

EXECUTIVE REPORT 2019

# Coaching in Israel

Jonathan Passmore, Hazel Brown, Sigalit Finkelstein,  
Joel DiGirolamo and Alicia Hullinger



# Israel Research Consortium

This research was supported by the Israeli Coaching Chamber, ICF and Israel Association of Coaching Psychology.

## The research was led by:



**Professor Jonathan Passmore**

Director of the Henley Centre for Coaching



**Dr Hazel Brown**

Head of Department, Sports, Exercise and Health, University of Winchester



**Sigalit Finkelstein**

Israeli Chamber of Coaching



**Joel DiGirolamo**

International Coach Federation



**Alicia Hullinger**

International Coach Federation

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# Lead research partners

## The Henley Centre for Coaching



The Henley Centre for Coaching is a research and coach training centre at Henley Business School.

The Centre is recognised as a world leader for coach training and research, having trained over 2,500 coaches over the past decade. The Centre provides professional coach training with a Professional Certificate in Executive 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 visit:

[henley.ac.uk/coachingcentre](https://henley.ac.uk/coachingcentre)

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## The International Coach Federation



The International Coach Federation is a non-profit organization dedicated to professional coaching. As of April 2019, ICF has approximately 35,000 members in 140 countries. Founded in 1995, ICF campaigns worldwide for professional standards within the coaching profession, and provides independent certification for professional coaches and coach training programs. ICF is considered the main accrediting and credentialing body for both training programmes and coaches.

ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.

## Israeli Coaching Chamber

The Israeli Coaching Chamber is the largest coaching membership body in Israel.

# Introduction

This report provides an overview of the main findings from the 2019 Middle East coaching research project, undertaken by Jonathan Passmore, Hazel Brown, Sigalet Finkelstein, Joel DiGirolamo and Alicia Hullinger in partnership with coaching colleagues in the region. The study was planned in Autumn 2018 and the survey undertaken during a 10-week period, between February and April 2019.

This Israeli Coaching Report is available free of charge. The aim of this and the other national reports in this series is to deepen understanding of coaching and to widen engagement with coaching.

## Research methodology

The aim of the research project was to reach the widest number of practising coaches in Israel. To assist in this process the Israeli Coaching Chamber translated the survey into Hebrew.

The research questions were designed by the researchers, in collaboration with colleagues in the region. The questions were designed to echo the research project undertaken in 2017 in Europe. The survey was publicised through established coaching

federations, as well as online through LinkedIn interest groups and through a series of talks and webinars.

Coaching in Israel is already well developed, with a national professional coaching body, the Israeli Coaching Chamber, as well as representation in Israel of members of International Coach Federation (ICF), the European Mentoring and Coaching Council (EMCC), the World Association of Business Coaches (WABC) and the Association for Coaching (AC).



# Biographical information

In total, 77 coaches completed the questionnaire. As noted in Table A, the majority of participants were female (73.1%). This was a higher proportion than in Europe, where the balance was close to two-thirds female. Almost all the participants were Israeli nationals. It is hard to estimate the total number of coaches working in Israel, but based on information gathered from professional bodies, there are an estimated 600 coaches identifying as professional coaches.

**Table A: Gender of respondents**

Male	26.9%
Female	73.1%

**Table B: Citizenship**

Non-Israeli	6.6%
National citizen	93.4%
Does not live in the region	0.0%

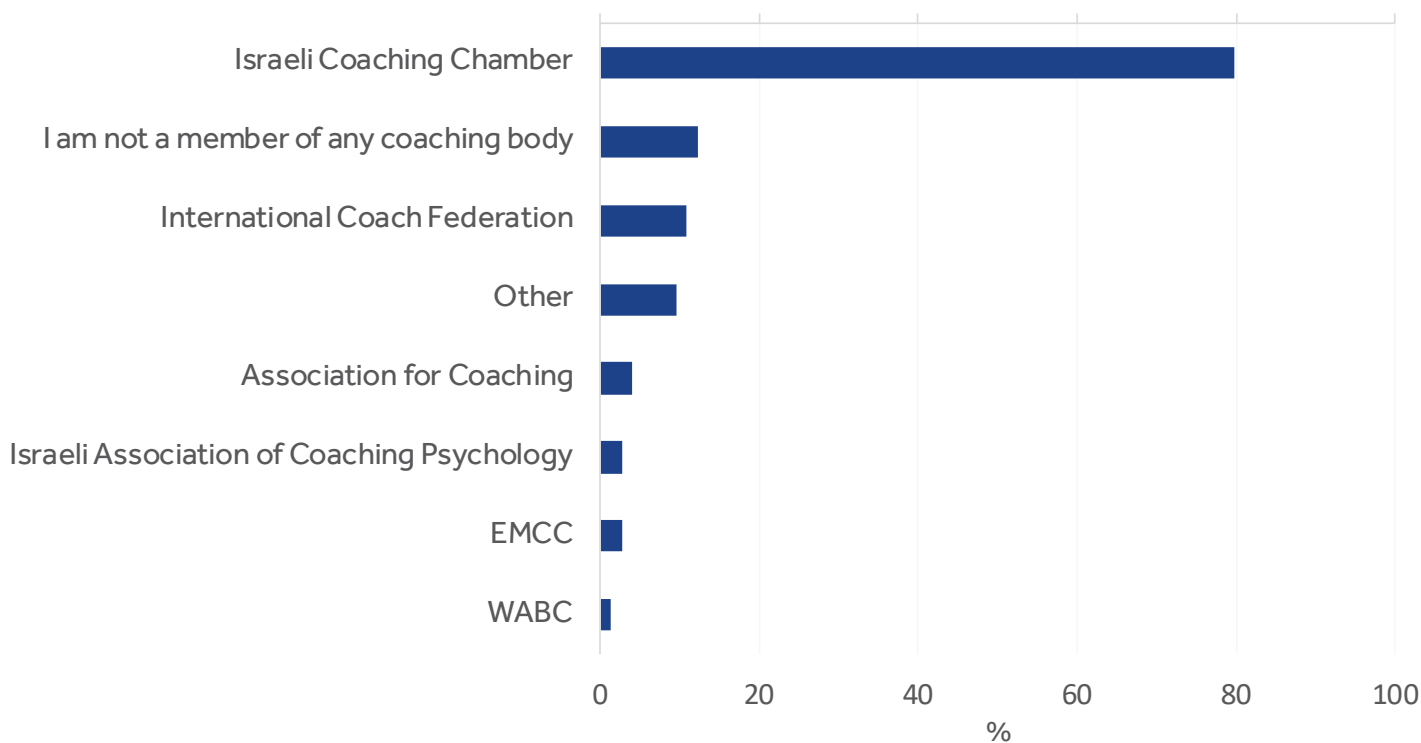
**Table C: Qualifications**

Qualifications completed at 16	0.0%
Qualifications completed at 18	5.0%
Undergraduate degree	36.8%
Postgraduate degree	48.7%
Doctorate/PhD	7.9%



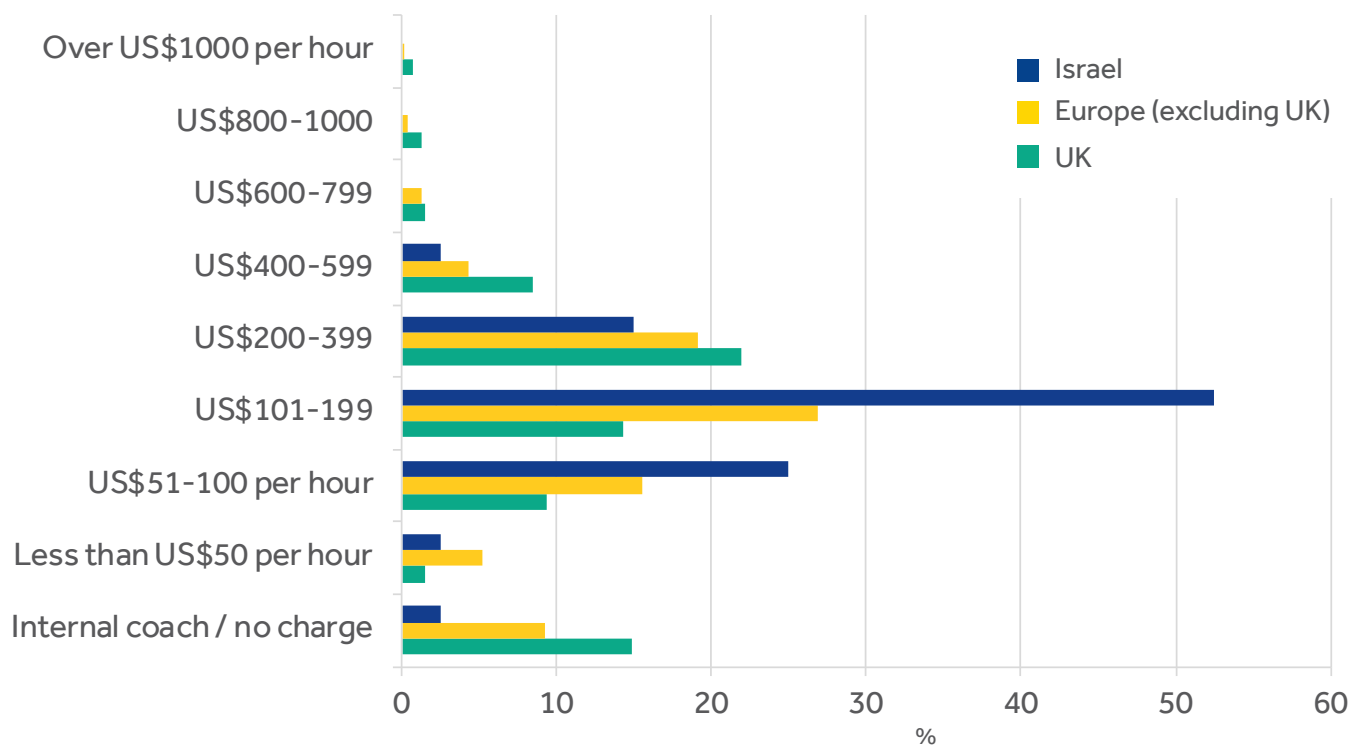
## Diagram 1: Membership of professional coaching associations

(coaches only)



Eighty percent of coaches who participated in this survey were members of the Israeli Coaching Chamber, with 10% being members of the ICF. The remaining were made up of members of the Association for Coaching, EMCC and Israeli Association of Coaching Psychologists.

## Diagram 2: Hourly coaching fee rates



Hourly fee rates in the region vary widely, but in general are lower than rates in Europe, with no coaches who participated in the study charging rates beyond US\$600, and the most popular rate per hour being US\$101–199.

# What is coaching?

Coaching's development in Israel has followed its growth in the USA and Europe. But, partly as a result of a national body, Israeli Coaching Chamber, and partly due to cultural and economic differences, we see differences in practice.

There are various definitions of coaching used by the Israeli coaching community, including:

*Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.*

(International Coach Federation)<sup>1</sup>

An alternative, more detailed definition is:

*a Socratic-based, future-focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summaries and reflections which are aimed at stimulating the self-awareness and personal responsibility of the participant*

(Passmore & Fillery-Travis, 2011)<sup>2</sup>

## Reflective practice

Reflection is widely acknowledged to be an important part of a coach's professional development. Coaches need to be able to understand both themselves and others.

Reflection supports this, as well as providing the opportunity to consider ways to improve and develop. In this section we explore how coaches reflect on their practice.

Most of our graphs include comparative data collected from previous research using the same questions.

As comparators we have included the UK and Europe (excluding the UK) – each sample with over 500 participants.

Coaches in Israel actively use self-reflection as a tool, along with mentoring/co-mentoring. Levels of engagement with supervisors are slightly lower than the UK, with almost 30% not engaged in supervision. However, there is significantly higher supervisor engagement in Israel than in other countries, which could be seen as reflecting the developed nature of the coaching market within the country.

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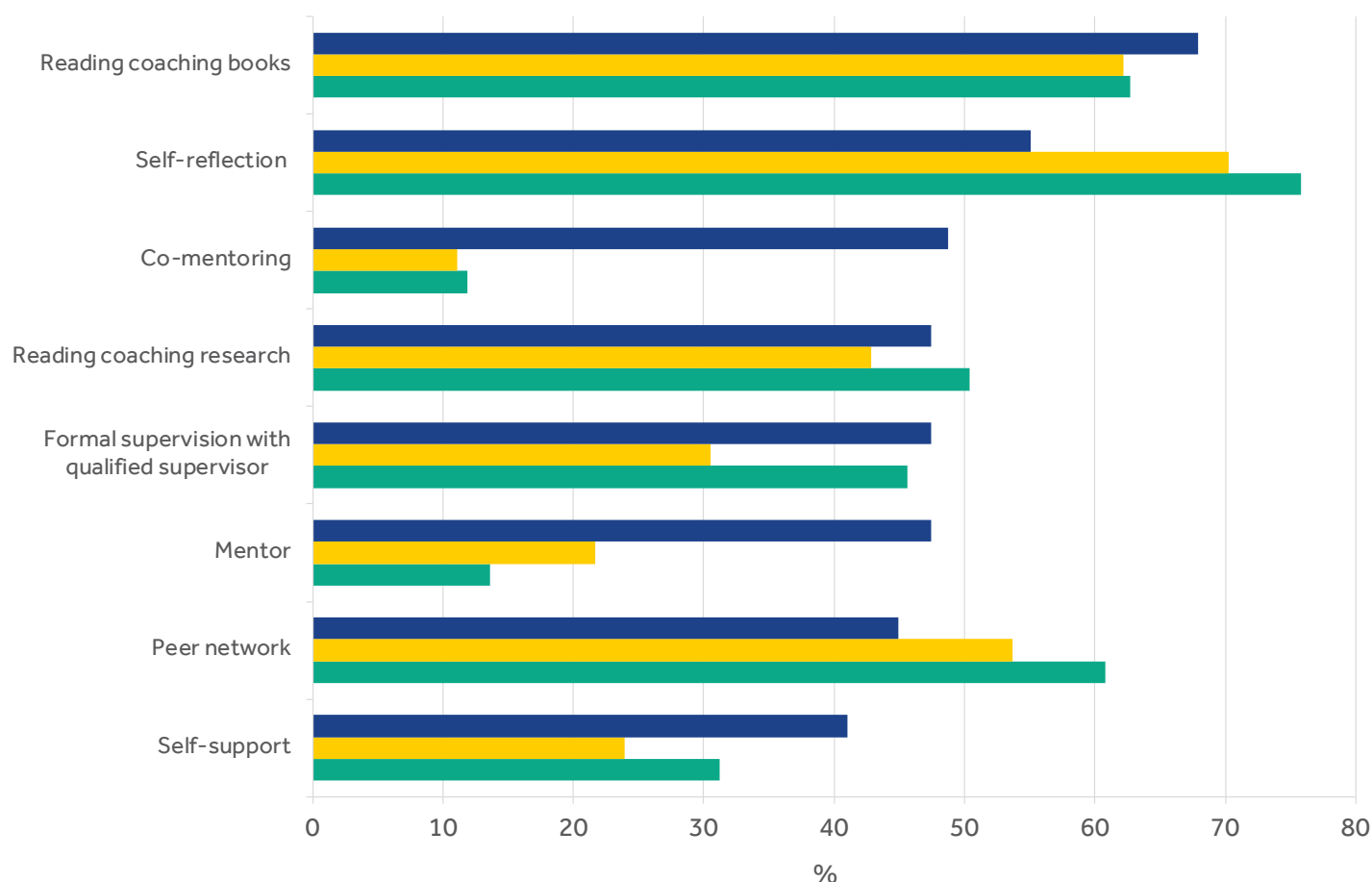
1 International Coach Federation (undated) About – ICF Definition of Coaching. [Accessed 15 August 2019] <https://coachfederation.org/about>

2 Passmore, J & Fillery-Travis, A (2011) A critical review of executive coaching research: A decade of progress and what's to come. *Coaching: An International Journal of Theory, Practice & Research*, 4 (2), 70–88



### Diagram 3: Methods of reflection

Which methods do you use to reflect on your practice? (Participants could select more than one)

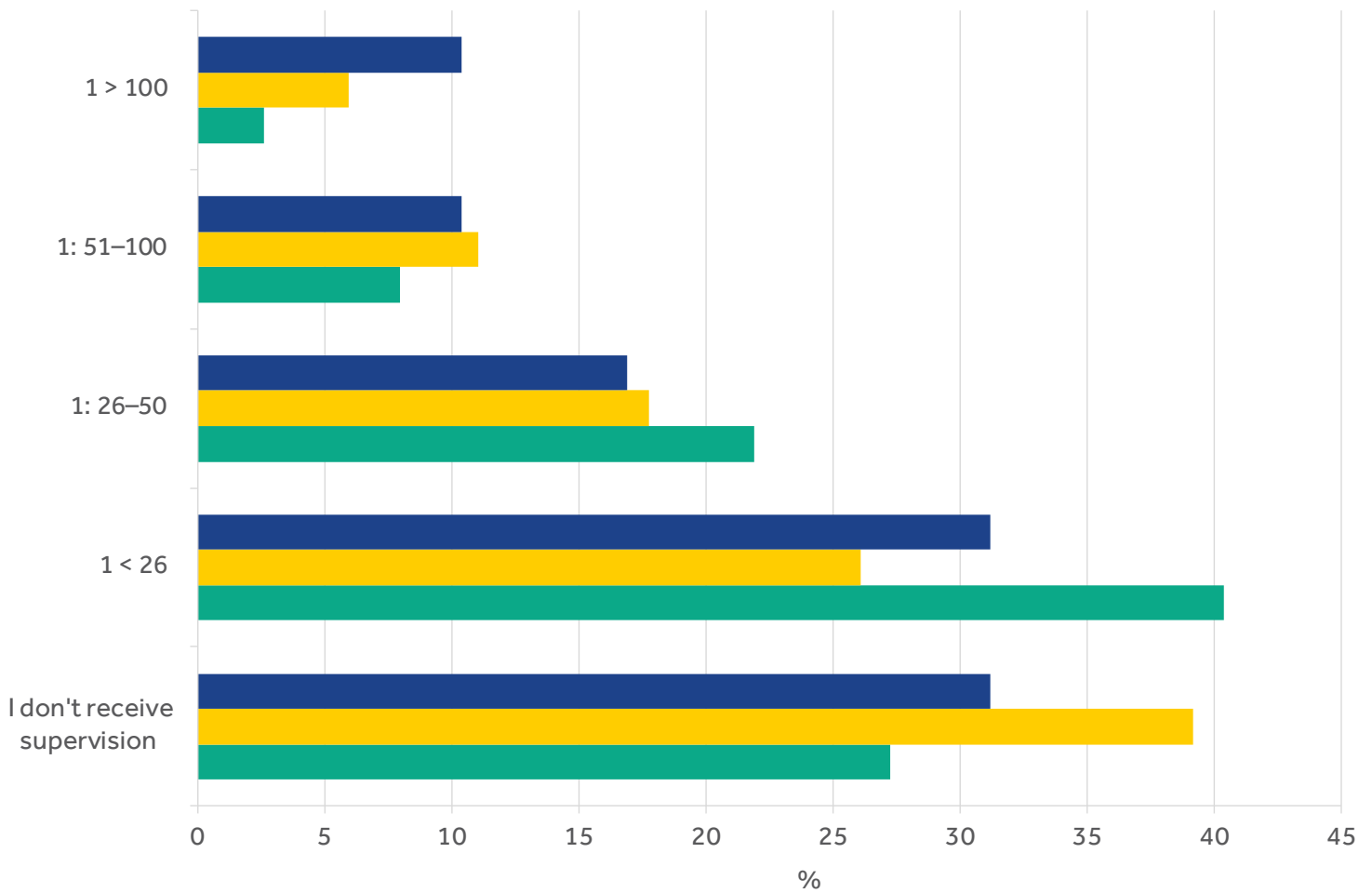


**Table 3: Methods of reflection**

Options (Participants could select more than one)	%		
	Israel	Europe (excluding UK)	UK
Reading coaching books	67.9	62.2	62.7
Self-reflection	55.1	70.3	75.8
Co-mentoring	48.7	11.1	11.9
Reading coaching research	47.4	42.8	50.4
Formal supervision with qualified supervisor	47.4	30.5	45.6
Mentor	47.4	21.7	13.6
Peer network	44.9	53.7	60.8
Self-support	41.0	23.9	31.2

### Diagram 4: Frequency of supervision

How often do you receive formal supervision? (Based on ratio of 1 hour per X hours of supervision)



**Table 4: Frequency of supervision**

Options (Participants could select more than one)	%		
	Israel	Europe (excluding UK)	UK
1 > 100	10.4	5.9	2.6
1: 51-100	10.4	11.0	7.9
1: 26-50	16.9	17.8	21.9
1 < 26	31.2	26.1	40.4
I don't receive supervision	31.2	39.2	27.2

## Diagram 5: Time invested in continuing professional development (CPD)

How much time do coaches invest in CPD per year?

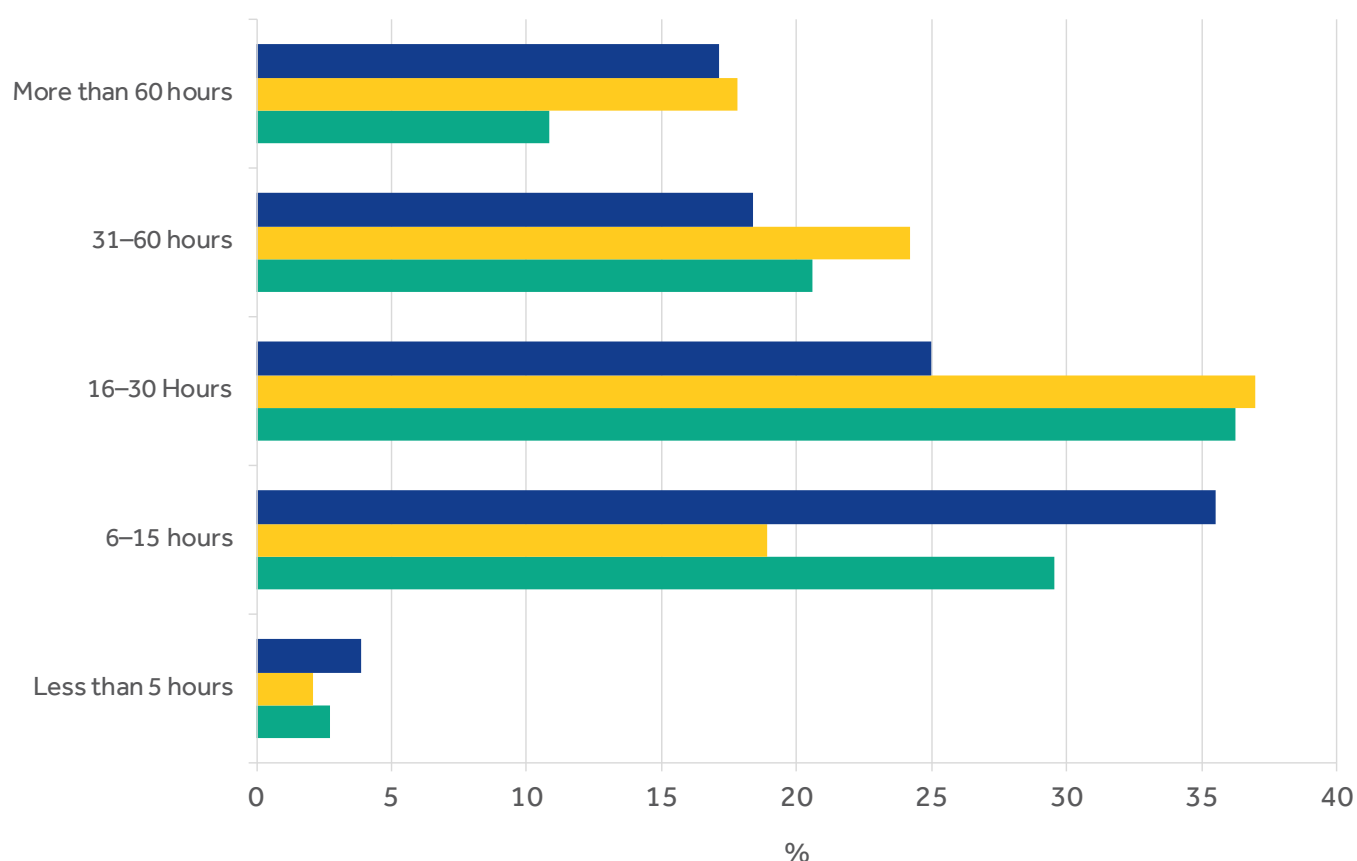


Table 5: Time invested in CPD

Options	%		
	Israel	Europe (excluding UK)	UK
More than 60 hours	17.1	17.8	10.9
31-60 hours	18.4	24.2	20.6
16-30 Hours	25.0	37.0	36.3
6-15 hours	35.5	18.9	29.5
Less than 5 hours	3.9	2.1	2.7

## Diagram 6: Keeping up to date

How do you keep up to date in your coaching practice? (Participants could select more than one)

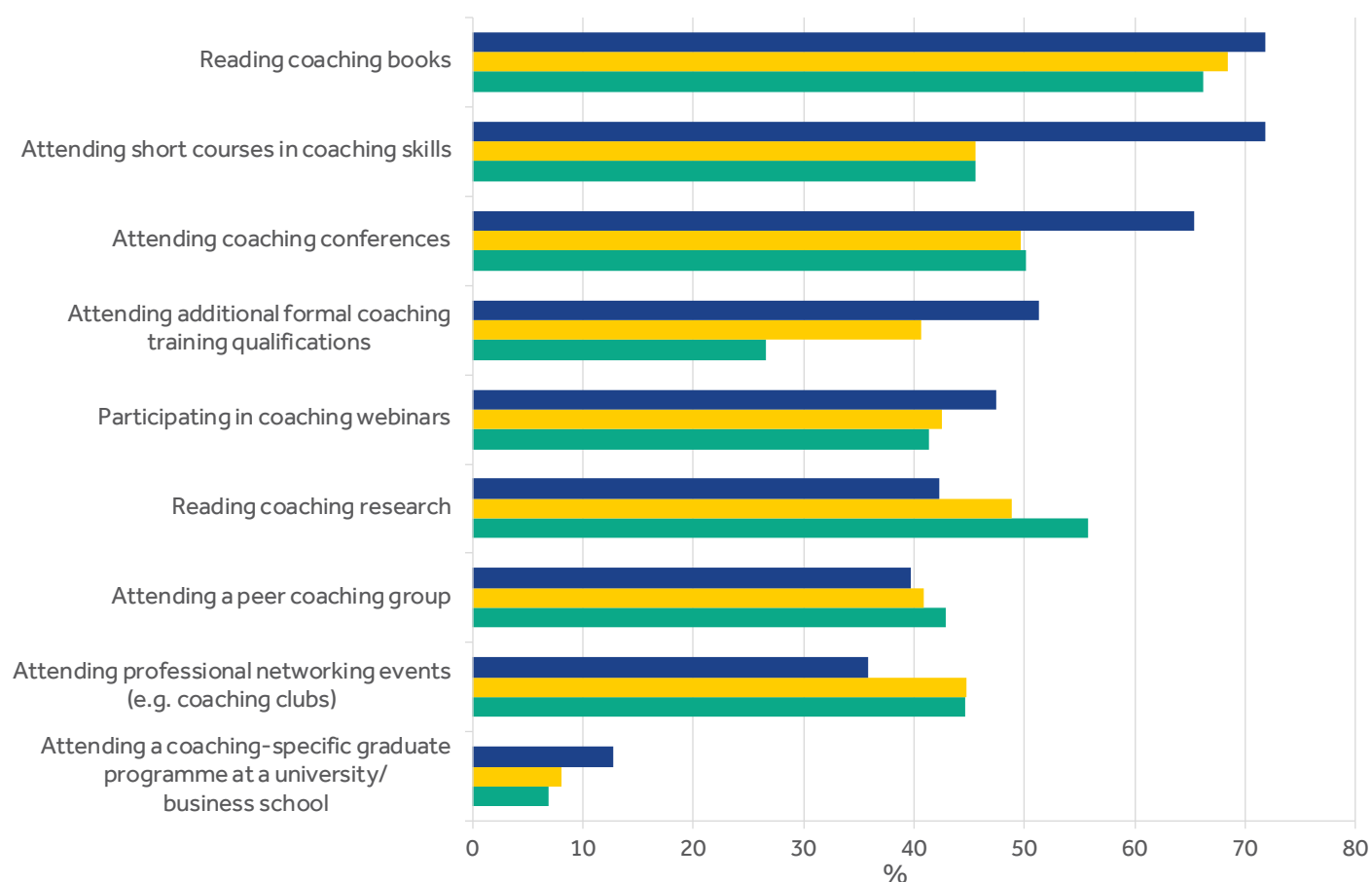


Table 6: Keeping up to date

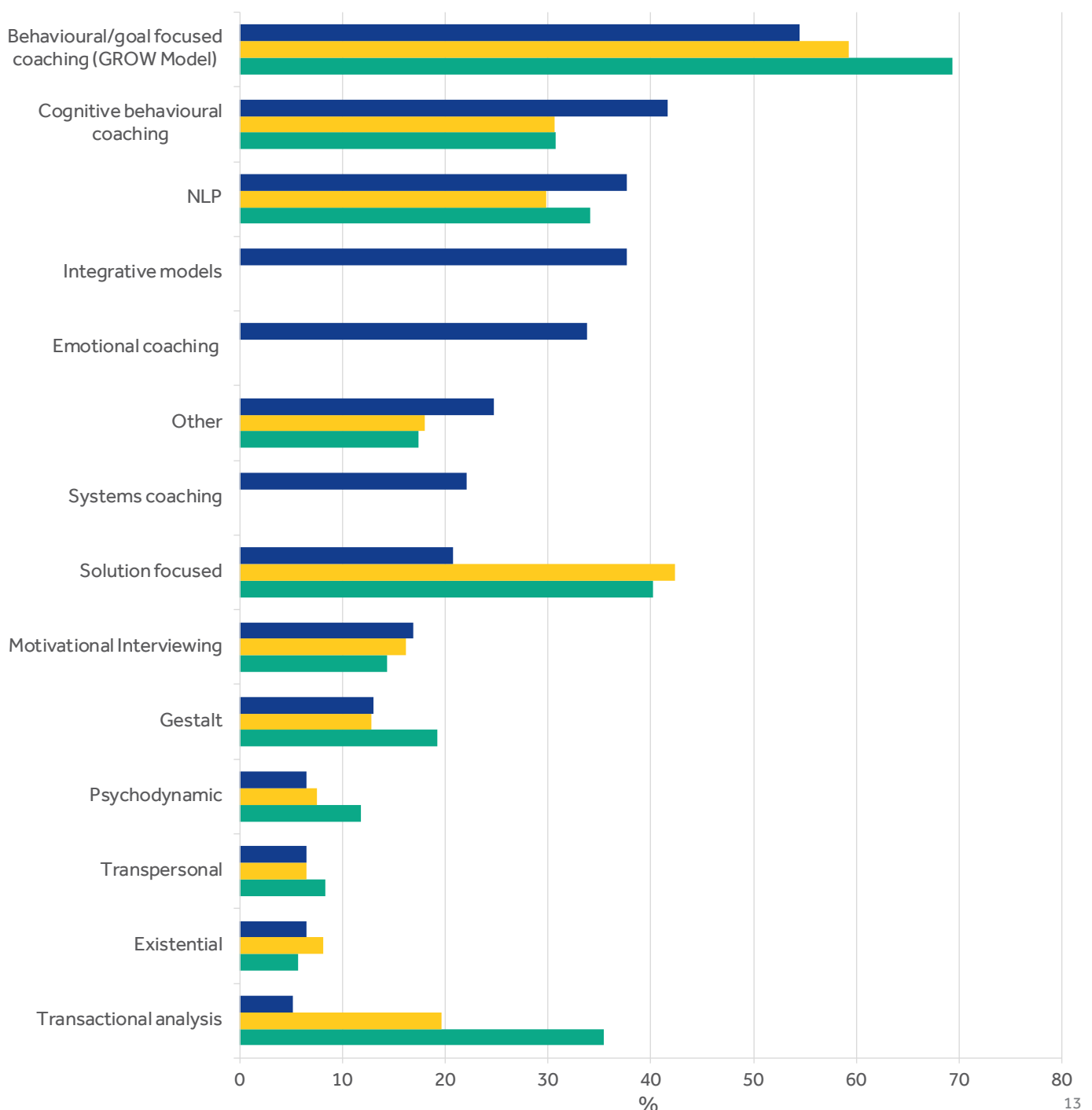
Options (Participants could select more than one)	%		
	Israel	Europe (excluding UK)	UK
Reading coaching books	71.8	68.4	66.2
Attending short courses in coaching skills	71.8	45.6	45.5
Attending coaching conferences	65.4	49.7	50.2
Attending additional formal coaching training qualifications	51.3	40.7	26.6
Participating in coaching webinars	47.4	42.5	41.3
Reading coaching research	42.3	48.9	55.7
Attending a peer coaching group	39.7	40.9	42.9
Attending professional networking events (e.g. coaching clubs)	35.9	44.7	44.6
Attending a coaching-specific graduate programme at a university/business school	12.8	8.1	6.9

# Coaching practice

The models used by Israeli coaches are similar to those used in Europe, but there are notable exceptions – specifically, the use of emotional coaching and systems coaching. Some approaches, such as NLP, are more popular than in Europe, while others, such as transactional analysis, are less popular. Evaluation is a feature of coaching, with the most popular methods being a combination of informal review at the end of each session. Feedback, as in Europe, is mostly gathered from clients, with very low levels of engagement with the commissioning manager or sponsor.

**Diagram 7: Conceptual models**

Which models do you use in your coaching practice? (Participants could select more than one)



**Table 7: Conceptual models**

Options (Participants could select more than one)	%		
	Israel	Europe (excluding UK)	UK
Behavioural/goal focused coaching (GROW Model)	54.5	59.3	69.4
Cognitive behavioural coaching	41.6	30.6	30.7
NLP	37.7	29.8	34.1
Integrative models	37.7	--	--
Emotional coaching	33.8	--	--
Other	24.7	18.0	17.4
Systems coaching	22.1	--	--
Solution focused	20.8	42.4	40.2
Motivational Interviewing	16.9	16.2	14.3
Gestalt	13.0	12.8	19.2
Psychodynamic	6.5	7.5	11.8
Transpersonal	6.5	6.5	8.3
Existential	6.5	8.1	5.7
Transactional analysis	5.2	19.6	35.4



## Diagram 8: Evaluating impact

How do you evaluate the impact of your coaching?

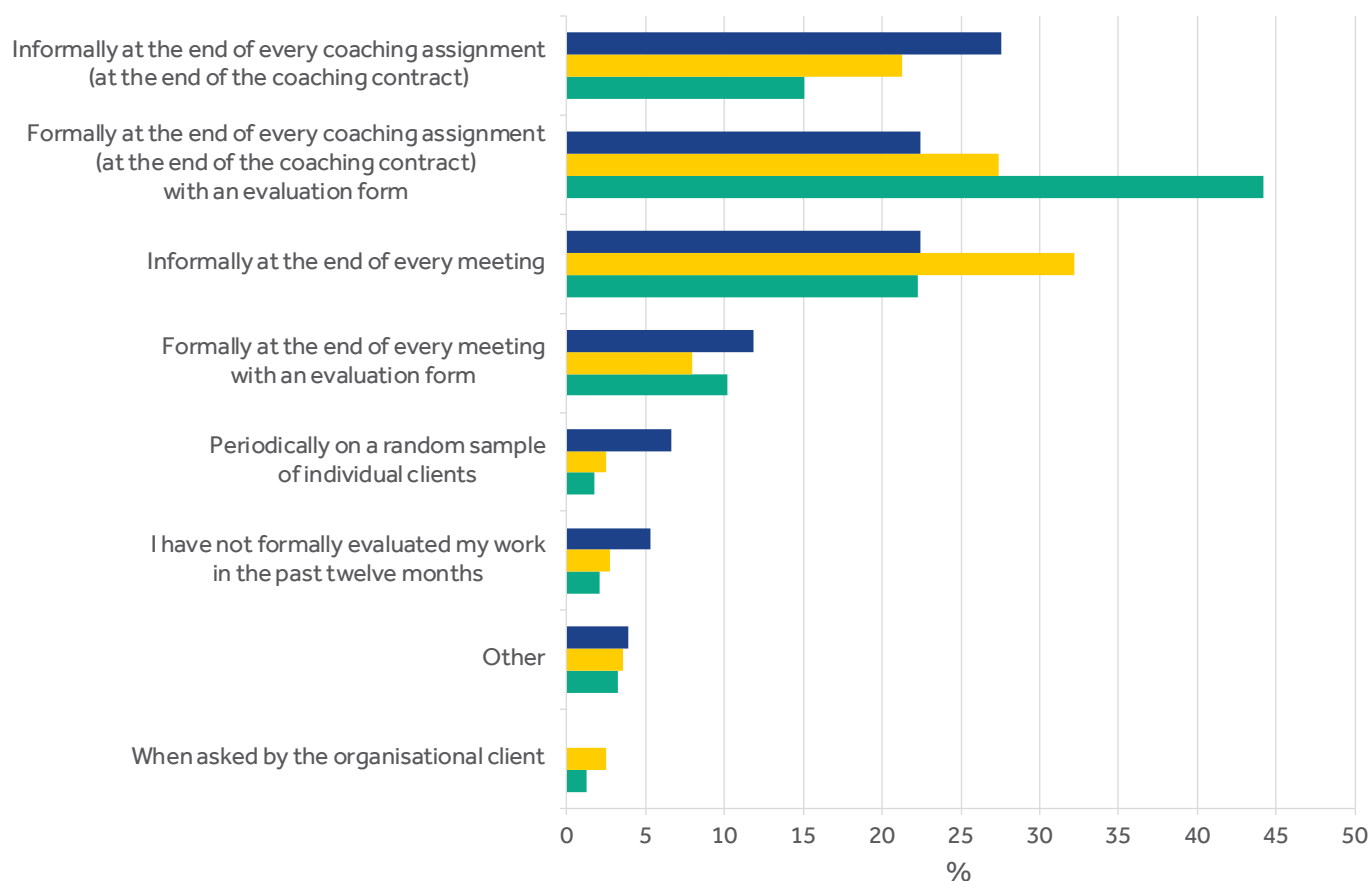
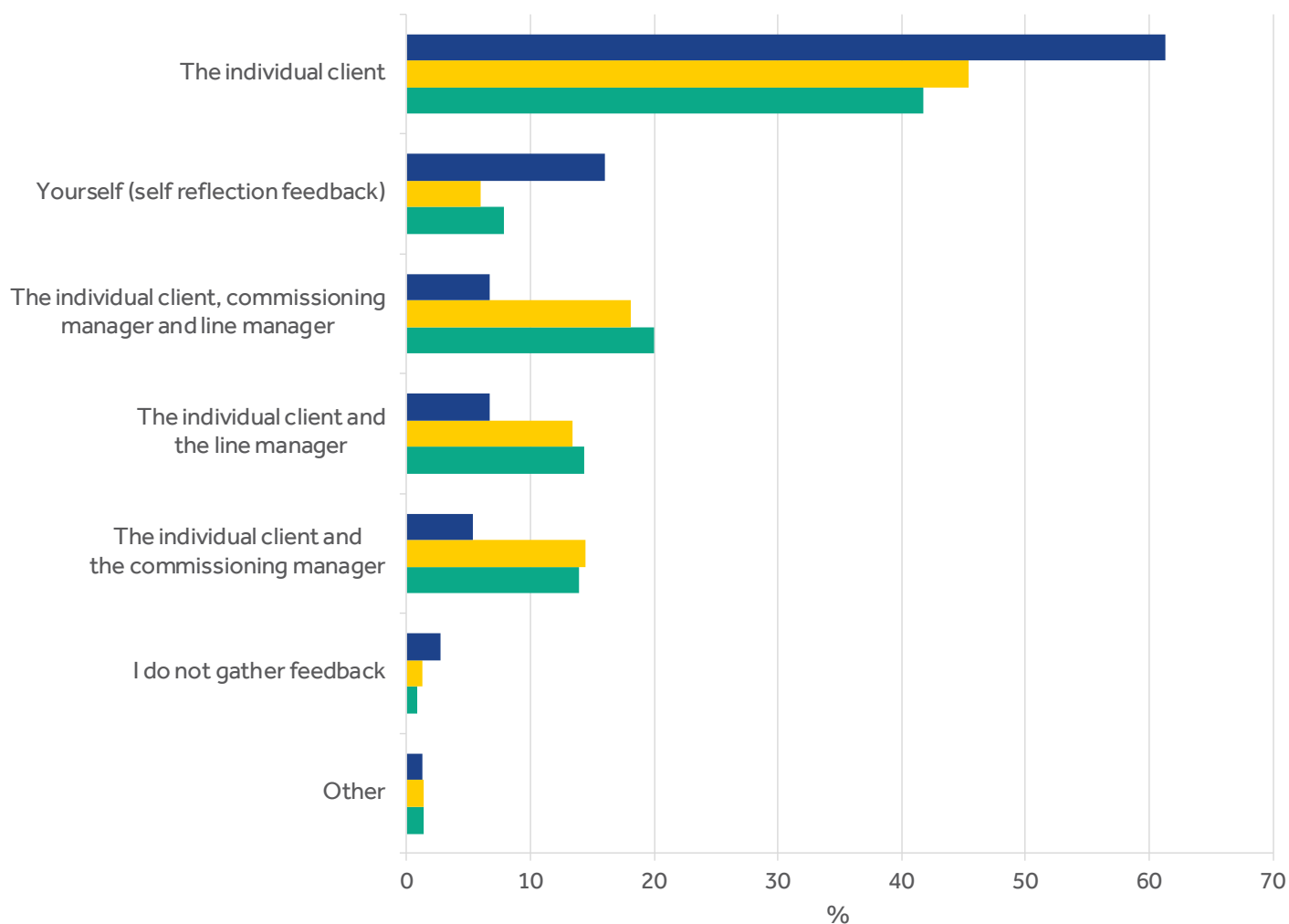


Table 8: Evaluating impact

Options	%		
	Israel	Europe (excluding UK)	UK
Informally at the end of every coaching assignment (at the end of the coaching contract)	27.6	21.2	15.1
Formally at the end of every coaching assignment (at the end of the coaching contract) with an evaluation form	22.4	27.4	44.2
Informally at the end of every meeting	22.4	32.2	22.3
Formally at the end of every meeting with an evaluation form	11.8	7.9	10.2
Periodically on a random sample of individual clients	6.6	2.5	1.8
I have not formally evaluated my work in the past twelve months	5.3	2.7	2.0
Other	3.9	3.6	3.3
When asked by the organisational client	0.0	2.5	1.2

## Diagram 9: Gathering feedback

Who do you gather evaluation feedback from as part of your practice?



**Table 9: Gathering feedback**

Options	%		
	Israel	Europe (excluding UK)	UK
The individual client	61.3	45.4	41.8
Yourself (self reflection feedback)	16.0	6.0	7.9
The individual client, commissioning manager and line manager	6.7	18.1	20.0
The individual client and the line manager	6.7	13.4	14.3
The individual client and the commissioning manager	5.3	14.4	13.9
I do not gather feedback	2.7	1.3	0.8
Other	1.3	1.3	1.4



## Diagram 10: The primary client

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

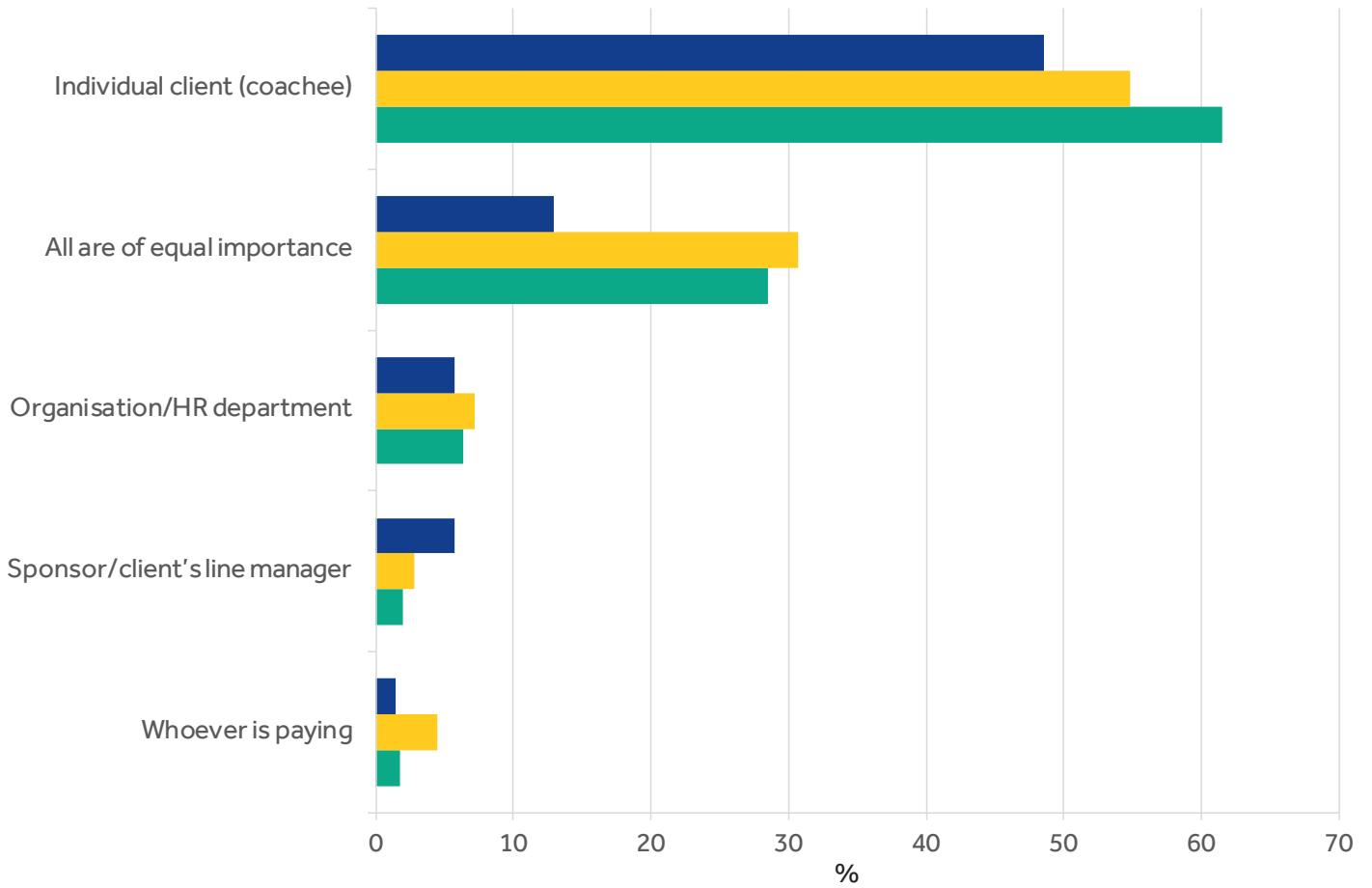


Table 10: The primary client

Options	%		
	Israel	Europe (excluding UK)	UK
Individual client (coachee)	48.6	54.9	61.5
All are of equal importance	12.9	30.6	28.5
Organisation/HR department	5.7	7.2	6.3
Sponsor/client's line manager	5.7	2.8	2.0
Whoever is paying	1.4	4.5	1.7

# Contracting and ethical practice

Contracting and ethical practice are important but often underresearched elements of coaching practice. The data suggests that most coaches view the individual client as the most important. Contractual terms were similar to UK and European responses, as shown in Diagrams 11 and 12.

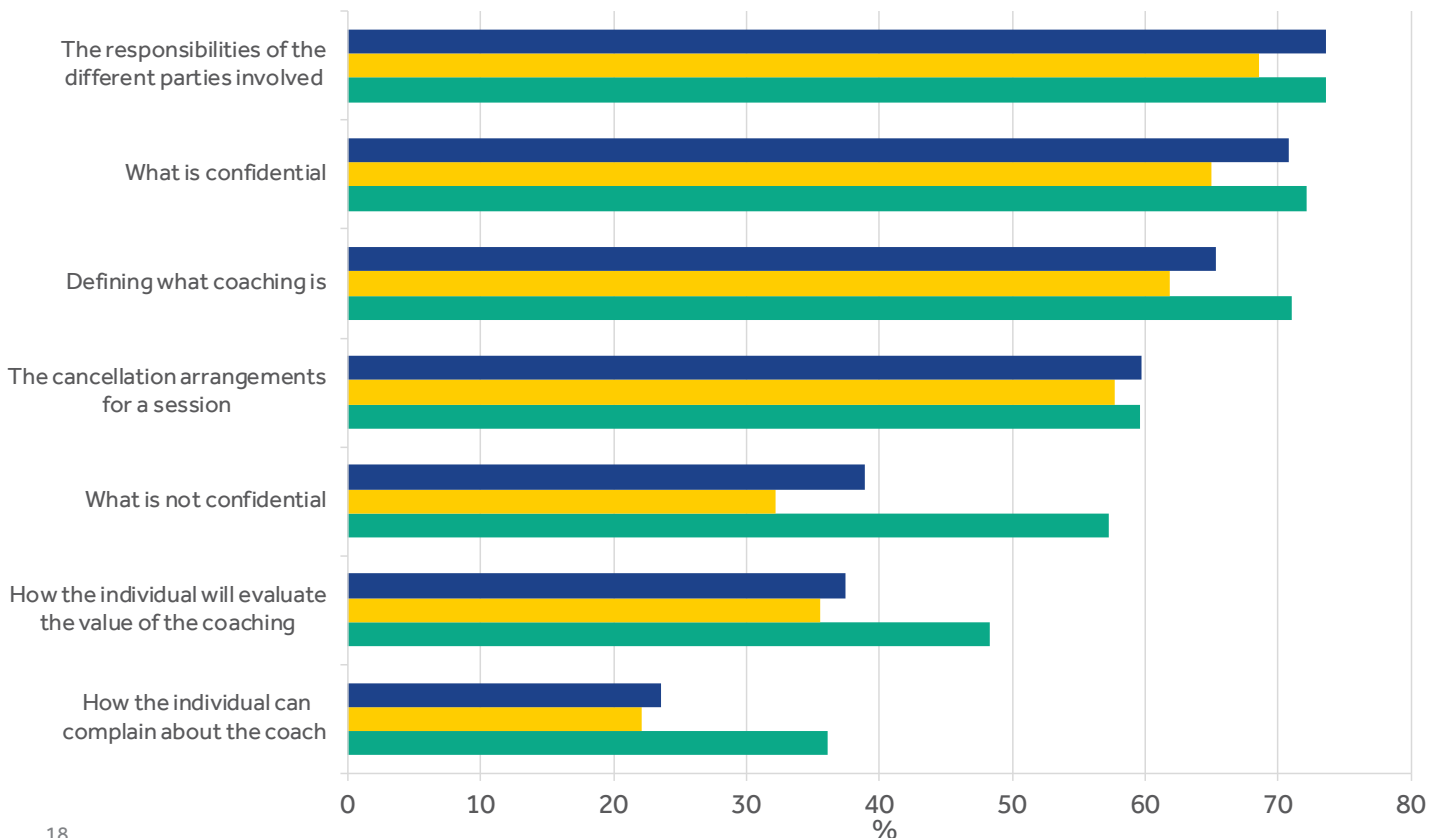
What was interesting was the stronger focus on ethical practice – specifically, the focus on the sanctions to be imposed on coaches who break professional boundaries, as in the three hypothetical cases.



## Diagram 11: Contract clauses – Individual client agreements

What aspects are explicitly included in your contract with the individual?

(Participants could select more than one)



**Table 11: Contract clauses – Individual client agreements**

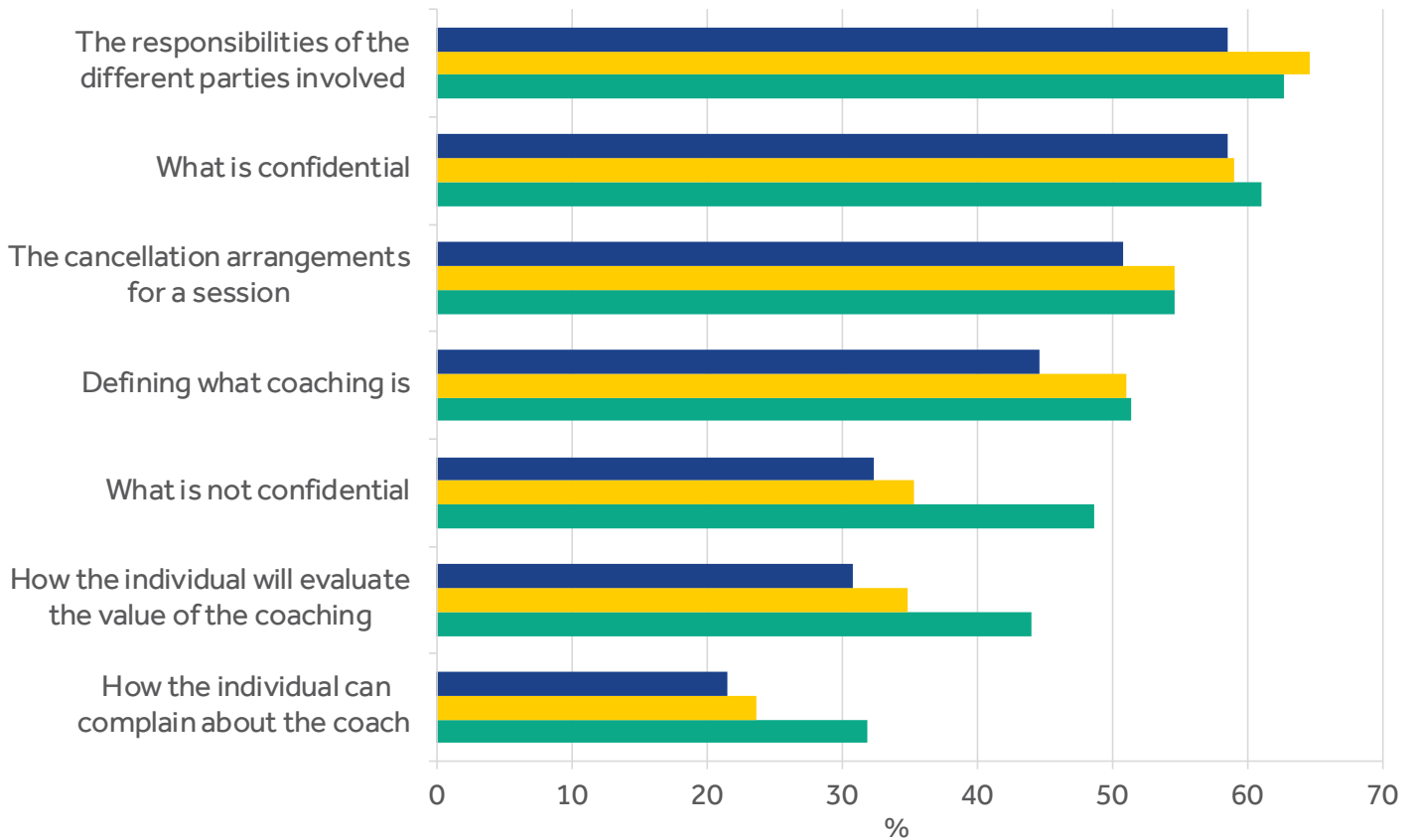
Options (Participants could select more than one)	%		
	Israel	Europe (excluding UK)	UK
The responsibilities of the different parties involved	73.6	68.6	73.6
What is confidential	70.8	65.0	72.1
Defining what coaching is	65.3	61.8	71.0
The cancellation arrangements for a session	59.7	57.7	59.6
What is not confidential	38.9	32.2	57.3
How the individual will evaluate the value of the coaching	37.5	35.6	48.3
How the individual can complain about the coach	23.6	22.1	36.1



## Diagram 12: Contract clauses – Organisational client agreements

What aspects are explicitly included in your contract with the organisation?

(Participants could select more than one)



**Table 12: Contract clauses – Organisational client agreements**

Options (Participants could select more than one)	%		
	Israel	Europe (excluding UK)	UK
The responsibilities of the different parties involved	58.5	64.6	62.7
What is confidential	58.5	59.0	61.1
The cancellation arrangements for a session	50.8	54.6	54.6
Defining what coaching is	44.6	51.0	51.4
What is not confidential	32.3	35.3	48.7
How the individual will evaluate the value of the coaching	30.8	34.8	44.1
How the individual can complain about the coach	21.5	23.7	31.9

### Diagram 13: Sharing ethical codes – 1

Do you share your ethical codes with individual clients?

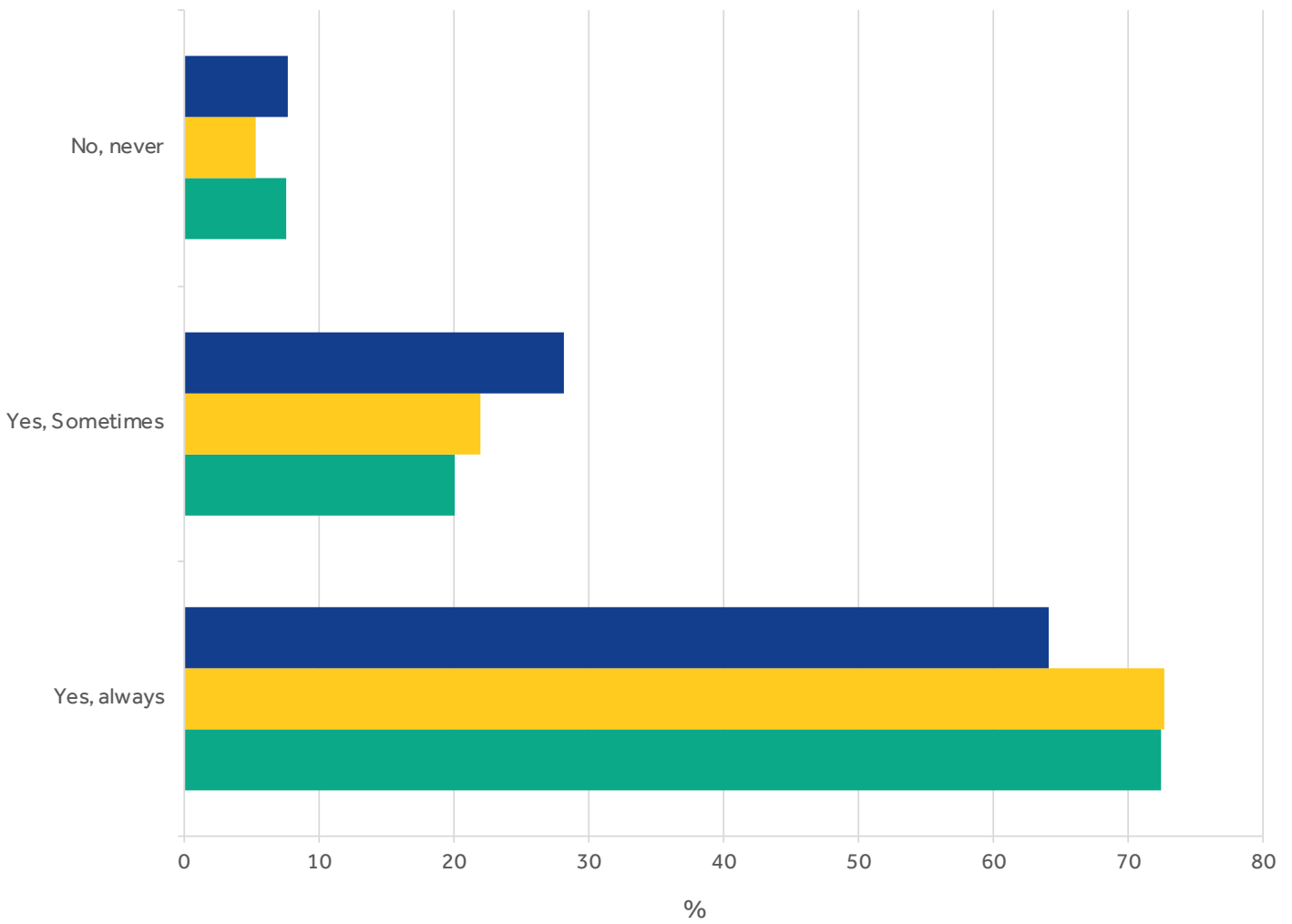


Table 13: Sharing ethical codes – 1

Options	%		
	Israel	Europe (excluding UK)	UK
No, never	7.7	5.3	7.5
Yes, sometimes	28.2	22.0	20.1
Yes, always	64.1	72.7	72.4

## Diagram 14: Sharing ethical codes – 2

How do you share your ethical codes with individual clients?

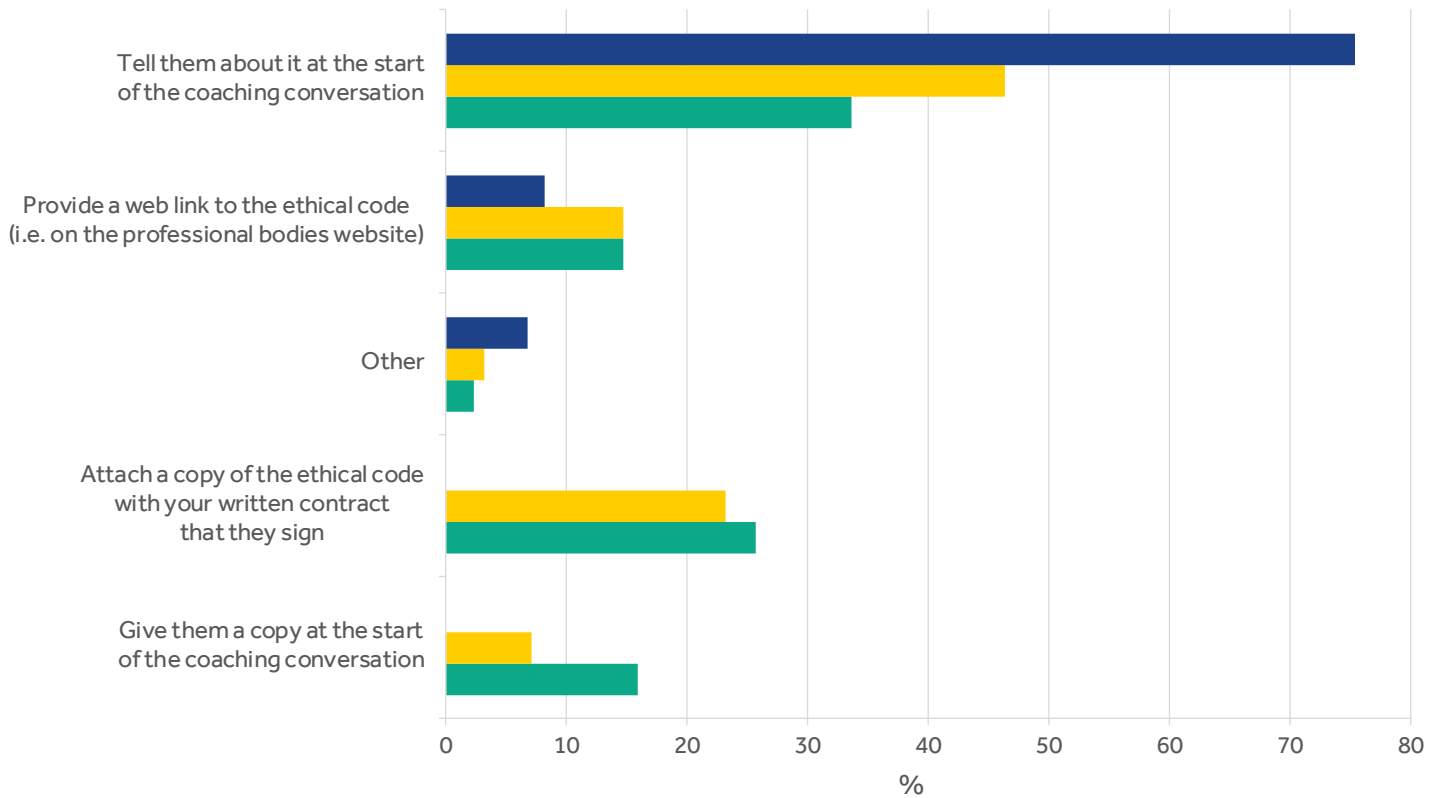


Table 14: Sharing ethical codes – 2

Options	%		
	Israel	Europe (excluding UK)	UK
Tell them about it at the start of the coaching conversation	75.3	46.3	33.6
Provide a web link to the ethical code (i.e. on the professional bodies website)	8.2	14.7	14.7
Other	6.8	3.1	2.3
Attach a copy of the ethical code with your written contract that they sign	0.0	23.1	25.7
Give them a copy at the start of the coaching conversation	0.0	7.1	15.9

# Conclusion

We hope this first research report examining the development of coaching and its practice in Israel will stimulate debate among HR professionals and the coaching community. We also hope it will enhance individual and

organisational understanding of coaching and its potential as a tool to support the development of individuals and organisations, helping them to achieve their full potential.

## Thank you...

We would like to thank those who participated in the research and colleagues from professional bodies who worked with us in this study.

## Henley Centre for Coaching at Henley Business School

**For more information, please contact:**

The Coaching Centre Team  
Henley Business School,  
Greenlands,  
Henley-on-Thames,  
Oxfordshire  
RG9 3AU  
United Kingdom

+44 (0) 1491 418 767 [coaching@henley.ac.uk](mailto:coaching@henley.ac.uk)

