

EXECUTIVE REPORT 2018



Coaching in Italy

Coaching in Italy

Jonathan Passmore, Hazel Brown, Giovanna Giuffredi,
Daniela Lombardo et al



EMCC
European Mentoring &
Coaching Council



Henley
Business School

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European Coaching and Mentoring Research Consortium

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Lead research partners

The Henley Centre for Coaching



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The Henley Centre for Coaching is a research and coach training centre at Henley Business School. The Centre is recognised as a world leader for coach training and research, having trained over 2,500 coaches over the past decade. The Centre provides professional coach training with a Professional Certificate in Coaching and an MSc, which are delivered in the UK across Europe and in the Middle East and Africa. Henley's team is actively engaged in research, contributing to journals, books and best practice publications.

Current research projects include neuroscience and coaching, coach identity and coach development, coaching competences, supervision and coaching ethics. The Centre also provides continuous professional development and supervision for coaches across the world. You can join the Henley Centre for Coaching and access our research, resources, supervision and bi-monthly webinars.

To find out more about Henley's coaching activities in the UK and Europe visit:

henley.ac.uk/coachingcentre

EMCC

European Mentoring &
Coaching Council



The EMCC exists to develop, promote and set the expectation of best practice in mentoring, coaching and supervision across Europe and beyond, for the benefit of society. EMCC International is a council made up of countries providing coaching and mentoring membership in affiliated countries. Direct membership is available globally where an affiliation does not exist. The EMCC was founded in 1992 by David Clutterbuck, David Megginson, Bob Garvey, Kim Langridge, Julie Hay, Eric Parsloe and Sir John Whitmore.

As of 2018, it has affiliations in 25 countries: Belgium, Cyprus, Croatia, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Morocco, the Netherlands, Norway, Poland, Romania, Spain, Sweden, Switzerland, Serbia, Turkey, Ukraine and the United Kingdom. The EMCC provides course accreditation, alongside individual accreditation for coaches, mentors and supervisors.

Details can be found at:

emccouncil.org/eu/en/accreditation

Membership is open to everyone.

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The European Coaching and Mentoring Research Consortium project involved a collaboration with over 50 academics and practitioners, and over 100 professional bodies across Europe.

Introduction

This report provides an overview of the Italian results from *The State of Play in European Coaching & Mentoring (2017)* research project, and compares these with the results from Europe and the UK.

Research method

The aim of the research project was to extend beyond traditional institutional networks and the main European languages (English, French, German and Spanish), to provide a more inclusive research study, recognising the equal value of all European countries, languages and cultures, and of the different professional bodies and institutions.

The research questions were designed by the researchers in collaboration with the EMCC, and were adapted during the development phase. For each country, a research partner or team was identified and a National Research Lead was consulted on whether the survey should be translated, and which language(s) should be used. The National Research Leads led the translation process, which involved initial translation and an independent review.

The survey was launched on 1 March 2017 in 31 languages, ranging from English, Spanish, French and German, to Italian, Catalan and Serbian.

The survey was publicised through established coaching federations and management bodies, as well as online through social media interest groups. In total, approximately 100 organisations committed to sharing the research link with their members or to publishing details of the research on their website.

Participants took, on average, 25 minutes to complete the questionnaire.



The development of coaching in Italy

When coaching was first introduced in Italy in 1970 it was a relatively small-scale activity. From 1990 the market experienced considerable expansion as it was adopted by large multinational companies as well as SMEs. With the first International Coach Federation (ICF) European Conference in Stresa in 2003, the market continued its expansion, since when coaching has continued to grow in visibility.

Many coaches in Italy are members of associations that protect their status, through professional standards and ethical codes. In Italy the main professional bodies are:

International Coach Federation (ICF) Italy, founded 2002 – 734 members (642 with credential: 405 – ACC; 219 – PCC; 18 – MCC)

Italian Association of Professional Coaches (Associazione Italiana Coach Professionisti) (AICP), founded 2009 – 393 members

Society for Coaching Psychology Italy (SCPI), founded 2011 – 100 members

In Italy the coaching profession is regulated by Law Number 4 (N4), established on 14 January 2013, the function of which is to protect customers of new non-regulated professions. The law refers mainly to professions working in intellectual services.

Since the law's introduction, ICF Italy and the other major coaching associations have worked together to develop technical regulations on coaching service and profession to complement the legal framework (L'onda del Coaching, Giuffredi, 2016).

In November 2015, the UNI 11601 coaching regulation was officially approved. In May 2017, ICF Italy obtained registration in the Ministry of Economic Development Professional Association and was issued with a certificate marking the quality of their services, as provided under N4.

Continuous professional development is a key element in the profession. Most coach training programmes include mentoring and coaching supervision. Coach training is mainly provided by private institutions, although universities are starting to evaluate and plan the delivery of coaching programmes, which will further enhance the status of the profession in Italy.

Giovanna Giuffredi and Daniela Lombardo
Italian Research Leads



Lo sviluppo del coaching in Italia

Le prime esperienze di coaching in Italia si registrano negli anni 70, ma è negli anni 90 che il coaching entra non solo nelle grandi aziende multinazionali leader del mercato, ma anche nelle pmi e tra i professionisti. Dal 2003, a seguito della prima conferenza europea di ICF a Stresa, il mercato del coaching ha continuato ad espandersi e la figura del coach ha gradualmente acquistato sempre più visibilità e mercato.

Molti coach in Italia aderiscono ad associazioni di categoria che ne tutelano la professionalità, delineando standard professionali e codici etici.

In Italia le principali sono:

ICF Italia, dal 2002 – 734 soci (642 con credenziali: 405 – ACC; 219 – PCC; 18 – MCC)

Associazione Italiana Coach Professionisti (AICP), dal 2009 – 393 soci

Society for Coaching Psychology Italy (SCPI), dal 2011 – 100 soci

In Italia la professione di coach rientra nella Legge n.4 entrata in vigore il 14 gennaio 2013. La sua funzione è tutelare il mercato rispetto alle nuove professioni non regolamentate da un albo professionale e si riferisce a tutte le professioni che svolgono attività di tipo prevalentemente intellettuale.

A seguito della sua introduzione ICF Italia e le principali associazioni stanno lavorando insieme allo sviluppo della norma tecnica sul servizio di coaching e sulla professione che completerebbe il quadro di riferimento normativo (*L'onda del Coaching*, Giuffredi, 2016). Nel novembre 2015 è stata ufficialmente approvata la norma UNI 11601 sul servizio di Coaching.

Nel maggio 2017 ICF Italia ha ottenuto l'iscrizione nell'elenco del MISE tra le associazioni professionali che rilasciano attestato di qualità dei servizi, così come previsto dalla Legge n.4/2013.

L'apprendimento continuo rappresenta oggi elemento chiave nella professione. La maggior parte dei percorsi di formazione prevedono mentoring e supervisione. La formazione sul coaching è erogata prevalentemente da scuole private, e recentemente anche le università stanno iniziando a progettare le modalità di erogazione di percorsi di coaching, accrescendo ulteriormente lo status della professione in Italia.

Giovanna Giuffredi and Daniela Lombardo
Italian Research Leads



Biographical information

In total, 119 participants from Italy completed the online questionnaire, from a total response of 2,898 from across Europe, of which 946 were from the UK.

Diagram 1: Gender of respondents

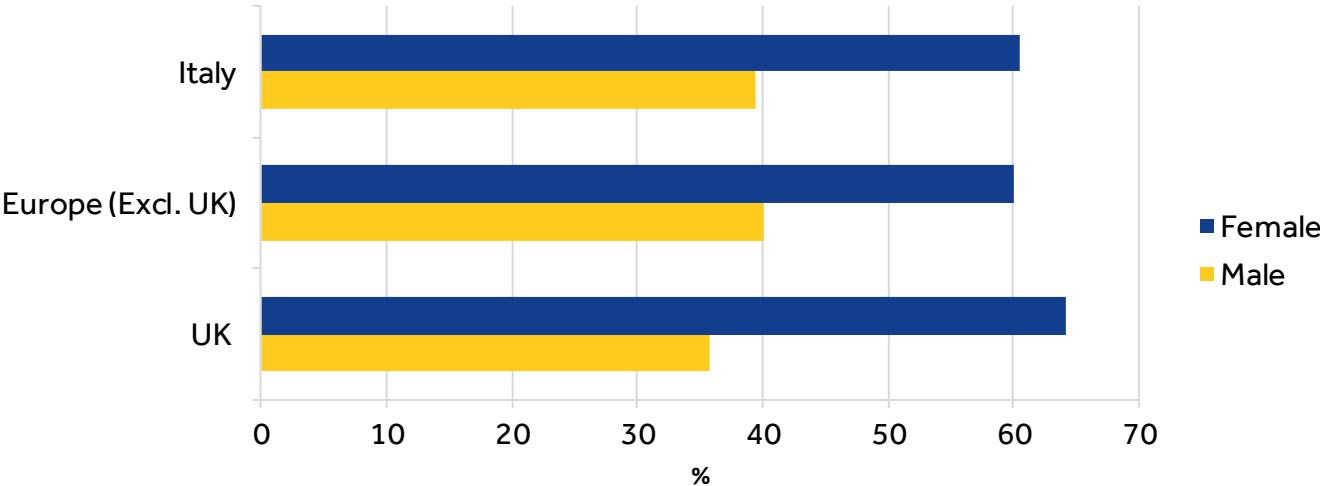
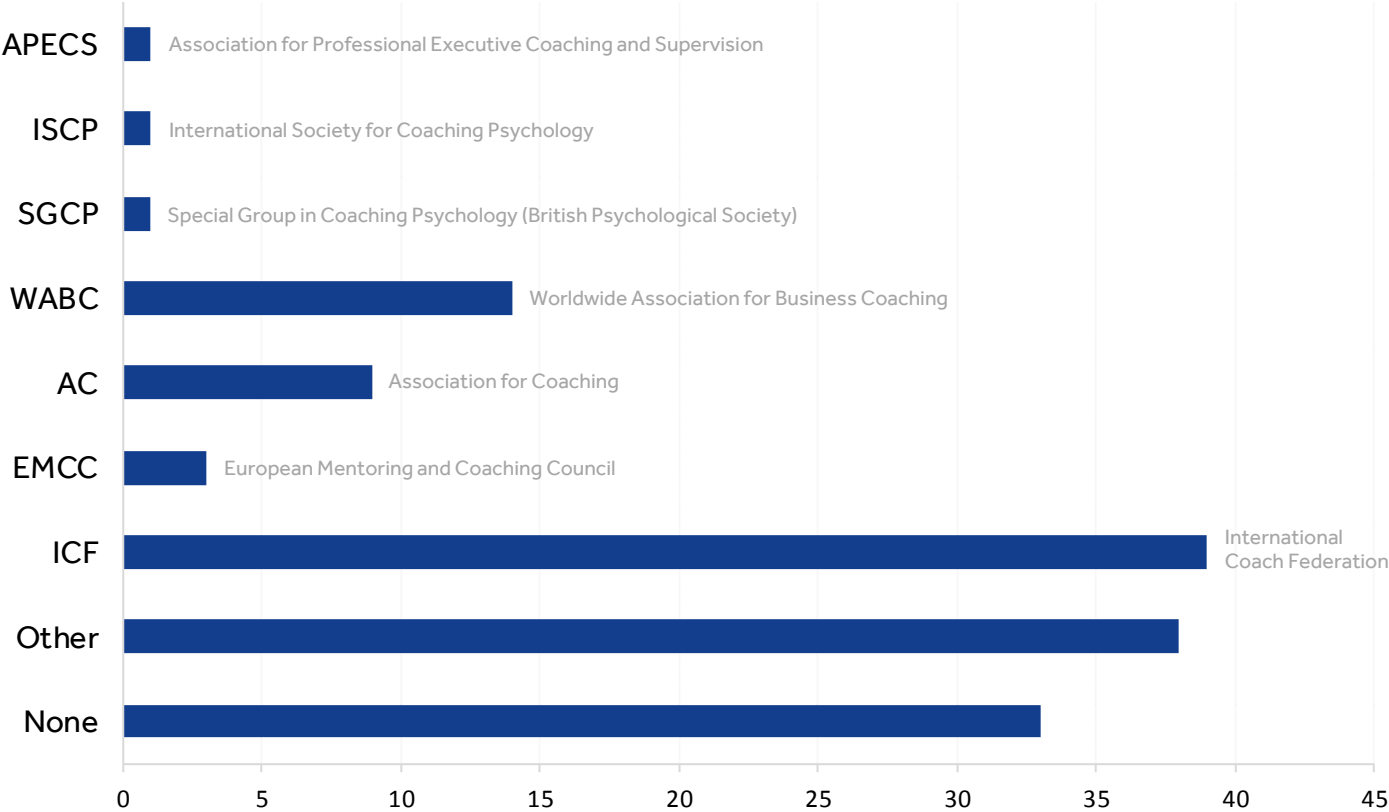


Diagram 2: Membership of professional coaching associations

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



Coaching practice

Diagram 3: Proportion of working time coaches spent delivering coaching

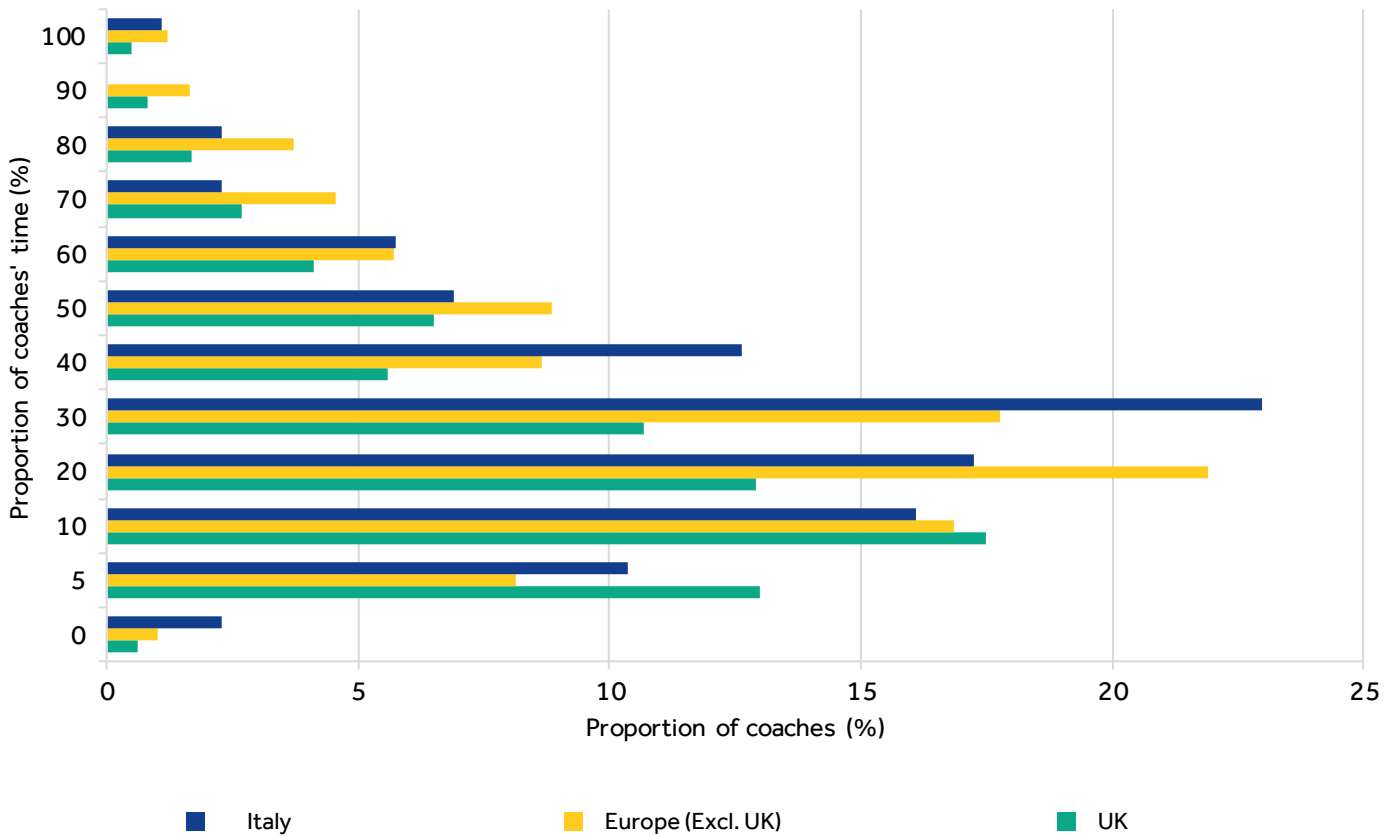
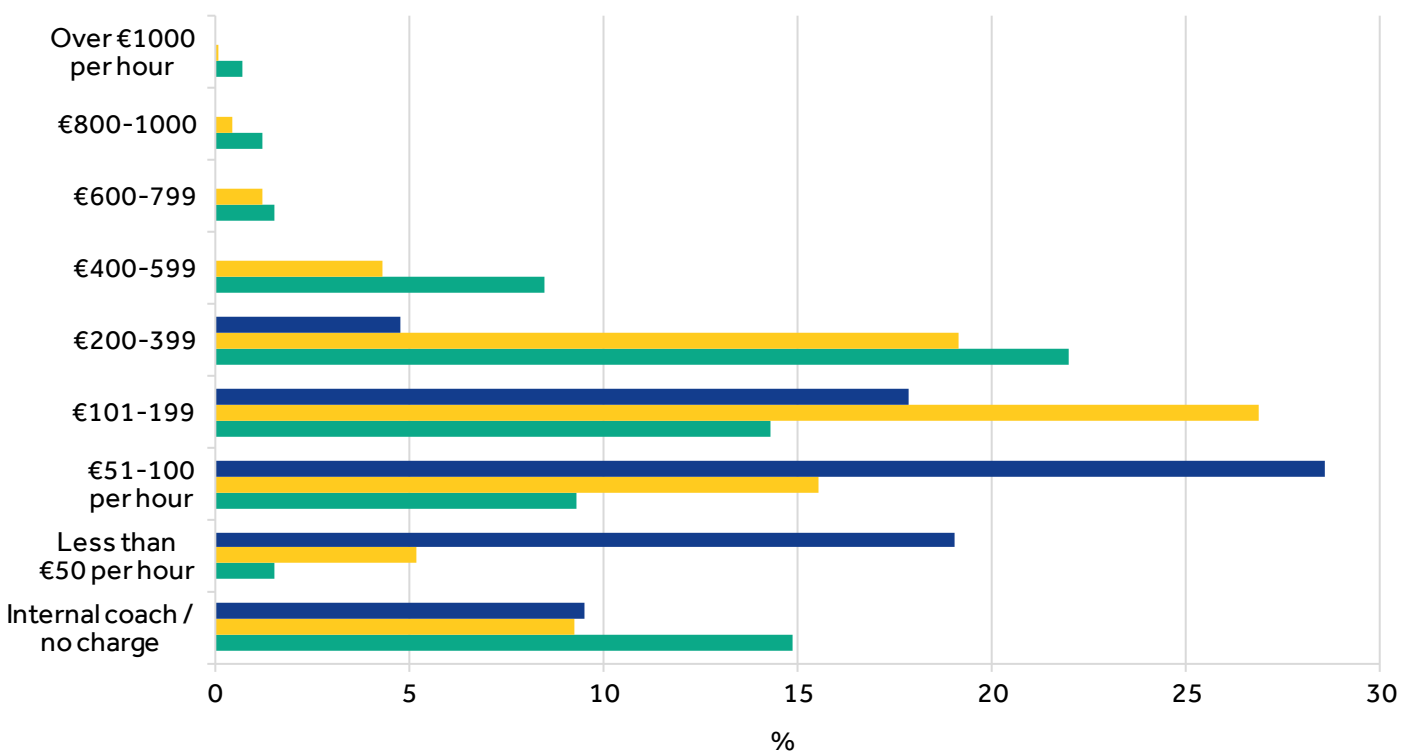


Diagram 4: Hourly fee rates: Corporate funded coaching

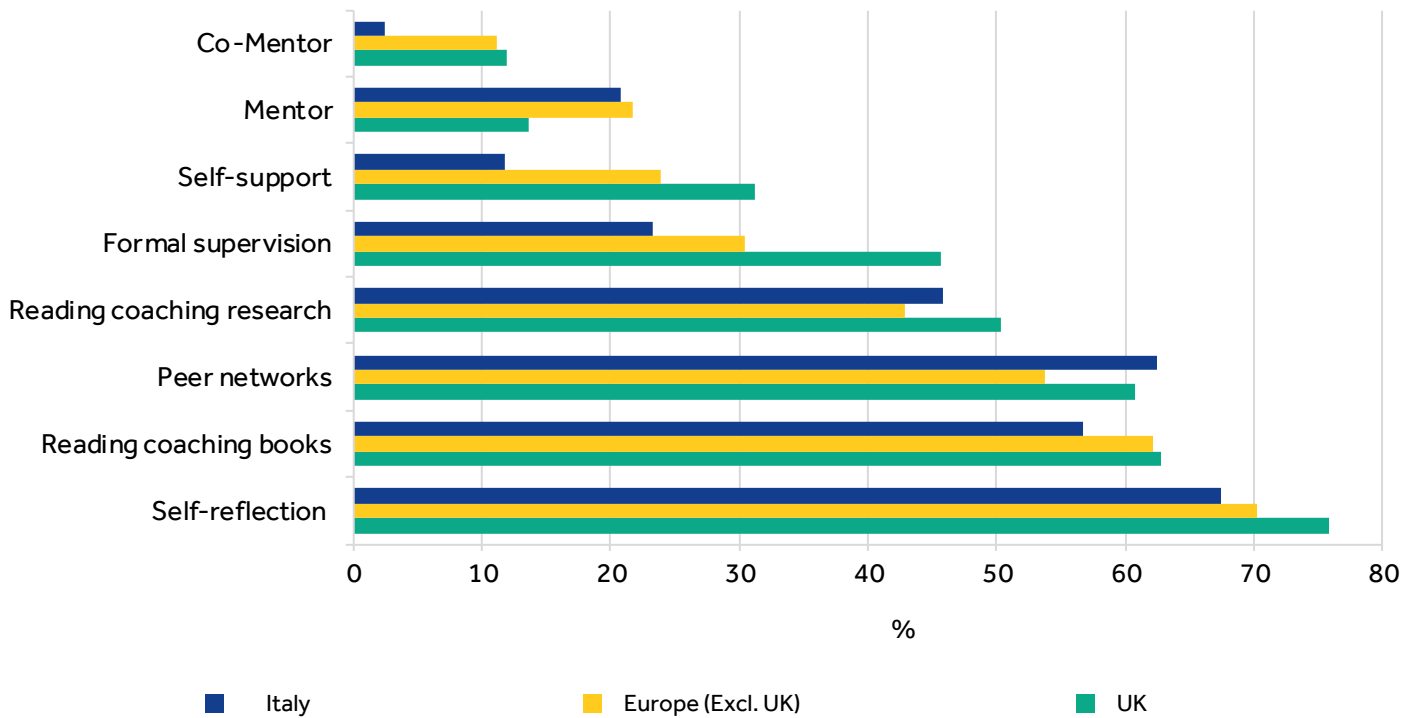
Q5.6 Fee rates for corporate clients



Reflective practice and supervision

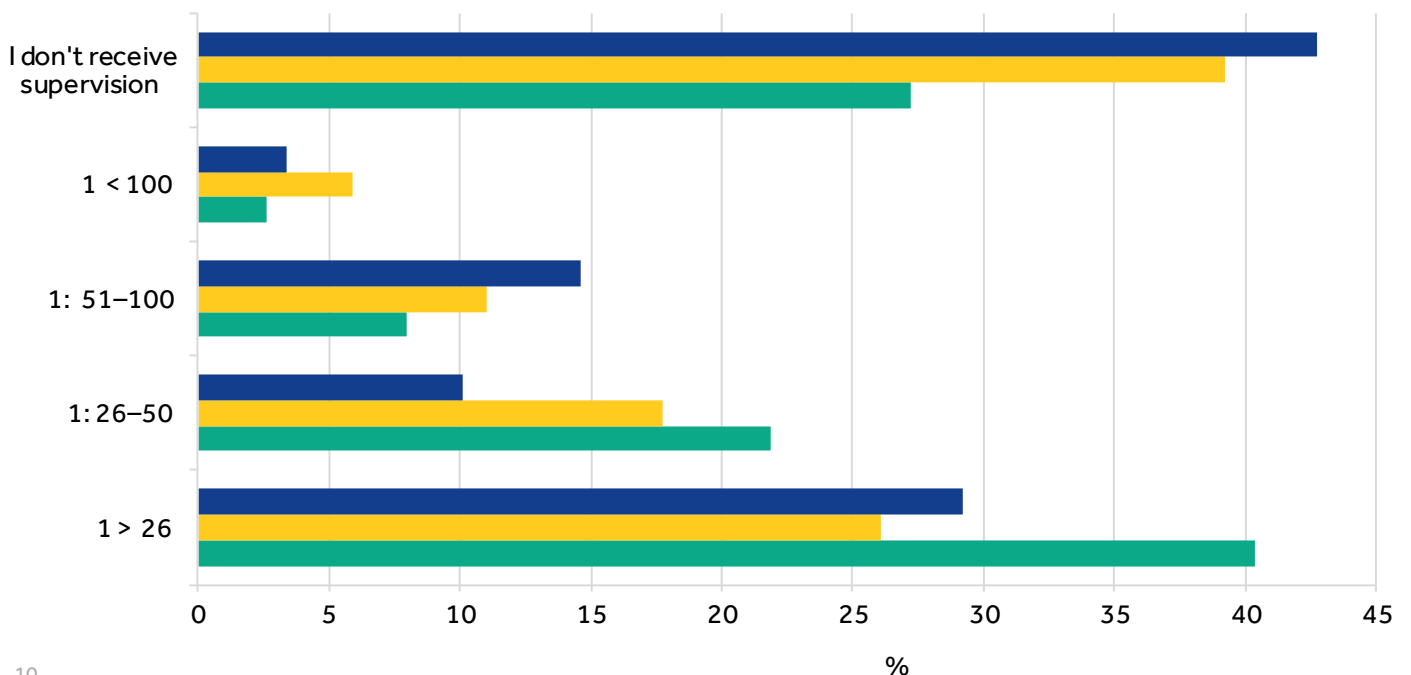
Diagram 5: Methods of reflection

Q6.1 What methods do you use to reflect on your practice?
(You can select more than one option)



**Diagram 6: Frequency of supervision
(based on ratio of 1 hour of supervision per X hours of coaching)**

Q6.4 How often do you receive formal coaching supervision?



Continuous professional development

Diagram 7: Time invested in CPD

Q7.1 How do you divide your working time?

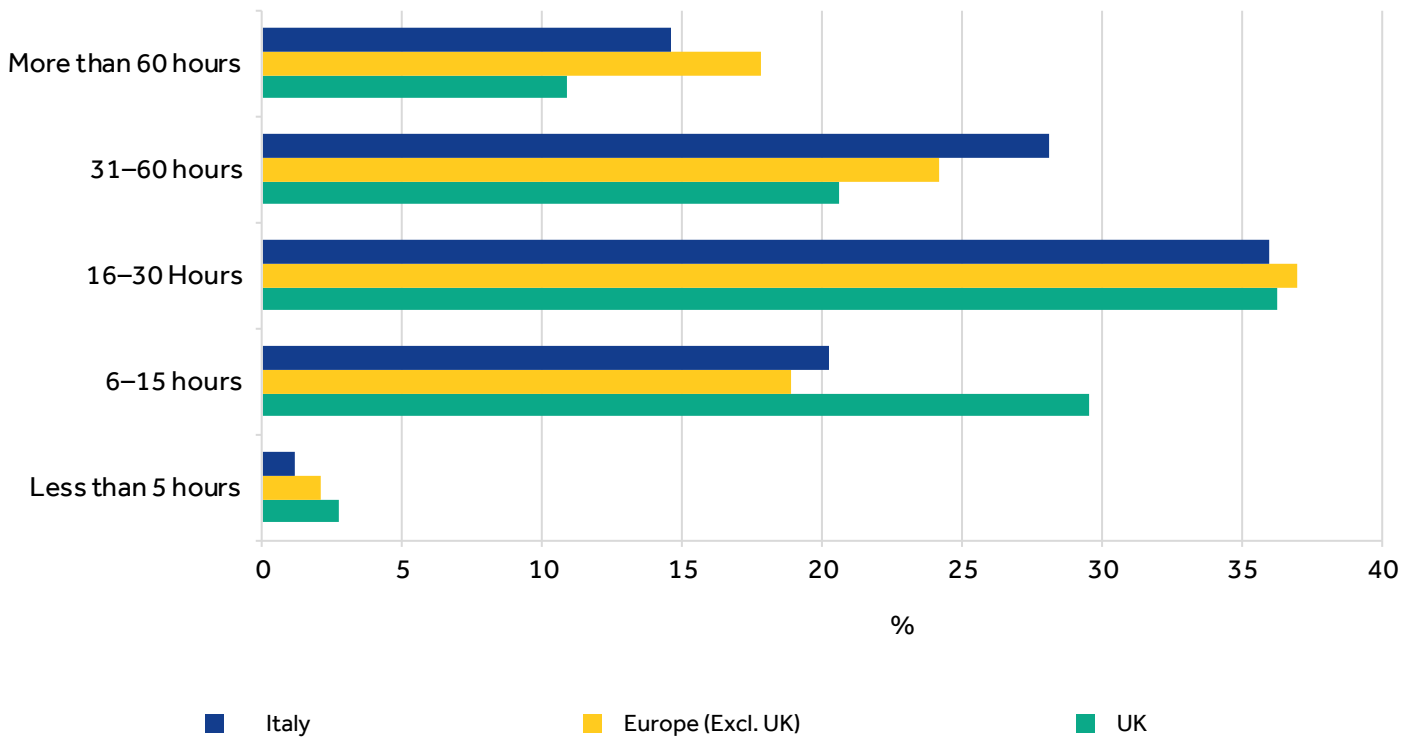
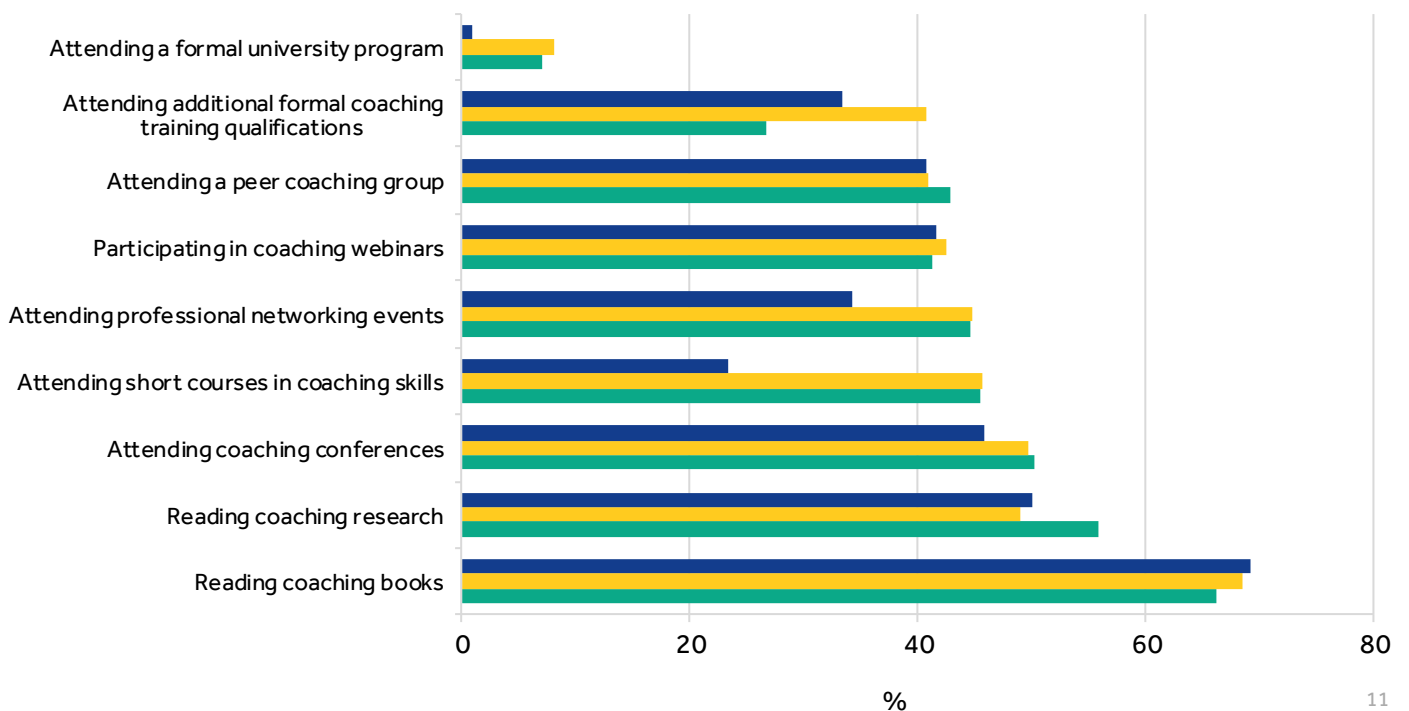


Diagram 8: Keeping up to date

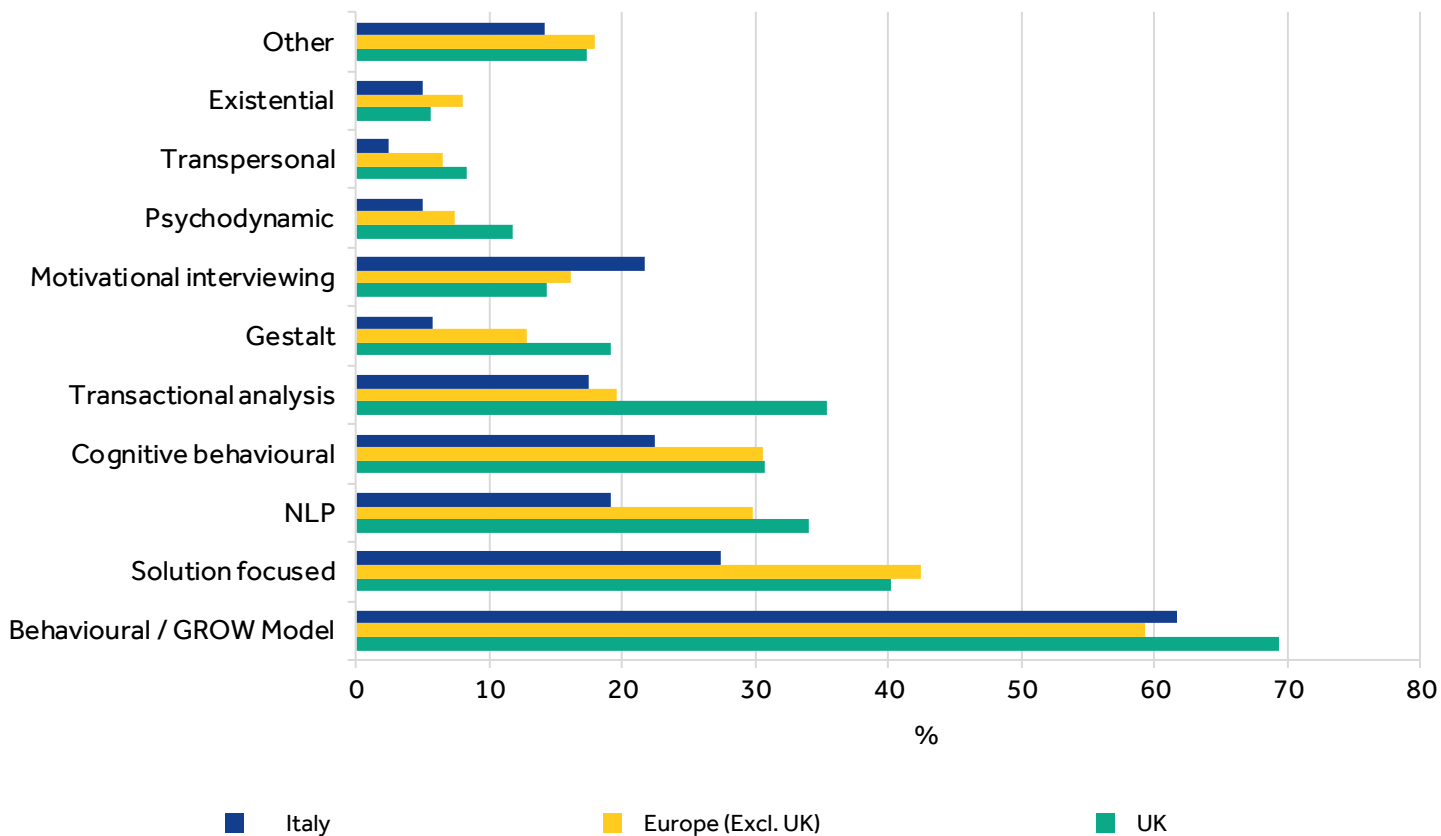
Q7.2 How do you keep up to date in your coaching practice?
(You can select more than one)



Conceptual models

Diagram 9: Coaching practice

Q9.2 Which models do you use in your coaching practice?
(You can select more than one)



Diversity of approaches

Diagram 10: Presenting issue 1 – Career change

Q9.3 What model do you use with the following presenting issue?

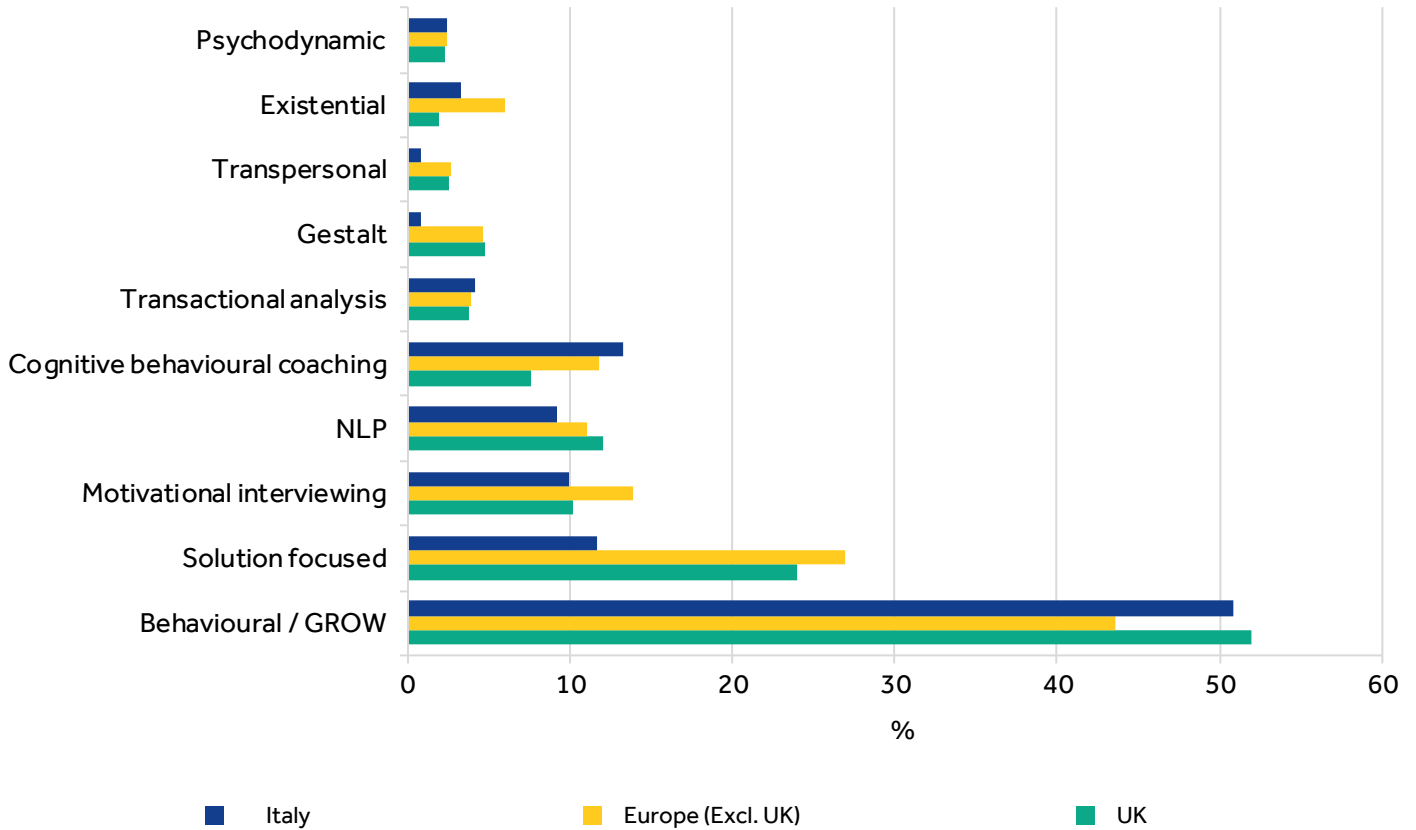


Diagram 11: Presenting issue 2 – Workplace stress

Q. What model do you use with the following presenting issue?

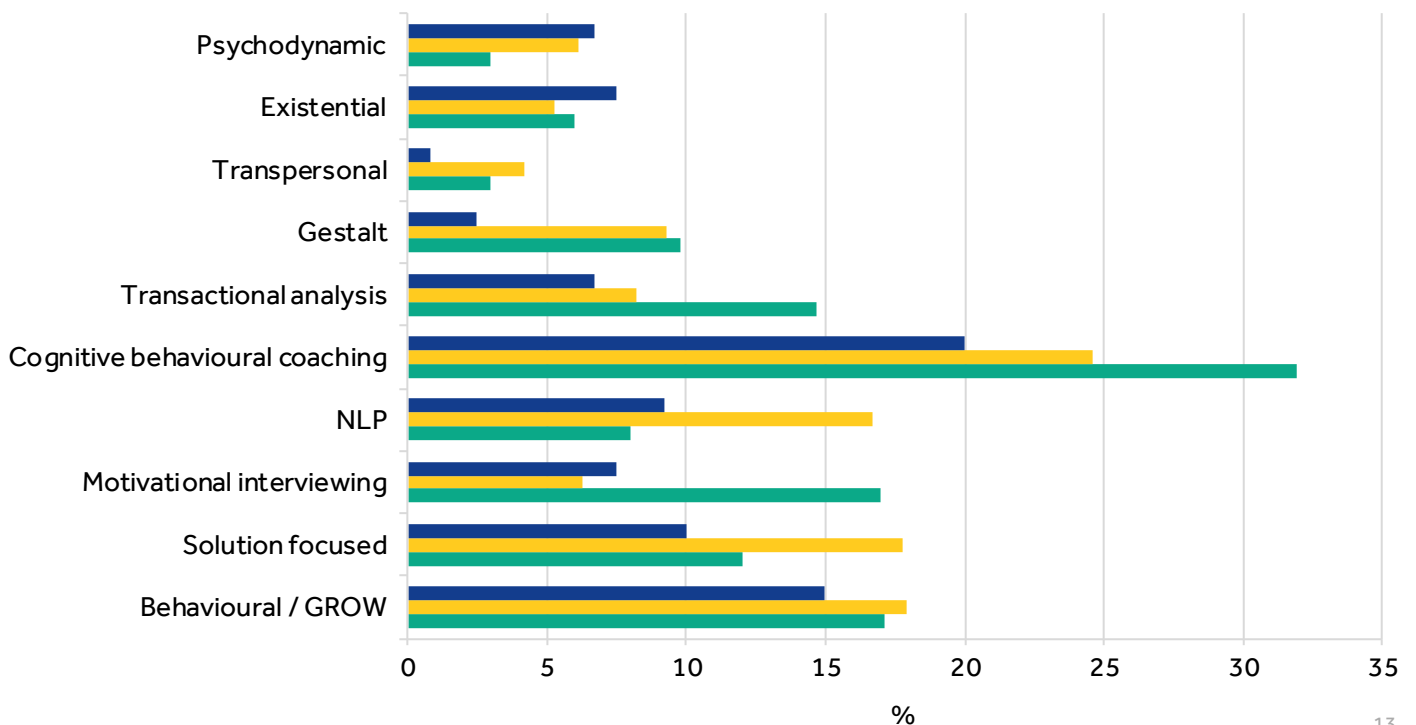


Diagram 12: Presenting issue 3 – Improving presentation skills

Q. What model do you use with the following presenting issue?

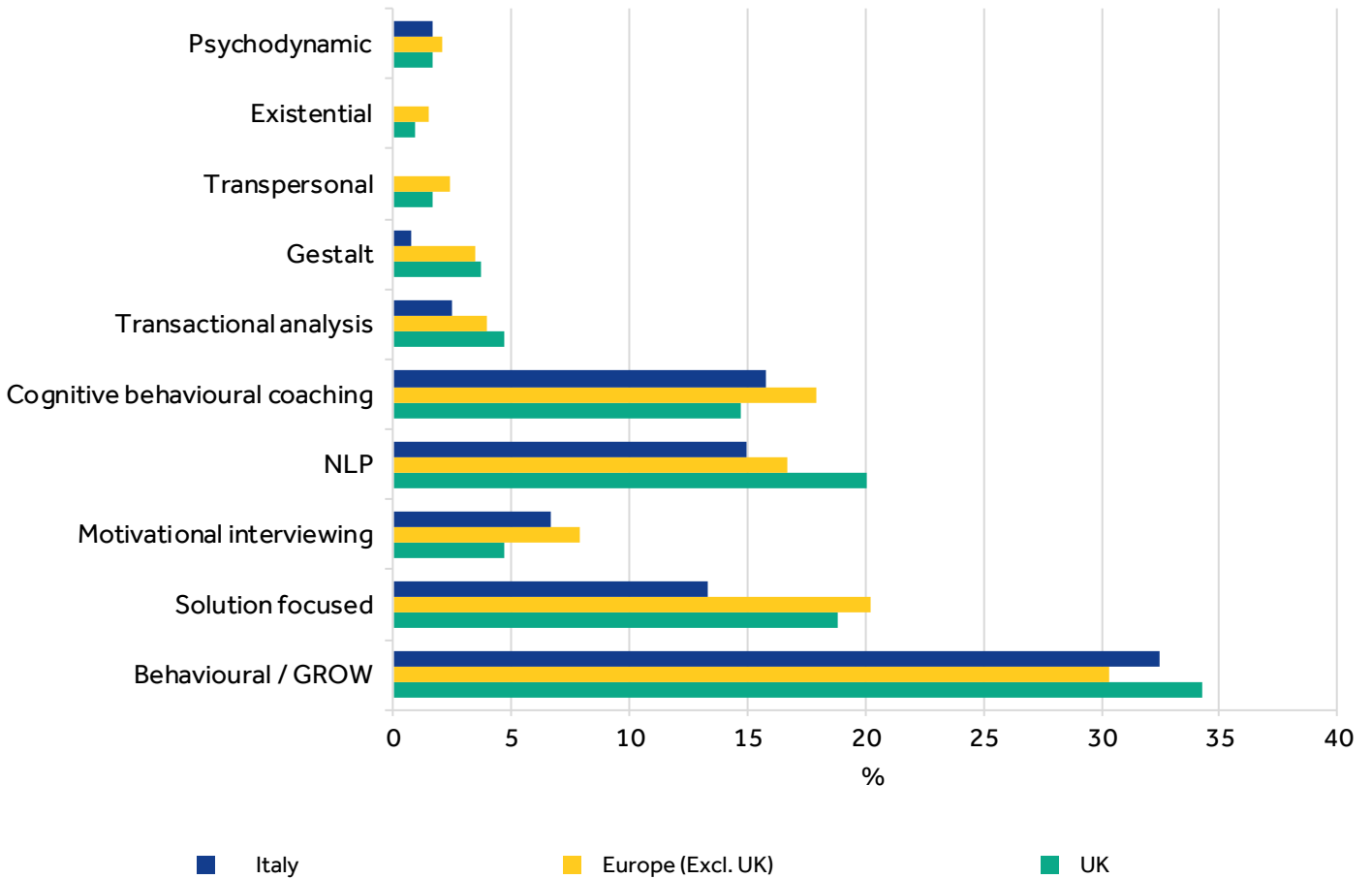
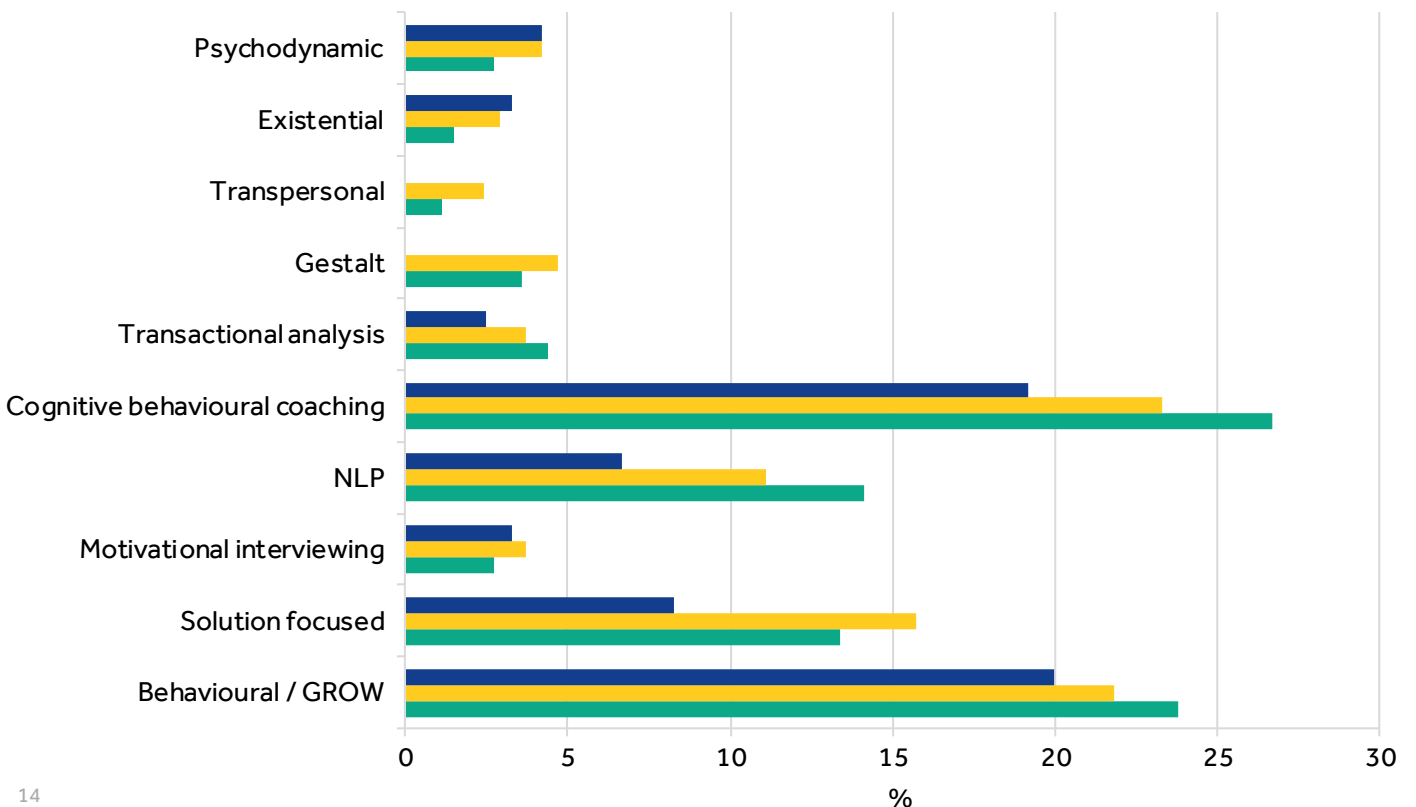


Diagram 13: Presenting issue 4 – Persistent checking of non-work emails

Q. What model do you use with the following presenting issue?



Evaluation

Diagram 14: Evaluating impact

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

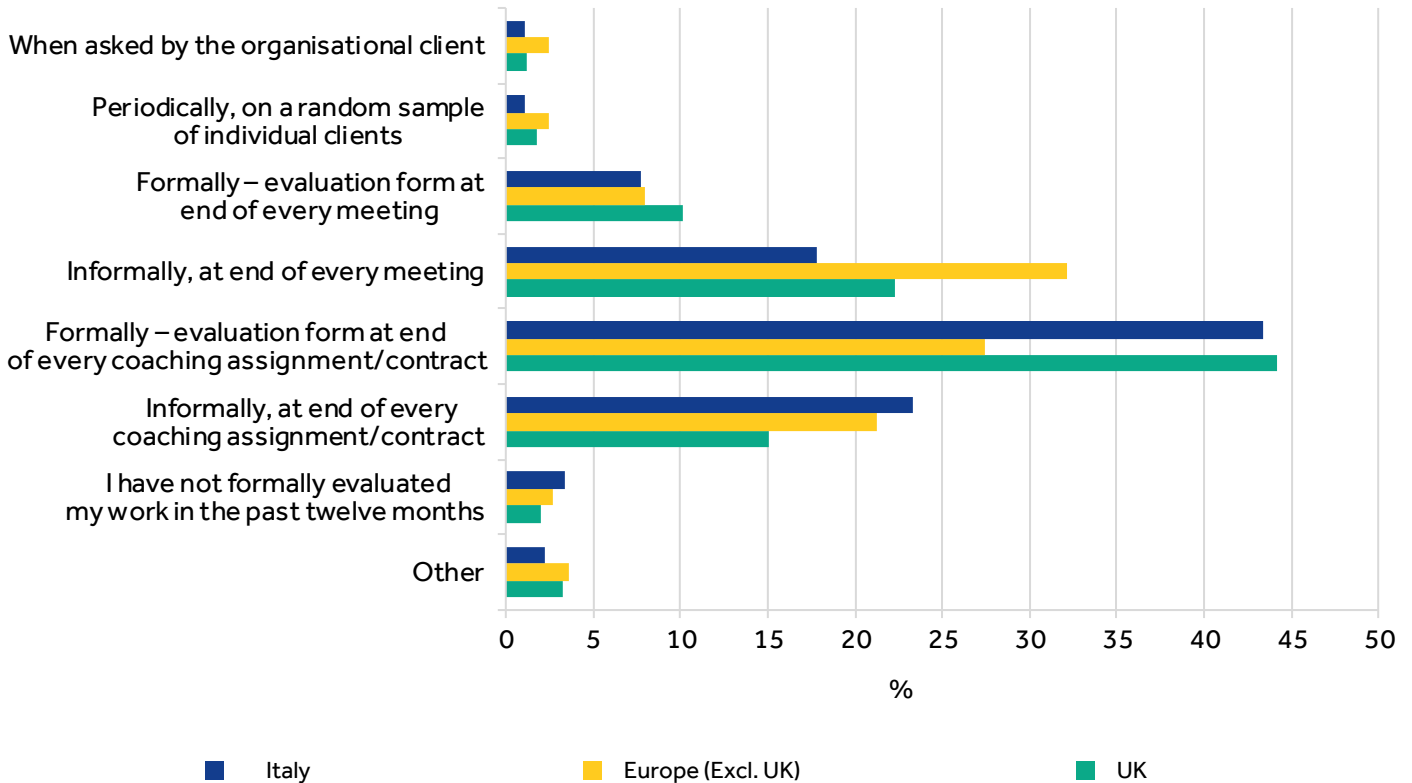
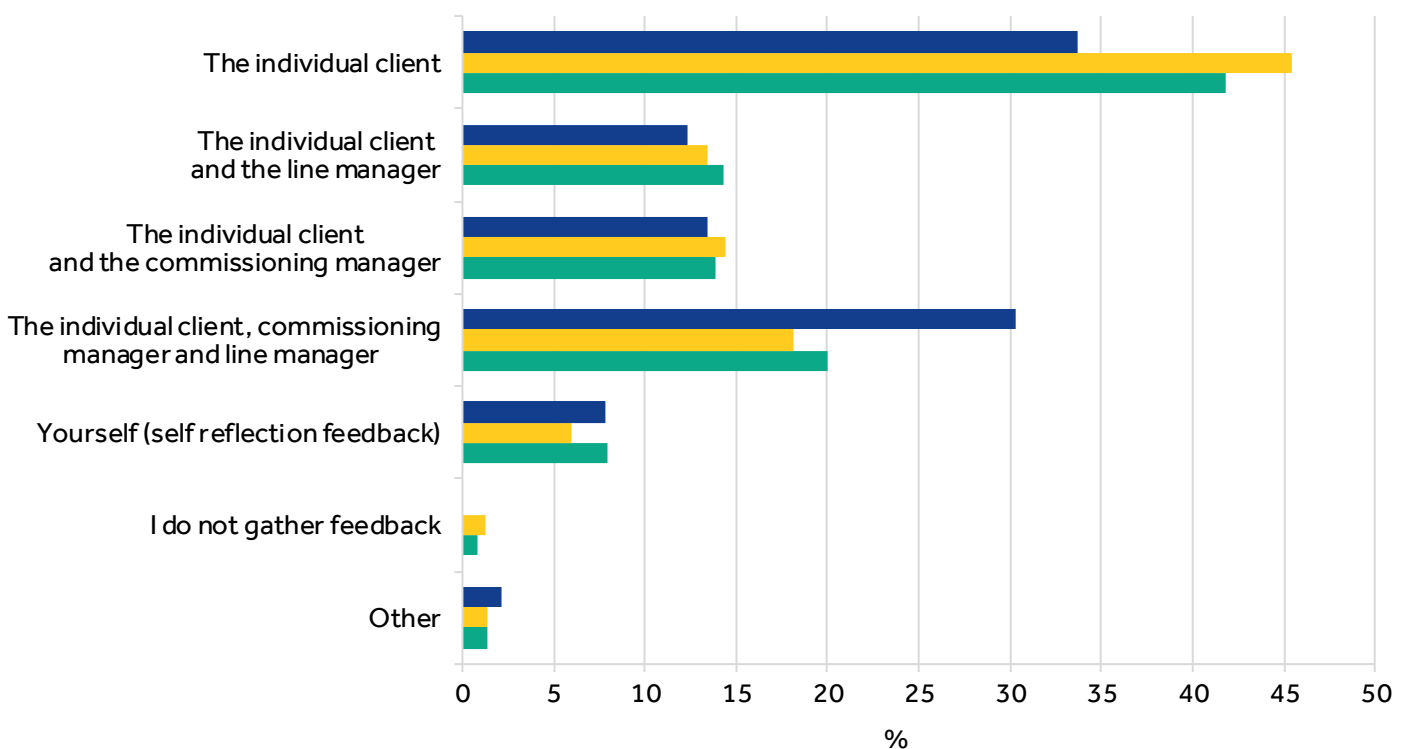


Diagram 15: Gathering feedback

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



Contracting for corporate coaching assignments

Diagram 16: Contract partners

Q11.1 When you enter into a coaching agreement, who do you contract with most frequently?

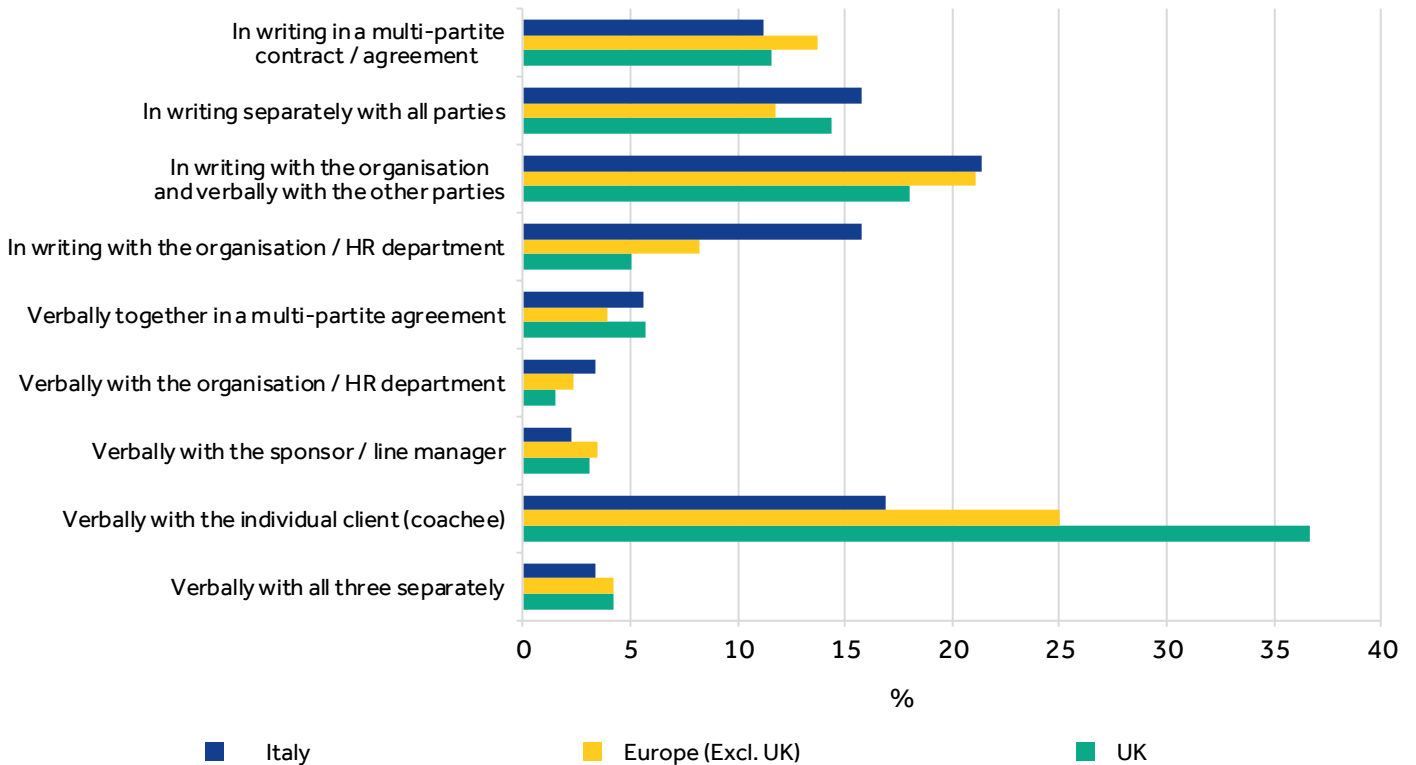


Diagram 17: The primary partners

Q11.2 Who do you believe is the primary client when you are delivering corporate/organisational coaching?

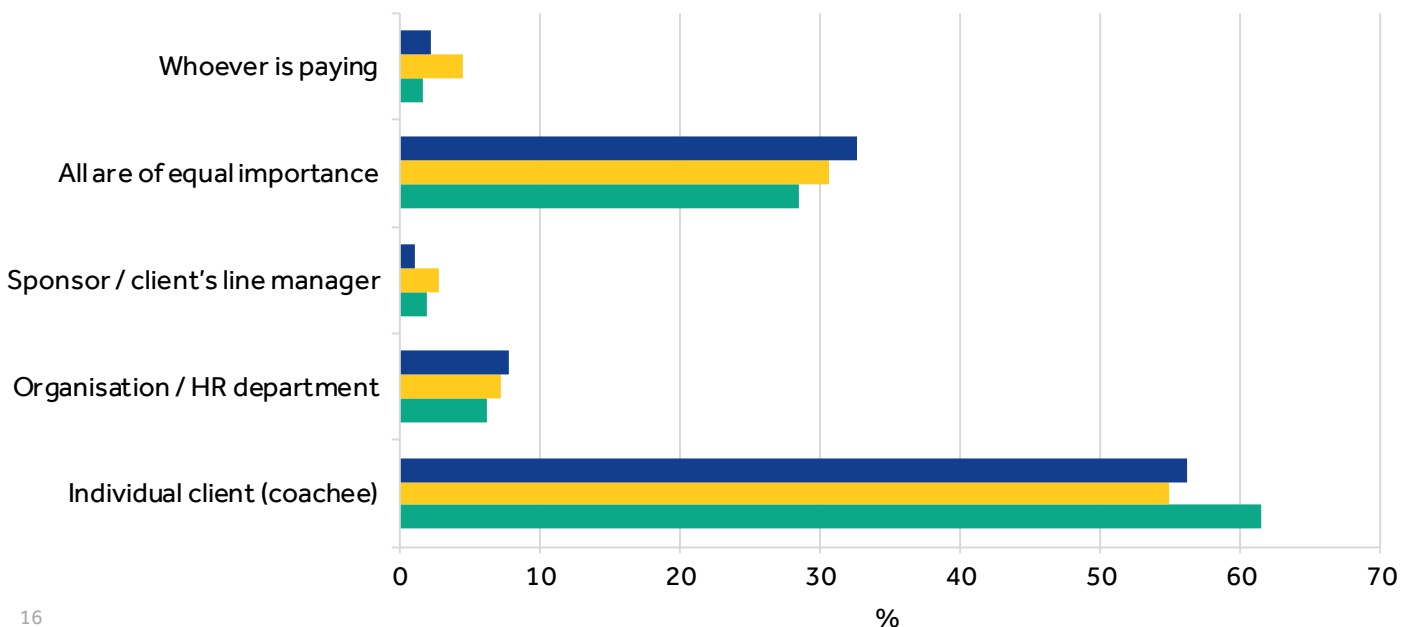


Diagram 18: Contract clauses – Individual client agreements

Q11.3 What aspects are explicitly included in your contract with the individual?
(You can select as many as appropriate)

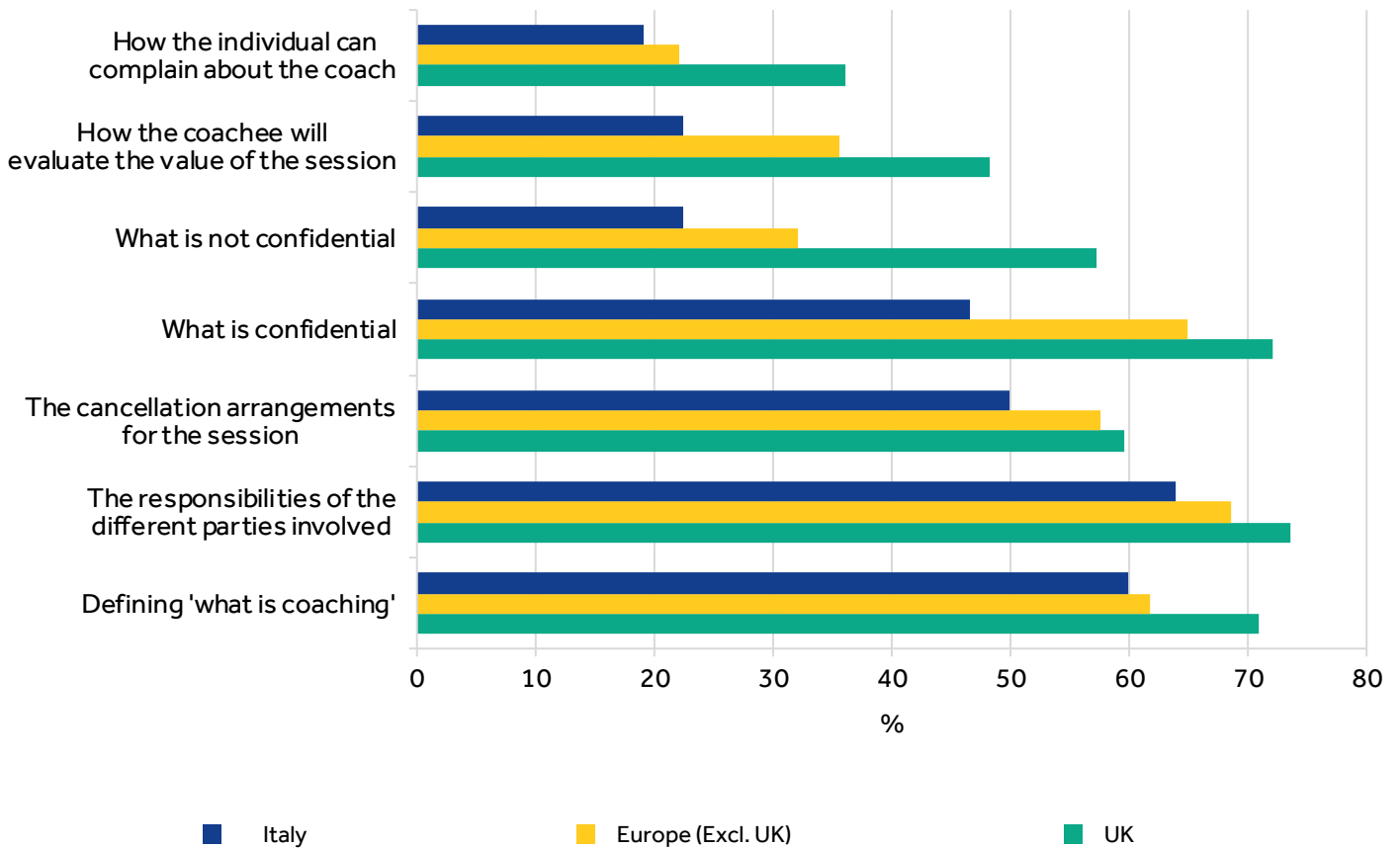
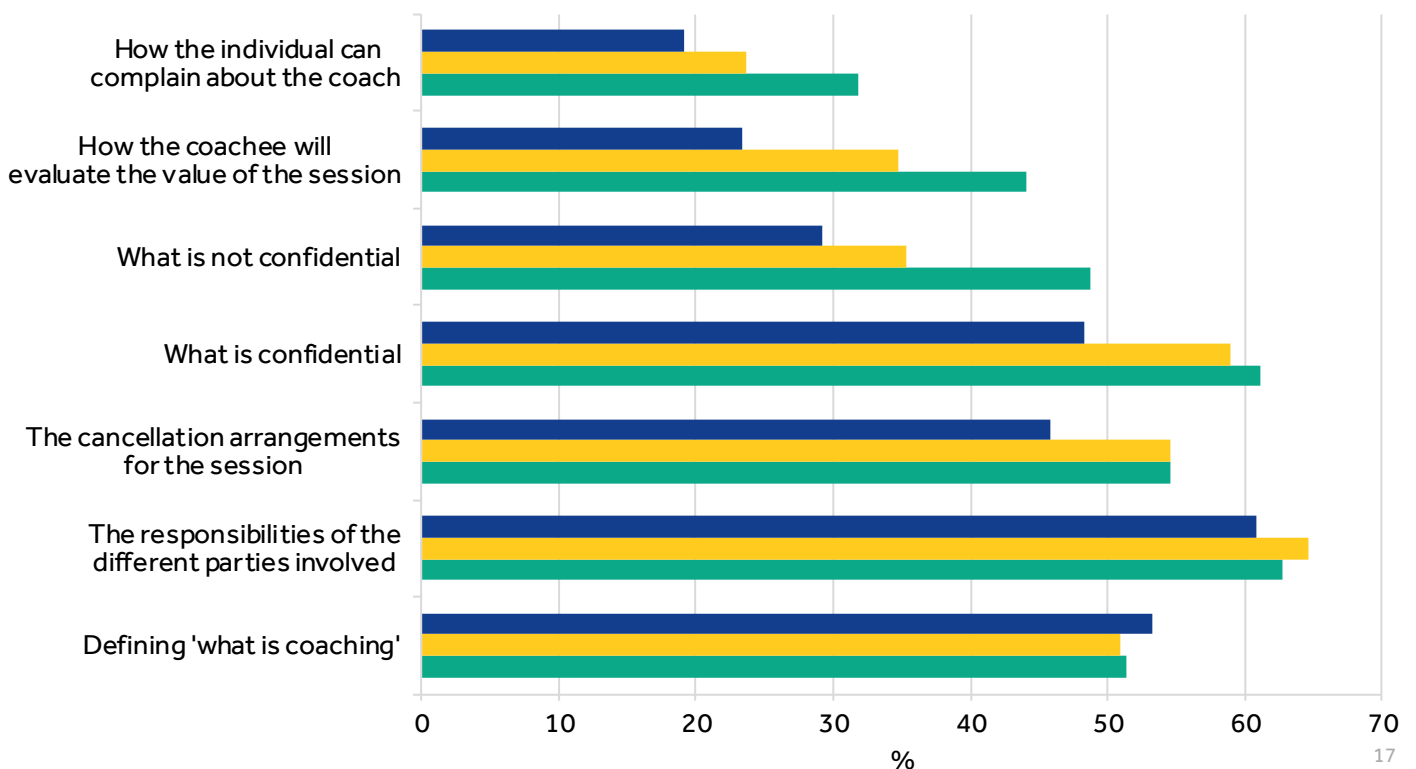


Diagram 19: Contract clauses – Organisational client agreements

Q11.4 What aspects are explicitly included in your contract with the organisation?
(You can select as many as are appropriate)



Coaching ethics

Diagram 20: Sharing ethical codes – 1

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

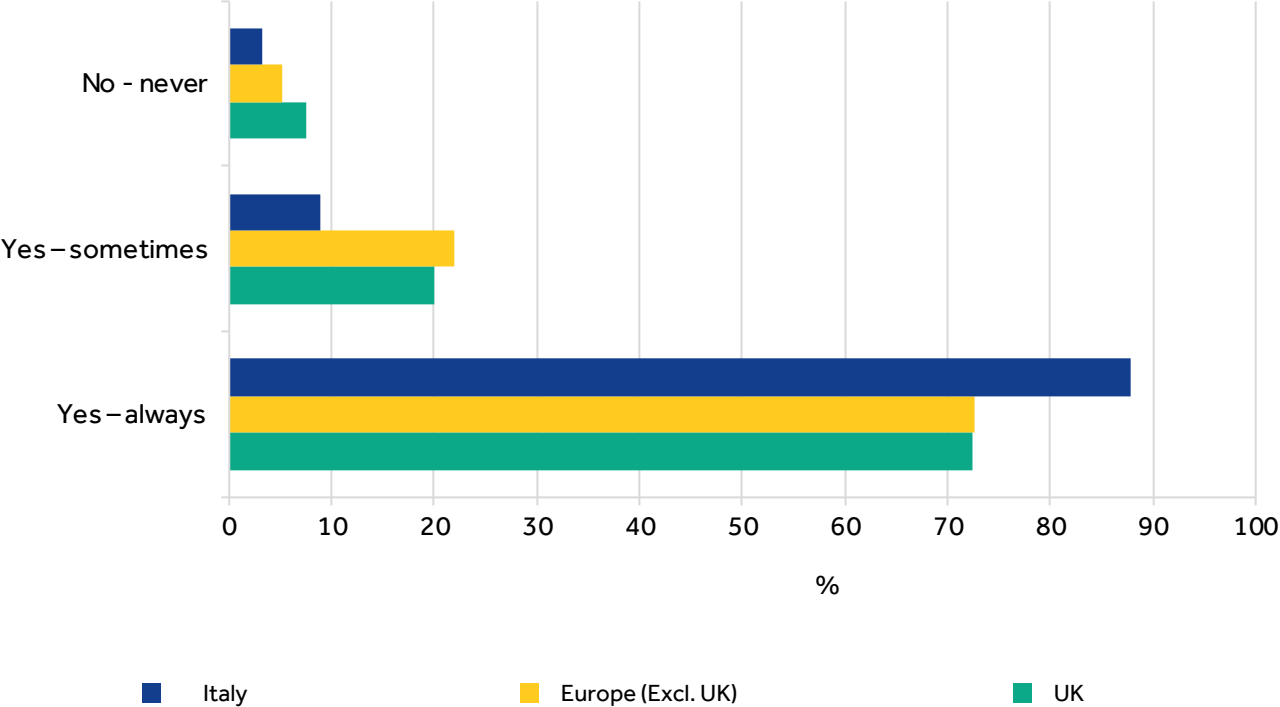


Diagram 21: Sharing ethical codes – 2

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

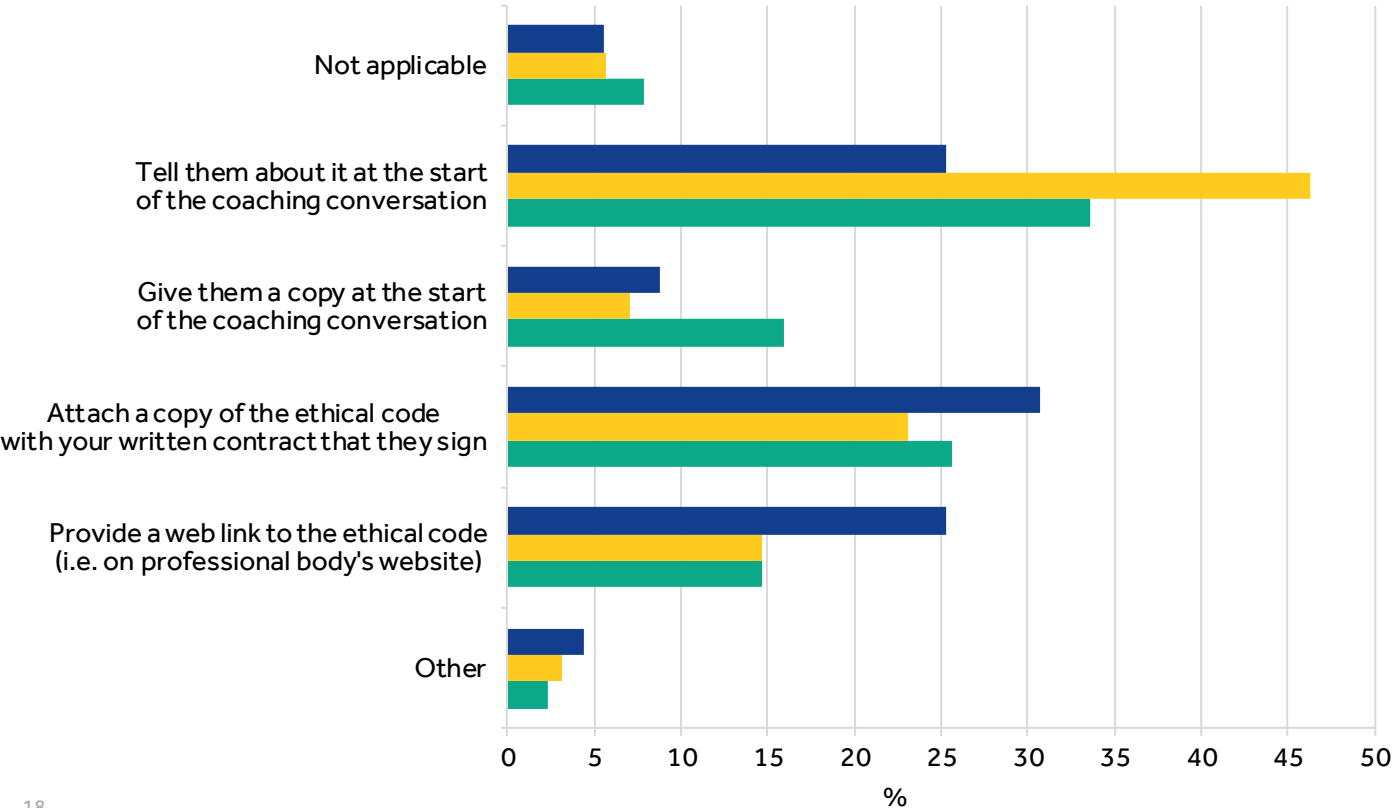


Diagram 22: Ethical dilemma 1 – Coach pays a fee to secure contract

Q13.1.1 What do you think should happen in the following scenario?

A coach pays a fee to an individual to gain a coaching contract with an organisation

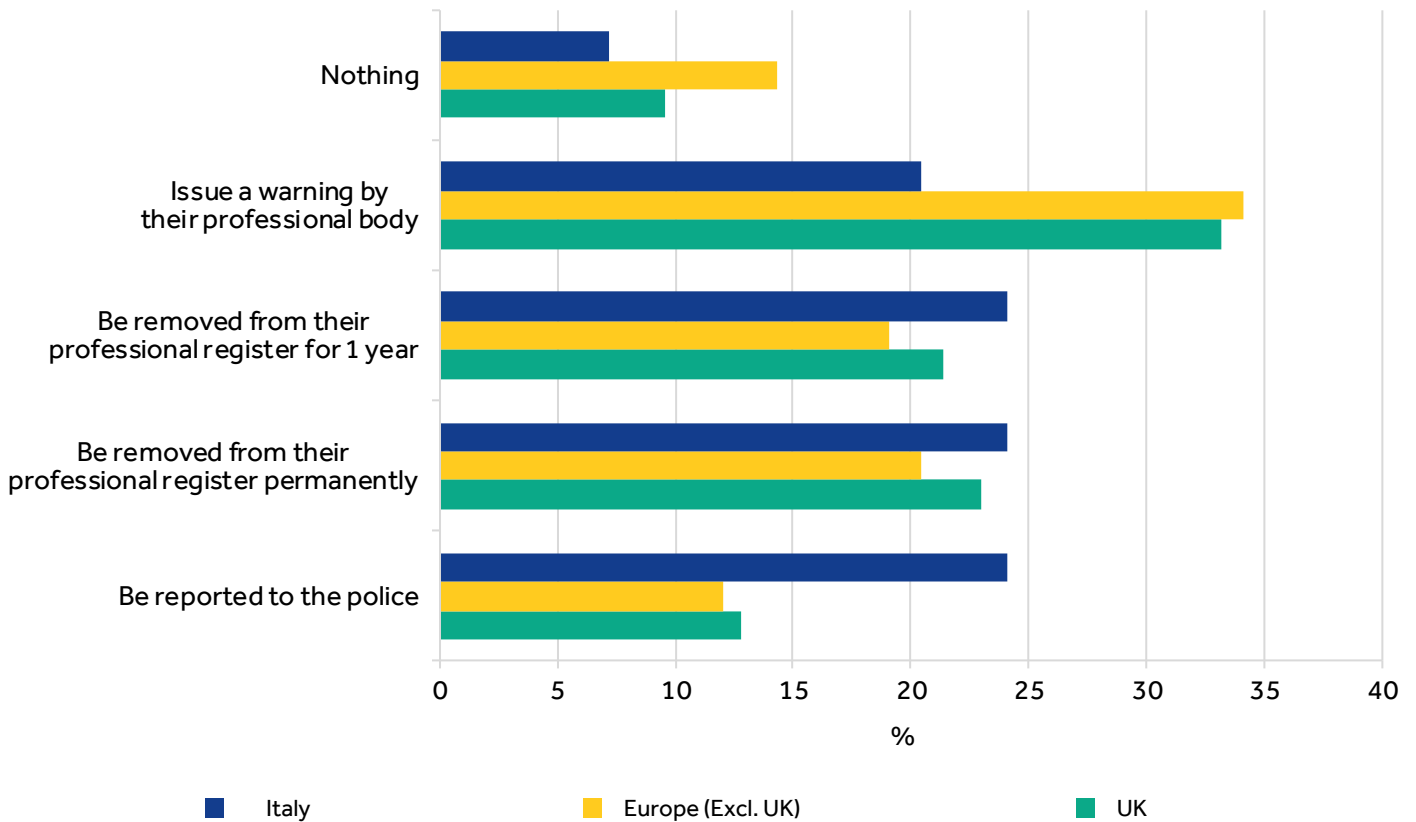


Diagram 23: Ethical dilemma 2 – Coach enters sexual relationship with client

Q13.1.2 What do you think should happen in the following scenario?

A coach enters into a sexual relationship with a client during a coaching assignment

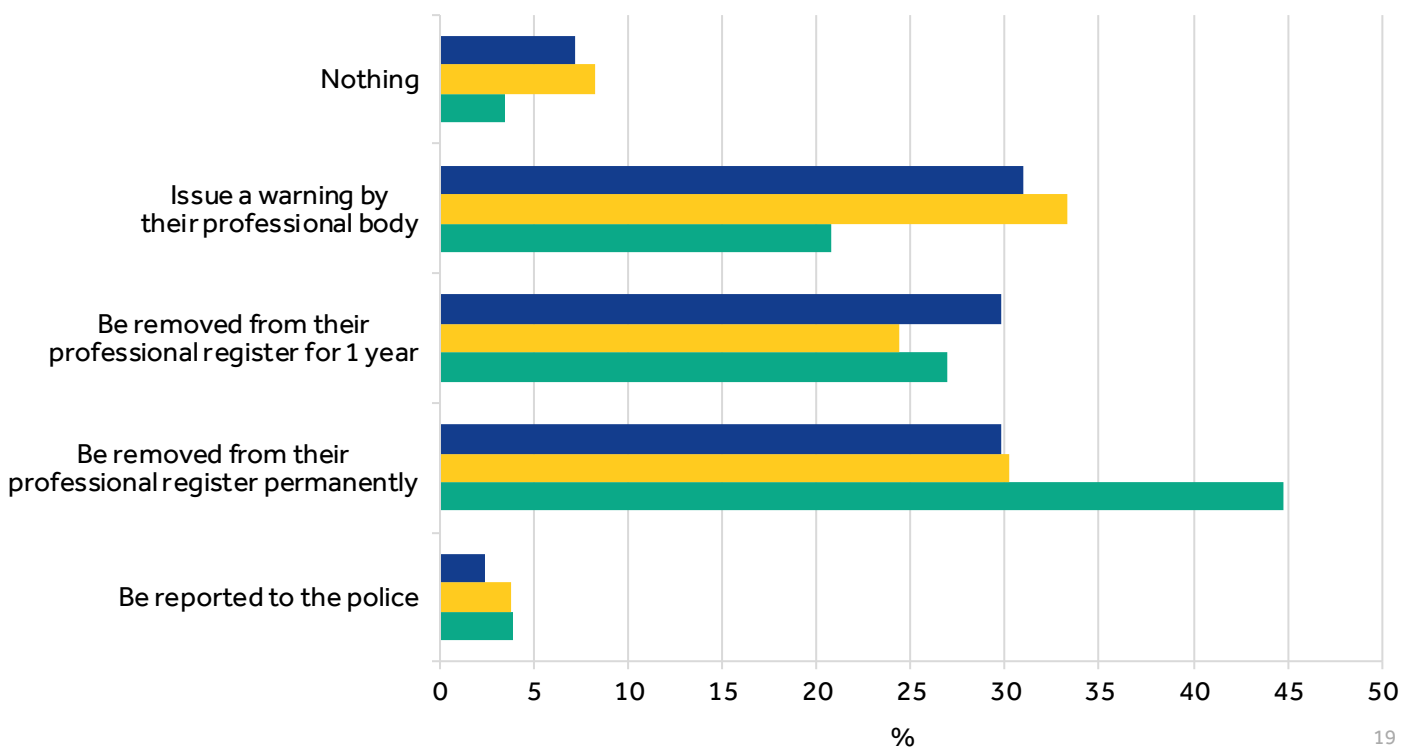


Diagram 24: Ethical dilemma 3 – Coach fails to report low-level drug taking by their client

Q13.1.4 What do you think should happen in the following scenario?

A coach fails to report to the appropriate authorities a client who is using low-level illegal drugs

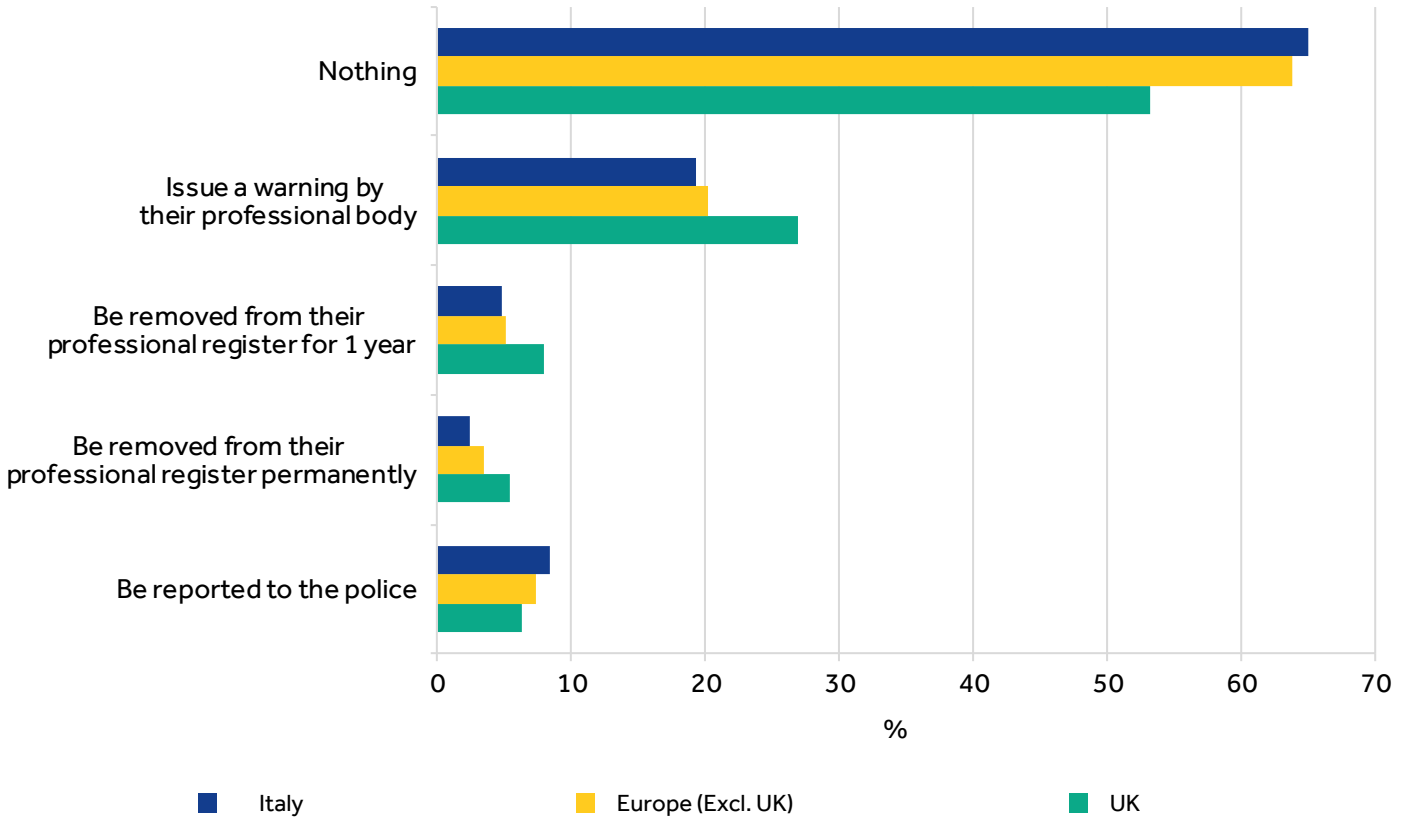
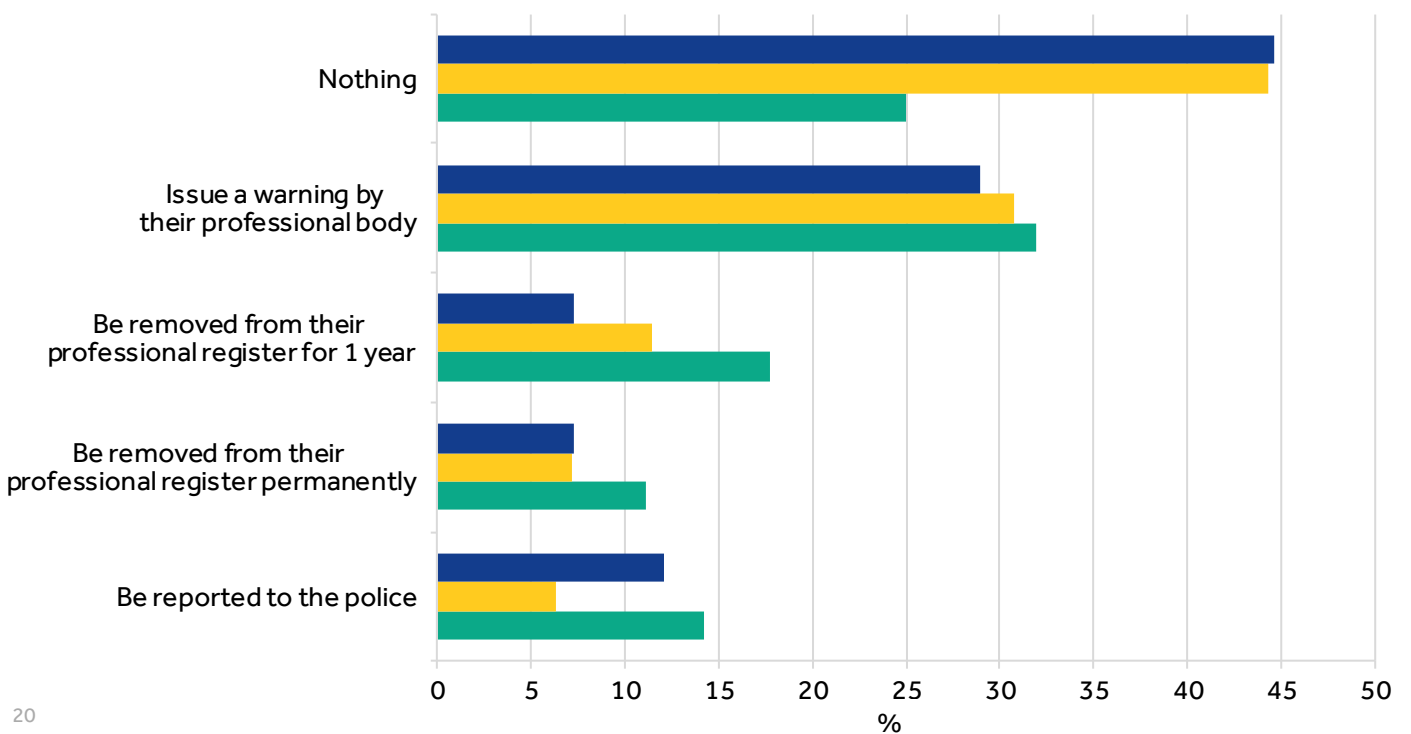


Diagram 25: Ethical dilemma 4 – Coach fails to report theft of commercial information

Q13.1.5 What do you think should happen in the following scenario?

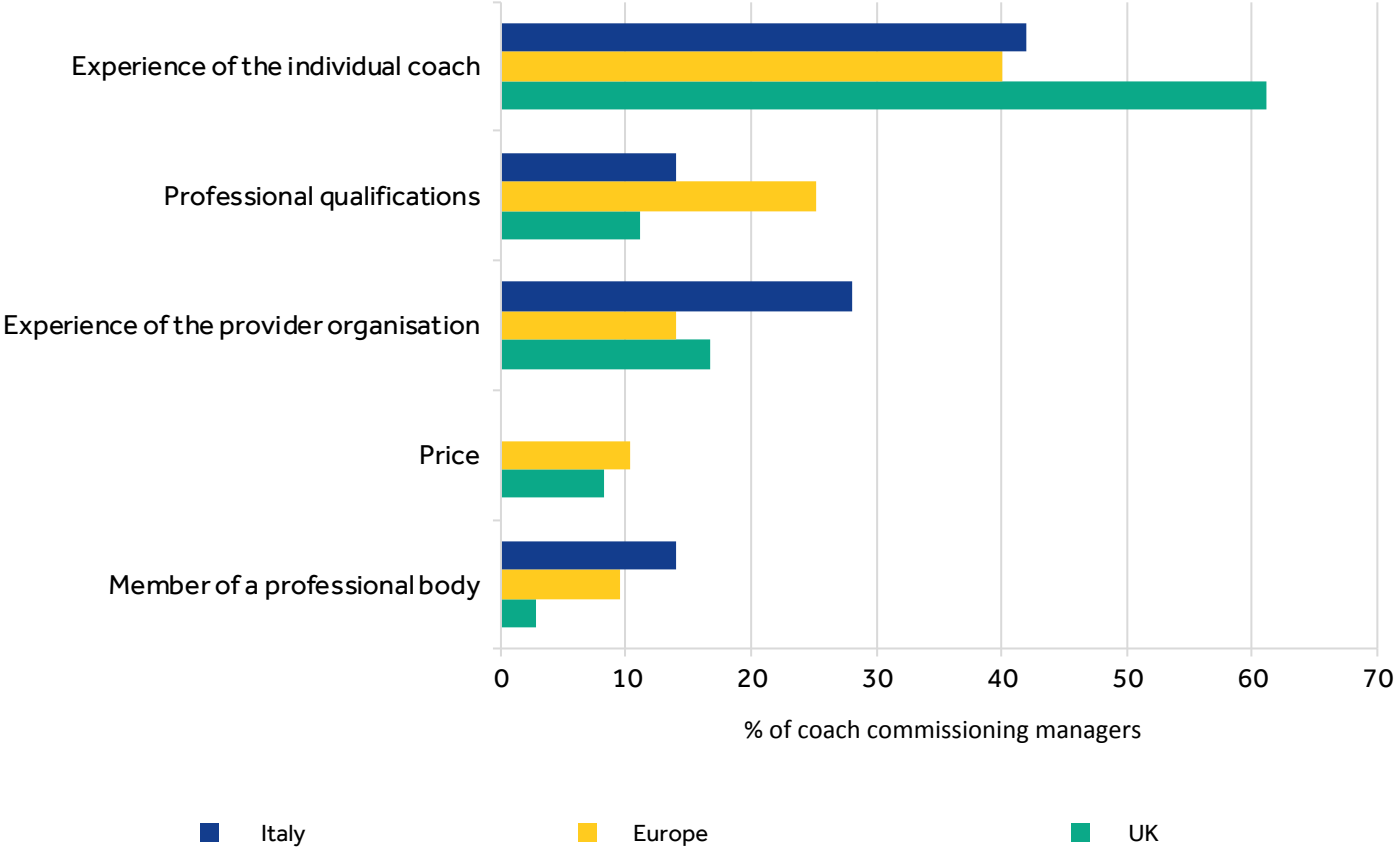
A coach fails to report the actions of a client who has disclosed commercially sensitive information, which has affected the value of the company



Commissioning coaching

Diagram 26: Criteria in coach selection

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



Research partners

Our thanks go to our research partners who made this research possible. In total, over 100 organisations and individuals collaborated in the research, sharing the research link with their members and encouraging their members to participate.

International research partners

- European Mentoring and Coaching Council International
- International Coach Federation
- Association for Coaching (Global)
- Worldwide Association of Business Coaches (WABC)

National research partners

- Life Coach Italy
- Telecom Italia
- Associazione Italiana Coach Professionisti (AICP)
- ENI Corporate University
- SCP Italy
- Federprofessional
- Oil & Gas UK
- Chartered Institute of Professional Development (CIPD)
- British Psychological Society (BPS)
- British Association for Counselling & Psychotherapy (BACP)
- Association of Business Mentors (ABM)
- Association of Professional Executive Coaches & Supervisors (APECS)
- EMCC UK
- Association for Coaching (UK)
- EMCC Poland
- The Coaching Chamber (Poland)
- ICF Poland
- Mentors Association PROMENTOR
- International Mentoring Association
- Collegium Civitas University
- WSB Universities
- Novo Coaching
- Trainers Association MATRIK
- Norman Bennett Group
- Cognitivist Institute Bennewicz

- Institute of Leadership & Management (ILM)
- Tischner European University
- Noble Manhattan Coaching
- Polish Coaching Association
- University of Social Sciences and Humanities, Laboratorium Psychoedukacji (SWPS)
- Irish Management Institute (IMI)
- CIPD (Channel Islands)
- Bulgarian Association for People Management (BAPM)
- ICF Bulgaria
- Croatian Coaching Association
- Croatian Psychological Association
- HR Centar
- Société Française de Coaching
- SCY (Finnish Coaching Association)
- Suomen Mentorit (Finnish Mentoring Association)
- Suomen Coaching-yhdistys
- ICF Finland
- Johdon työnohjaajat Ry
- Henry Ry
- Deutscher Bundesverband Coaching (DBVC)
- Deutsche Coaching Gesellschaft eV (DCG)
- ICF Greece
- ICF Hungary
- OHE National (HR Association)
- EMCC Hungary
- Ridler & Co.
- Edinburgh Napier University
- University of South Wales (USW)
- University of East London (UEL)
- Sheffield Hallam University
- Oxford Brookes University
- American Chamber of Commerce in Kosovo
- ICF Slovak

- Slovenská Komora Psychológov
- HRComm (Association for Management and Development of Human Resources)
- Slovak Association of Coaches (SAKO)
- ALKP (Association of Lectors and Career Counsellors)
- Coaching – Theorie und Praxis (Journal)
- Swiss Society for Coaching Psychology
- Federation of Swiss Psychologists (FSP)
- ICF Switzerland
- EMCC Switzerland
- Berufsverband für Coaching, Supervision und Organisationsberatung (BSO)
- Associations of Psychologists of Andorra

- Hellenic Coaching Association (HCA)
- Coaching at Work (Magazine)
- ICF Lithuania
- ICF Sweden
- ICF Czech Republic
- EMCC Czech Republic
- CAKO (Czech Association of Coaches)
- QED Group
- WPG Ukraine
- Ekonomika Communications Hub, Ukraine
- Natalia Romanenko, Ukraine
- Integral coaching, Ukraine
- ICF Chapter Ukraine

International research partners

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| • Maciej Bennewicz | • Agnieszka Kasprzycka | • Marita Salo |
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| • Rafał Ignasiak | • Paul McIntee | • Branislav Vargic |
| • Laura Ihamuotila | • Liz Merrick | • David Webster |
| • Wendy Johnson | • Artur Michalski | • William Wong |



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