Analysis and Impact of Coaching Strategies
for the English Labour Market

Micu Angela-Eliza
"Ovidius" University of Constanţa, Romania
angelaelizamicu@yahoo.com
Popa Daniel
"Dunărea de Jos"University of Galaţi, Romania
popadaniel.central@yahoo.com

Abstract

Coaching is a defining element for facilitating performance among human resources in a country with a tradition such as England. The objective of the study is to determine to what extent certain elements influence the quality of the coaches' services given that they also have effects on the satisfaction of the beneficiaries. Thus, a conclusion can be drawn as to the elements on which coaches must focus on for a successful career.

Key words: coaching, strategies, human resources, performance
J.E.L. classification: E24, J21, J24, M12, M53

1. Introduction

In England, coaching appeared around 1980, but became a common practice in the field of human resources in the 2000s. The field has experienced significant development, supported by the increase in the number of coaching service providers, the emergence and development of training courses in coaching, the introduction of discipline in the university curriculum, the emergence of organizations aimed at promoting coaching. Since 2006 coaching has become a recognized practice (Passmore, 2018).

2. Theoretical background

Studying the coaching market in England, I found that the functions of supervisory coaching refer to support, development and ensuring the professional standard. (Association for Coaching)

Support involves the supervising coach's desire to mobilize the supervised coach through support. There is even the possibility to guide him/her to complete unfinished projects, to manage emotions or to shape a capacity for the self-management of his/her resources. The function is equivalent to the restorative function (Proctor, 1986), the supporting function (Hawkins and Shohet 2006, Kadushin 1992) or the one called resourcing (Hawkins and Smith, 2006)

Development refers to the coach's ability to develop through the perspective of sharing supervisory coach's own experience. Thus, the latter approaches the beneficiary coach by offering new perspectives. Proctor (1986) calls this function formative, while Hawkins and Shohet (2006) call it educational.

The professional standard assurance function refers to the fact that the coach must work under the Global Code of Ethics for Coaches and Mentors. In the speciality literature the function is also referred to as normative (Proctor, 1986), managerial (Hawkins and Shohet 2006) or qualitative (Hawkins and Smith, 2006)

The main identified organisations operating in this field are: European Mentoring and Coaching Council (EMCC), the Association for Coaching (AC), International Coach Federation (ICF), World Association of Business Coaches (WABC) and Association of Professional Executive Coaches and Supervisions (APECS).

In 2017, the main organisations had a considerable number of members, as follows: Association for Coaching – 3,400 members, International Coach Federation – 1,400 members, European Mentoring and Coaching Council – 1,050 members. (Passmore, 2018)

Among the universities promoting coaching, we have identified: University of East London, Oxford Brookes University, Sheffield Hallam University, University of South Wales and Henley Business School, University of Reading. (Passmore, 2018)

The Association for Coaching (AC), an important organisation in England, but also internationally, is called an inclusive organisation that brings together professional coaches from more than 70 countries. The association provides training and coaching services, internal coaches and helps organizations build a coaching culture. The aim is to promote the profession of coach and to achieve a sustainable difference for individuals, organisations and society. AC also offers accreditation services for coaches. The AC's Accredited Coaching Supervisor scheme is a way of accrediting experienced entrepreneurs who offer their services to other coaches. The program lasts 500 hours all-in-all and involves an investment of 240 GBP + VAT. The Association regularly organizes events such as conferences, webinars and workshops (Association for Coaching)

World Association of Business Coaches (WABC) is the first global professional association to operate exclusively in the business coaching industry. It was established in 1997. From the very beginning, the association was meant to develop business coaching and differentiate it from other forms of coaching. WABC worked the most out of other similar organizations to identify the tasks, qualities and abilities of the business coach. The organization acquired a reputation as the world's leading authority in the field of business training by insisting on the highest quality standards for members, the most rigorous programs and the most advanced credentials in business coaching. The association brings together members from 40 countries. Through collaboration with its partners, WABC offers various qualification opportunities in business coaching: Registered Corporate Coach (RCC), WABC Certified Business Coach (CBC), WABC Certified Master Business Coach (CMBC) Chartered Business Coach (ChBC). WABC organizes the event called Outstanding Contributions Awards, an award that recognizes the performance of business training professionals, whether or not they are affiliated with the association. WABC developed the online publication project *Business Coaching World Wide (BCW), whereby people involved in the business coaching industry in over 120 countries enter into dialogue to discuss issues in the field.* (World Association of Business Coaches)

Henley Business School from the University of Reading represents a core in coaching research and development. Since 2004, more than 2000 managers have completed a coaching training program organized within the school and more than 250 people have completed the master program that started in 2009. Henley's coaching team is made up of renowned practitioners and academics who have contributed to the field since the 1990s. The training institution's programmes have triple accreditation: Association for Coaching, International Coaching Federation and European Mentoring & Coaching Council. The Henley Centre for Coaching, which operates within the institution, organizes a significant number of events, webinars and conferences every year. The year 2019 counted 19 such events. The educational offer in terms of coaching consists of: professional certification in coaching (PCiC), professional certification in supervision, master's program in coaching and behavioural modification and PhD in coaching research. The Annual Awards within the Henley Business School Conference aims at identifying research novelty as well as the special contribution in the field. In 2019, the conference was held on 18 October and included three awards: Coaching Book of the Year, Coaching Research Paper of the Year, Outstanding Contribution to Coaching. Based on the collected information, we have found that the institution's master's programme involves an investment of GBP 22,500 and takes at least 30 months while an investment of between GBP 4,950 and GBP 6,250 is required for certifications. (Henley Business School)

The Association of Professional Executive Coaches and Supervisions (APECS) is a high-profile organization whose members demonstrate high-level professionalism. APECS provides coaching, supervision and executive consulting services for corporate organizations. APECS' mission is to ensure that in today's complex world, organizations have the ability to use coaching for ethical sustainable growth. The organisation was established in 2014 and aims at using a skills-based framework, as other similar organisations do. (Association of Professional Executive Coaches and Supervisions)

3. Research methodology

To close the gaps between quantitative and qualitative analyses (Rihoux and Ragin, 2009) the QCA (Qualitative Comparative Analysis) method was used as a research methodology. An important feature of the software is that it offers the possibility to analyse the relationships between the studied variables or the causal implications between variables or groups of variables. FsQCA is a program that uses combinational logic, set theory and Boolean minimization to determine to what extent certain variables or groups of variables are sufficient to achieve a result. Thus, data were extracted from a questionnaire that was subsequently processed using the fsQCA software solution.

4. Findings

Among the cases we have included: the need for regulation, the authorisation and affiliation of the trainers to an expert body or accredited body, the level of education, the level of certification and membership of an organization or association. Customer satisfaction is closely linked to the performance of the service provider. Consequently, we shall be testing to what extent causes influence performance.

In the first phase, the conceptual model was developed according to Figure No. 1. The causes were classified among independent variables and as a dependent variable was considered the training of coaches.

Figure no. 1. Conceptual model

Source: Figure designed by authors

A questionnaire was used to collect the data. The questionnaire was sent to organisations operating in human resources management. The sample chosen for analysis was of 100 people, and social media were electronic means were used as a transmission form. To improve the accuracy of the obtained result, only those questionnaires whose respondents had at least 5 years of practice and who spent more than half of their working time unfolding coaching activities were considered for the analysis. In the end, a total of 18 questionnaires were validated for processing.

A Likert scale was used in the collection process, and then the results were calibrated by correlating the obtained values with scores set in the vague setrange from 0 to 1 (Table No. 1), according to the QCA methodology, resulting in Table No. 2.

Table no. 1. Scale calibration

Valoarea mulțimii vagi	Corespondent scală Likert
1	Acord total
0.75	Acord
0.5	Nici acord nici dezacord
0.25	Dezacord
0	Dezacord total

Source: Table designed by the author

Subsequently, the following were defined as variables:
- Reg –need for regulation,
- Aut –authorisation and affiliation of trainers to an expert body or accredited body,
- Edu – education level,
- Certain – certification level,
- Aso – membership to a professional organisation or association,
- Perf – dependent variable – performance,
- Rez – to highlight the result of vague set computation result of the conceptual model causes through the relationship: Rez = fuzzyand (Reg, Aut, Edu, Cert, Aso). The "fuzzyand" function returns the minimum of the analysed variables.

Table no. 2. Calibrated vague sets for identified cases

Caz	Reg	Aut	Edu	Cert	Aso	Perf	Rez
1	0.75	0.75	1	1	0	1	0
2	0.25	1	0	1	0.75	0.75	0
3	0.5	1	0.5	1	1	1	0.5
4	0.75	0.25	0.25	0.5	0.25	0.25	0.25
5	0.75	0.75	1	0.25	0.25	1	0.25
6	0	0.75	0.5	0	0.75	0.25	0
7	0.5	0	0.75	0.25	1	1	0.25
8	0.75	0.75	0.75	0.75	1	0.75	0.75
9	0	0	0.75	0.5	1	1	0
10	0	1	0.75	0.75	0.25	1	0
11	0.75	1	0	0.75	1	1	0
12	1	0.75	1	0.25	0.75	1	0.25
13	0	0.5	0.25	0.75	1	0	0
14	1	1	0.75	1	1	0.75	0.75
15	0.5	0.25	0.25	1	0.75	1	0.25
16	1	1	1	0.75	0	1	0
17	1	0.5	1	1	0.75	1	0.5
18	0.75	0.75	1	1	0	1	0

Source: Table designed by authors based on data collected by questionnaire

For starters, we decided to test the consistency and coverage on the XY plane of the vague set using the "XY plot" function. Thus figure No. 2 resulted, illustrating the distribution of cases in the XY plan chart. It should be noted that the X-axis is used to illustrate the values of the Rez variable, and the Y-axis highlights the values for the Perf variable.

Figure no. 2. Distribution of cases in the XY plan chart
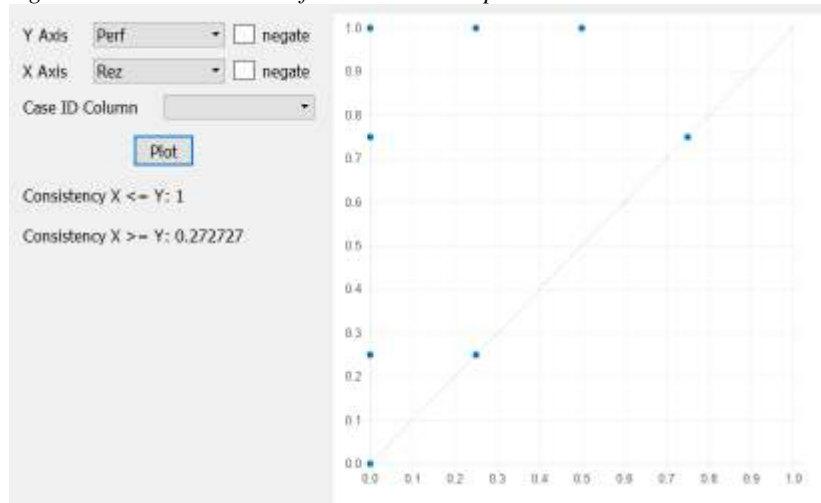
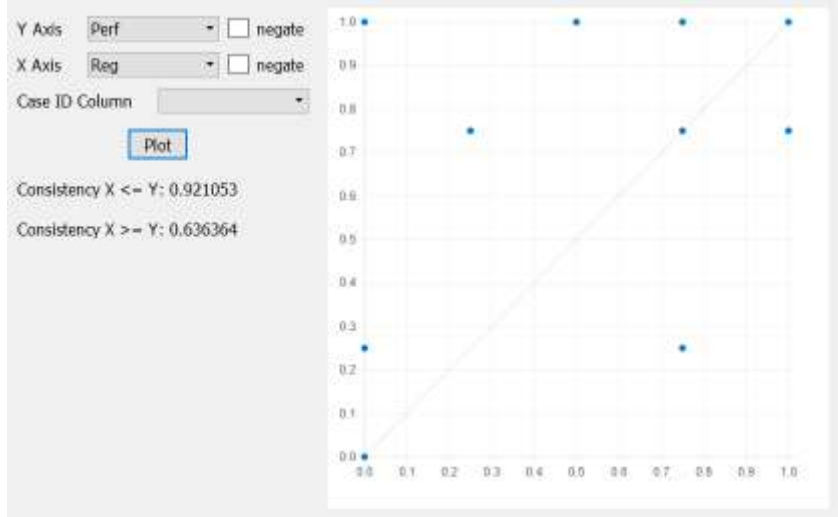*Source:* Figure resulting from the use of the XY plot function in the fsQCA software.

Analysing the result, it was observed that in the case of X<=Y, the consistency is 1 which equates to the fact that the Rez variable is identified with the Perf variable. Consistency highlights the extent to which a combination of causality leads to a result. Thus, we can state that the background conditions are sufficient and necessary to achieve the result. Hence, the cumulation of causes leads to the achievement of the result. The consistency of 0.2727 for the X>=Y relationship means that the coverage is 27.27%. Specifically, the result highlights that the Rez variable represents 27.27% of the sum of the Perf variable's members. Basically, only 27.27% of cases cover the result. The low consistency value highlights that the result is not exactly satisfactory in that there is no consensus on the cumulative causality among the respondents, even if the stated conditions lead to the achievement of the result.

We then decided to test the extent to which each causal variable influences the outcome relating to performance to determine what causes coaches need to focus on to perform, namely to build a successful career.

To highlight the extent to which the legal regulation of coaching professions leads to the performance result, we decided to produce a graph in which to highlight the consistency and coverage of the questionnaire's result. On the X-axis we entered the cause as a condition – the Reg variable, and on the Y-axis we entered the values of the expected result – the Perf variable. By applying the "XY plot" function Figure No. 3 resulted. The consistency obtained for the Reg condition involving Perf is very good - 0.92. The 63.63% coverage shows that more than half of the respondents to the questionnaire consider the condition to be sufficient. The test results of this single condition are better than those when testing all cumulative conditions.

The relationship between the need for authorisation and membership in accredited bodies such as expert bodies, on the one hand, and performance, on the other hand, is highlighted in Figure No. 4. We decided to test the extent to which the Aut cause influences the Perf result. In this case, a consistency of 0.86 for X <= Y is observed, but the fact that most cases are at the top of the diagonal reveals that the stated condition is sufficientto lead to the performance result. The consistency in this situation is 0.7090 on the graph,noting that the studied cases are closer to the diagonal. Therefore, 70.90% of cases cover the result obtained.
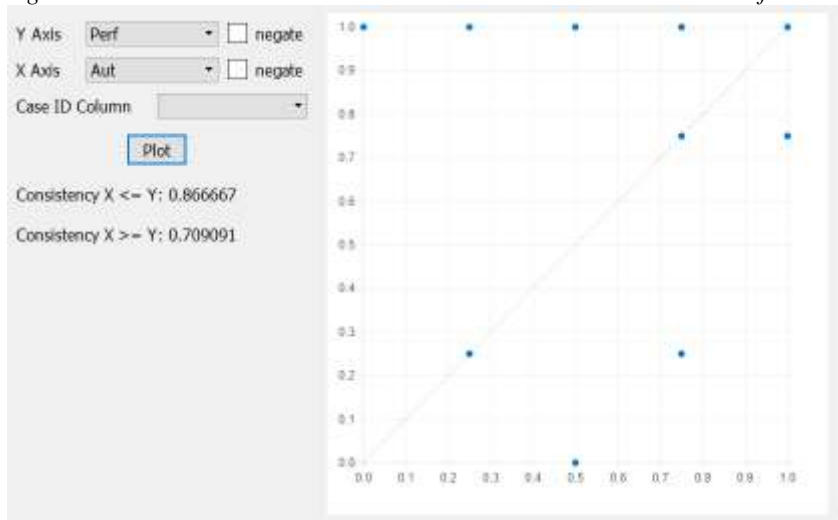
Figure no.3. Causal distribution between the Reg variable and the Perf result in the XY plan chart

Source: Figure resulting from the use of the XY plot function in the fsQCA software.

In the following situation, we tested how the providers' education level influences performance. In Figure No. 5 we tested the effect of the Edu cause on the Perf variable. We find that from the respondents' perspective, education plays the most important role in defining performance compared to the previously tested causes.

Figure no. 4. Causal distribution between the Aut variable and the Perf result in the XY plan chart

Source: Figure resulting from the use of the XY plot function in the fsQCA software.

It was observed in this case as well that the stated causewas also a sufficient condition for achieving the result of X's consistency on Y in the XY plane being 0.95, the highest achieved to date. A better score was obtained in the case of results' coverage as well. 72.72% of respondents agree that the Edu variable influences the test result.
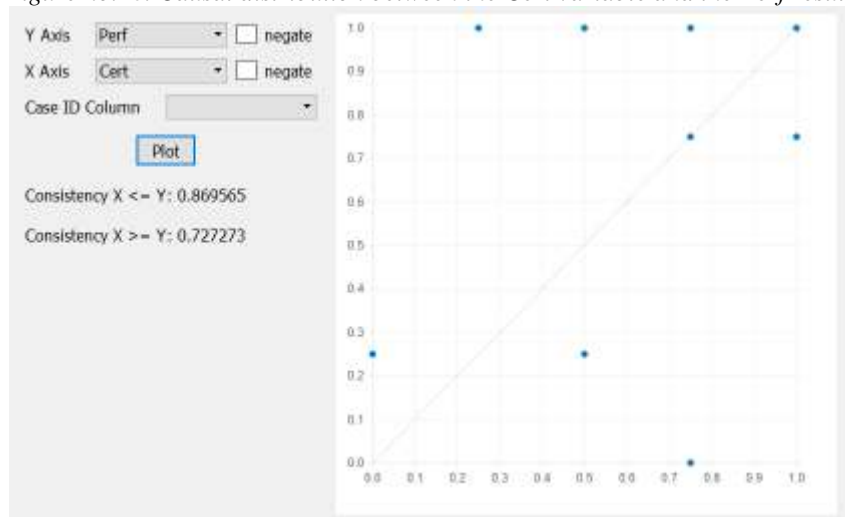
Figure no. 5. Causal distribution between the Edu variable and the Perf result in the XY plan chart
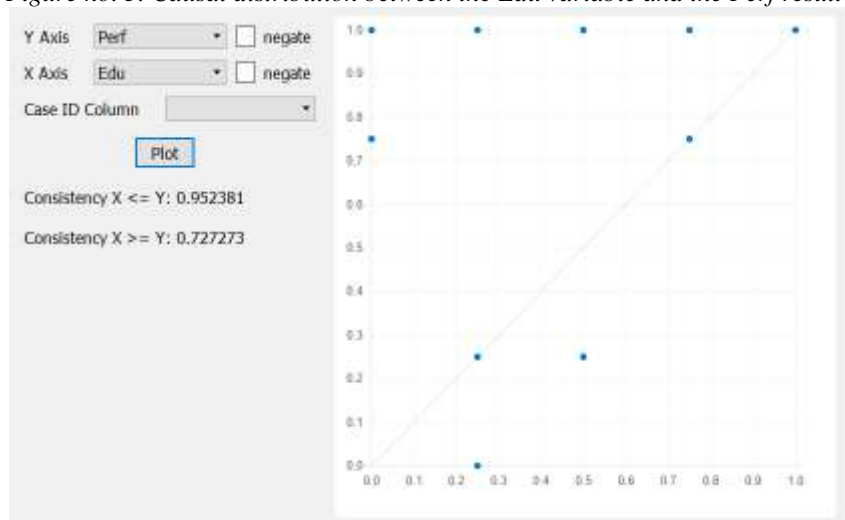
Source: Figure resulting from the use of the XY plot function in the fsQCA software.

An interesting result was obtained in the case of testing the likelihood of obtaining a high performance should a certification exist. In Figure No. 6 it is observed that the consistency value is 0.86 and coverage is 0.7272. The obtained results are consistent with the cases Aut involves Perf and Edu involves Perf. Specifically, for consistency, a score similar to that in which the cause is presumed to be the need for authorisation as an expert (variable Aut) was obtained. Moreover, in the case of coverage, a score similar to that of testing the influence of education as a cause was also obtained. For this reason, we assume that there is a correlation between the 3 factors. Based on this hypothesis, we could test the cumulative influence of the three causes, but also additional testing for the entire sample of respondents without limiting ourselves to the analysis of the representative sample.

Figure no. 6. Causal distribution between the Cert variable and the Perf result in the XY plan chart

Source: Figure resulting from the use of the XY plot function in the fsQCA software.

In the case of testing the influence of membership to an organization or professional association on the performance of coaches, Figure No. 7 resulted. For the consistency of X<=Y, the lowest value (0.82) of those resulting from testing of the influice envisaged factors was obtained. And the coverage score is among the lowest obtained (0.6909), but it is a satisfactory one given that 69.09% of cases cover the result.

Figure no. 7. Causal distribution between the Aso variable and the Perf result in the XY plan chart
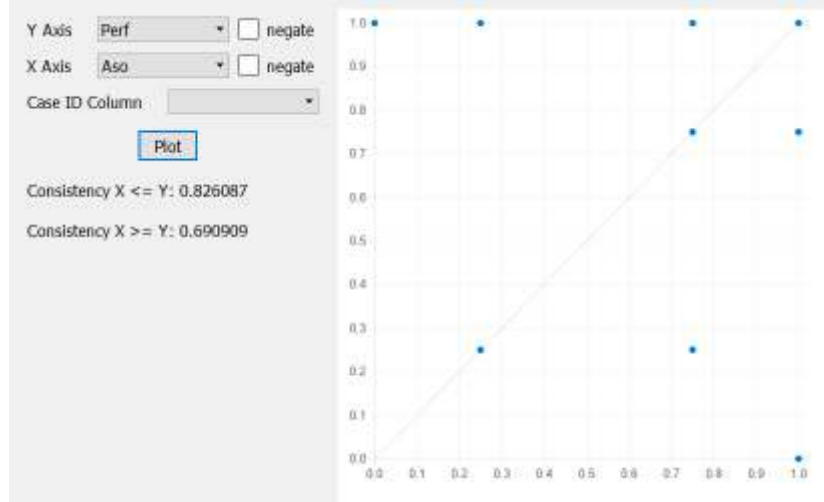
Source: Figure resulting from the use of the XY plot function in the fsQCA software.

5. Conclusions

The study was intended to highlight how causal factors such as the need for regulation, authorisation and affiliation of coaches to an accredited body of experts or body, education level, certification level and membership to an organization or association influence coaches' performance in England. We consider the result to be particularly satisfactory (in terms of individual testing of cause-and-effect relationships), but also in general (in terms of cumulative case testing concerning the effect).

In the case of testing the cumulative effect of the causes on the result, a consistency score of 1 was obtained with coverage of 0.2727. Since the consistency score is maximum, we can conclude that the causal elements identified by us are sufficient to affect the performance level. However, given that the consistency score is quite low, we consider that there are other elements that might influence the coaches' performance, which have not been taken into account.

Analysing, in particular, the results as to the separate influence of each cause on the result, we found that all conditions were sufficient for the coaches' performance: in the case of regulation a consistency score of 0.92 was obtained, with coverage of 0.6363; in the case of expert authorisation, the consistency score of 0.86, with coverage of 0.7090 was obtained; the best score involving a consistency of 0.95 and coverage of 0.7272 was obtained in the case of education; in the case of certification, the consistency score of 0.86 with coverage of 0.7272 was obtained, and in the case of acquiring of the membership to professional associations and organisations, the consistency score obtained is 0.82 and the coverage score 0.6909.

Therefore, we can conclude that a person who wants to become a successful coach can achieve his/her goal if he/she envisages developing a career based on the analysed factors. The result can be achieved in the case adopting a development strategy built while considering any combination composed of the variables studied in this research.

6. References

- Association for Coaching, [online] Available at: https://www.associationforcoaching.com/ [Accessed 20 November 2019]
- Association of Professional Executive Coaches and Supervisions (APECS), [online] Available at: https://www.apecs.org/ [Accessed 7 December 2019]
- Hawkins, P., Shohet, R., 2006. *Supervision in the helping professions* (3rd ed.). New York: Open University Press;
- Hawkins, P., Smith, N., 2006. *Coaching Mentoring and Organisational Consultancy*. Maidenhead: Open University Press;

- Kadushin, A., 1976. *Supervision in Social Work*. New York: Columbia University Press;
- Proctor, B., 1986. *Supervision: a co-operative exercise in accountability*. In M. Marken & M. Payne (eds), Enabling and ensuring. Leicester National Youth Bureau and Council for Education and Training in Youth and Community Work
- Henley Business School, [online] Available at: https://www.henley.ac.uk/ [Accessed 30 November 2019]
- Passmore, J., Brown, H., Wall, T., Strokes, P., and the European Coaching and Mentoring Research Consortium., 2018. *The State of Play in Coaching in the United Kingdom*., Henley-on-Thames: Henley Business School [online] Available at:
https://www.researchgate.net/publication/330117342_The_State_of_Play_in_Coaching_in_the_Unite d_Kingdom [Accessed 17 November 2019]
- World Association of Business Coaches., [online] Available at: http://www.wabccoaches.com [Accessed 23 November 2019]