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Coaching Practices in the UK: A survey of psychologists and non-psychology coaches

Abstract

This paper aims to report and discuss the findings of the UK Coaching survey run in 2010/2011 and compare these findings with similar surveys within the UK and in the USA. The paper sought to explore whether there were difference in coaching approaches and practice between psychologist and non-psychologist coaches, by comparison with other surveys. It confirmed that the prevailing focus of UK coaching activity, within this survey, is business and management related. It also establishes that a majority of UK coaches who responded to this survey are accredited with a coaching related professional body and the majority of coaches identify themselves as Independent Consultants, with a business and management orientation. This trend appears to reflect business demand for recognised qualification among a growing number of external coaches in the UK.

Key words: coaching psychology, coaching practice, management development, business coaching, Bono et al (2009), CIPD.

Introduction

Coaching has progressed over the past decade from the initial exploratory papers published in journals such as *Consulting Psychology Journal* to high quality papers including RCT's and meta-analysis in a range of specialist coaching journals including *International Coaching Psychology Review*, *The Coaching Psychologist* and this journal. In this period we have seen the spread of coaching practice from the US to the UK and across Europe. Coaching has established itself as a recognised and respected organisational intervention and there is a growing literature of evidence of its efficacy (see for example Grant et al, 2010). Further there is debate about the nature of practice and research and the relationship between these (see for example Passmore & Fillery-Travis, 2011). This paper reports the results of a survey undertaken to explore the nature of coaching practice in the UK and specifically how this compared with US practice based on the research work of Bono et. al (2009) and to explore possible similarities and differences in practice between psychologists and non-psychologists (Passmore et al, 2010) The survey specifically examined the current position of coaching practice, clients, methods, assessment tools and activities in the UK..

To help position the results in a UK context we have made comparisons with *The Coaching Climate*, a CIPD survey published in September 2011 whose remit was "to help HR professionals and coaches working with HR, to deliver coaching and mentoring and to develop the evidence base on practice." It could be argued, therefore, that the CIPD survey is looking at the organisational perspective of coaching delivery, whereas this survey focused on coaching practice within the UK, from the perspective of coaches. The CIPD survey was undertaken in 2011 and had 332 responses, which

Jenkins, L., Passmore, J., Palmer, S. & Short, E. (2012). The nature and focus of coaching in the UK today: A UK Survey report. *An International Journal of Theory, Practice & Research*. 5(2). 132-150.

amounts to a 2% response rate. A number of its key findings seem to tally with the survey under review and these will be discussed as and when appropriate throughout this paper.

In addition to this, annual surveys undertaken in the UK, soliciting views and practice of coaching psychologists, have been used as comparators where appropriate. (Palmer & Whybrow, 2011)

A sub agenda at the outset of this project was to differentiate practice between psychologist and non-psychologist coaches, as reported by Bono et al. (2009). The geographic focus of that paper was the United States of America and obtained a coach psychologist/coach non-psychologist ratio of approximately 40:60 (N=172:256). In this UK survey, the response rate of BPS registered psychologist was a disappointing too low at 9.8% (N=24), to produce statistically meaning full results

Throughout the discussion the terms coachee and client are used interchangeably and refer exclusively to the person who is being coached.

Methods

The research was questionnaire based. The questions were subdivided into five key sections and were mostly quantitative, with occasional "free ranging" questions, A large number of the questions were frequency tables, and were coded from 0=Never to 5=Always. A full copy of the questionnaire is contained at the end of the article.

The wording of the questions was drawn from the Bono et al paper with agreement from the questionnaires authors. In addition the research team identified a small number of additional questions.

Raw data was coded and entered into SPSS for statistical analysis.

The survey was posted on group on-line fora for the British Psychological Society and the Association for Coaching. These fora have a joint potential audience of over four thousand members, but not all members will be practising coaches and dual membership is not uncommon. Both groups have membership which is over 90% UK based.

The web based survey ran from October 2010 to January 2011. A total of 548 coaches responded to the survey. However, 203 surveys were subsequently disregarded due to a substantial amount of missing data (final N-245).

Results

The results of the survey indicate that

- coaches, whether psychologists or non-psychologists, use broadly similar tools and approaches in their coaching practice,
- the coaching focus is heavily business oriented
- the typical business client is in middle management
- UK coaches are highly educated. Masters degree level is not uncommon, across a broad range of academic disciplines
- UK coaches are likely to be professionally qualified through a recognised professional coaching body
- UK coaches belong to a range of professional coaching bodies; the majority of respondents are affiliated to, or members of, the Association for Coaching
- UK coaches are well placed academically and professionally to meet the demands of organisations seeking external coaching interventions

The majority of survey respondents classify themselves as independent consultants

Discussion

We have organised the discussion of the results into two sub-sections, one focusing on the complexion of coaching in the UK, the second on the context of coaching in the UK.

The UK Coaching complexion

At the very outset of the survey respondents were asked to identify what tools they used to assess new clients. Figure 1 itemises the responses.

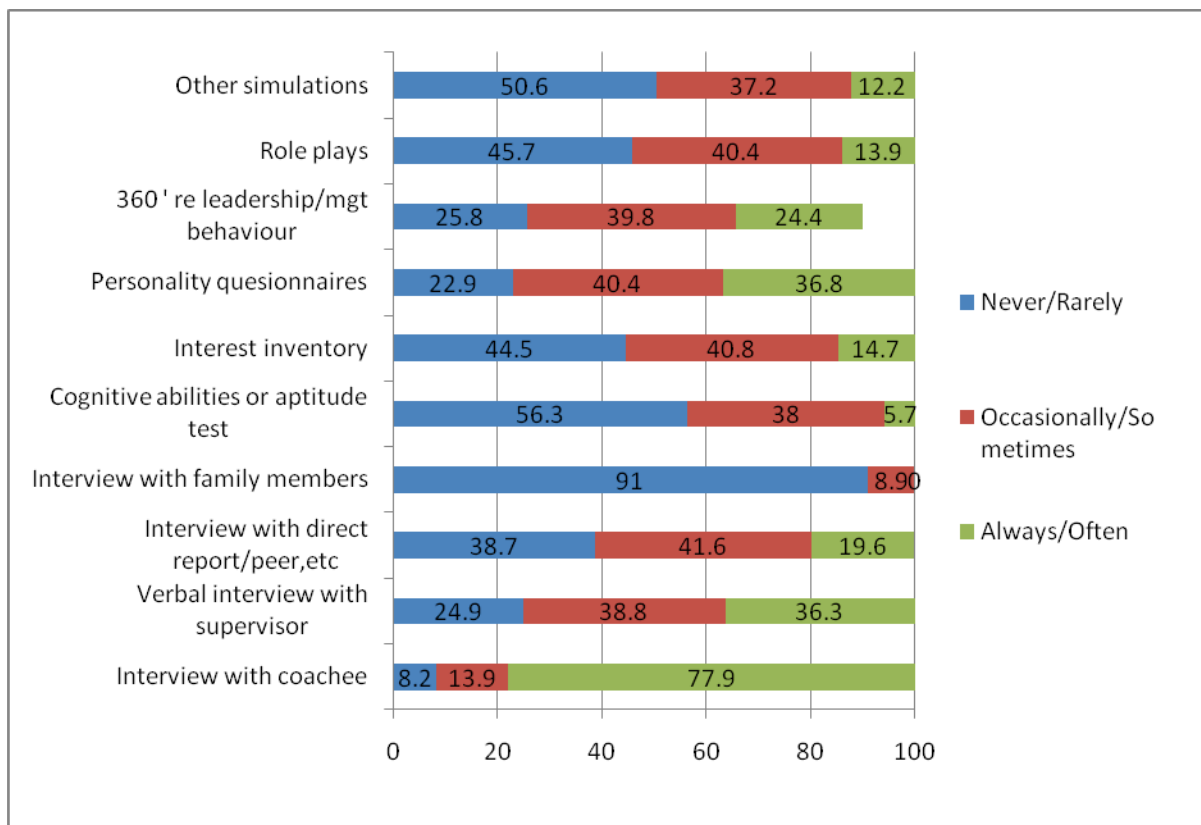


Figure 1: How often do you use the following assessment tools?

The overwhelming popular assessment tool used is to interview the perspective coachee, or client. At the other end of the spectrum, interviews with family members are very seldom undertaken. These findings are repeat those of the US survey (Bono et al. 2009). Speculatively, this may be a reflection of UK coaches moving away from counselling and more overtly psychotherapeutic spectrum of coaching, where a wider interviews may be undertaken.. Alternatively it may be in recognition of a more person and business environment centred approach. .

Personality Questionnaires and verbal interviews with managers seem to run a close second to direct interviews with the client, in terms of frequency of uptake, followed by 360° assessment, similar to the findings in the Bono et al. (2009) survey,. This would support the contention that coach/client relationships are predicated on a business imperative. The next most frequently used approach is interviews with direct reports, peers etc.

This combination of approaches beyond interviewing the client seems to suggest that UK coaches are interested in the context in which their client is operating and being assessed, as well as in the individual client per se. However, only 21.2% of respondents frequently have access to client performance appraisals; this may be more a question of confidentiality and data protection on the part of employer organisations than lack of interest on the part of the coach. It will be established later in the discussion that over 70% of respondents to this survey are Independent Consultants, and as such will be external to client organisations. However, whilst they seem to enjoy slightly below average frequencies alongside internal coaches, occupations least likely to have access to performance appraisals are HR employees and those most likely to have access are employees within Management Consultancy firms.

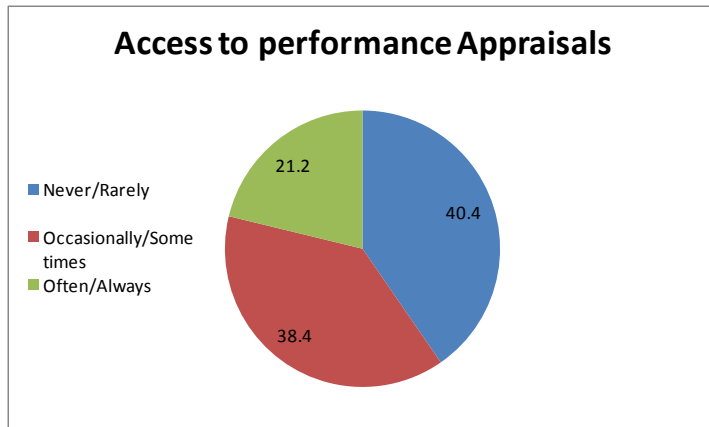


Figure 2 Displaying % uptake

Respondents were then asked to identify how frequently specified approaches were used in their coaching practice. The least frequently used approach in respondents' coaching practice is Psychoanalytic/psychodynamic approaches. It has a marked difference to all other approaches reported upon.

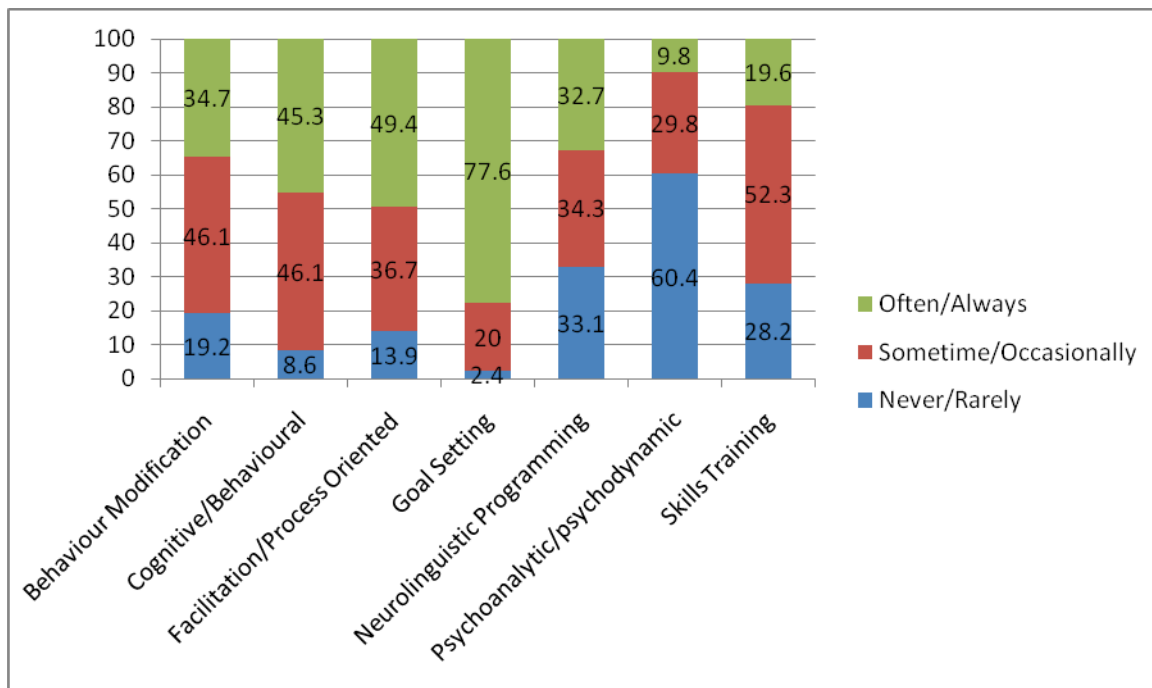


Figure 3. How Frequently do you use the following approaches in your practice?

It would be tempting to conclude that this is a reflection of the very low number of respondents who have a psychology background, fewer than one in ten. However, Palmer & Whybrow (2011) report a correspondingly low take up of psychodynamic approaches used specifically by coaching psychologists between the years 2003 and 2006/7. Furthermore, the UK survey identifies the four most frequently used approaches as Facilitation, Behaviour Modification, Cognitive/Behavioural and Goal focused. Palmer and Whybrow's (2011) longitudinal bar charts displaying approaches used by Jenkins, L., Passmore, J., Palmer, S. & Short, E. (2012). The nature and focus of coaching in the UK today: A UK Survey report. *An International Journal of Theory, Practice & Research*. 5(2). 132-150.

coaching psychologists seem to reflect these findings too; among the most commonly used practices, they list Facilitation, Cognitive Behavioural, Goal focused and Behavioural; it would appear that Cognitive Behavioural is a relative newcomer as the only figures presented are for period 2006/7.

Equally, in the Bono et al (2009) study, the three predominant scientific or philosophical approaches used by psychologist and non-psychologist coaches alike are Goal Setting, Process/facilitation oriented and Cognitive behavioural. It would not be unreasonable to conclude, therefore, that in so far as scientific and philosophical approaches to coaching practice are concerned, there is little or no discernible difference between psychologist and non-psychologist coaches.

Interestingly, both the UK survey and Palmer and Whybrow (2011) identify NLP as occupying the lower end of frequency of use as an approach. The Bono survey (2009) reflects these findings, identifying NLP as the second least likely approach used by both psychologist and non-psychologist coaches, with psychoanalytic/psychodynamic approaches bringing up the rear. It should be noted the Palmer and Whybrow's (2011) longitudinal survey identify NLP as enjoying a small but steady growth from 2003 to 2006/7. However, this growth rate still leaves NLP at some distance from the main approaches identified.

This survey discussion does not purport to investigate the reasons for selection of particular approaches, so any preferred hypotheses can only ever be speculative at this stage, and may, or may not, be worthy of further investigation. However, it is also worth noting that when respondents were asked how often they used particular assessment tools; cognitive abilities or aptitude tests had the second lowest frequency, next interview with family member (See Figure 1).

How does this tie in with the predominance of cognitive /behavioural approaches used in coaching practice, as illustrated in Figure 3? Can it be explained away as a consequence of a shortage of appropriately qualified respondents to run such tests, for example BPS Level A qualification?

An analysis of the BPS qualified respondents simply reaffirms the relatively small numbers of such practitioners responding to this survey and such qualification does not automatically carry Level A with it, so no firm conclusions can be drawn. Whilst there are healthier numbers of respondents who are affiliated to the BPS Special Group on Coaching Psychology, it cannot necessarily be assumed that such affiliation automatically carries with it qualification, or indeed inclination, to undertake aptitude or ability tests. However, Bono et al (2009) acknowledge that psychologists were more likely to use aptitude tests than non-psychologists, but that the difference is relatively minor.

That notwithstanding any reluctance to employ cognitive abilities or aptitude tests cannot be directly attributed to a paucity of coaching psychologists in this survey. The higher membership and qualification profiles enjoyed by the CIPD, as indicated in Figure 4, however, may go some way to explaining the frequency of use of Personality Questionnaires, as illustrated in Figure 1.

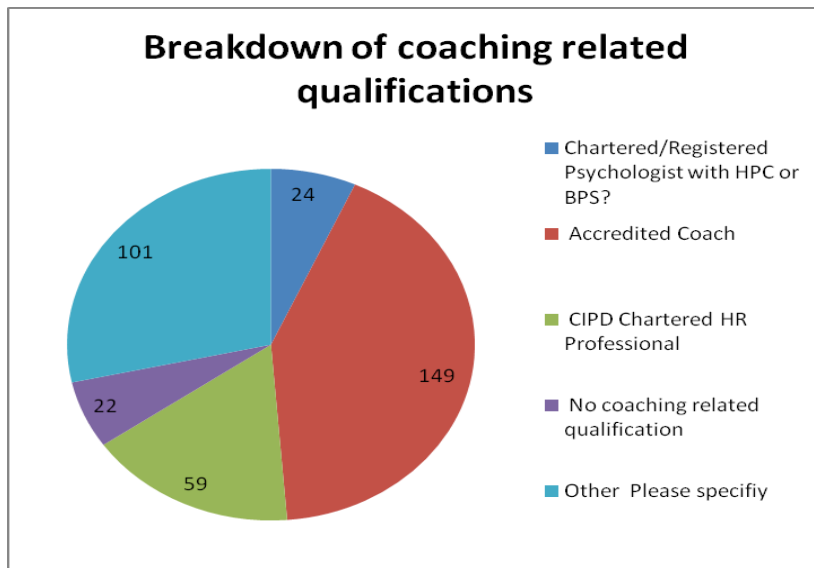


Figure 4: Coaching related qualifications

Given the predominantly HR focus of CIPD, it would seem logical that the relatively high level of CIPD membership would be reflected in the employment status of respondents. But, as can be seen from Figure 5, this is patently not the case.

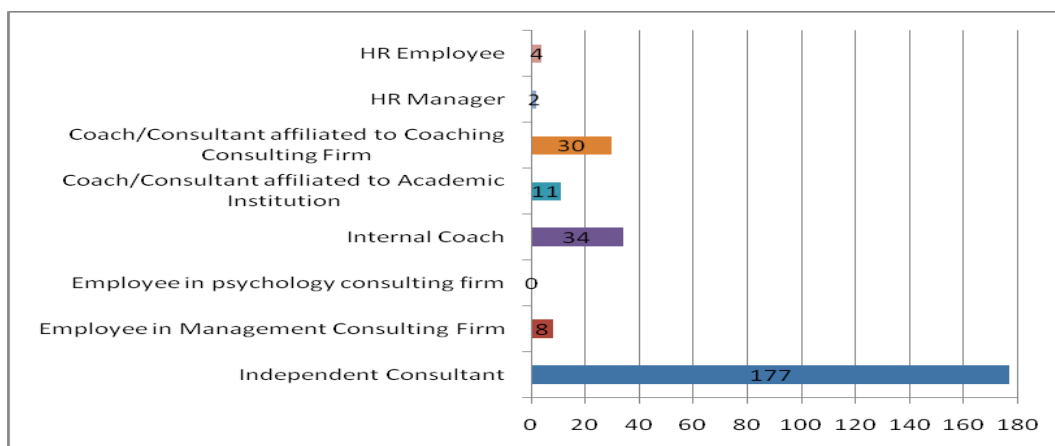


Figure 5 Breakdown of employment status of survey respondents.

The overwhelming employment status of the respondents to this survey is Independent Consultant; there are no further data on the type of consultant. Performing a cross tabulation between Independent Consultant and the type of coaching practised, simply confirms the predominance of coaching categories; unsurprisingly as the overwhelming majority of respondents count themselves as Independent Consultants and their categorisations will skew the coaching title results by sheer weight of numbers, Clearly, the same scenario applies to academic discipline prevalence within Independent Consultants.

However, there is also a number of respondents who are affiliated to coaching or consulting firms, and a marked absence of employees in psychology consulting firms. Further research would need to be undertaken to establish precisely why this may be, given that almost one in twenty respondents Jenkins, L., Passmore, J., Palmer, S. & Short, E. (2012). The nature and focus of coaching in the UK today: A UK Survey report. *An International Journal of Theory, Practice & Research*. 5(2). 132-150.

purport to be graduates in one of the listed psychology disciplines in Figure 7. Generally the numbers are too small in this survey to draw any firm conclusions. The educational profile of respondents reports a significant proportion with Higher Education qualifications, with 4% of respondents holding Masters' degrees. more interesting is that 20% do not hold a degree at all.

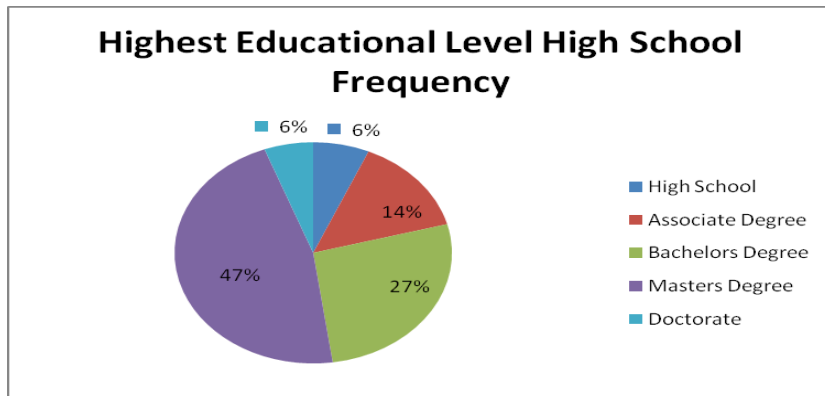


Figure 6; Educational level

However, there is a broad spectrum of academic disciplines represented by these graduates. The most notable feature of which is the sizeable minority of "other" disciplines not listed in the question. Given the focus of these coaches is towards business, this surprised the authors. Among those who could respond positively to the list, there is a clear bias towards Business, HR and Management qualifications,

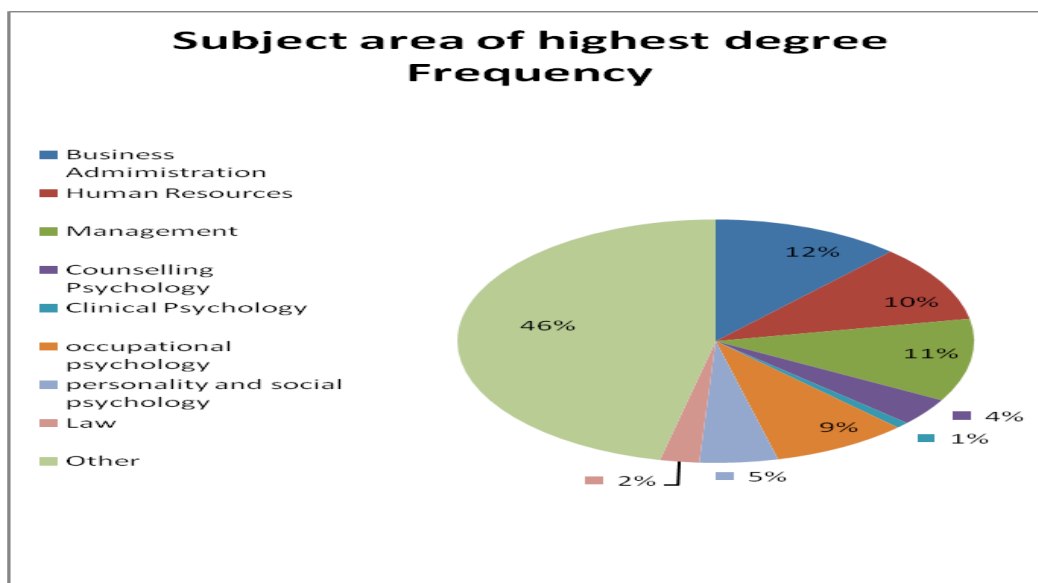


Figure 7; Qualification focus

Another aspect of the UK Coaching Complexion, as described in this survey is the nature of the coaching undertaken. Once again a strong bias towards business/managerial coaching is evident from the response provided. Performance coaches, Leadership coaches, Business Coaches, Career

Coaches and Executive Coaches being the predominant nature of this UK coaching profile, whilst Educational Coaches, Life Coaches and Health Coaches languish at the other end of the spectrum.

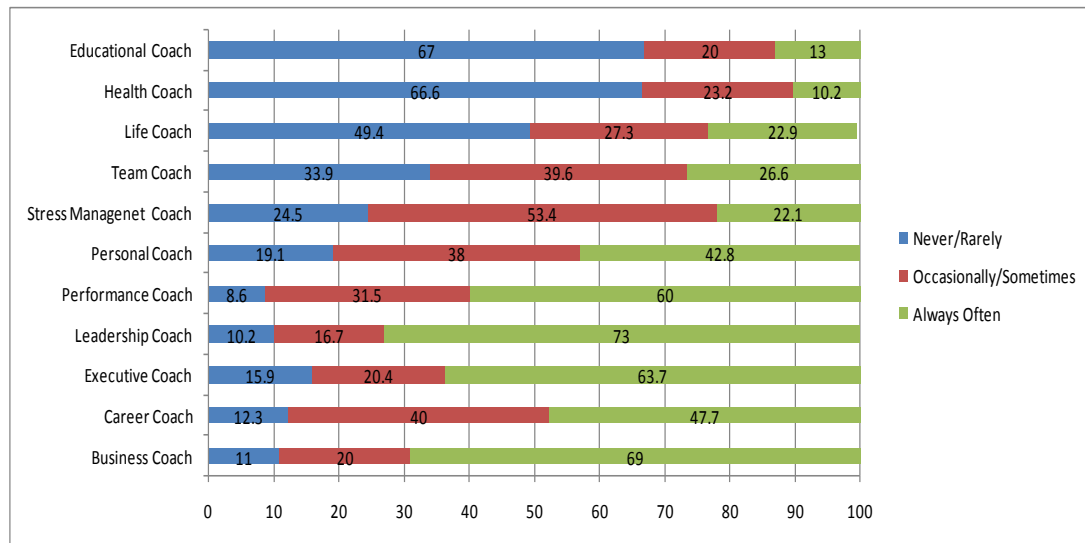


Figure 8: What areas do you coach?

The most frequent responses are from coaches identifying themselves as firmly with a business focus; Leadership Coaches, Business Coaches and Executive coaches comprising the top three areas coached by the survey respondents(See Figure 8). This is also reflected in the nature of referrals received from organisations; this aspect will be discussed in more detail in the coaching focus section below. This raises the question of who exactly do they coach? Figure 9 discloses that Mid Level Managers are the most frequently coached groups, followed by Vice Presidents/ Directors. Whilst non-supervisory employees and CEOs being the least likely groupings. The number of coaches working at this level may reflect the number of managers at this level rather than a perception by HR that coaching is less suitable for VP's/ directors.

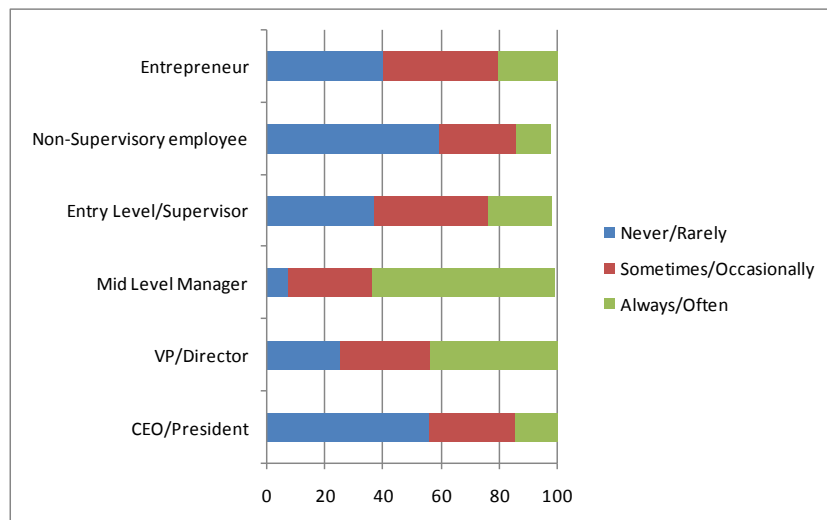


Figure 9 :How Frequently to you coach individuals from the following categories?

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When cross tabulations were run between coach type and managerial level of clients, the only reliable result indicated that where specific coach categories claim to coach specific managerial levels, the overwhelming nature of frequency is Often/Always. Beyond that the figures cannot be relied upon,.

The coaching complexion in the UK indicates that coaches are generally educated, they come from a wide variety of academic disciplines and belong to a variety of Professional Bodies. across the broader, general management spectrum, and the trend is not overtly psychological, but tends to be rather more business oriented. The majority of respondents (61%) are Accredited with a Coaching qualification.

Coaching accreditation is one of the criteria increasingly demanded by organisations looking to engage external coaches, according to the CIPD (2011). The CIPD recognises the drive from professional coaching bodies such as Association for Coaching (AC), European Mentoring and Coaching Council (EMCC), International Coach Federation (ICF) and the Professional Association for Executive Coaching and Supervision (APECS) towards formal coaching accreditation to produce coaches

"who are able to deal with the complex demands of organisational coaching and operate within stringent professional codes and standards. Our data show that there has been a fairly significant increase in the proportion of respondents insisting on accreditation - just over two-thirds compared with just a third in 2009" (CIPD, 2011)

It is encouraging to see that the number of accredited coaches in the UK, is so high, given that coaching, and its associated professional bodies, are relative new comers. Supply does seem to be keeping up with demand.

According to CIPD (2011) demand for external coaches appears to be increasing despite the recession. They established that external coaches formed 20% of coaching engagements in 2011, increasing from 14% in 2009, whilst the number of internal coaches reduced from 29% to 23% between 2009 and 2011, and the number of line managers with responsibility for coaching delivery also shrank from 37% to 32% in the same period. (CIPD, 2011) Given the finding of the survey under review, there appears to be a healthy climate of professional coaches meeting the demands of organisational clients. This is reinforced when the nature of coaching focus is analysed and compared with what is being sought by organisations within the UK.

The Coaching Focus

The coaching focus was tested by asking respondents to state how frequently referrals were made for specific, identified reasons. The most common referral issues for survey respondents are **Specific Skill Development, Job Performance** and **Career Development**. And yet in Figure 3 above, Skill Training does not seem to be as frequently used in coaching practice, as Specific Skill Development appears as a source of referral, according to the results presented in Figure 10. Preparation for Retirement is patently not a major concern within this context.

Jenkins, L., Passmore, J., Palmer, S. & Short, E. (2012). The nature and focus of coaching in the UK today: A UK Survey report. *An International Journal of Theory, Practice & Research*. 5(2). 132-150.

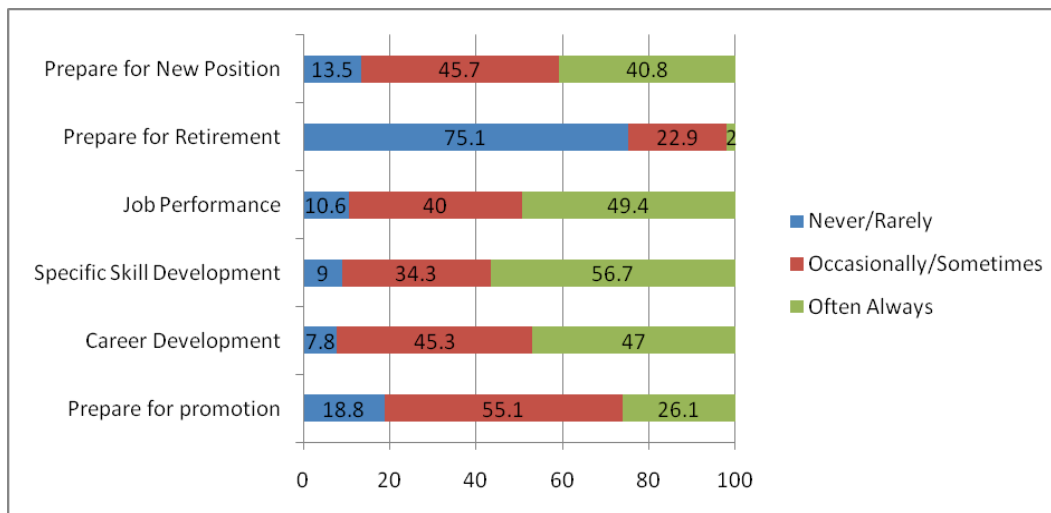


Figure 10: Development Focus

These findings are broadly corroborated in the Coaching Climate Survey Report published by CIPD in September 2011, in which the purpose of coaching, from the organisation perspective is identified as “a remedial and talent acceleration proposition” (CIPD, 2011 pp. Fig 4). In the CIPD survey Job Performance is broken down into two sub categories; improving poor performance and building on good performance, both aspects having witnessed a two fold increase in the two years since their last survey was undertaken. These sub-categories achieve 43% and 48% respectively, as against the UK survey in which Job Performance, undifferentiated, sees 49.4% of coaches seeing this often or always as a reason for referral. Both surveys imply that a substantial minority of referral activity revolves around Job Performance specifically.

In much the same vein, the CIPD survey identifies a 47% response for coaching that is focused on skills and capability improvement; this compares with the 56.7% of respondents in the UK survey who cite Specific Skill Development as an ‘often’ or ‘always’ reason for referral.

Career Development, the most frequently cited reason for referral in the UK survey, does not appear directly for analysis in the CIPD survey. However, their discussion on the purpose of coaching alludes to something akin to Career Development in as far as it reports on ‘talent and succession planning’. Here the relative emphasis is rather underplayed, occupying the lower end of the high categories. It is difficult to draw too many comparisons in this instance as the precise nature of Career Development and Talent and Succession Planning are undefined. One area that is not addressed in the above table review for coaching focus but heads the league table in the CIPD survey is leadership development. This aspect of coaching appears later in the UK survey and will be discussed in more detail below.

These three key reasons for referral were correlated against the nature of coaching that the respondents undertake, via a series of Paired T tests. Only the figures with statistically significant correlations, i.e. at the 95% confidence level, have been published. These correlations are fairly weak, and cannot be used to make any hard and fast assertions. As a general rule of thumb, only correlations above 0.7 would confidently demonstrate a strong relationship, however, there is an

interesting pattern emerging amid the three key referral areas of Job Performance, Specific Skill Development and Career Development that once again suggests a more overtly business orientation in these areas. But it must be emphasised at this stage, that statistically this is little more than a suggestion, and may be worthy of future research.

Table 1: Paired Samples Correlations
Key Skill: ~Specific Skill Development

		N	Correlation	Sig.
Pair 1	Specific Skill Development & Business Coach	245	.281	.000
Pair 2	Specific Skill Development & Career Coach	245	.160	.012
Pair 3	Specific Skill Development & Executive Coach	245	.362	.000
Pair 4	Specific Skill Development & Leadership Coach	245	.361	.000
Pair 5	Specific Skill Development & Performance Coach	245	.493	.000
Pair 8	Specific Skill Development & Team Coach	245	.312	.000

It can be seen from these sample correlations, that when paired against the type of coach receiving referrals in these areas, the business orientation predominates. See Tables 1-3. Life Coaches and Educational coaches do not appear, as a genre, to have any significant referrals in these areas.

Specific Skill Development attracts the broadest spectrum of coaching categories; Business and Leadership Coaches being the only categories that address all three areas.

Respondents were then asked to identify presenting issues, when clients are referred for specific issues. It follows then that the nature of referrals and the types of coaching provision will reflect this business orientation. See –Tables 1-3.

Table 2: Paired Samples Correlations
Key Skill: Career Development

		N	Correlation	Sig.
Pair 1	Career development & Business Coach	245	.237	.000
Pair 2	Career development & Career Coach	245	.415	.000
Pair 3	Career development & Executive Coach	245	.297	.000
Pair 4	Career development & Leadership Coach	245	.289	.000

Table 3: Paired Samples Correlations
Key Skill: Job Performance

		N	Correlation	Sig.
Pair 1	Job Performance & Business Coach	245	.176	.006
Pair 4	Job Performance & Leadership Coach	245	.154	.016
Pair 5	Job Performance & Performance Coach	245	.526	.000
Pair 8	Job Performance & Team Coach	245	.312	.000

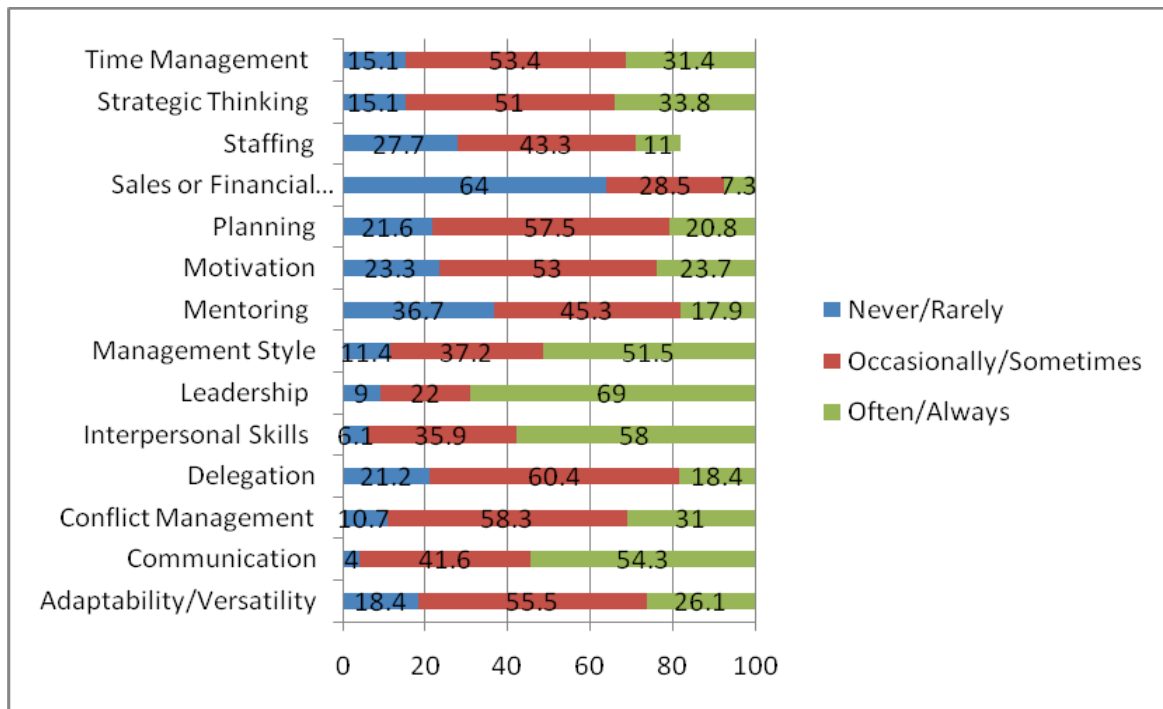


Figure 11 Frequency of presenting issue

However, this dimension is not reflected in the type of coaching provision received by those clients who are self referring. Whilst no strong correlation is identified, per se, between the type of Coach and self-referred clients, it can be seen that statistically significant, albeit small, correlations exist among Life Coaches, Personal Coaches and Career Coaches and self-referrers. Once again, only Pairs with statistically significant, albeit weak, correlations have been reproduced. See Table 4.

Table 4: Paired Samples Correlations
Self referring clients and Coaching orientation

	N	Correlation	Sig.
Pair 2 Coachee contacts me direct & Career Coach	245	.230	.000
Pair 6 Coachee contacts me direct & Personal Coach	245	.240	.000
Pair 9 Coachee contacts me direct & Life Coach	245	.254	.000

According to the UK survey, coaches are two and a half times as likely to be contacted directly by a client (56,3%), than they are to contact a client following a referral from someone other than the

client's employer (23.2%) Referrals by either the client's managers or HR professionals, share a similar response rate of slightly over one third of clients.

Where employer generated referrals occur, Leadership, interpersonal skills and Communication provision are the three dominant presenting issues overall. Once again, this is also reflected in CIPD report, (CIPD, 2011) which establishes that Building Leadership capability occupies the coaching agenda, either always or frequently, for 62% of respondents, as against 69% of coaches in the survey under review. Sales and Financial provision is seldom a presenting issue, with Mentoring placed a distant second from bottom. See Figure 13.

This contrasts sharply with the CIPD survey findings on mentoring. It states

"Mentoring is a distinct intervention using coaching skills but with different timescales and agendas. About 75% use mentoring in some way and most are happy to see it established as an informal set of relationships affording the time for individuals to pair up. Mentoring is available to most employees." (CIPD, 2011)

In comparison, less than one in five respondents in the survey under review provides mentoring frequently. See Figure 16. Is this indicative of a gap in the market for UK coaches; would the results have been different had there been more respondents affiliated to EMCC; is Mentoring something that is undertaken strictly in-house; or does it simply revisit the debate on the distinctions, or otherwise, between coaching and mentoring? The absence of a precise, and universally acknowledged, definition of mentoring serves only to pose more questions here.

There is some evidence of disparity between the answers to Q6 and Q9. The relationship between clients who are referred having leadership as a presenting issue, and leadership being provided as a presenting issue is fairly consistent. However, interpersonal skills and communication display a marked upward trend from referrals to provision. See Figure 12.

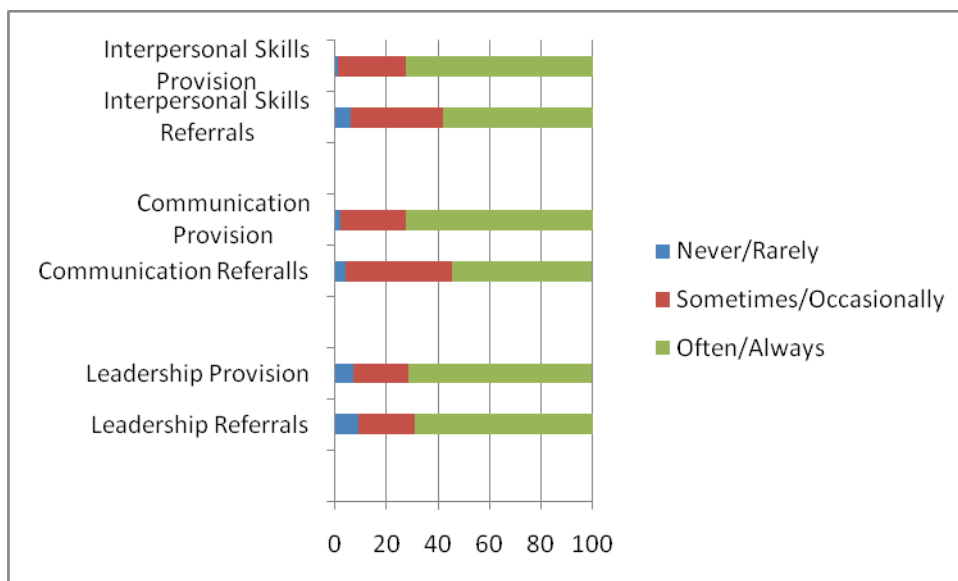


Figure 12 Cross tabulation of provision against referral

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This is corroborated further when a Paired T Test is run to consider the relationship between the two means in each set of pairs. Once again a very strong correlation is identified within the leadership coaching and communications. However, only a medium correlation exists within the Interpersonal skills aspect where, it would appear, there is more interpersonal skills provision than there are referrals among the respondent population.

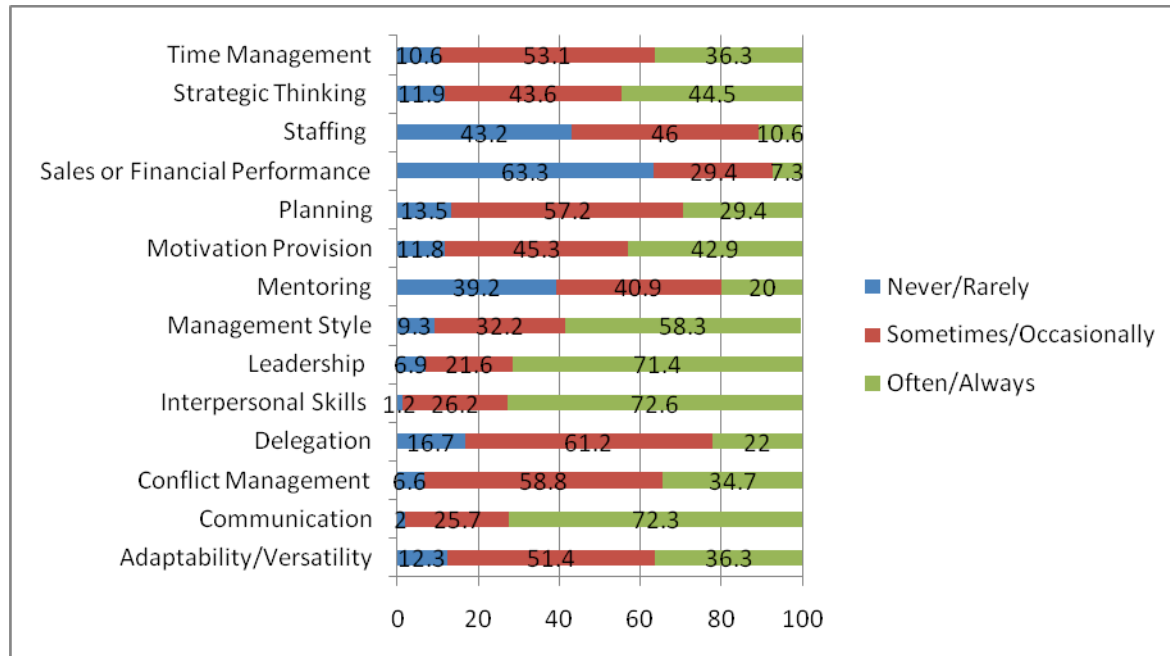


Figure 13 Frequently of services

This might be explained by a closer analysis of (a) how respondents first link up with their clients and (b) the managerial level of the client in question.

Where clients are referred by employers, there is a high likelihood that coaching provision will correspond closely with the reason for the referral; this correspondence almost directly reflects the rank order of the three main areas identified by respondents, namely Leadership, Communication and Interpersonal skills. See Table 5.

Table 5: Paired Samples Correlations
Referrals v Provision

	N	Correlation	Sig.
Pair 1 Interpersonal Skills Referrals & Interpersonal Skills provision	245	.415	.000
Pair 2 Leadership Referrals & Leadership Provision	245	.858	.000
Pair 3 Communication Referrals & Communication Provision	245	.628	.000

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These three key areas do not appear to be the main drivers or focus for discussion on the occasions when the client approaches the coach independent of their employer. Clients who contact the coach direct, ie not referred by employers or other agencies, are not receiving any of the identified criteria provided during coaching sessions, see Table 6, where no clear relationship is established among any of the specified criteria and self referring clients.

It can be concluded then that the majority of coaching activity has a distinct business orientation to it, especially when referred from an employer organisation. The Paired sample correlations in Table 6 indicate that there is no discernible relationship between the three key presenting issues and clients who self refer, or who are referred by third parties independent of employing organisation.

Table 6: Paired Samples Correlations
Self referral and coaching provision

		N	Correlation	Sig.
Pair 1	Coachee contacts me direct & Interpersonal Skills provision	245	.025	.701
Pair 2	Coachee contacts me direct & Strategic Thinking provision	245	-.056	.386
Pair 3	Coachee contacts me direct & Time Management Provision	245	.116	.071
Pair 4	Coachee contacts me direct & Conflict Management Provision	245	-.018	.782
Pair 5	Coachee contacts me direct & Staffing Provision	245	-.064	.316
Pair 6	Coachee contacts me direct & Management Style Provision	245	-.164	.010
Pair 7	Coachee contacts me direct & Leadership Provision	245	-.096	.135
Pair 8	Coachee contacts me direct & Communication Provision	245	-.014	.822
Pair 9	Coachee contacts me direct & Adaptability/Versatility Provision	245	.010	.875
Pair 10	Coachee contacts me direct & Motivation Provision	245	.085	.187
Pair 11	Coachee contacts me direct & Delegation Provision	245	-.116	.071
Pair 12	Coachee contacts me direct & Planning Provision	245	.110	.086
Pair 13	Coachee contacts me direct & Sales or Financial Performance Provision	245	-.026	.689
Pair 14	Coachee contacts me direct & Mentoring Provision	245	.065	.311

Figure 14 Paired Samples Correlations
Key Presenting issues v direct referrals

		N	Correlation	Sig.		Correlation	Sig.	
Pair 1	Interpersonal Skills provision & Coachee contacts me direct	245	0.025	0.7	Pair 1	Interpersonal Skills Referrals & Coachee contacts me direct	-0.076	0.24
Pair 2	Communication Provision & Coachee contacts me direct	245	-0.014	0.82	Pair 2	Communication Referrals & Coachee contacts me direct	-0.031	0.63
Pair 3	Leadership Provision & Coachee contacts me direct	245	-0.096	0.14	Pair 3	Leadership Referrals & Coachee contacts me direct	-0.118	0.07

Figure 15 Paired Samples Correlations
Key Presenting Issues v third party
referrals

		N	Correlation	Sig.		Correlation	Sig.	
Pair 1	Interpersonal Skills Referrals & I contact coachee following other referral type	245	.024	.711	Pair 1	Interpersonal Skills provision & I contact coachee following other referral type	.040	.537
Pair 2	Communication Referrals & I contact coachee following other referral type	245	.159	.013	Pair 2	Communication Provision & I contact coachee following other referral type	.062	.336
Pair 3	Leadership Referrals & I contact coachee following other referral type	245	.030	.642	Pair 3	Leadership Provision & I contact coachee following other referral type	.001	.991

This is in stark contrast to those clients who are referred either by their manager or HR professionals. This is illustrated in Figures 19 & 20. Figures 21 & 22 demonstrate a relationship, whilst far from strong, certainly statistically significant, between what can be loosely bracketed as organisational referrals, as distinct from third party or self-referrals.

**Figure 16 Paired Samples Correlations
Key Presenting Issues v Manager referrals**

		N	Correlation	Sig.			Correlation	Sig.
Pair 1	Interpersonal Skills Referrals & Coachee's manager contacts me direct	245	0.299	0.00	Pair 1	Interpersonal Skills provision & Coachee's manager contacts me direct	0.15	0.02
Pair 2	Communication Referrals & Coachee's manager contacts me direct	245	0.228	0.00	Pair 2	Communication Provision & Coachee's manager contacts me direct	0.168	0.01
Pair 3	Leadership Referrals & Coachee's manager contacts me direct	245	0.469	0.00	Pair 3	Leadership Provision & Coachee's manager contacts me direct	0.469	0.00

It should be noted that client referrals from HR Professionals are more likely to centre on Interpersonal Skills and Leadership Skills with Communication skills having no statistically significant correlation at all, in either manifestation; whilst referrals from managers are weighted towards leadership, but communications and interpersonal skills enjoy a broadly similar profile.

Figure 17 Paired Samples Correlations
Key Presenting Referrals v HR Professional Referral

	N	Correlation	Sig.		Correlation	Sig.
Pair 1 Interpersonal Skills Referrals & HR professional contacts me direct	245	0.259	0	Pair 1 Interpersonal Skills provision & HR professional contacts me direct	0.214	0.001
Pair 2 Communication Referrals & HR professional contacts me direct	245	0.136	0.033	Pair 2 Communication Provision & HR professional contacts me direct	0.071	0.268
Pair 3 Leadership Referrals & HR professional contacts me direct	245	0.395	0	Pair 3 Leadership Provision & HR professional contacts me direct	0.385	0

The CIPD coaching climate survey (2011) discusses at some length the perceived coaching focus, stating

"coaching assignments tended to focus more on developmental and personal effectiveness issues than on issues such as business awareness, which was always addressed by only 5% of respondents, and never in 10% of settings. Personal effectiveness was the focus of coaching in about 25% of respondents' organisations." (CIPD, 2011)

The are broadly similar to the findings from the UK survey.

Conclusion

In summary, it is difficult to draw and firm conclusions, given the nature and breadth of the questionnaire behind this survey. However, a clear business orientation is emerging from the data and this appears to be corroborating independent surveys undertaken by organisations under the auspices of the CIPD and other parties. It may be instructive to undertake another survey in a couple of years to establish whether some of the findings of this survey are continuing trends and to inform coaches within the UK of the areas to focus upon when updating their skills and marketability in these financially straitened times.

Jenkins, L., Passmore, J., Palmer, S. & Short, E. (2012). The nature and focus of coaching in the UK today: A UK Survey report. *An International Journal of Theory, Practice & Research*. 5(2). 132-150.

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