of life. In those first 5 years, the emphasis is centred more on the coach finding their 'professional' feet and understanding what it is they want to do with coaching - especially after their personal and typically intimate first encounter of coaching from an intensive and experiential coach training program. Things to consider as you build and grow their coaching business:

- **Survive and thrive in the marketplace:** as coaching becomes perceived more as a commodity than a service, this will affect the chargeable rates of coaching. Specialization with clear intentions and aspirations, and perseverance and continuous learning, will help coaches find a way to create and sustain their career through known (and new) market routes. A coach's creativity, ingenuity, and bravery (courageousness) will create more opportunities now and in the future.
- **Finding the sweet spot for a coaching rate which a coach can use as their sole source of earning.** Coaches can check with different coaching membership representatives the benchmark for coaching salaries to help establish a charging rate. Through the work with their clients, knowing their value and monitoring their coaching impact, they can more effectively find that sweet spot for charging a coaching rate that meets their business model and personal needs.
- **Recognize the multiple opportunities for delivering coaching.** Realizing the benefits of coaching, coaching practitioners need to adjust and adopt the most relevant principles, skills, and techniques to match and start from where their clients are ready to begin⁴¹. When a coach can find and market their optimal coaching practice within this matrix of opportunities in various sectors and verticals and start a microtrend, there will be a multitude of welcoming spaces for coaches to work in, and with colleagues. Also, when you take on other work outside of coaching, recognize that there are also as many opportunities to apply your coaching skills and practice them in different settings and observe their limitations.

A coach also needs to develop their own learning and development system to master their coaching practice. Unlike other professions where companies have an established programme to guide and prepare their salaried graduates within a period of time in order to pass their professional exam with a 'chartered' status or equivalent. In coaching, all of this is on the coach to work out for themselves. Without a coherent framework in place similar to other professionals, coaches will need to develop their own system⁴² whilst building their business. Hence, *the good coach* would like to recommend the following five steps to guide a coach as they map out and continue developing the depth and breadth of their coaching practice,

⁴¹ Consider the following, non-exhaust list: needs, opportunities, passion, aspirations, and organizational, professional, and personal maturity cycles etc.

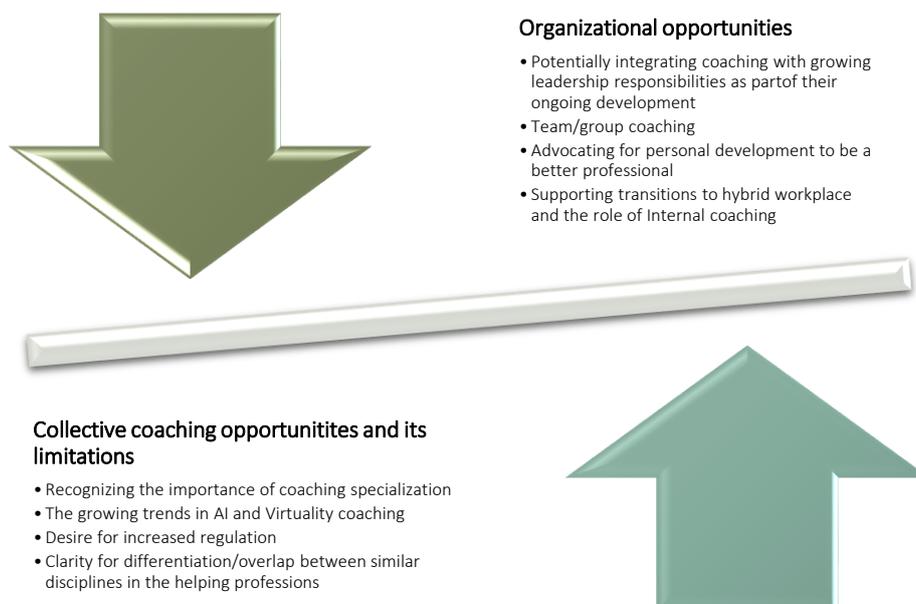
⁴² Knowing what level of content knowledge is needed to think critically, reflect and reflex on your practice is also important as you build and develop your system.

1. **Acknowledge and identify** what it is you want to achieve in coaching. And where possible, identify your specialist skill sets and capabilities.
2. **Integrate your current strengths and experiences** into how you deliver coaching. Build your own knowledge base of how you robustly coach and connect this with the broader coaching knowledge base.
3. **Look after yourself and continue to invest in your own learning and development** for both yourself and your coaching professionalism. Also engage in learning outside of the coaching discipline especially if a coach works in specialized sectors and businesses.
4. **Recognize that there are many opportunities for delivering coaching and experiment with them.** Building a solid foundation in coaching and specializing will help you understand what it is you want from coaching. Experiment and participate in various opportunities to better understand how they relate to your vision and aspirations as you go through your own learning-doing-reflecting⁴³ cycle. Most importantly, patiently engage and build resilience in your long-term game of coaching.
5. **Repeat** until the gaps between the first four steps have disappeared or because you've met your coaching aspiration and vision.

After reading this report, we hope you will be encouraged to continue in your great work of making a difference through coaching and this will be a helpful resource alongside other available manuals to have a successful and sustainable career. We acknowledge and accept that the results from this report have limitations including: insufficient data to reliably correlate differences between internal and external coaching, distinguishing the needs of MNCs to startups and solopreneurs, geographical similarities and differences of delivering coaching, as well as the variety of ways to observe impact and focus in a coaching engagement. Also, any interpretations are limited by the skills, knowledge and understanding of the researcher. Despite these, we sincerely wish that it offers a useful starting point to benchmark your business and practice.

Finally, we would like to end with sharing where our contributor's collective intelligence sees coaching going in the next 5 years. The collective sentiment suggests that it's still positive!

COACHING IN THE NEXT 5 YEARS



⁴³ Learning by doing (LBD) is the process for experiential learning. John Dewey, one of the foremost proponents said "We do not learn from experience. We learn from reflecting on experience"

COLLECTIVE COACHING OPPORTUNITIES & LIMITATIONS	ORGANIZATIONAL OPPORTUNITIES
<p><i>“AI combined with Human interactions to facilitate productivity. - I think when information and data are almost at no cost, the ability of using and analysing them will become the only differentiation between human and A.I. Therefore, coaching will be in the lives of every individual of different ages, occupations, social status etc. because they will treasure the inspiration brought by coaching.”</i></p> <p><i>“It will have to go a lot deeper and become more professional because AI may take over and do a lot of the superficial coaching. So much free training is now available virtually such that coaches will need to differentiate themselves even more so there will probably be more specialist coaches.”</i></p> <p><i>“Still waiting to advance beyond the current limitations of coaching and jumping onto different fads rather than focusing on strengthening foundational knowledge and acknowledging the diversity of practices that make up coaching and strategically align itself with long term trends.”</i></p> <p><i>“We will probably head towards a Hybrid model in terms of face to face vs web based interaction. Coaching needs may become sharper rather than broad based, and the ability of the Coach to help Coachees apply the learning in real time to specific areas of their work, will become paramount.”</i></p> <p><i>“There will be an exponential growth in both demand for coaching in all disciplines as well as coaches serving individuals privately and for organisations. accreditation is not a reliable measure to get quality coach. Just like any profession, it’s experience and personal attributes, commitment to results that makes a good coach.”</i></p> <p><i>“If proper care is not taken, professionals who do not understand coaching will enter this space to become a coach. It is important that the coaching defines its values and beliefs more explicitly and protect it”</i></p> <p><i>“I think it will be as valued and ubiquitous as therapy for those interested in healing and living into their full potential. I also see that it will have a wider reach much beyond the "western world" and will act as a modality to empower the global south.”</i></p> <p><i>“Hopefully, coaching will be better understood by both the market and coaches. Coaching is a vehicle for achieving sustainable change and we need to be clear on what type of change each coach focusses on rather than on just selling the coaching service. We need to work sort out the mix-up between coaching and mentoring, both for the market and also for the mentors who call themselves coaches.”</i></p> <p><i>“Many more coaches returning to corporate life because they can't make a living in this saturated, commoditized market. Those that can build a brand and be visible online and in their marketing are succeeding at the expense of</i></p>	<p><i>“Coaching is gathering pace in all types of industries. The growing competitive environment, growing management expectations and growing personal ambitions to excel and outperform are putting tremendous pressure on executives leading to dysfunction in professional and personal lives. Industry has realised this situation and the contribution of Coaching in helping executives to overcome these problems. Hence, the need and influence of Coaching and experienced Coaches will be felt across all spectrums of life. In the coming decade, coaching will become a primary tool of professional development.”</i></p> <p><i>“A promising future. In the new ways of working after the COVID, people may be more distant from their leaders given the norm of WFH and they may benefit from having a coach to brainstorm ideas. Coaches would also support people's transformation journeys in the VUCA world in order to win in new markets and space.”</i></p> <p><i>“Difficult to predict but coaching is likely to be delivered more online. It's likely to be more focused on supporting clients in managing a different way of working (ie more remote and more virtual teams), and all that means for developing their personal effectiveness and relationships with teams, peers and direct reports.”</i></p> <p><i>“More accepted for personal development but in danger of being used punitively to 'deal with' people in organisations in place of good management. Hopefully sensibly regulated.”</i></p> <p><i>“It will become a lot more important as a skill to help people navigate change, intervention as well as learn and grow”</i></p> <p><i>“Coaching will be seen as a faster more personal approach to educating oneself”</i></p> <p><i>“It will shift to become more team oriented, innovation leadership coaching will be big, societal challenges will be accompanied by coaching too and the future of work needs coaches to help shift the people side – responsibly.”</i></p> <p><i>“I believe Team / group coaching will increase significantly both virtual and in person spaces. This is to address the need to be more collaborative and agile as a team/group in order to face the increasing VUCA world”</i></p> <p><i>“Still a wide difference between coaching provision in the commercial works and the public sector (because of cost). Internal coaching in the public sector growing due to enthusiasts who believe in its value.”</i></p> <p><i>“ I also hope it will be more accessible in all education sectors and properly funded by governments”</i></p> <p><i>“It will be more crucial and popular and applicable to younger generations in the next 5-10 years. Corporate will hire coaches even for less senior staff as coaching</i></p>

great solo coaches who can't be bothered with implementing massive marketing strategies."

"Starting a business, managing a business, and leading a business will only get harder in the future - thus more founders/managers/leaders will need coaching (either formally or informally) to succeed and thrive"

"Training programs (and people just starting to coach regardless) now churn out many more grads than free market can support well, so maybe there will be more differentiation between those who can build an effective business and those who "give up" on it."

"More widespread in practice and purchase by clients, more diverse in approaches and methodologies.- "Widely acknowledged and known, used at all levels, also more regulated at national level"

"Greater democratization of coaching, coaching will become both become more of a commodity and there will be more specialist coaching, online coaching will predominate post lockdown, pay will decrease except at the highest level, accreditation will be more important"

"Coaching is a variable expense and investments correlate with corporate fortunes, but it is a very valued pursuit. "

"Lots of apps and AI serving the bottom of the market"

could address individual development needs. More and more millennials will appreciate the power of coaching."

"Coaching will become essential for every manager and leader, both to be coached, and to have the ability to use a coaching approach with their peers/team. The coaching mindset and competencies will be at the core of what is expected of a leader, manager, individual."

"Coaching will be more accessible to a broader range of people across organisations, will be better understood by clients/buyers, will be more focused on growth and development than performance"

"It will continue to be valued by leaders, organisations and individuals as a resource for personal and professional development. As we face major economic and environmental change I believe Coaching will play a key role."

"Retrenchments, mental health, workplace and business transformation, climate crisis are issues that will only get more prominent in the next 5-10 years. Hopefully coaching and a "coaching style" of management will be able to help individuals at all levels deal with these issues and move ahead in a positive frame of mind."

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Yvonne is an executive coach and peer supervisor, and a practitioner researcher and editor, who has combined her passions through all these roles for the past decade. Yvonne has lived and worked in both the UK and Hong Kong. She works with clients internationally, with a keen interest in leadership (professional and personal) and knowledge management (Intuition and tacit knowledge).

Her approach to coaching has enabled her to work with clients at various levels (students, front line staff, junior/mid/senior managers, C-suite) and across various industries from construction to financial services, fitness and fragrance and flavour industry, from education to professional services, tech startups and not-for-profits. In the professional space, she has supported her clients to reflect, review and strategically organize their thoughts which then enables them to make more considered decisions in their operational and leadership roles, as well as for acted as contracted external 'internal coach' for the senior team. In the coaching space, she provides supervisory coaching to coaches and internal coaches, and coaching consultancy to help internal coaches build their infrastructure and capacity. In the educational space, she provides career coaching to all students, and specializes in dissertation coaching to mature Master students.

She is also fascinated by the potential of coaching, and how everyday practitioners practice their coaching approach in various situations and contexts. As the founder of the good coach, she works with like-minded practitioners to grow and develop a practitioner like research institute whose core proposition is to understand what is coaching, Yvonne also been a past board member, accreditor and volunteer for various coaching bodies.

Finally, if you have a practitioner's perspective to share, please reach out to us at *the good coach*.

Let us know what you would like to blog about, or even send your blog to the blogitorial team, who will be your first point of contact (mailto: blogs@the-goodcoach.com).

- We will read your blogs carefully and with respect, and offer any 'light' touch support that you might require (which maybe none or a little) before we all agree to publish.
- We may also suggest edits for clarity as part of the publishing process.
- We have no set rules for blog length - it's open to you to write as much (~2000 words) or as little (~500 words) as you wish.
- Once we've published your blog, you'll be informed when someone posts a comment.
- We moderate all the comments as they come in, but if you're ever worried about this, just [contact us](#).

For more details, go to [Guidelines for blogging with the good coach](#)

Useful resources and references

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Definitions

the good coach working definition for coaching is as follows,

“THE QUALITY OF ATTENTION [USED BY COACHES TO] ENABLE [THEIR] CLIENTS TO REACH THEIR POTENTIAL(S) (GROWTH AND DEVELOPMENT) AND BUILD VIRTUE.”

the good coach ethical framework for Data collection

Informed Consent

1. Purpose of the survey is outlined and shared in the invitation to participate in the survey (<https://the-goodcoach.com/tgcblog/2021/1/20/practitioner-survey-am-i-living-my-potential-as-a-coach>)

2. Consent to participate needs participants to press the button before entering the survey

There are 45 questions to answer in 20 to 30 minutes, covering 3 areas: coaching practice, what you think it takes to be a professional coach and some general demographic questions. The survey is open until the 28th February 2021, after which we will analyse and write up the results and send a copy of the report to those who requested one.

READY TO ENGAGE, CLICK HERE

3. Collected data will be stored in accordance with the Data Protection Act 1998. All inputted data will be collected using Surveysparrow and will only be accessed by the good coach to do the analysis producing a report.

Benefit not harm

1. This practitioner research aims to be of benefit to coaches and society, and the risks involved to participants shall be balanced against the potential benefit to the overall community.

Confidentiality and Anonymity

1. All information collected and I.P. tracking is anonymous until the participant requests to participate in an interview, or request a report, or both at the end of the survey.

2. Participants can also download a copy of their personal report at the end of the survey which is sent by Surveysparrow to the provided email address.

3. Where participants wish to be identified, written informed consent shall be obtained from the individual participant in advance, otherwise data will be anonymous in the report so that nothing can be attributed back to an individual participant.

the good coach Key Word descriptions

CREATING BUSINESS OPPORTUNITIES

(AVG STATEMENT MATCH – 75% WITH WHAT PARTICIPANT REPORTED TO DO)

<p>PIONEERS BUSINESS MODEL</p>	<p>I'm part of the pioneers who has been developing the coaching profession, and we're often seen as setting the standards for coaching amongst individuals and organizations. With an exceptional 'in-house' business development process and a range of service deliveries, we're profitable and we can afford to give back by delivering voluntary coaching services to various non-profit organizations.</p>
<p>EXCLUSIVE ASSOCIATE WORK WITH PIONEERS</p>	<p>I'm a core member/former graduate of the pioneers in this industry, and I am an associate with some coaching brokers/companies. My engagements mainly come from the work won and distributed by the associate organization. I earn a satisfactory income and often volunteer my coaching services on passion projects. However, I am worried about the influx of coaches without any formal qualifications entering and confusing the market of what can be expected from trained coaches.</p>
<p>MULTIPLE BROKERS WITH SOME INDEPENDENT WORK</p>	<p>I work as an associate with a number of different brokers and companies, and I have my own established coaching business. My credibility has been built upon the quality of services I deliver to my clients through the various engagements. I am generally busy during the work season. I earn a comfortable living. This has taken time to build it up to this level and maintained and so I have learnt to manage my energy well otherwise I'll be burnt out from doing the work I really enjoy.</p>
<p>INTERMITTENT OPPORTUNITIES</p>	<p>Coaching opportunities can be found intermittently within my organisation, formally and informally. I'm delighted with, and open to more opportunities inside or outside my organisation, as long as there isn't any conflict of interests. I potentially see this as a possible future career however the pathway to making a sustainable living is not yet clear to me.</p>
<p>BESPOKE WORK AND SOME ASSOCIATE OPPORTUNITIES</p>	<p>I have my own coaching business and may accept some associate work every now and then. Using bespoke business development processes the unique coaching services and products I have developed and delivered is recognized and endorsed across my markets. I work independently/I lead a team of associates/I partner with others to deliver my products and services. I'm making a good living, and I may consider scaling my organization to operate at the next level in the future.</p>

DOING BUSINESS DEVELOPMENT

(AVG STATEMENT MATCH – 73% WITH WHAT PARTICIPANT REPORTED TO DO)

<p>PROPRIETARY MODEL</p>	<p>My coaching product is proprietary and endorsed by respected peers and gurus in coaching, and recognized by different coaching bodies and associations. It's available to everyone through workshop training. I primarily coach the C-suite and top level executives/the equivalent in my market sector/clientele e.g. students. I may also provide team and/or group coaching for senior executives and above.</p>
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CREDENTIAL CORE TO BUSINESS	My coaching services are underpinned by the credential/accreditation awarded by my professional coaching body and my training school(s) and are core to my business. I coach the C-Suite all the way down to Middle Managers/the equivalent in my market sector/clientele e.g. students based on my associate/broker(s) defined contracts. I may also provide team and/or group coaching.
BOTH EXPERIENCE AND COACHING QUALIFICATION	I primarily provide my coaching services via coaching associations/brokers who require both commercial/specialist experience and a coaching qualification. I coach the C-Suite all the way down to Middle Managers/the equivalent in my market sector/clientele e.g. students, and I may also provide group and/or team coaching. I'm also developing my coaching product to fit the market I'm passionate about however business development can be challenging.
PROBONO/BUILDING INDIVIDUAL BUSINESS	I'm learning to apply my coaching skills in various coaching challenges at work, and in other areas outside of the workplace. This may be paid or voluntary work. I definitely see the benefits of coaching, and its unclear to me why coaching isn't used everywhere because it'll solve a lot of the challenges I witness in my workplace.
UNIQUE COACHING PROPOSITION	I've invested, trialed and tested my unique coaching product(s) and services which are endorsed by the market to fit specific needs I'm passionately working in. My product(s) are approved by my market for the value it delivers. In some cases, I am invited to add value as one of their strategic partners. I coach the C-Suite all the way down to Middle Managers/the equivalent in my market sector/clientele e.g. students and it may also include group and/or team coaching.

UPHOLDING PROFESSIONALISM
(AVG STATEMENT MATCH – 76% WITH WHAT PARTICIPANT REPORTED TO DO)

MULTIPLE CREDENTIALS (KEY GURUS) WITH FORMAL CPPD	I'm credentialed/accredited with two or more coaching bodies, training schools and endorsed by key gurus in our field. I have supervision, engage in reflective learning and keep up-to-date with the latest coaching literature. I attend various events and training workshops as part of my C(P)PD requirements. I present at invited events, as well as publishing pieces across different publications including books, articles, blogs etc.
ONE CREDENTIAL WITH FOCUSED CPPD	I'm credentialed/accredited by one coaching body and training schools. I participate in supervision, engage in reflective learning and keep up with the latest coaching literature. I attend various events and training workshops as part of my C(P)PD requirements. I present at invited events, and may publish pieces with different publications e.g. books/chapters/blogs/articles.
CREDENTIALLED AS PART OF MY BUSINESS WITH BROAD CPPD ACTIVITIES	I'm credentialed/accredited as part of my business and/or coaching practice. I participate in supervision, engage in reflective practice and read the latest articles in coaching and my business niche. I attend various events and training workshops as part of my C(P)PD requirements. I present at invited events, and may publish pieces with different publications e.g. books/chapters/blogs/articles.

APPROVED COACH TRAINING COURSE WITH STRUCTURED CPPD

I've currently taking an approved coaching training course /academic PG program/ILM qualification or employer-developed training to become a qualified coach alongside my current role/as my career transition/following graduation. I follow the guidelines as set by my program. I currently have mentoring as part of my learning, and supervision if provided. I attend various events and read recommended coaching literature to help me get up to speed with what is good coaching practice.

COACH PROFESSIONALLY WITH PG DEGREE AND BROAD CPPD ACTIVITIES

I coach professionally drawing on my leadership/organizational/business experiences. I have a PG degree (MSc/PhD) instead of a coaching qualification, and attend employer-developed coach trainings. I engage in reflective learning, supervision and read the latest articles in coaching and business niche. I attend various events and training workshops as part of my C(P)PD . I present at invited events, and may publish pieces with different publications.

**MAKING A DIFFERENCE WHILST MAINTAINING YOUR FITNESS TO PRACTICE EFFECTIVELY AS A COACH
(AVG STATEMENT MATCH – 82% WITH WHAT PARTICIPANT REPORTED TO DO)**

FULLY ALIGN WITH COACHING BODY

My coaching mission and core values fully align with the vision and ethics of my coaching body. I engage in self-care and self &/ personal development trainings so that I'm fully present for my clients so that the expected coaching impact resonates at an individual, organizational and societal level. My ongoing self &/ personal development also follows my coaching body's C(P)PD* requirements and supervision.

OVERLAP WITH COACHING BODY

My coaching mission and core values overlap with the vision and ethics of my coaching body. I engage in self-care and self &/ personal development trainings so that I'm fully present for my clients. I recognise how my coaching engagements has an impact at an individual/organizational, and in the part of the society I am most passionate to work with. My ongoing self development coincides with my coaching body's C(P)PD* requirements and supervision.

BEGINNING COACHING PHILOSOPHY

My coaching mission and core values are beginning to underpin my coaching philosophy. It drives my practice and business because of the impact I want to consistently make at an individual/organization/societal level I passionately want to work with. I'm aware it can lead to a conflict of interest following my coaching body's ethical codes. Engaging in self-care and self &/personal development is vital for well-being and being fully present for clients coincides with C(P)PD* and supervision.

BEGINNING MY COACHING JOURNEY

I'm starting my coaching journey, and I'm realizing how my core values align with coaching. I'm learning about coaching ethics alongside the mentoring/coaching/supervision I'm receiving. I can see the immediate benefits of coaching and how much it is needed right now in my current/former organization. I'm also engaging in my journey of self care and self &/personal development to develop my coaching presence for my clients as part of my C(P)PD* requirements and general well-being.

**MATURE COACHING
PHILOSOPHY**

My coaching philosophy is underpinned by my core values, coaching practice and business, and multiple sources of knowledge. I openly share my mission in order to minimize any conflict of interests and have the intended impact with the individuals/organizations/society I passionately work with. I have a code of ethics I follow. I engage in self-care and self &/personal development and supervision for both my well-being and being fully present for my clients for my C(P)PD needs.

Appendix – Coaching Practitioner Survey

How are you feeling as you begin to participate in this survey? Scale 1-5 where 5 is highest

Section 1: Coaches coaching practice

S1-Q1. Which title(s) do you use most frequently when you present yourself to your client and/or sponsor?

S1-Q2. How confident do you feel about your own skills, abilities and capabilities as a coach? Scale 1-5 where 5 is highest

S1-Q3. What is your predominant goal in coaching as a Coach?

S1-Q4. Where do you predominantly focus when working with your client on moving forward in their coaching challenges?

- Beliefs
- Emotions
- Thoughts
- Skills
- Mindsets
- Habits
- Non Verbal Behaviours
- Performance
- Verbal
- Paraverbal
- Other

S1-Q5. What's most important to you in how you consistently deliver coaching impact with your clients? Select up to 8 skills/behaviours/techniques from the following 26 known attributes

- Following the agreed coaching contract
- Exploring clients current state and situation
- Exploring clients future state and situation
- Setting and clarifying goals at start of each session
- Creating and maintaining the psychological contract with your client
- Assessing and knowing how to engage from the client's starting point of engagement
- Listening deeply and openly
- Asking insightful and curious questions
- Creating a safe and confidential space
- Building rapport and trust
- Being genuinely present
- Creating humour and gently teasing
- Staying quiet and silent
- Following an established coachign model
- Following the clients agenda often without a stated goal at the start of each session
- Answering direct questions
- Providing alternative perspectives
- Setting and reviewing actions/homework at the end and start of each session
- Observing and giving behavioural including non-verbal feedback during coaching
- Appropriately engaging sponsors and managing stakeholder agenda through the contracting process
- Demonstrating coaching impact e.g. ROI, behavioural/performance impact

- Reviewing overall progress of coaching and impact
- Preparing by reviewing past session notes for the forthcoming session
- Clarifying the different 'hats' needed for coaching
- Ritual for being in the right state and mindset in preparation for delivering coaching
- Offer expert advice
- Ensure that the contracted goals are met by the end of the engagement
- Other

S1-Q6. Please rank your selected skills/behaviours/techniques starting with your greatest impact

S1-Q7. How long have you been working as a coach?

S1-Q7a. In your opinion, how long have you been using coaching skills in your career and/life?

S1-Q8a. Which sector(s) do you predominately work with?

S1-Q8b: What industry experiences do you choose to bring to your clientele as a coach?

S1-Q9. What difference are you wanting to make as a coach?

S1-Q10. How proud are you being a coach? Scale 1-5 where 5 is highest

Section 2: What a coach thinks it takes to be a professional coach

S2-Q1. Select one statement that best describes the business opportunities you've created for your coaching services/products in your market/workplace

- I'm part of the pioneers who has been developing the coaching profession, and we're often seen as setting the standards for coaching amongst individuals and organizations. With an exceptional 'in-house' business development process and a range of service deliveries, we're profitable and we can afford to give back by delivering voluntary coaching services to various non-profit organizations.
- I'm a core member/former graduate of the pioneers in this industry, and I am an associate with some coaching brokers/companies. My engagements mainly come from the work won and distributed by the associate organization. I earn a satisfactory income and often volunteer my coaching services on passion projects. However, I am worried about the influx of coaches without any formal qualifications entering and confusing the market of what can be expected from trained coaches.
- I work as an associate with a number of different brokers and companies, and I have my own established coaching business. My credibility has been built upon the quality of services I deliver to my clients through the various engagements. I am generally busy during the work season. I earn a comfortable living. This has taken time to build it up to this level and maintained and so I have learnt to manage my energy well otherwise I'll be burnt out from doing the work I really enjoy.
- Coaching opportunities can be found intermittently within my organisation, formally and informally. I'm delighted with, and open to more opportunities inside or outside my organisation, as long as there isn't any conflict of interests. I potentially see this as a possible future career however the pathway to making a sustainable living is not yet clear to me.
- I have my own coaching business and may accept some associate work every now and then. Using bespoke business development processes the unique coaching services and products I have developed and delivered is recognized and endorsed across my markets. I work independently/I lead a team of associates/I partner with others to deliver my products and services. I'm making a good living, and I may consider scaling my organization to operate at the next level in the future.

S2-Q2: On a scale of 1 to 10, how closely does "S2-Q1" match with what you're currently doing?

S2-Q3. Anything else you'd like to add/share

S2-Q4. Select one statement that closely describes how you have developed your coaching services/products for your work/business

- My coaching product is proprietary and endorsed by respected peers and gurus in coaching, and recognized by different coaching bodies and associations. It's available to everyone through workshop training. I primarily coach the C-suite and top level executives/the equivalent in my market sector/clientele e.g. students. I may also provide team and/or group coaching for senior executives and above.
- My coaching services are underpinned by the credential/accreditation awarded by my professional coaching body and my training school(s) and are core to my business. I coach the C-Suite all the way down to Middle Managers/the equivalent in my market sector/clientele e.g. students based on my associate/broker(s) defined contracts. I may also provide team and/or group coaching.
- I primarily provide my coaching services via coaching associations/brokers who require both commercial/specialist experience and a coaching qualification. I coach the C-Suite all the way down to Middle Managers/the equivalent in my market sector/clientele e.g. students, and I may also provide group and/or team coaching. I'm also developing my coaching product to fit the market I'm passionate about however business development can be challenging.
- I'm learning to apply my coaching skills in various coaching challenges at work, and in other areas outside of the workplace. This may be paid or voluntary work. I definitely see the benefits of coaching, and its unclear to me why coaching isn't used everywhere because it'll solve a lot of the challenges I witness in my workplace.
- I've invested, trialed and tested my unique coaching product(s) and services which are endorsed by the market to fit specific needs I'm passionately working in. My product(s) are approved by my market for the value it delivers. In some cases, I am invited to add value as one of their strategic partners. I coach the C-Suite all the way down to Middle Managers/the equivalent in my market sector/clientele e.g. students and it may also include group and/or team coaching.

S2-Q5. On a scale of 1 to 10, how closely does "S2-Q5" match with what you're currently doing?

S2-Q6a. Which activities overall represent your coaching engagement/business portfolio?

- One-to-one coaching
- Group coaching
- Team Coaching
- Supervision
- Facilitation
- Workshop Training
- Consulting
- Teaching
- Assessments
- Other

S2-Q6b: What is the overall distribution of your clientele?

- C-Suite
- Vice Presidents (manage Directors/Senior Managers) or equiv
- Directors/Senior Managers (manage Managers) or equiv
- Managers (manage Individual Contributors) or equiv

- Individual Contributors e.g. Sales Associate, Customer Care Agent, HR Generalist, IS Consultant, Marketing specialist
- Entry Level e.g. Intern, Trainee, Assistant, Apprentice
- Students in Tertiary Education
- Students in Secondary Education
- Students in Primary/Elementary Education

S2-Q7. Anything else you'd like to add/share

S2-Q8. Select one statement that most closely describes what's most important to you in the way you uphold your professionalism as a coach?

- I'm credentialed/accredited with two or more coaching bodies, training schools and endorsed by key gurus in our field. I have supervision, engage in reflective learning and keep up-to-date with the latest coaching literature. I attend various events and training workshops as part of my C(P)PD requirements. I present at invited events, as well as publishing pieces across different publications including books, articles, blogs etc.
- I'm credentialed/accredited by one coaching body and training schools. I participate in supervision, engage in reflective learning and keep up with the latest coaching literature. I attend various events and training workshops as part of my C(P)PD requirements. I present at invited events, and may publish pieces with different publications e.g. books/chapters/blogs/articles.
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- I've currently taking an approved coaching training course /academic PG program/ILM qualification or employer-developed training to become a qualified coach alongside my current role/as my career transition/following graduation. I follow the guidelines as set by my program. I currently have mentoring as part of my learning, and supervision if provided. I attend various events and read recommended coaching literature to help me get up to speed with what is good coaching practice.
- I coach professionally drawing on my leadership/organizational/business experiences. I have a PG degree (MSc/PhD) instead of a coaching qualification, and attend employer-developed coach trainings. I engage in reflective learning, supervision and read the latest articles in coaching and business niche. I attend various events and training workshops as part of my C(P)PD . I present at invited events, and may publish pieces with different publications.

S2-Q9. On a scale of 1 to 10, how closely does "S2-Q8" match with what you're currently doing?

S2-Q10. From a list of known ways of upholding your professional development, please select and then share approximately how frequently you engage in them?

- Informal peer coaching/supervision (individual)
- Informal group supervision
- Formal supervision (individual)
- Formal group supervision
- Attend Continuous Professional Development events/trainings
- Attend other relevant CPD events (non-coaching specific)
- Present at coaching events
- Present at business events
- Write marketing articles/blogs about your coaching practice
- Write practice articles/blogs about your coaching experience

- Privately journal/write about your coaching practice
- Work on your business development
- Participate in a postgraduate/research program
- Work towards accreditation/credentialing with a professional body
- Engage in an employer developed trainings
- Renew accreditation/credentialing with your professional coaching body(s)
- Other

S2-Q11. How frequently do you engage in your C(P)PD activities?

- Daily
- Every few days
- Weekly
- Bi-weekly
- Monthly
- Quarterly
- Twice a year
- Yearly

S2-Q11a. For what purpose do you have supervision?

- For my coaching practice
- For my coaching business
- As required by my client contracts
- All of the above
- Other

S2-Q12. Anything else you'd like to add/share?

S2-Q13. Select one final statement that most closely describes how you want to make a difference "S1-Q9" whilst maintaining your fitness to practice effectively as a coach ?

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- My coaching mission and core values are beginning to underpin my coaching philosophy. It drives my practice and business because of the impact I want to consistently make at an individual/organization/societal level I passionately want to work with. I'm aware it can lead to a conflict of interest following my coaching body's ethical codes. Engaging in self-care and self &/personal development is vital for well-being and being fully present for clients coincides with C(P)PD* and supervision.
- I'm starting my coaching journey, and I'm realizing how my core values align with coaching. I'm learning about coaching ethics alongside the mentoring/coaching/supervision I'm receiving. I can see the immediate benefits of coaching and how much it is needed right now in my current/former organization. I'm also engaging in my journey of self care and self &/personal development to develop my coaching presence for my clients as part of my C(P)PD* requirements and general well-being.

- My coaching philosophy is underpinned by my core values, coaching practice and business, and multiple sources of knowledge. I openly share my mission in order to minimize any conflict of interests and have the intended impact with the individuals/organizations/society I passionately work with. I have a code of ethics I follow. I engage in self-care and self &/personal development and supervision for both my well-being and being fully present for my clients for my C(P)PD needs.

S2-Q14. On a scale of 1 to 10, how closely does "S2-Q13" match with what you're currently doing?

S2-Q15. How frequently do you engage in the following activities?

- Daily
- Weekly
- Monthly
- Quarterly
- Twice a year
- Yearly
- Never

S2-Q16. Anything else you'd like to add/share?

S2-Q17. In your opinion, where will coaching be in the next 5 to 10 years?

S2-Q18. What sort of knowledge, experience or training would be most useful to you right now in raising/deepening/broadening your coaching practice?

Where are you now as you complete this survey? Scale 1-5 where 5 is highest

Section 3: Demographics

S3-Q1. Where do you currently reside?

S3-Q2. What is your nationality and ethnicity?

S3-Q3. Which age group do you belong to?

- <25
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 years or older
- Opt out

S3-Q4. To which gender identity do you most identify with?

S3-Q5. What is your highest level of educational achievement?

S3-Q6. Do you earn sufficiently from coaching only?

- Probono - I'm offering coaching mainly pro-bono/I offer coaching as part of my organizational role
- Somewhat - I'm making some money but it's not yet near the average salary in my country of residence
- Ok - I'm making a salary that's equivalent to the average salary in my country of residence

- It's good - I'm making a salary equivalent to a manager in my country of residence
- Very well - I'm making a salary equivalent to a top paying executive in my country of residence

S3-Q7a. How many coaching memberships do you have? This may include coaching bodies, training schools, special interest groups etc.

S3-Q7b. Please name them - abbreviations also accepted

S3-Q8. Which area(s) do you think a professional body should be wholly representing you as a coach?

- Minimum qualifications for admission to the profession and professional practice standards
- Defining and continually raising best practices
- Fostering professional learning
- Seeking to enhance status
- Providing courses on specialist expertise
- Mandating and providing compulsory professional development
- Publishing a professional journal and conducting/sponsoring research
- Facilitating fellowships and communities amongst members
- Lobbying to influence legislations and admin processes
- Advancing the profession in the eyes of the community and other professions
- Developing, maintaining and evolving a set of code of ethics
- Registering Practitioners
- Acting as a broker for business opportunities with registered practitioners
- Managing complaints against members
- Developing standards that forms the basis for training and academic courses
- Accrediting and monitoring over delivery
- Independently verify the accreditation/credentialing process
- Quality Assurance audits of highly specialised courses
- All of the above
- Other

S3-Q9. Currently, how do you contribute to your coaching profession/field?

S3-Q10. Finally, if you could make one positive change to our industry, what would you choose to do?

Section 4: Consent

I'd like to...

- Have a follow up following the survey and share my insights
- Have a copy of the report after it has been reproduced
- None of the above

I consent to giving my contact details

Name

Email*

Company