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The term "executive coaching" recently has come into counseling parlance and is used to describe an intervention or set of interventions offered by a professional, the executive coach, to a managerial or executive client (Douglas & Moorely, 2000; Hart, 2002). Executive coaching has been defined and described in varied ways, but generally it is a one-on-one, confidential relationship designed to help the client improve job performance and develop professionally (Joo, 2005; Sherman & Freas, 2004; Whitherspoon & White, 1998). Because the description of executive coaching is reflective of counseling in multiple ways, comparisons of the disciplines are occurring.

Executive coaching as a stand alone field is in its infancy, and although the attention to executive coaching among businesses, training professionals, psychologists, and counselors is at an all-time high, few empirical studies exist that examine the professionals involved in executive coaching or the skills and competencies required to perform executive coaching (Feldman & Lankau, 2005; Joo, 2005). Likewise, the scientific lens is just beginning to be focused on executive coaching as it relates specifically to counseling, and considerable research is needed. It was within this environment that the current study was conceptualized.

As a first step in clarifying the relationship between counseling and coaching, this study was conducted to establish an understanding of the work behaviors of executive coaches, and to determine the frequency and importance of the work behaviors used by executive coaches in their work, and to determine the extent to which known counseling

work behaviors are used by executive coaches. In addition, this study was designed to examine the relationship of specific demographic variables (i.e., gender, educational background, professional work experience, and coaching experience) with participants' ratings of the frequency in which they engage in coaching work behaviors and the importance of such behaviors. Results indicate that counseling work behaviors are among the existing set of coaching work behaviors, and that a coaches' background affects how they engage in the executive coaching process. In addition, results provide data that could inform how counselors interested in the coaching field may transfer their counseling skills to the coaching enterprise and indicate what additional skills counselors need to obtain to be effective coaches.

A WORK BEHAVIOR ANALYSIS OF EXECUTIVE COACHES

By

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APPROVAL PAGE

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CHAPTER I

INTRODUCTION

The field of professional counseling has evolved as a distinct and accredited profession in the United States over the last century (Hunt, 1993). As the profession has grown, it has established its legitimacy and clarified an identity through consistent application and scholarship. Currently, counselors, counselor graduate programs, and counseling regulations exist throughout the United States and in many other countries around the world. Although the fundamental tenants of counseling are now well-established, the field of counseling remains ever-evolving as new research emerges and best practices are solidified. Counselors continue to be challenged to respond to a shifting world environment- its changes and trends. It is within this context that this study emerges.

As evidence of the dynamic counseling marketplace, the term "executive coaching" recently has come into counseling parlance and is used to describe an intervention or set of interventions offered by a professional, the executive coach, to a managerial or executive client (Douglas & Moorely, 2000; Hart, 2002;). Executive coaching has been defined and described in varied ways that will be elaborated upon throughout this text; generally, it is a one-on-one, confidential relationship designed to help the client improve job performance and develop professionally (Joo, 2005; Sherman & Freas, 2004; Whitherspoon & White, 1998).

Because the description of executive coaching is reflective of counseling in multiple ways, comparisons of the disciplines are occurring. For example, executive coaching has been explained as similar to counseling in that (1) the relationship is contracted, one-on-one, confidential, and trust-based; (2) the stages of the executive coaching process (rapport building, assessment of the client's needs, establishment of goals/interventions, evaluation of progress) are parallel to the counseling process; (3) the coach's role is to provide assessment expertise, interpersonal guidance, and support; and (4) the goal is for personal and professional growth and development of the client (Berglas, 2002; Hart, Blattner, & Leipsic, 2001; Joo, 2005).

Although similarities exist, executive coaching advocates have argued that coaching is also different from counseling in many ways: (1) the focus of the intervention is on the client's current work environment and future professional goals within the existing organizational context rather than psychological disorders; (2) the service typically is paid for by the client's organization; (3) information is gathered from coworkers, subordinates, and supervisors regarding how the client is perceived within the organization; and (4) individuals with or without professional counseling credentials are providing the service (Berglas, 2002; Hart et al., 2001; Joo, 2005).

As the comparisons are being made, executive coaching is quickly becoming a popular intervention for businesses and other organizations interested in developing their employees (Feldman & Lankau, 2005; Kilburg, 1996; Quick & Macik-Frey, 2004). It has been estimated that nearly 60% of large U. S. companies are using executive coaches for employee development and that another 20% of these companies intend to hire executive

coaches within the near future (Bacon & Spear, 2003; Diedrich, 2001; Kampa-Kokesch & Anderson, 2001). Likewise, the provision of executive coaching by counselors, psychologists, and other helping professionals has become more common as such professionals step forward to meet the demand for coaching, look to expand their skills, and seek to increase the scope of their work in a competitive managed care environment (Bacon & Spears, 2003; Wasylyshyn, 2003; Winum, 2003).

Of the other professionals who call themselves executive coaches, most have emerged from the fields of business management, human resources, and industrial/organizational psychology (Gilmore, 2002; Judge & Cowell, 1997). Unlike the more clearly defined and regulated fields from which these non-counseling professionals originated, the definition and practice of executive coaching as a distinct specialty is not clearly understood nor regulated. The popularity and lucrative potential of executive coaching has evoked a recent coaching frenzy among those interested in meeting the demands of the market. Currently, anyone can call themselves an executive coach and purport to have the necessary qualifications and competencies needed to provide executive coaching. Only recently (within the last 5-10 years) have groups of executive coaching professionals begun to organize themselves into professionally administered organizations. Yet, although groups now exist that have agreed upon standards for executive coaching education and training, no group is officially recognized by any state or national legal authority. Presently, it is a "buyers beware" market.

Executive coaching as a stand alone field is in its infancy and, although the attention to executive coaching among businesses, training professionals, psychologists,

and counselors is at an all-time high, few empirical studies exist that examine the professionals involved in executive coaching, the skills and competencies required to perform executive coaching, the process of executive coaching, or its impact on individuals and organizations who receive the service (Feldman & Lankau, 2005; Joo, 2005). Likewise, the scientific lens is just beginning to be focused on executive coaching as it relates specifically to counseling, and considerable research is needed. It was within this environment that the current study was conducted.

Statement of the Problem

Specialties within recognized service professions or fields usually develop in response to the needs and demands of those who use such services. Executive coaching is no exception and has emerged as a service to businesses and organizations who perceive the need for developmental attention for their employees (Michelman, 2005). No one knows who first used the term "executive coaching," but there is general agreement that consulting psychologists who began establishing themselves as useful personnel resources within companies in the 1960s probably began referring to themselves as "coaches" to be less threatening to employees who may have had negative associations with other terms (e.g., psychologist, counselor) (Tobias, 1996). Whatever the etiology, executive coaching is occurring in response to a need that exists within organizations to provide personal and career development to their employees (Hart, 2002).

To meet the demand for executive coaching, many professionals with varied backgrounds have begun identifying themselves as executive coaches (Gilmore, 2002;

Wasylyshyn, 2003). Moreover, because the process of executive coaching is perceived as similar to the traditional counseling process, the fields of counseling and coaching have collided, and, with this collision, territorial disputes have erupted. Given the similarities, counselors are seeing themselves as potential providers of coaching services (Brotman et al., 1998; Winum, 2003). However, the specific competencies needed to provide coaching services have not been fully determined and other professionals with non-counseling backgrounds also claim legitimacy as coaching providers. The result is that the competencies and work behaviors claimed by coaches and counselors seem to be overlapping. Jurisdictions are being established and professional roles clarified, but many questions remain.

Unfortunately, the vast majority of what has been written about the relationship between counseling and executive coaching is anecdotal and based on individual opinions and experiences. Of the few existing empirical coaching studies, most have examined the coaching process or outcomes of the executive coaching process without attention to coaching provider information (Dean & Meyer, 2002; Joo, 2005; Kampa-Kokesch & Anderson, 2001). Because no studies exist that have effectively examined the demographic variability within the executive coaching population, it remains unclear what percentage of executive coaches have counseling-related backgrounds and how they use their counseling skills in coaching. Interestingly, a significant portion of the executive coaching literature has emerged from counseling-related and consulting psychology sources, and arguments supporting the qualifications of psychologists and counselors as executive coaches abound (Arnaud, 2003; Brotman, et al., 1998; Hart et al.,

2001; Levinson, 1996; Wasylyshyn, 2003; Winum, 2003). However, no researchers have attempted to examine the population of executive coaches in a way that might clarify the demographic trends and specific work behaviors among executive coaches. For example, although it seems clear that persons with counseling-related backgrounds are performing coaching, no empirical studies have specifically examined how counseling work behaviors may influence the coaching process or any other aspects of how the fields of counseling and executive coaching interact.

Purpose of the Study

As a first step in clarifying the relationship between counseling and coaching, this study was conducted to determine the specific work behaviors of executive coaches, the frequency and importance of the work behaviors used by executive coaches in their work, and to determine the extent to which known counseling work behaviors are used by executive coaches. In addition, this study examined the relationship of specific demographic variables (i.e., gender, education, professional work experience, and years coaching experience) with participants' ratings of frequency and importance of coaching work behaviors.

Need for the Study

Trends within the counseling profession over the last ten years indicate that managed health care has complicated many counselors' ability to provide necessary counseling services to consumers (Berman & Bradt, 2006; Danzinger & Welfel, 2001; Smith, 1999). Likewise, the per hour incomes of mental health professionals in private practice have decreased over the last decade (Gold & Shapiro, 1995; Griffiths, 2001;

Smith, 1999). As counselors adjust to the reality of a managed care market, many are considering alternative ways to utilize their professional skills in order to thrive professionally (Berman & Bradt, 2006; Danzinger & Welfel, 2001; Smith, 1999).

Claims exist within the executive coaching literature that counseling professionals are well-suited to perform executive coaching (Brotman et al., 1998; Kilburg, 1997; Levinson, 1996; Richard, 1999; Winum, 2003). Likewise, evidence exists that a significant number of practicing executive coaches have emerged from counseling and psychology backgrounds (Joo, 2005; Judge & Cowell, 1997). However, given the lack of research on executive coaches, there continues to be a lack of understanding about who exactly is providing executive coaching. In addition, the specific work behaviors shared by executive coaches and counselors have not been examined. If the process of executive coaching is similar to the process of counseling as many have suggested (Brotman et al., 1998; Kilburg, 1997; Kilburg, 2004; Winum, 2003), then it is logical to hypothesize that certain work behaviors reported by executive coaches and counselors may be shared. The current study was undertaken to examine, among other things, the relative distribution of counseling-related professionals among the population of executive coaches and to determine the variations in frequency and importance of work behaviors carried out by executive coaches as a function of gender, education, and work history. Results suggest how counselors interested in coaching may transfer their counseling skills to the coaching enterprise and indicate what additional skills counselors need to obtain to be effective coaches.

Research Questions

1. What are the importance and frequency ratings for those behaviors used by executive coaches and what themes or factors emerge from those behaviors?

2. What are the trends of demographic variables such as educational background, work experience, professional training, and gender among executive coaches?

3. What relationships exist among specific demographic characteristics (educational background, work experience, professional training, and gender) of executive coaches and reported frequency and importance ratings of executive coaching work behaviors?

4. What counseling work behaviors are being used by executive coaches?

Significance of the Study

The practice of executive coaching is very much underway and counselors are interested in applying their skills and expertise to the coaching context.

The demand for individualized developmental attention for employees among organizations has pushed the practice of executive coaching well ahead of our understanding of executive coaching and its relationship to counseling. The need for executive coaching services (and the lack of formal preparation or regulation) has encouraged individual and organizational providers with varied educational, training, and work experiences to claim that they possess the necessary qualifications to do the work well. Only recently have scholars begun to examine the variables that affect executive coaching, and desirable outcomes of a successful executive coaching experience remain unverified. The majority of the existing executive coaching literature consists of non-

empirical descriptions, applications, and outcomes of executive coaching without attention to the necessary skills, competencies, and backgrounds of the providers (Feldman & Lankau, 2005; Joo, 2005).

Although some researchers have attempted to measure aspects of executive coaching, a major omission from the literature was an investigation that would help to clarify the exact work behaviors performed by executive coaches and the relationship between counseling and executive coaching work behaviors. Given that the number of executive coaching providers is increasing, an examination of the work behaviors associated with that service seemed in order. Similarly, given that a number of authors have suggested that executive coaching services are similar to counseling-related services (Brotman et al., 1998; Hart et al., 2001; Gilmore, 2002; Levinson, 1996; Richard, 1999; Winum, 2003), it seemed appropriate to provide empirical support for the validity of this claim by examining the frequency and importance of identified counseling work behaviors among executive coaches.

In addition, this study builds upon the previous Work Behavior Analysis of Professional Counselors (Loesch & Vacc, 1993) which identified five categories of counselor work behaviors based on responses from practicing counselors work in a variety of counseling settings. This study builds upon the Loesch and Vacc study by examining counseling work behaviors in an executive coaching context- an environment not traditionally associated with counseling behaviors.

Another significant aspect of this study was clarifying current demographic information about executive coaches determining relationship between certain

demographic variables and reported coaching work behaviors. Several authors have suggested that executive coaches have emerged from existing professional fields (Berman & Bradt, 2006; Brotman et al., 1998; Gilmore, 2002; Kilburg, 1996c; Wasylyshyn, 2003). This study helps to clarify the professional backgrounds of executive coaches and the prevalence of counseling professionals already engaged in the executive coaching process.

Finally, as counseling professionals struggle to maintain viability in a competitive managed care environment, information regarding professional counselors' qualifications for providing executive coaching benefits the counseling field. Counseling professionals and the institutions that educate and train counselors are served by understanding how their training may or may not lead to work opportunities in the field of executive coaching, and whether or not the counseling profession should attempt to claim that coaching is within its jurisdiction.

Definition of Terms

To clarify often used terms and facilitate any effort at replication or extension of this study, the following terms are operationally defined:

Executive Coach is an external professional hired by an organization to help individual employees within the organization develop themselves professionally.

Client is the individual employee who is receiving executive coaching services.

Executive Coaching in this study refers to a one-on-one, confidential relationship between an executive coach and a client that is designed to help the client improve job performance and develop professionally.

Counseling refers to a professional relationship between a trained counselor and a client that is designed to help clients understand and clarify their views of their life, and learn to reach their self-determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature (Burks & Stefflre, 1979).

Helping Professionals are those individuals who have graduate degrees in a counseling-related field such as counseling, clinical psychology, counseling psychology, or clinical social work.

Counseling Work Behaviors are those work behaviors identified in prior research by Loesch and Vacc (1993) as being prevalent and important to the practice of counseling.

Executive Coaching Work Behaviors are those work behaviors that are associated with the practice of executive coaching.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The field of professional counseling gained credibility as a distinct and useful discipline in the years following World War II as the need for professionals educated and trained to treat psychological problems and improve the intrapersonal and interpersonal lives of individuals increased (Gladding, 2005). Like many similar professional disciplines, the early forms of counseling were based on relatively prescribed, generic models for practice. As professional counseling gained public and professional acceptance, and as researchers and clinicians moved the science forward, differing approaches and theories of best practice developed, the defined scope of counseling broadened, and specialties within the field emerged (Gladding, 2005). This trend continues as evidenced by the growing number of specialty divisions (nineteen) now recognized by the American Counseling Association (ACA Divisions, 2007, par.1). As a field, counseling has changed over the years and continues to evolve rapidly in response to ongoing research, changing governmental regulations, and shifting economic realities. It is within this context of expansion and reinvention that counseling and executive coaching have come togetherDuring the past 15 years the term "executive coaching" has become more common in the business, human resources, organizational development, psychology, and counseling literature (Bacon & Spear, 2003; Garman, Whiston, &

Zlatoper, 2000; Kampa-Kokesch & Anderson, 2001; Kilburg, 1996a; Lowman, 2005). The number of published articles referring to executive coaching as a distinct practice reveals a dramatic increase in executive coaching as a subject of interest. Through 1990, fewer than three published documents with the term executive coaching had been produced; however, by 1996 as many as 42 existed, and through 2006, well over 500 articles could be found that discussed executive coaching to some degree.

Much of the increase in the written information available on executive coaching is related to the increased popularity and success of executive coaching as a viable resource for individuals and organizations. The appeal of executive coaching has been expounded upon throughout business periodicals and recently has begun to emerge in the psychology and counseling literature (Frisch, 2001; Gilmore, 2002; Joo, 2005; Kilburg, 1996c, 1997; Laske, 1999a; Peterson, 1996; Whitherspoon & White, 1996;). Many have argued that organizations are recognizing the value of individually-tailored developmental opportunities for their most integral employees, and that competition for highly skilled and competent managers has encouraged organizations to seek developmental opportunities for their employees as a way to increase retention and improve performance (Frisch, 2001; Gilmore, 2002; Kilburg, 1996c; Ting & Sisco, 2006; Wasylyshyn, 2003; Witherspoon & White, 1996a). Others have argued that most managers and executives maintain jobs that produce significant work-related challenges and stress, and that executive coaching offers a level of support and guidance unavailable with other interventions (Feldman & Lankau, 2005; Laske, 1999a; Levinson, 1996). It has been well-documented that persons occupying upper-level positions in organizations tend to

receive fewer developmental opportunities and less feedback about how they are perceived within the organization than those with less advanced positions (McCauley & VanVelsor, 2003). In addition, more and more research is substantiating the link between organizational success and organizational leadership (McCauley & VanVelsor, 2003; Wasylyshyn, 2003), and companies are willing to invest in experiences that will improve the self-awareness, interpersonal skills, and overall functioning of their leaders. Executive coaching has become seen as an opportunity for leaders in organizations to receive and utilize developmental information that may be personally sensitive in a format that is non-threatening and confidential. Immediate access to professional advice, assessment, and support is offered through executive coaching – an attractive resource for many who see personnel as the key to organizational success.

Certainly, there is an expanding interest in leadership improvement within organizations; and many are taking action by increasing solicitations for executive coaching services for their employees. Likewise, practitioners from fields long associated with human development and growth, like counseling, have demonstrated increased interest in executive coaching as a viable expansion of their professional identities (Kilburg, 2004; Lowman, 2005). However, with the expanding marketplace for coaching also comes more concern and debate about the ethics and guidelines associated with the practice of executive coaching (Brotman, Liberi, & Wasylyshyn, 1998; Filipczak, 1998; Harris, 1999; Kilburg, 1996b, 1996c, 1997, 2004; Saporito, 1996; Sherman & Freas, 2004; Tobias, 1996). Anecdotally, many opinions exist about what defines executive coaching, how it is performed, and to whom it applies, but very few

empirical studies have been conducted that address these issues. Neither the emerging group of scholars or executive coaching practitioners have reached consensus in defining the standards of practice within the executive coaching field, and the specific work behaviors and professional competencies which are associated with successful coaching are largely undetermined (Feldman & Lankau, 2005; Joo, 2005). What exactly is executive coaching? How is it similar to or different from other established professional helping fields such as counseling? Who are the coaching practitioners, what work behaviors do they perform, and what experiences and competencies best prepare an executive coaching provider for practice?

It is the purpose of this study to improve the understanding of how executive coaching and counseling are related. Specifically, this study is designed as an empirical investigation focused on coaching work behaviors, how coaching work behaviors relate to counseling work behaviors, and how the differences among coaches affect the practice of executive coaching. Opinions within the literature tend to describe the executive coach and the executive coaching relationship in ways similar to counselors and counseling relationships (Bacon & Spears, 2003; Brotman et al., 1998; Kilburg, 2004; Lowman, 2005; Quick & Macik-Frey, 2004). To this point, no empirical investigation of coaching work behaviors has been conducted nor any empirical investigation of how counseling work behaviors might overlap with the work behaviors associated with executive coaching.

What Is Executive Coaching?

History of Executive Coaching

According to Witherspoon and White (1996), the word "coach" originally referred to a type of carriage- "a way of carrying a valued person from where one was to where one wants to be" (Witherspoon & White, 1996, p. 124). Within the last 100 years, the word "coach" has been most associated with athletics and the term "coaching" with skill development and the transfer of expertise from coach to athlete. Although still an athletic term, coaching as a verb has gained popularity in broader contexts. It may be interesting to ponder the origins of coaching, but whatever the iteration, the title of "coach" is now in vogue among those interested in marketing the title. These days, "coach" evokes a myriad of meanings- all seemingly non-clinical and attractive. Currently, providers calling themselves coaches offer "coaching" in a broad range of areas including "executive," "leadership," "life," "relationship," and "career." However, of all the coaching variations, executive coaching is the most established and has received the most attention and acceptance as a valid independent field (Hudson, 1999; Joo, 2005; McCauley & VanVelsor, 2003).

The origins of executive coaching are not clearly understood. The existing literature is not specific about the etiology of the practice, but several authors have briefly touched upon possible beginnings. Flory (1965) described a type of "developmental counseling" conducted by RHR International in the 1940's that included interventions carried out by psychologists within organizational settings that aimed to improve personal functioning and performance. Although not referred to as "executive coaching"

at that time, there is some evidence that practices like those described by Flory (1965) occurred from the 1940's through the 1970's (Harris, 1999; Judge & Cowell, 1997; Kilburg, 1996b, 1996c).

Tobias (1996) reported that the actual term "executive coaching" was invented in the early 1980's as a less threatening way to describe consultation by psychologists with business personnel. Kiburg (1996b, 1996c, 2000) argued that executive coaching had simply been the term adopted over the past decade by those performing consultation with managers and senior leaders in businesses and organizations.

Demographically speaking, the practice of executive coaching as referred to in the earlier executive coaching literature has tended to be associated with psychologists working in organizational settings more than with other professionals of differing backgrounds (Judge & Cowell, 1997; Kilburg, 1996c; Wasylyshyn, 2003). This trend may indicate that executive coaching as an intervention differing from other types of organizational consultation did arise from more psychologically-based roots. However, it remains clear that many professionals from differing backgrounds and fields currently accept executive coaching as a relatively new and unique intervention that is performed by those with varied backgrounds (Brotman et al., 1998; Garman et al., 2000; Gilmore, 2002; Joo, 2005).

Although the origins of executive coaching may extend back to the 1940's, the practice has just in the last ten to fifteen years become a popular form of individual development (Feldman & Lankau, 2005; Garman et al., 2000; Judge & Cowell, 1997; Kilburg, 1996b, McCauley & Hezlett, 2001). Therefore, the bulk of what is known about

the practice of executive coaching and its impact is reflected in the literature of the past decade. Of those articles published, the vast majority would be considered non-empirical, opinion-based perspectives. Peer reviewed, empirically sound studies examining executive coaching are limited, and although a greater emphasis has been given to the study of executive coaching as a unique and valuable discipline in recent years, the field remains young and somewhat mysterious (Feldman & Lankau, 2005). Through 2005, only 11 published research studies had been conducted on executive coaching, including 6 quantitative studies and 5 qualitative studies. Of the quantitative studies, only one study was based on inferential statistical methodology. The call for scientifically based studies examining the practice, impact, and effectiveness of executive coaching is being sounded, and greater attention to the qualifications of coaching practitioners and what they do is underway.

Executive Coaching Defined

Although executive coaching has become popular, an understanding of what is meant by executive coaching remains the subject of debate (Brotman et al., 1998; Kilburg, 1996b, 1996c, 2000; Sperry, 1996; Tobias, 1996). The International Coach Federation website (http://www.coachfederation.org/ICF/For+Coaching+Clients/What+is+a+Coach/, 2007) stated that "Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential". Witherspoon and White (1996, p.125) stated that "The executive coach is an external consultant who, in a confidential, highly personal learning process, works with an

executive on a regular basis…to improve the executives' managerial skills, to correct serious performance problems, or to facilitate long-term development". Others, such as Hargrove (1999) have proposed that coaching is the process of unlocking a person's or team's potential to maximize their own performance and that coaching is a relationship in which problems and opportunities are clarified, evaluated, and acted upon.

Kokesch and Anderson (2001) proclaimed that executive coaching is an intervention which helps executives improve their performance and consequently the performance of the organization in which they are associated. Fredric Hudson (1999) offers an even broader perspective expounding that a coach helps a client see options for becoming a more effective human being.

Definitional and process variations abound throughout the executive coaching literature, each influenced and perhaps prejudiced by the author's own perspective and experiences. No universal, agreed upon definition exists because the practice of executive coaching is unregulated and varies depending on the expectations of the coach and coachee. Although a single definition fully describing the practice of executive coaching cannot be extracted from the many that exist, certain descriptive themes tend to be represented consistently within the majority of the executive coaching literature.

Generally, the literature refers to executive coaching as a relationship-based intervention between a single identified executive coach and an individual employee (usually a manager or executive) within an organization that is undertaken to provide ongoing, work-related, personal development for that individual (Dean & Meyer, 2002; Gilmore, 2002; Kilburg, 1997; Peterson, 1996; Witherspoon & White, 1996a). Although

executive coaching may, at times, focus on an individual's psychological and interpersonal development, it is job-based and ultimately organizationally oriented. Additionally, executive coaching is a learning process that, most agree, occurs in stages that typically include relationship building, assessment of the coachee, intervention planning, implementation, and evaluation (Diedrich, 1996; Feldman & Lankau, 2005; Harris, 1999; Judge & Cowell, 1997; Kampa-Kokesch & Anderson, 2001; Kiel et al., 1996; Kilburg, 1996b, 1996c; O'Brien, 1997; Sperry, 1993, 1996; Tobias, 1996; Witherspoon & White, 1996a, 1996b, 1997).

Coaching Processes and Models

The Coaching Process

Although the literature contains inferences that executive coaches are coming from varied professional backgrounds, the majority of articles related to executive coaching techniques and methodologies have come from the psychological literature (Feldman & Lankau, 2005; Joo, 2005; Kampa-Kokesch & Anderson, 2001). From this literature base, multiple perspectives regarding coaching processes and models for practice have emerged.

Witherspoon and White (1996a, 1997) suggested an executive coaching model based on four different coaching roles: coaching for skills, performance, development, and coachee needs. Laske (1999a) described a developmental model of executive coaching that involves accounting for both organizational and personal contexts. Richard (1999) suggested a format that incorporates Arnold Lazarus's multimodal therapy model as an integrative and holistic approach to executive coaching. Kilburg (1996b, 2004)

described a 17-dimensional model which incorporates psychodynamic concepts as well as "individual and relational functions" of the coachee that are argued to be integral to the coachee's and the organization's development. Sherin and Caiger (2004) argued the merits of using a Rational Emotive Behavioral Therapy platform as a model for executive coaching behavioral change, and Wakefield (2006) adopted a psychotherapy-based perspective called Brief Solution-Focused Coaching that expands on Milton Erikson's work.

Although considerable variation exists in the naming of coaching approaches, the majority of authors tend to agree about the basic stages of coaching, which include relationship building, assessment, intervention, follow-up and evaluation (Feldman & Lankau, 2005; Frisch, 2001; Gilmore, 2002; Kiel et al., 1996; Kilburg, 1996c, 1997; Tobias, 1996; Witherspoon & White, 1996a). These stages are not unique to executive coaching and are similar to the stages of basic consultation and counseling (Corey, 2001; Dougherty, 2000); however, the context and the specific components of each stage do tend to be unique to coaching and offer clarification as to what happens during the coaching experience.

Relationship Building

Most authors agree that the initial stage in the coaching process is to build the relationship by establishing rapport with the client and making a personal connection (Feldman & Lankau, 2005; Wasylyshyn, 2003). The International Coach Federation has emphasized trust and safety as key components to this relationship building process, and cautioned that unless the executive coach takes time to establish a trusting relationship

the intervention may not succeed. Agreeing upon the form and parameters of the relationship, and specifying the executive coaches' purpose and utility are other key components to the relationship building stage (Hunt, 2003; Kiel et al., 1996; Tobias, 1996, 2004).

The context for building a coaching relationship may vary. Sometimes an executive coach meets his or her client face-to-face, but it is not rare for initial contact and rapport building to occur via the telephone or by e-mail. Initial meetings may even be conducted over dinner or social events, similar in nature to traditions well-established among business professionals (e.g. business dinners, golf outings, social hours, etc.). The overall purpose for this stage of involvement is for the coach and the coachee to meet and establish a personal connection as a foundation to their work together. Typically, these initial relationship-building conversations involve the exchange of biographical information, discussion about why coaching is needed, and possible coaching directions (Bacon & Spears, 2003). Often, the role of the coach is clarified, confidentiality is reviewed, and contracts for fees and scheduling are established (Hudson, 1999).

Assessment

Once a positive relationship has been established, the assessment stage can begin. There is general agreement in the literature that assessment typically involves some form of 360 degree feedback, qualitative interviewing, and psychological testing such as personality and/or leadership assessment (Brotman et al., 1998; Diedrich, 1996; Gilmore, 2002; Feldman & Lankau, 2005; Harris, 1999; Kiel et al., 1996; Peterson, 1996; Richard, 1999; Saporito, 1996; Tobias, 1996; Witherspoon & White, 1996a). Multi-rater or 360

degree instruments are commonly used in executive coaching and employee development within organizations (Feldman & Lankau, 2005; McCauley & VanVelsor, 2003). 360 degree instruments typically measure behavior competencies that are job related and identified as crucial to job success. Along with self ratings, the coachee invites multiple colleagues to anonymously provide ratings of the coachee's performance through the 360 degree instrument. The final result is information from multiple perspectives as to the coachee's performance and how he or she is perceived by others.

The purpose of the assessment stage is to gather information about the coachee's skills, personal tendencies, preferences, interpersonal interactions, professional strengths, weaknesses, and the perceptions of others who work closely with the coachee (Feldman & Lankau, 2005; Gilmore, 2002; Tobias, 1996). This assessment process is pre-determined and obvious to the coachee and those identified as key personnel working with the coachee. Although the results of the assessments are considered confidential information between the coach and the coachee, the fact that coaching is occurring and that information is being gathered are often known by others.

At times, the coach may confer with the larger client organization through the Human Resources Department or with whoever originally contracted for the executive coaching services in order to discuss the organization's expectations for successful coaching outcomes. Thus, the assessment, and later the intervention, process may be informed by such expectations. For example, if the primary coachee need is to improve her ability to delegate to and empower her direct reports more consistently, it may be helpful for the coach to understand from the client organization that the coachee's

inability to perform in these areas in the past has delayed or prevented promotions; and that timely improvement in these areas would reap immediate benefits from the organization. Broader contextual understanding is key to effective coaching and is often a formal part of the assessment process.

Once the assessment information has been gathered and analyzed, it is typically reviewed collaboratively with the client. Through this interpretive process, the client gains a more accurate perspective about how they are perceived by others they work and interact with. They gain a better sense of how they are similar or different to others, their personality tendencies, what strengths they possess and what skills or behaviors need to be developed. During this stage, the coachee's problems are clarified and developmental opportunities are recognized. Often new insights are gained during the assessment stage of coaching that lay the foundation for the client's action steps or change processes that are to occur.

As the coaching process continues, reflection and discussion about the initial assessments are incorporated into the sessions. At times, the coach and coachee may reassess (formally via survey or informally via feedback conversations) certain key measures of behavioral change or the shifting perceptions of work colleagues in order to gauge coachee progress or to shape the direction of the coaching.

Intervention

The intervention stage of the coaching process refers to the period of time in which the coach and coachee decide what to do in response to the data that has become available (Feldman & Lankau, 2005; Hudson, 1999). The intervention stage is the time

for the client in which new or different behaviors are practiced and polished. Often personal behavioral changes are being encouraged during this stage, and it may take considerable time to for a client to integrate new or different behaviors into their day-to-day lives. The executive coach's role during this stage is to provide support and guidance to the client as he or she sets goals and puts these goals into action. Although, the intervention stage is widely recognized as key to coaching success, much debate has occurred within the coaching literature as to what kinds of interventions and processes are best.

Tobias (1996), describes the intervention stage as the time in which the coach and client set goals and develop an action plan for the future. Hudson (1999) in a similar fashion describes the intervention stage as a time when a direction for improvement is created, new skills can be introduced, behavioral changes are discussed and encouraged, and outcome goals are established.

Other authors have built models for intervention based heavily on clinical approaches. Bacon and Spear (2003) use a Client Centered Approach as the basis for coaching interventions; and Quick and Macik-Frey (2004) emphasize the merits of "deep interpersonal communication" as fundamental to behavioral change for the coachee. Rosinski (2003) advocates for intervention approaches that rely on Transactional Analysis and Neuro-Linguistic Programming techniques as a means for coachee growth and development. Whereas, Ducharme (2004) proposes that traditional Cognitive-Behavioral strategies provide the best foundation for appropriate coaching interventions.

Juxtaposed to psychologically-based theoretical models are orientations that argue that interventions are supposed to focus on a coachee's future behaviors and not their inner psyches (Joo, 2005). Niemes (2002) argues a more business focused set of interventions that emphasize leadership, interpersonal, and team-building skills. Sherman and Freas (2004) caution that coaches who know little about business and organizational issues are limited in their abilities to intervene successfully in their coaching, and Wasylyshyn (2003) underscores the argument for leadership and business management training or experience for coaches as a key to coaching success.

An examination of the literature makes it clear that most intervention strategies reported among the practitioner-authors reveal personal biases related to educational and experiential backgrounds. It is important to note that the majority of articles discussing coaching interventions models and techniques have been derived from psychology or clinically oriented sources, and therefore reflect an undertone of clinically oriented theories and strategies (Joo, 2005). At this time, no empirical studies are available to assess the merits of one intervention strategy versus another (Joo, 2005).

Follow-up/Evaluation

After the intervention stage, the coach and client typically agree to a period of ongoing evaluation and discussion about the client's progress and development (Feldman & Lankau, 2005; Hudson, 1999; Tobias, 1996; Witherspoon & White, 1996). This evaluation and follow-up period can last for many months or years depending on the client's needs and the organization's parameters. The goal of the evaluation and follow-up period is not only to track the client's progress, but also to establish a level of personal

accountability to whatever change initiatives have been agreed upon (Diedrich, 1996; Kiel, et al., 1996; Hudson, 1999). At times, the sponsoring organization may have established clear expectations about the coachee's performance and the goals of the coaching process and typically these expectations are considered. However, most models for coaching infer that the coach's role is to be an advocate for the coachee and to assist the coachee in meeting his or her own development goals even if those goals stray from organizational norms (Ting & Scisco, 2006). Although some debate exists on the issue, there is general agreement that the coachee is the primary beneficiary of the coaching process and that typically organizational interests are served when effective coaching occurs (Stern, 2004; Stevens, 2005; Wasylyshyn, 2003).

As progress is documented, the executive coach and client may decide to focus on new goals or ways to extend the growth process. If the executive coaching process is ongoing, the client and executive coach may recycle through the assessment, intervention, and evaluation stages for as long as the process is deemed productive.

Comparisons to Other Disciplines

Is Coaching Consulting?

Some authors have suggested that executive coaching and organizational consultation are similar and often confused for being the same practice with differing labels (Berman & Bradt, 2006). Certainly, the models for coaching and consultation have parallels (Dougherty, 2000 ; Joo, 2005; Feldman & Lankau, 2005). For example, organizational consultants are hired by companies to help companies deal more effectively with problems, as are executive coaches. Organizational consultants meet

with employees and may conduct assessments of individuals and their roles in ways similar to the executive coach. However, many authors contend that executive coaching is distinct from traditional consultation in fundamental ways (Dean & Meyer, 2002; Feldman & Laskau, 2005; Kilburg, 1996; Miller & Hart, 2001; Sperry, 1993;).

Dean and Meyer (2002) suggest that executive coaching and consulting are similar, but conclude that executive coaching differs significantly from the standard view of consulting. They argue that a consultant typically brings expertise to bear on specific areas in an organization usually related to organizational processes; whereas an executive coach brings specialized knowledge about inter- and intra-personal processes to individual relationships. Their position is similar to that of Baig (1997) who proposes that executive coaching unlike traditional consultation has a distinct people focus rather than an organizational or systems focus. The ICF website (2005) proposes that, "Coaching is a form of consulting; but the coach stays with the (individual) client to help implement the new skills, changes, and goals to make sure they really happen."

In general, consulting seems to come close to describing what executive coaches do but lacks in its definition the one-to-one relational component that coaching emphasizes. The term organizational consultant is much broader in scope than the term executive coach, and certainly, the trend in the literature seems to recognize executive coaching as being more specialized than organizational consultation. Although it may be accurate to describe an executive coach as a type of consultant, it would be a misjudgment to assume that an organizational consultant is an executive coach. Like with counseling, the behaviors associated with consulting sound similar to those of

coaching in many ways; but, as with counseling, key components seem to vary in ways that differentiate the fields.

Is Coaching Mentoring?

Some authors have suggested that executive coaching is a form of mentoring (Day, 2001), and there are similarities between the two. Both provide a one-to-one developmental relationship and offer support to a designated individual, and both tend to occur in a relationship that is designed to enhance a person's career development (Feldman & Lankau, 2005). Mullen (1994) defined mentoring as a one-on-one relationship between a less experienced person and a more experienced individual intended to provide for the advancement of the less experienced person. Mentoring is often structured around a regular meeting time and occurs in sessions (Mullen, 1994). However, the comparisons between the two experiences begin to diverge beyond their general descriptions (Jarvis, 2004).

In a step-by-step comparison of mentoring versus coaching, Joo (2005) concluded that mentors and coaches have diverging purposes and different processes. For example, mentoring is a form of tutelage whereby a more senior mentor teaches a more junior mentee how to improve in a specific job or vocation (Joo, 2005). Coaching is conducted without the expectation of shared experiences between the coach and client, and with much less focus on technical content specific to a particular job. Secondly, executive coaches are external professionals as compared to mentors who are typically a part of the same organization as their mentee (Joo, 2005). Third, executive coaching involves a structured process and uses specific tools and assessments to provide awareness for the

client and the development of specific plans for improvement, whereas mentoring doesn't use assessment tools and is has a long term focus for improvement (Joo, 2005).

Comparisons of Executive Coaching and Counseling

A recurrent theme throughout the executive coaching literature is focused on the comparisons between coaching and counseling (Arnaud, 2003; Berman & Bradt, 2006; Feldman & Lankau, 2005; Joo, 2005; Kilburg, 2004; Stern, 2004). Given that psychologists claimed initial sovereignty over the coaching realm, it should be no surprise that they too claim that coaching and counseling share enough variance as to make those with clinical backgrounds rightful providers of coaching services. Although multiple arguments have been made that emphasize counseling professionals as well-qualified coaching providers, it is interesting to note that few have claimed that coaching is altogether counseling. Rather, the emphasis throughout the psychology and counseling literature is on asserting that counseling professionals are well-equipped to enter the coaching realm given their base-line training and understanding of people.

In contrast, those comparisons of coaching and counseling authored by professionals with non-counseling backgrounds (e.g. human resources professionals, business managers, consultants, industrial/organizational psychologists) tend to emphasize the distinctions between the two fields, and contend that counseling professionals are not uniquely or advantageously qualified to perform the services (Joo, 2005; Niemes, 2002; Sherman & Freas, 2004). These sources contend that coaching is a new and unique discipline with a variety of competencies and skills needed (Harris, 1999; Niemes, 2002, Joo, 2005; Wasylyshyn, 2003). These sources do not discount counseling

professionals as coaching providers, but rather place them on equal ground with others. The International Coach Federation nor any other established coaching organization gives credit or special placement to counseling professionals for their education or training when providing their brand of "credentialing."

Similarities Between Coaching and Counseling

Many have recognized the similarities between executive coaching and counseling/psychotherapy (Feldman & Lankau, 2005; Joo, 2005; Kilburg, 2000: Levinson, 1996; Richard, 1999; Saporito, 1996; Sperry, 1993; Tobias, 1996). The practice of both interventions involves a confidential, one-on-one relationship between a professional and client that focuses on the growth and development of the client. Likewise, the services of both counseling and coaching providers are usually contracted and paid for based on an hourly fee. In addition, process descriptions of both disciplines often emphasize the importance of relationship building, thorough assessment, action planning, evaluation, and termination (Hart et al., 2001). Even the narrative descriptions of the two disciplines are similar. For example, Hargrove (1999) proposed that, "Coaching is unlocking a person's or team's potential to maximize their own performance…Coaching is a relationship in which problems and opportunities are clarified, evaluated and acted upon." Carson and Becker (2003) craft a similar accounting of counseling as a process, "…that helps others alleviate their distress, resolve their crisis, increase their ability to solve problems and make decisions, and improve their well being."

The practice of executive coaching is defined by its focus on work-related and career development issues (Arnaud, 2003; Rosinski, 2003; Stern, 2004). Similarly, counselors and other helping professionals have an established history in working with adults on career development issues (Feldman, 2001; Greco, 2001). Loesch and Vacc (1993) in examining the work behaviors of professional counselors found counseling for career development to be an integral part of the work of professional counselors. The National Board For Certified Counselors recognizes Career Counseling as a specialty within the field of counseling, and the American Counseling Association has designated the National Career Development Association as one of its sixteen specialty divisions. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires career development and career counseling curricular components for the counseling graduated programs that it accredits. The American Psychological Association has multiple divisions (Society for Counseling Psychology, Society for Consulting Psychology, Society for Clinical Psychology) in which career development issues are emphasized (APA Divisions webpage, 2006). There is clear evidence that career development issues and career counseling are an integral part of the counseling process.

Other parallels exist between the practice of executive coaching and counseling. For example, counselors and other helping professionals understand that an individual's enjoyment and success within their career is fundamental to their well-being (Myers, Sweeney, & Witmer, 2000). Likewise, executive coaching specifically targets helping

individuals to improve their career performance and work satisfaction (Joo, 2005; Kilburg, 2004).

In addition, executive coaches often focus on interpersonal dynamics between the coachee and others. They focus on patterns and preferences for communication, self-awareness, and assessment of behaviors within the work setting (Quick & Macik-Frey, 2004; Stern, 2004; Ting & Sisco, 2006; Witherspoon & White, 1996). Similarly, specific understanding of human relationships, interpersonal communication, group dynamics, self-awareness, and assessment are required components of counselors' education, training, and client work (Corey, 2001).

Counselors and other helping professionals are specifically trained to assess dysfunctional situations (career or otherwise), offer interventions that will encourage changes and improvements, and evaluate outcomes. The executive coaching process tends to follow a similar process of assessment, intervention, and evaluation.

Coaching often incorporates the use of personality assessment instruments to improve a client's self awareness and to identify patterns of behavior. As a required component of their education and training, counselors develop expertise in administering and interpreting personality and psychological assessment instruments.

Skills held by counseling professionals including the ability to respect confidentiality and build a functional and objective relationship are also necessary in a coaching relationship. Likewise, the process of changing behaviors through intimate and often intense discourse is often the main goal of the coaching relationship- a goal that is also paramount in the counseling relationship.

In sum, both executive coaches and helping professionals are required to demonstrate expertise in the areas of career development, work satisfaction, interpersonal relationships, and assessment so that they can effectively serve the needs of their clients.

Differences Between Coaching and Counseling

Although there is general agreement that aspects of coaching and counseling are similar, the literature suggests that many differences between the two interventions also exist (Feldman & Lankau, 2005; Joo, 2005; Kilburg, 2000; Levinson, 1996; Richard, 1999; Saporito, 1996; Sperry, 1993; Tobias, 1996). Most notably, executive coaching occurs in the workplace as a performance improvement intervention. Although, "performance improvement" is broadly interpreted to indicate improvements in self-awareness, interpersonal skills, conflict management, and job satisfaction among a myriad of other variables, the thrust of the executive coaching intervention is organizationally-based and often paid for by the organization for which the coachee works.

Although counseling typically involves a face-to-face interaction, executive coaching often occurs in a broader array of contexts and forms including face-to-face sessions, observations, telephone meetings, e-mail exchanges, restaurant meetings, or even interactions within an executive's home (Richard, 1999; Sperry, 1993, 1996). Coaching sessions can last for hours or just minutes and may be scheduled regularly or sporadically, as compared with counseling sessions which usually occur in 45-60 minute sessions and regular intervals.

Unlike the typical counseling situation, executive coaching often involves collecting data from sources other than the client through the use of multi-rater or 360-degree feedback instruments. These instruments are specifically designed to collect information about specific strengths and weaknesses of the coachee's work behaviors. Often supervisors, bosses, peers, subordinates, and even friends and family may be involved in completing these instruments and providing data about the coachee to be used in the coaching process (Brotman et al., 1998; Diedrich, 1996; Gilmore, 2002; Harris, 1999; Kiel et al., 1996; Kilburg, 1996b; Peterson, 1996; Witherspoon & White, 1996a).

In addition, some have stated that the nature of the executive coaching relationship is different than the counseling relationship (Arnaud, 2003; Kilburg, 2000; Richard, 1999; Saporito, 1996; Wasylyshyn, 2003). Levinson (1996) argued that the executive coaching relationship is more directive than the typical counseling relationship and that the coach is more willing to offer direct advice than a counselor. Others have stated that the executive coaching relationship is less formal than a counseling relationship and that it is not uncommon for a coach and coachee to view one another as peers or friends (Levinson, 1996; Richard, 1999; Saporito, 1996).

Kilburg (2000) reported that although aspects of counseling reflect aspects of executive coaching, counseling usually involves issues that are processed and described in greater depth and with more attention to psychological impact than those issues being discussed in executive coaching. Kilburg (2000) points out that counseling is informed by diagnosable mental health disorders and that diagnosis is not a part of the coaching process.

Many authors have emphasized that coaching issues are typically organizationally related and that the coach must bring an understanding of business management practices and organizational development to the coaching process- an understanding that the typical counselor need not possess (Feldman & Lankau, 2005; Garman et al., 2000; Levinson, 1996; Saporito, 1996). These authors have suggested that although executive coaches need to have an understanding of human psychology, they must have a thorough understanding of companies and organizational processes to be effective (Harris, 1999; Joo, 2005; Kiel et al., 1996; Saporito, 1996; Sperry, 1996; Tobias, 1996; Wasylyshyn, 2003). Kampa-Kokesch and Anderson (2001) considers knowledge of leadership development an essential qualification for an executive coach. Levinson (1996) suggests that executive coaches must understand the political nature of organizations and be well-versed in the trends of the business world, its cultures, and language. He goes on to argue that unlike counseling, coaching moves at a rapid speed and that executive coaches must be able to manage the pace and constraints of their clients (Levinson, 1996).

Garman, Whiston, and Zlatoper (2000), examined seventy-two articles on executive coaching appearing in mainstream and trade management publications between 1991 and 1998 to determine the extent to which training in psychology was described as relevant to the coaching process. Their analysis found that psychologists were not recognized as uniquely competent practitioners of executive coaching especially if they had minimal experience working in business and industry. They concluded that consumers of executive coaching services are comfortable with coaching professionals with a breadth of educational backgrounds and experiences.

Likewise, Gilmore (2002) purports that executive coaches typically emerge from one of four backgrounds: business executive, organization development/trainer, clinical/counseling psychologist, or industrial/organizational psychologist. Gilmore (2002) suggests that an executive coach's unique background determines the types of executive coaching situations in which he or she will assist most competently.

Qualification/background differences

The qualifications between counselors and executive coaches have been compared in the literature to some degree and a major difference between the two fields is the specific education and training required to become a service provider (Brotman et al., 1998; Gilmore, 2002). The fields of counseling, clinical social work, and psychology are regulated and state and national certification and licensure processes exist for such professionals. Specific educational and training experiences must be documented and are required for such professionals to work with the populations they serve. A thorough understanding of human development, psychology, assessment, diagnosis, and ethical standards is an integral component of the qualification processes for the counseling professional (Corey, 2001). Although organizations like the International Coach Federation are trying to establish agreed upon training standards for executive coaches, there are no specific qualifications for coaches at the state or national levels at this time. Whereas the credibility of professional counselors is tied to certification and licensure, the qualifications of executive coaches are less specific.

Recently (1995-present), there has been a push within the coaching community to establish agreed upon standards of practice, ethical guidelines, and professional training requirements for executive coaches (Brotman et al., 1998; Garman et al., 2000; Thach & Heinselman, 1999). Although no universal standards or certifications are legally recognized, several professional organizations such as the International Coach Federation have been established to support and promote the credibility of the field.

Certainly the comparisons of the disciplines have been the subject of much debate within the literature. In ways similar to how consulting and coaching overlap, it seems apparent that executive coaching and counseling share common ground. However, the differences as described throughout the literature convey a trend that suggests the independence of the fields as well. How much do two fields need to overlap before the implications of such a relationship become meaningful? At what point should we care that coaches and counselors are doing similar jobs? The existing research specifically examining the similarities and differences between counseling and executive coaching is inadequate for determining whether or not coaching and counseling are related enough for implications to be drawn. It seems clear that the arguments being made for a significant relationship between the disciplines are as influenced by the vested interests of the debaters as they are contingent on objective research.

Although both the similarities and differences between counseling and coaching are represented throughout the comparison literature, no empirical studies have been conducted to examine the specific variations between the fields. Perhaps more importantly, the bulk of the comparison arguments tend to defend a particular perspective

or chastise any differing perspectives that are perceived as laying claim to the coaching field. Rather than working to create a collaborative attitude that looks to discover how the varying fields might better inform the coaching process, a sense of competition among the camps has developed. No studies have be conducted that might suggest how more established theories and practices might support the emerging coaching field in its development.

CHAPTER III

METHODOLOGY

A review of the executive coaching literature demonstrates that utilization of executive coaching as a viable individual growth and development intervention for organizational employees is on the increase. Additionally, the literature suggests that the structure and processes of executive coaching tend to parallel counseling-related interventions, and indicates that those with counseling-related backgrounds may be well qualified to perform executive coaching. Although it has been suggested that executive coaching and counseling involve similar philosophies, processes, and behaviors, no studies examining work behaviors among executive coaches have been conducted, and the relationship between the work behaviors of counselors and the work behaviors of executive coaches remains unclear. This chapter presents the methodology used for examining the work behaviors of executive coaches and the relationship between coaching and counseling work behaviors.

Research Questions

The purpose of this study was to examine the following research questions:

I. What is the underlying factor structure of work behaviors of executive coaches as measured by frequency ratings on the Executive Coaching Work Behaviors Survey?

II. What is the underlying factor structure of work behaviors of executive coaches as measured by importance ratings on the Executive Coaching Work Behaviors Survey?

III. Are there mean differences (main effects and interactions) among the dependent, factor-based scores for frequency with respect to demographic variables such as gender, level and type of education, type of work experience, and years of coaching experience?

IV. Are there mean differences (main effects and interactions) among the dependent, factor-based scores for importance with respect to demographic variables such as gender, level and focus of education, work experience, and years of executive coaching experience?

The last two questions parallel questions one through four but focus on a comparison between executive coaching work behaviors and prior research on counseling work behaviors by counselors not involved in coaching.

V. Do executive coaches differ in their reported frequency ratings of counseling work behaviors as reported on the Executive Coaching Work Behaviors Survey compared to previously identified counseling work behaviors?

VI. Do executive coaches differ in their reported importance ratings of counseling work behaviors as reported on the Executive Coaching Work Behaviors Survey compared to previously identified counseling work behaviors?

Participants

Participants were executive coaches from The Center For Creative Leadership (CCL) - a global leadership training and development organization employing executive coaches from a wide variety of backgrounds. CCL was chosen because of its premier reputation as a provider of executive coaching to varying organizations worldwide (Ting & Sisco, 2006). CCL was seen as an ideal data gathering place for accessing some of the

best executive coaches in the business, and therefore assuring a "best practices" sample. Although CCL requires that their coaches be trained and certified through an internal CCL training program, CCL coaches are also independent coaching providers apart from CCL and most maintain private coaching practices and professional relationships with other organizations. It was assumed that, although CCL coaches have an attraction to the CCL coaching philosophy, they would bring a broad range of coaching backgrounds and methodologies.

The sampling procedure used for this study involved obtaining a list of the e-mail addresses of potential participants affiliated with CCL. According to information provided by CCL as of September of 2006, there were over 500 English speaking executive coaches who were available for this study. Although English as a primary language was not a criteria for participation, only coaches with documented English proficiency were invited to participate. Accommodations to translate the survey being used to other languages were not available to the researcher and an adequate number of English speaking coaches were available for consideration to participate. Using the e-mail list, an e-mail was sent to all English speaking CCL executive coaches to invite their participation in the study. No participants were monetarily compensated for their participation, but CCL was interested in endorsing the study because of the relevance of the research to its programs and mission.

Instrumentation

A survey instrument identifying executive coaching work behaviors and a demographic questionnaire were created for this study. The survey development process

was composed of three phases: item generation, item and format refinement, and pilot-testing the survey. The goal of this process was to create an instrument that would accurately and reliably measure the types of work behaviors performed by executive coaches.

Initial Item Generation

Given the repeated suggestions within the executive coaching literature that counseling and coaching processes are similar, an initial list of relevant work behaviors was gathered from the counseling work behavior analyses conducted by Loesch and Vacc (1993) and Sampson, Vacc, and Loesch (1998). In particular, many of the items identified as "fundamental counseling practices" and "career counseling practices" in these studies were similar to work behaviors described in the coaching literature. In some of the counseling work behavior items, the wording was altered to more accurately represent coaching behaviors. Additional work behavior items were generated from many of the repeated themes and suggested competencies within the executive coaching literature. This process resulted in an initial list of 125 work behavior statements (see Appendix A).

Item Refinement

As a way of refining the initial list of items, a focus group was convened, composed of five experts in the executive coaching field. These experts were from varying coaching backgrounds, individually averaging 22 years of experience working with business leaders and executives. Each of the experts has published within the executive coaching literature and all have maintained thriving executive coaching

practices for more than ten years. The group met initially to help create a more accurate and precise item list. They were told that the purpose of the focus group was to review the initial list of possible coaching work behavior items, add items for consideration, eliminate redundant items, and/or reject items that were considered to be not applicable to the executive coaching process. The focus group met for one hour, but concluded before the group could reach complete agreement on all items. Therefore, the initial meeting was followed by multiple rounds of email correspondence whereby the experts independently reviewed and offered opinions for their support, modification, or deletion for each item. The experts also were able to provide suggestions for items needing adjustments and were able to suggest additional items during these rounds. This type of electronic rounding process has been supported as an appropriate method of item refinement in past studies (Cabaniss, 2002; Linstone, 1978). Two email rounds in total were needed to complete the process of item revision, resulting in a final item list that included 152 items (see Appendix B).

Format Refinement

The refined list of items was combined with Likert scale response options that then formed the initial executive coaching work behaviors survey. The survey used a five-point Likert scale format to measure frequency (1 = never, 2 = rarely, 3 = occasionally, 4 = frequently, and 5 = routinely) and importance (1 = of no importance, 2 = of little importance, 3 = moderately important, 4 = very important, 5 = critically important). The result was a draft of the survey that included each work behavior item

listed with the corresponding response choices for frequency and importance (see Appendix C).

Demographic Survey

A brief demographic questionnaire also was created to assess important data related to each participant's background and experiences (see Appendix D). Specifically, the questionnaire assessed participant's age, gender, years of coaching experience, undergraduate and graduate area of study, degrees earned, work history (by field and number of years working in that field), and hours of counseling related training. The content of this survey was created by the researcher to inform the research questions of the study. The demographic questionnaire and the work behaviors survey were included in the pilot testing process.

Pilot Testing of Instrument

Given the global distribution of the identified research participants and the convenience of web-based surveys, it was decided that an online format would be appropriate for data collection. Therefore, the survey that evolved from the format refinement process was transposed into the online survey service SurveyMonkey.com for pilot testing. This service provider combined an appropriate level of electronic security with a user-friendly interface. An email was sent to 20 CCL coaches who were asked to take the survey and provide feedback regarding format, content, and the time needed to complete both the demographic questionnaire and work behaviors survey. A total of 17 surveys were returned for a return rate of 85%.

Pilot testing the instrument provided important feedback for improving the survey and process. Several participants expressed the need to add a "not applicable" option for the importance response set given that there is a "never" option for frequency. For example, if participants reported that they "never" discuss work life balance issues, they could elect to also choose "not applicable" for the importance of that behavior. Thus, the response format for importance was modified (N/A = not applicable, 1 = no importance, 2 = little importance, 3 = moderately important, 4 = very important, 5 = critically important).

Originally, the demographic questionnaire and the work behaviors survey were accessed independently by clicking on a button for "background information" and then a button for "coaching behaviors survey." Several participants suggested that the demographic questionnaire be incorporated as an integrated part of the process and added to the beginning of the work behaviors section. The formatting was modified to access the demographic information and the work behaviors in one step, with the demographic questions ordered before the work behaviors. The resulting format allows the participant to experience the process as a single survey event.

Respondents reported that it took them between 20-50 minutes to complete the combined surveys. However, the majority of respondents (n =14) completed the entire process within 25-35 minutes. It was decided that a statement at the beginning of the survey would indicate the approximate 25-35 minute timeframe for taking the survey.

In addition, all respondents reported that the informed consent procedures and the method for accessing the survey were straightforward. All respondents reported that the

survey was easy to navigate and that the items were understandable. A few respondents inquired about how an eventual summary of the study findings might be helpful to participants; therefore, a statement in the informed consent process will provide the researcher's contact information so that participants who are interested in receiving a summary can do so. Although the pilot sample was small, descriptive statistical analyses provided evidence that responses varied for items, indicating that items seemed to discriminate overall.

Procedures

The revised survey, along with the IRB application forms, a summary of the pilot process, a summary of the proposed research study, a description of the informed consent process, copies of the informed consent form, and a letter from The Center For Creative Leadership indicating their support for the research project was sent to the Institutional Review Board (IRB) at the University of North Carolina at Greensboro for approval to conduct human subjects' research. After approval was received from the IRB, the pilot study (as described above) was initiated, yielding valuable information as indicated. The IRB also gave support for the larger study as described below.

Key individuals including the director of coaching research and head of coaching from The Center For Creative Leadership were contacted in order to describe the current study, assure permission for conducting research among the population of CCL executive coaches, and obtain an e-mail list of all English speaking coaches. Upon gaining permission to conduct the study and the appropriate mailing list, all CCL coaches were contacted via email about possible participation in the study. Once participants received

the initial request via e-mail, they were directed to the website that included a description of the research, informed consent information and the appropriate contact information to place inquiries about participating. If they agreed to participate, they were asked to click on a button that reflected their agreement to participate and they were linked to the web page that contained the survey. Confidentiality was insured in that no identifying information was requested nor recorded.

Data Analyses

SPSS version 11 was used to analyze the survey data. Initially, descriptive statistics were used to describe the participants' age, race, gender, educational background, work history, and special training as an executive coach. In addition, descriptive analyses included the means and standard deviations for the frequency and importance ratings for each of the items. Exploratory common factors factor analysis was used to determine the underlying factor structure of the frequency and importance ratings within the Executive Coaching Work Behavior Survey. An examination of scree plots and eigenvalues were used to determine the appropriate number of underlying factors for both dimensions. Once the number of factors were determined, rotation was used as necessary to achieve simple structure, beginning with orthogonal methods and moving to oblique methods. Items with loadings greater than .30 were retained on each factor.

Scales were then created according to the results of the factor analysis; scale scores were created by summing responses across the relevant items. Multivariate analysis of variance (MANOVA) were used to test for main effects of gender, education,

work experience, and special training. Scales related to frequency and importance of behaviors were examined using MANOVA techniques. If the omnibus *F* test was significant, additional analyses were conducted to determine the scales for which there are main effects.

To examine the secondary research questions (questions V and VI), Analysis of Variance (ANOVA) procedures were used to determine if statistically significant differences existed between the frequency and importance of shared work behavior responses of executive coaches in this study and those same work behavior items in the Loesch and Vacc (1993) study (counselor only sample). The ANOVA will include only items which are contained in both studies of work behaviors.

CHAPTER IV

RESULTS OF DATA ANALYSES

This chapter provides the results of the statistical analyses performed to examine the research questions in Chapters One and Three. Demographic statistics were calculated and inferential tests were used to compare respondents within the executive coaching sample. Factor analyses were used to examine the underlying factor structure for the frequency and importance ratings of the coaching work behavior items in the Executive Coaching Work Behavior Survey. Multiple Analyses of Variance were preformed to examine the interactive effects of selected demographic variables on factors found throughout the factor analyses.

Participants

Worldwide, 505 executive coaches from the Center for Creative Leadership were invited by email to participate in the study. Of those solicited, 132 (26%) completed the Executive Coaching Work Behaviors Survey and these respondents served as the sample for this study.

Demographic information (gender, age, ethnicity, education, work experience, and coaching experience) was gathered as part of the Executive Work Behaviors Survey to provide information about the participants. Demographic data related to age, gender, and ethnicity are reported in Table 1.

Table 1
Demographic Variables

Demographic Characteristics	Percentages	N
Age (years)		
26-30	.8	1
31-35	.8	1
36-40	5.4	7
41-45	12.3	16
46-50	10.8	14
51-55	13.1	17
56-60	30.0	39
61-65	21.5	28
66-70	5.4	7
Gender		
Male	32.3	42
Female	67.7	88
Ethnic Group		
African American/Black	3.1	4
American Indian or Alaska Native	0.0	0
Asian or Pacific Islander	0.0	0
Caucasian/White	85.4	111
Indian (origins of Indian subcontinent)	0.0	0
Latino/Latina/Hispanic	5.4	7
Middle Eastern	.8	1
Other	5.4	7

In addition, demographic information related to the educational backgrounds of executive coaches was gathered for this study. Education was measured by degree level and degree focus/major for those with graduate degrees. Results for degree type were gathered and categorized as undergraduate, master's, and/or doctoral. Results for graduate degree focus/major were gathered and categorized as "counseling related" (counseling, counseling psychology, clinical psychology, social work, human development), "business related" (business administration, organizational development, industrial-organizational psychology), or "other" (education, ministry, law, classical studies, communication, information systems, psychology, political science, library sciences, other). The results are reported in Table 2.

Table 2

Additional Demographics from the Executive Coaching Work Behaviors Survey

Demographic	Percentage	N
Education (as terminal degree)		
Undergraduate	7.7	10
Master's	43.1	56
Doctoral	49.2	64
Graduate Field of Study		
Counseling Related	46.9	61
Business Related	31.5	41
Other	21.5	28

Demographic information related to the executive coaches' work experiences also were gathered. Work experience was categorized as "Counseling Related" (clinical psychology, counseling, social work), "Business Related" (business administration/management, sales/marketing, human resources, organizational development, industrial-organizational psychology), or "Other" (medical, technical field, academe, teaching/education, ministry/clergy). In addition, the number of years experience for each work history category were determined. Lastly, demographic information for those with Counseling and Business work experience, Counseling Only work experience, Business Only work experience, and Neither (counseling nor business) work experience were gathered. Results are reported in Table 3.

Table 3

Work-related Demographics from the Executive Coaching Work Behaviors Survey

Demographic	Percentage	N
Work Experience		
Counseling Related	53.8	70
0-1 years	.8	1
1-5 years	3.8	5
5-10 years	7.7	10
10-15 years	10.8	14
15-20 years	10.8	14
20-25 years	3.8	5
25-30 years	6.9	9
30+ years	9.2	12

Business Related	88.5	115
0-1 Years	0.0	0
1-5 years	16.2	21
5-10 years	13.8	18
10-15 years	16.2	21
15-20 years	13.8	18
20-25 years	16.2	21
25-30 years	8.5	11
30+ years	3.8	5
Other (at some point during career)	80.8	105
Counseling & Business Related	47.7	62
Counseling Related Only	6.2	8
Business Related Only	40.8	53
Neither Business nor Counseling	5.4	7

Demographic information related to the executive coaches' years of coaching work experience were also gathered as well as coaches self-reported "coaching orientation." Results are presented in Table 4.

Table 4

Coaching Experience Demographics from the Executive Coaching Work Behaviors Survey

Demographic	Percentage	N
Years of Coaching Experience		
1-5	27.7	36
6-10	32.3	42
11-15	13.9	18

16-20	10.8	14
21-25	10.9	14
26-30	4.6	6
Primary Coaching Orientation		
Business	52.3	68
Counseling/Clinical	12.3	16
Other	24.6	32

Descriptive Statistics

The Executive Coaching Work Behaviors Survey participants completed for this study consisted of 152 items. Total participants' responses representing the *frequency* with which they engage in each work behavior item within the Executive Coaching Work Behavior Survey are reported in Table 5. Number of respondents, means, and standard deviations for each item are presented. The means ranged from 1.15 to 4.95 on a 5-point Likert scale. Among the frequency data, the five items with the highest means were Maintain a sense of trust (M = 4.95; SD = .23); Use open-ended questions as a method for investigation (M = 4.89; SD = .34); Maintain honest and straightforward communication (M = 4.88; SD = .32); Use reflective listening skills (M = 4.82; SD = .42); and Clarify an understanding of client concerns and challenges (M = 4.82; SD = .39). The five executive coaching work behaviors preformed least frequently were: Interview clients adult children (M = 1.15; SD = .44); Interview client's friends (M = 1.25; SD = .54); Interview client's significant other (M = 1.43; SD = .67); Write for

publication in the area of coaching (M = 1.58; SD = .91); and Interview client's customers (M =1.65; SD = .84).

Among the frequency data, the five items with the least amount of variance were Maintain a sense of trust (M = 4.95; SD = .23); Maintain a sense of mutual respect (M = 4.95; SD = .23); Maintain honest and straightforward communication (M = 4.88; SD = .32); Use open-ended questions as a method of investigation (M = 4.89; SD = .34); and Clarify an understanding of client concerns and challenges (M = 4.82; SD = .39). The five executive coaching work behaviors with the most variance were Maintain a professional website/webpage (M = 2.15; SD = 1.67); Obtain client's informed consent prior to coaching (M = 3.87; SD = 1.53); Maintain membership in coaching-related professional associations (M =2.51; SD =1.52); Use computer-assisted assessment (M = 3.32; SD = 1.52); and Develop reports of assessment results (M = 2.49; SD = 1.35).

Table 5

Descriptive Statistics for Frequency Ratings for Items on the Executive Coaching Work Behaviors Survey

Items		N	M	SD
1.	Assist client in understanding assessment/test results	130	4.58	0.57
2.	Discuss work-life balance issues with clients	130	4.16	0.70
3.	Engage in non-work related conversation with clients	130	3.80	0.94
4.	Model social skills	130	4.03	0.92
5.	Self evaluate coaching effectiveness	130	4.33	0.73
6.	Spend time on administrative activities	130	3.47	0.91
7.	Challenge and encourage client to examine the balance	130	3.79	0.94

	of client's life roles			
8.	Engage in evaluation of coaching program	130	3.39	0.96
9.	Model effective communication skills	130	4.48	0.61
10.	Observe other coaches	130	2.62	0.74
11.	Review own work history and experiences	130	3.42	0.96
12.	Use print and other media in coaching	130	3.44	0.94
13.	Use test/inventory results for intervention selections	130	3.65	1.11
14.	Develop reports	130	2.49	1.04
15.	Discuss best practices with other coaches	130	3.49	0.80
16.	Facilitate client's development of decision-making skills	130	3.74	0.75
17.	Model effective conflict management skills	130	3.36	0.91
18.	Review existing (pre-coaching) client data	130	4.39	0.90
19.	Review own education, training, and expertise	130	3.37	0.93
20.	Use knowledge of social skills	130	4.29	0.65
21.	Coach clients concerning personal change	130	4.42	0.68
22.	Discuss cases with other coaches	130	2.91	0.77
23.	Inquire about client's biographical history	130	4.43	0.82
24.	Review client's educational preparations	130	4.16	0.78
25.	Use behavioral oriented coaching techniques	130	3.61	0.92
26.	Use knowledge of client life-span developmental issues	130	3.51	0.94
27.	Analyze cost-benefit of action plan alternatives	130	3.43	0.86
28.	Read current professional literature	130	3.70	0.87
29.	Review client's work history	130	4.31	0.82
30.	Use appropriate body language when in person with the client	130	4.65	0.54
31.	Use cognitive oriented coaching techniques	130	3.80	0.76

32.	Use knowledge of developmental issues related to the needs of special populations	130	3.03	1.09
33.	Maintain consistent eye contact when in person with the client	130	4.70	0.51
34.	Reframe client's problems or challenges	130	4.44	0.58
35.	Review client's occupational skills	130	3.70	0.95
36.	Use open-ended questions as a method for investigation	130	4.89	0.34
37.	Write other professionals to maintain communication	130	2.62	1.02
38.	Assess organizational culture	130	4.12	0.86
39.	Hold client accountable for taking agreed upon actions	130	4.25	0.78
40.	Provide interpersonal skills training	130	3.48	1.07
41.	Review legal statutes and regulations	130	1.86	0.77
42.	Use knowledge of counseling theories and techniques	130	3.70	1.10
43.	Assess organizational context	130	4.43	0.63
44.	Discuss client's progress toward accomplishing their coaching goals	130	4.59	0.68
45.	Help client move from awareness to action	130	4.68	0.48
46.	Review ethical standards	130	3.05	0.96
47.	Use knowledge of evaluation models and methods	130	3.38	1.08
48.	Use non-verbal signs of attentiveness	130	4.78	0.51
49.	Challenge client to identify insights from experiences	130	4.46	0.61
50.	Engage in self-development training	130	3.67	0.86
51.	Interview client's peers	130	2.50	1.21
52.	Participate in coaching by telephone	130	4.18	0.84
53.	Use knowledge of instruments/techniques to assess personality characteristics	130	4.76	0.53

54.	Use reflective listening skills (paraphrasing, summarizing)	130	4.82	0.42
55.	Challenge client to test assumptions and personal biases	130	4.30	0.62
56.	Interview client's boss or supervisor	130	2.57	1.18
57.	Participate in coaching by e-mail	130	3.13	1.12
58.	Use knowledge of leadership theories	130	4.10	0.87
59.	Clarify an understanding of client concerns and challenges	130	4.82	0.39
60.	Help client seek alignment between individual goals and organizational goals	130	4.22	0.64
61.	Interview client's direct reports	130	2.40	1.16
62.	Participate in coaching face-to-face	130	4.38	0.70
63.	Use knowledge of career development theories	130	3.27	1.02
64.	Write for publication in the area of coaching	130	1.58	0.91
65.	Attend professional coaching-related conferences	130	2.69	0.90
66.	Help client identify internal obstacles to their effectiveness	130	4.38	0.57
67.	Interview client's customers	130	1.65	0.84
68.	Maintain a sense of trust	130	4.95	0.23
69.	Use knowledge of career counseling theories and techniques	130	3.08	1.16
70.	Adjust coaching process/techniques as needed based on evaluation	130	4.14	0.77
71.	Interview client's significant other	130	1.43	0.67
72.	Help client identify external obstacles to their effectiveness	130	4.35	0.56
73.	Maintain honest and straightforward communication	130	4.88	0.32

74.	Maintain membership in coaching-related professional associations	130	2.51	1.52
75.	Use knowledge of stress management techniques	130	3.72	0.89
76.	Give talks and speeches related to coaching	130	2.09	0.98
77.	Interview client's adult children	130	1.15	0.44
78.	Maintain a sense of mutual respect	130	4.95	0.23
79.	Provide assistance to clients in crisis situations as needed	130	2.65	0.86
80.	Seek feedback from client regarding coaching process	130	4.26	0.75
81.	Use knowledge of wellness/well-being best practices	130	3.87	0.88
82.	Coach clients concerning family issues	130	2.93	0.93
83.	Interview client's friends	130	1.25	0.54
84.	Obtain client's informed consent prior to coaching	130	3.87	1.53
85.	Provide direct, honest feedback to client	130	4.78	0.41
86.	Review confidentiality and any parameters related to confidentiality	130	4.68	0.65
87.	Use knowledge of business management practices	130	4.16	0.77
88.	Coach clients concerning personality change	130	3.45	1.19
89.	Engage clients in non-work settings	130	2.15	0.95
90.	Evaluate level of motivation for achieving goals	130	4.25	0.70
91.	Identify behavioral strengths	130	4.68	0.53
92.	Inform client about ethical standards and practice	130	3.42	1.15
93.	Use knowledge of organizational development theories	130	3.48	1.13
94.	Clarify reasons for coaching	130	4.33	0.75
95.	Encourage reevaluation of goals	130	4.34	0.64
96.	Identify areas/behaviors for improvement	130	4.78	0.41

97.	Inform client about legal/contractual aspects of coaching relationship	130	3.04	1.12
98.	Provide career/vocational education	130	2.46	0.95
99.	Use knowledge of group and team dynamics	130	4.11	0.69
100.	Discuss ethical or legal dilemmas	130	2.92	0.93
101.	Engage in advertising and marketing	130	1.80	1.03
102.	Facilitate client's development of job-search skills	130	2.63	0.90
103.	Integrate assessment data into coaching process	130	4.63	0.59
104.	Observe client behaviors in the moment	130	4.35	0.83
105.	Use knowledge of modern economic trends	130	3.10	0.95
106.	Discuss client's key work-related challenges	130	4.77	0.48
107.	Maintain a professional website/webpage	130	2.15	1.67
108.	Observe client in their work environment	130	2.37	0.99
109.	Participate in conference calls with client	130	2.44	1.11
110.	Provide career guidance	130	3.18	0.86
111.	Use knowledge of current business trends	130	3.62	0.88
112.	Assess practice needs	130	3.13	0.90
113.	Collaborate with client in establishing coaching goals	130	4.72	0.50
114.	Discuss client's key personal challenges	130	4.45	0.59
115.	Provide advice and sources for client's continuing education/training	130	3.35	0.85
116.	Select instruments appropriate to the client's characteristics and background	130	3.48	1.22
117.	Collaborate with client in identifying personal goals	130	4.43	0.70
118.	Provide concrete, actionable ideas for clients to implement	130	4.34	0.74
119.	Provide multicultural training/education	130	2.34	1.00
120.	Select techniques appropriate to help a client	130	4.43	0.66

121.	Supervise staff	130	1.72	1.15
122.	Use interest inventories	130	2.35	0.90
123.	Collaborate with client in identifying professional goals	130	4.56	0.57
124.	Help client identify internal resources their development	130	4.18	0.83
125.	Identify client's support systems	130	4.14	0.72
126.	Provide coaching skill development training to others	130	3.07	1.16
127.	Use self-report personality inventories	130	4.27	0.96
128.	Use structured activities or exercises for client development	130	3.15	1.06
129.	Develop comprehensive action plans	130	4.15	0.92
130.	Engage in role playing with client	130	3.07	0.70
131.	Help client identify external resources their development	130	3.84	0.77
132.	Identify client's moral/spiritual issues	130	2.76	0.82
133.	Use computers for data management	130	3.62	1.33
134.	Use multi-rater/360 degree instruments	130	4.77	0.58
135.	Assess psychological needs	130	3.50	1.16
136.	Challenge and encourage clients to take action towards accomplishing goals	130	4.77	0.51
137.	Maintain notes, records, and files	130	4.54	0.76
138.	Model self-awareness	130	4.22	0.72
139.	Provide encouragement	130	4.75	0.45
140.	Use computer-assisted assessment	130	3.32	1.52
141.	Assess the need for client referral	130	3.09	0.96
142.	Assist client in preparing development plan	130	4.44	0.58
143.	Correspond as needed with client	130	3.98	1.05

144.	Evaluate assessment for quality and appropriateness	130	3.53	1.17
145.	Identify, develop, and use record keeping methods	130	3.37	1.03
146.	Model self-management	130	4.05	0.79
147.	Challenge clients to stretch themselves beyond their comfort zone	130	4.42	0.51
148.	Correspond by appointment with client	130	4.07	1.20
149.	Develop reports of assessment results	130	2.49	1.35
150.	Engage in business development activities (of own practice)	130	2.77	1.19
151.	Evaluate with client the effectiveness of coaching	130	4.07	0.85
152.	Model social awareness	130	3.99	0.79

Participants' responses representing the importance of each work behavior item within the Executive Coaching Work Behavior Survey are reported in Table 6. Number of respondents, means, and standard deviations for each item are presented. The means ranged from 2.19 to 4.91 on a 5-point Likert scale. Among the importance data, the five items with the highest means were Maintain as sense of trust (M = 4.91; SD = .29); Maintain a sense of mutual respect (M = 4.88; SD = .40); Maintain honest and straightforward communication (M = 4.77; SD = .44); Use open-ended questions as a method for investigation (M = 4.75; SD = .44); and Provide direct, honest feedback to client (M = 4.74; SD = .44). The five executive coaching work behaviors indicated to be least important were: Supervise staff (M = 2.19; SD = 1.27); Interview client's adult children (M = 2.27; SD = .83); Interview client's friends (M = 2.29; SD = .75); Engage

clients in non-work settings (M = 2.40; SD = .83); and Review legal statues and regulations (M = 2.41; SD = .92).

Among the importance data, the five items with the least variance were Maintain a sense of mutual respect (M = 4.88; SD = .40); Use open-ended questions as a method for investigation (M = 4.75; SD = .44); Maintain honest and straightforward communication (M = 4.77; SD = .44); Provide direct, honest feedback to client (M = 4.74; SD = .44); and Clarify an understanding of client concerns and challenges (M = 4.67; SD = .49). The five executive coaching work behaviors with the most variance were Supervise staff (M = 2.19; SD = 1.27); Use computers for data management (M = 3.64; SD = 1.15); Use computer-assisted assessment (M = 3.40; SD = 1.12); Maintain a professional website/webpage (M = 2.52; SD = 1.10); and Engage in business development activities (of own practice) (M = 3.09; SD = 1.10).

Table 6

Descriptive Statistics for Importance Ratings for Items on the Executive Coaching Work Behaviors Survey

Items		N	M	SD
1.	Assist client in understanding assessment/test results	130	4.32	0.70
2.	Discuss work-life balance issues with clients	130	4.06	0.67
3.	Engage in non-work related conversation with clients	130	3.27	0.87
4.	Model social skills	130	3.78	0.85
5.	Self evaluate coaching effectiveness	130	4.42	0.66

6.	Spend time on administrative activities	130	3.24	0.88
7.	Challenge and encourage client to examine the balance of client's life roles	130	3.83	0.85
8.	Engage in evaluation of coaching program	130	3.65	0.89
9.	Model effective communication skills	130	4.35	0.66
10.	Observe other coaches	130	3.43	0.69
11.	Review own work history and experiences	130	3.21	0.77
12.	Use print and other media in coaching	130	3.13	0.73
13.	Use test/inventory results for intervention selections	130	3.73	0.93
14.	Develop reports	130	2.70	0.96
15.	Discuss best practices with other coaches	130	3.95	0.71
16.	Facilitate client's development of decision-making skills	130	3.92	0.75
17.	Model effective conflict management skills	130	3.88	0.73
18.	Review existing (pre-coaching) client data	130	4.22	0.91
19.	Review own education, training, and expertise	130	3.44	0.97
20.	Use knowledge of social skills	130	4.00	0.67
21.	Coach clients concerning personal change	130	4.25	0.65
22.	Discuss cases with other coaches	130	3.23	0.66
23.	Inquire about client's biographical history	130	4.14	0.83
24.	Review client's educational preparations	130	4.12	0.65
25.	Use behavioral oriented coaching techniques	130	3.16	0.70
26.	Use knowledge of client life-span developmental issues	130	3.50	0.81
27.	Analyze cost-benefit of action plan alternatives	130	3.53	0.92
28.	Read current professional literature	130	3.69	0.71
29.	Review client's work history	130	3.82	0.83

30.	Use appropriate body language when in person with the client	130	4.30	0.68
31.	Use cognitive oriented coaching techniques	130	3.77	0.57
32.	Use knowledge of developmental issues related to the needs of special populations	130	3.41	0.97
33.	Maintain consistent eye contact when in person with the client	130	4.40	0.68
34.	Reframe client's problems or challenges	130	4.31	0.53
35.	Review client's occupational skills	130	3.78	0.89
36.	Use open-ended questions as a method for investigation	130	4.75	0.44
37.	Write other professionals to maintain communication	130	2.81	0.91
38.	Assess organizational culture	130	4.19	0.71
39.	Hold client accountable for taking agreed upon actions	130	4.17	0.72
40.	Provide interpersonal skills training	130	3.90	0.74
41.	Review legal statutes and regulations	130	2.41	0.92
42.	Use knowledge of counseling theories and techniques	130	3.59	0.78
43.	Assess organizational context	130	4.39	0.68
44.	Discuss client's progress toward accomplishing their coaching goals	130	4.53	0.61
45.	Help client move from awareness to action	130	4.62	0.60
46.	Review ethical standards	130	3.70	0.87
47.	Use knowledge of evaluation models and methods	130	3.25	0.88
48.	Use non-verbal signs of attentiveness	130	4.41	0.62

49.	Challenge client to identify insights from experiences	130	4.33	0.59
50.	Engage in self-development training	130	4.02	0.73
51.	Interview client's peers	130	3.51	0.75
52.	Participate in coaching by telephone	130	3.70	0.85
53.	Use knowledge of instruments/techniques to assess personality characteristics	130	4.37	0.66
54.	Use reflective listening skills (paraphrasing, summarizing)	130	4.42	0.57
55.	Challenge client to test assumptions and personal biases	130	4.28	0.56
56.	Interview client's boss or supervisor	130	3.72	0.79
57.	Participate in coaching by e-mail	130	3.08	0.79
58.	Use knowledge of leadership theories	130	3.86	0.82
59.	Clarify an understanding of client concerns and challenges	130	4.67	0.49
60.	Help client seek alignment between individual goals and organizational goals	130	4.15	0.74
61.	Interview client's direct reports	130	3.63	0.79
62.	Participate in coaching face-to-face	130	4.26	0.70
63.	Use knowledge of career development theories	130	3.28	0.77
64.	Write for publication in the area of coaching	130	2.47	0.99
65.	Attend professional coaching-related conferences	130	3.20	0.73
66.	Help client identify internal obstacles to their effectiveness	130	4.25	0.52
67.	Interview client's customers	130	3.02	0.75
68.	Maintain a sense of trust	130	4.91	0.29

69.	Use knowledge of career counseling theories and techniques	130	3.40	0.82
70.	Adjust coaching process/techniques as needed based on evaluation	130	4.23	0.65
71.	Interview client's significant other	130	2.83	0.66
72.	Help client identify external obstacles to their effectiveness	130	4.31	0.57
73.	Maintain honest and straightforward communication	130	4.77	0.44
74.	Maintain membership in coaching-related professional associations	130	2.58	1.08
75.	Use knowledge of stress management techniques	130	3.68	0.82
76.	Give talks and speeches related to coaching	130	2.44	0.82
77.	Interview client's adult children	130	2.27	0.83
78.	Maintain a sense of mutual respect	130	4.88	0.40
79.	Provide assistance to clients in crisis situations as needed	130	3.82	0.79
80.	Seek feedback from client regarding coaching process	130	4.27	0.67
81.	Use knowledge of wellness/well-being best practices	130	3.74	0.78
82.	Coach clients concerning family issues	130	3.42	0.89
83.	Interview client's friends	130	2.29	0.75
84.	Obtain client's informed consent prior to coaching	130	4.21	1.02
85.	Provide direct, honest feedback to client	130	4.74	0.44
86.	Review confidentiality and any parameters related to confidentiality	130	4.62	0.55
87.	Use knowledge of business management practices	130	4.02	0.66

88.	Coach clients concerning personality change	130	3.56	0.87
89.	Engage clients in non-work settings	130	2.40	0.83
90.	Evaluate level of motivation for achieving goals	130	4.19	0.62
91.	Identify behavioral strengths	130	4.43	0.56
92.	Inform client about ethical standards and practice	130	3.67	0.90
93.	Use knowledge of organizational development theories	130	3.43	0.94
94.	Clarify reasons for coaching	130	4.23	0.64
95.	Encourage reevaluation of goals	130	4.16	0.60
96.	Identify areas/behaviors for improvement	130	4.57	0.54
97.	Inform client about legal/contractual aspects of coaching relationship	130	3.44	1.04
98.	Provide career/vocational education	130	2.99	0.72
99.	Use knowledge of group and team dynamics	130	3.87	0.72
100.	Discuss ethical or legal dilemmas	130	3.39	0.75
101.	Engage in advertising and marketing	130	2.50	1.04
102.	Facilitate client's development of job-search skills	130	2.99	0.70
103.	Integrate assessment data into coaching process	130	4.31	0.65
104.	Observe client behaviors in the moment	130	4.31	0.62
105.	Use knowledge of modern economic trends	130	3.02	0.79
106.	Discuss client's key work-related challenges	130	4.58	0.51
107.	Maintain a professional website/webpage	130	2.52	1.10
108.	Observe client in their work environment	130	3.61	0.75
109.	Participate in conference calls with client	130	2.93	0.90
110.	Provide career guidance	130	3.48	0.88
111.	Use knowledge of current business trends	130	3.51	0.73
112.	Assess practice needs	130	3.30	0.78

113.	Collaborate with client in establishing coaching goals	130	4.58	0.54
114.	Discuss client's key personal challenges	130	4.36	0.57
115.	Provide advice and sources for client's continuing education/training	130	3.38	0.69
116.	Select instruments appropriate to the client's characteristics and background	130	3.60	0.99
117.	Collaborate with client in identifying personal goals	130	4.29	0.61
118.	Provide concrete, actionable ideas for clients to implement	130	4.15	0.73
119.	Provide multicultural training/education	130	3.16	0.95
120.	Select techniques appropriate to help a client	130	4.35	0.62
121.	Supervise staff	130	2.19	1.27
122.	Use interest inventories	130	2.67	0.73
123.	Collaborate with client in identifying professional goals	130	4.44	0.57
124.	Help client identify internal resources their development	130	4.22	0.63
125.	Identify client's support systems	130	4.15	0.52
126.	Provide coaching skill development training to others	130	3.47	0.80
127.	Use self-report personality inventories	130	4.10	0.77
128.	Use structured activities or exercises for client development	130	3.41	0.77
129.	Develop comprehensive action plans	130	4.15	0.81
130.	Engage in role playing with client	130	3.50	0.58

131.	Help client identify external resources their development	130	3.83	0.70
132.	Identify client's moral/spiritual issues	130	3.42	0.79
133.	Use computers for data management	130	3.64	1.15
134.	Use multi-rater/360 degree instruments	130	4.60	0.59
135.	Assess psychological needs	130	4.07	0.68
136.	Challenge and encourage clients to take action towards accomplishing goals	130	4.52	0.65
137.	Maintain notes, records, and files	130	4.23	0.76
138.	Model self-awareness	130	4.17	0.62
139.	Provide encouragement	130	4.66	0.49
140.	Use computer-assisted assessment	130	3.40	1.12
141.	Assess the need for client referral	130	3.54	1.00
142.	Assist client in preparing development plan	130	4.20	0.63
143.	Correspond as needed with client	130	4.03	0.70
144.	Evaluate assessment for quality and appropriateness	130	3.97	0.62
145.	Identify, develop, and use record keeping methods	130	3.43	0.78
146.	Model self-management	130	3.87	0.78
147.	Challenge clients to stretch themselves beyond their comfort zone	130	4.26	0.54
148.	Correspond by appointment with client	130	3.93	0.97
149.	Develop reports of assessment results	130	3.35	1.09
150.	Engage in business development activities (of own practice)	130	3.09	1.10
151.	Evaluate with client the effectiveness of coaching	130	4.15	0.56
152.	Model social awareness	130	3.85	0.77

Factor Analyses

In order to address the first two research questions and to determine the underlying factor structure of the frequency and importance ratings, a principle component analyses of the Executive Coaching Work Behaviors Survey was preformed. This was followed by an orthogonal transformation of the component weight matrix using varimax rotation criterion. Due to the relatively small sample size to variable ratio, the initial results indicated the need to parcel some of the items within the survey by combining items that were similar in content. Items were reviewed to determine which items seemed redundant both descriptively and statistically (having very similar means and standard deviation scores). If items met the criteria for similarity, their scores were collapsed into a single item parcel and renamed. Item parceling is well supported as a reliable way to obtain better fitting factor solutions (Bandalos & Finney, 2001). The parceling process reduced the number of variables from 152 to 84. Ratings were averaged within each parcel.

Number of respondents, means, and standard deviations for *frequency* items within the parceled data set are presented in Table 7. The means ranged from 1.28 to 4.93 on a 5-point Likert scale. Among the frequency data, the five items with the highest means were: Establish trust, honesty, and respect in the coaching relationship (M = 4.93; SD = .20); Use open-ended questions as a method for investigation (M = 4.89; SD = .34); Clarify and understanding of client concerns and challenges (M = 4.82; SD = .39); Provide direct, honest feedback to client (M = 4.78; SD = .41); and Use multi-rater/360 degree instruments (M = 4.77; SD = .58). The five executive coaching work behaviors

indicated to be least important were: Interview client's personal contacts (M = 1.28; SD = .47); Write for publication in the area of coaching (M = 1.58; SD = .91); Supervise staff (M = 1.72; SD = 1.15); Give talks and speeches related to coaching (M = 2.09; SD = .98); Maintain a professional website/webpage (M = 2.15; SD = 1.67).

Among the frequency data, the five items with the least amount of variance were Establish trust, honesty, and respect in coaching relationship (M = 4.93; SD = .20); Use/model effective non-verbal communication (M = 4.74; SD = .33); Use open-ended questions as a method of investigation (M = 4.89; SD = .34); Clarify an understanding of client concerns and challenges (M = 4.82; SD = .39); and Assess client's strengths and development needs (M = 4.73; SD = .39) The five executive coaching work behaviors with the most variance were Maintain a professional website/webpage (M = 2.15; SD = 1.67); Maintain membership in coaching-related professional associations (M =2.51; SD =1.52); Use computer-assisted assessment (M = 3.32; SD = 1.52); Select instruments appropriate to the client's characteristics and background (M = 3.48; SD = 1.22); and Correspond by appointment with client (M = 4.07; SD = 1.20).

Table 7

Descriptive Statistics for Frequency Ratings for Parceled Items on the Executive Coaching Work Behaviors Survey

Items (parceled)	N	M	SD
1. Observe other coaches	130	2.62	0.74
2. Use print and other media in coaching	130	3.44	0.94

3. Facilitate client's development of decision-making skills	130	3.74	0.75
4. Review client's educational preparations	130	4.16	0.78
5. Read current professional literature	130	3.70	0.87
6. Use cognitive oriented coaching techniques	130	3.80	0.76
7. Reframe client's problems or challenges	130	4.44	0.58
8. Use open-ended questions as a method for investigation	130	4.89	0.34
9. Use knowledge of counseling theories and techniques	130	3.70	1.10
10. Challenge client to identify insights from experiences	130	4.46	0.61
11. Engage in self-development training	130	3.67	0.86
12. Challenge client to test assumptions and personal biases	130	4.30	0.62
13. Participate in coaching by e-mail	130	3.13	1.12
14. Use knowledge of leadership theories	130	4.10	0.87
15. Clarify an understanding of client concerns and challenges	130	4.82	0.39
16. Help client seek alignment between individual goals and organizational goals	130	4.22	0.64
17. Participate in coaching face-to-face	130	4.38	0.70
18. Write for publication in the area of coaching	130	1.58	0.91
19. Attend professional coaching-related conferences	130	2.69	0.90
20. Maintain membership in coaching-related professional associations	130	2.51	1.52
21. Give talks and speeches related to coaching	130	2.09	0.98
22. Provide assistance to clients in crisis situations as needed	130	2.65	0.86
23. Provide direct, honest feedback to client	130	4.78	0.41

24. Use knowledge of business management practices	130	4.16	0.77
25. Evaluate level of motivation for achieving goals	130	4.25	0.70
26. Inform client about ethical standards and practice	130	3.42	1.15
27. Use knowledge of organizational development theories	130	3.48	1.13
28. Use knowledge of group and team dynamics	130	4.11	0.69
29. Use knowledge of modern economic trends	130	3.10	0.95
30. Maintain a professional website/webpage	130	2.15	1.67
31. Use knowledge of current business trends	130	3.62	0.88
32. Assess practice needs	130	3.13	0.90
33. Select instruments appropriate to the client's characteristics and background	130	3.48	1.22
34. Provide concrete, actionable ideas for client's to implement	130	4.34	0.74
35. Provide multicultural training/education	130	2.34	1.00
36. Select techniques appropriate to help a client	130	4.43	0.66
37. Supervise staff	130	1.72	1.15
38. Identify client's support systems	130	4.14	0.72
39. Provide coaching skill development training to others	130	3.07	1.16
40. Use structured activities or exercises for client development	130	3.15	1.06
41. Engage in role playing with client	130	3.07	0.70
42. Use multi-rater/360 degree instruments	130	4.77	0.58
43. Model self-awareness	130	4.22	0.72
44. Provide encouragement	130	4.75	0.45
45. Use computer-assisted assessment	130	3.32	1.52
46. Correspond as needed with client	130	3.98	1.05
47. Identify, develop, and use record keeping methods	130	3.37	1.03

48. Challenge clients to stretch themselves beyond their "comfort zone."	130	4.42	0.51
49. Correspond by appointment with client	130	4.07	1.20
50. Engage with client in non-work related settings/discussions	130	2.98	0.69
51. Review own history and background	130	3.40	0.81
52. Use/model effective non-verbal communication	130	4.74	0.33
53. Establish trust, honesty, and respect in coaching relationship	130	4.93	0.20
54. Discuss the confidential nature of the coaching relationship	130	3.86	0.83
55. Identify coaching goals with client	130	4.51	0.44
56. Observe client behaviors in person	130	3.36	0.70
57. Provide personality assessment	130	3.79	0.59
58. Evaluate the impact of coaching experience with client	130	3.83	0.64
59. Discuss assessment results with client	130	3.84	0.53
60. Review client history and biographical information	130	4.09	0.57
61. Discuss client employer/organizational context	130	4.27	0.64
62. Interview client's co-workers.	130	2.28	0.99
63. Interview client's personal contacts	130	1.28	0.47
64. Assess client strengths and development needs	130	4.73	0.39
65. Discuss client challenges	130	4.61	0.39
66. Assess client's appropriateness for coaching	130	3.12	0.71
67. Share expertise related to social/interpersonal skills	130	3.95	0.63
68. Model effective interpersonal communication	130	3.92	0.60
69. Use understanding of human development norms and theory	130	3.27	0.89
70. Share understanding of wellness	130	3.79	0.80

71. Evaluate own coaching process	130	4.03	0.58
72. Provide career guidance.	130	3.18	1.02
73. Help client develop an action plan	130	4.29	0.41
74. Discuss work-life balance issues	130	3.63	0.68
75. Discuss personal change with client	130	3.93	0.77
76. Discuss obstacles for client progress/development	130	4.37	0.46
77. Provide career education for client	130	2.76	0.70
78. Provide/discuss continuing education options for client	130	3.79	0.63
79. Assess goal progress	130	4.42	0.63
80. Provide coaching via the telephone	130	3.31	0.77
81. Discuss ethical or legal aspects of coaching	130	2.61	0.72
82. Discuss coaching with other coaches	130	3.01	0.65
83. Engage in administrative activities related to own coaching practice	130	3.63	0.54
84. Promote/market own coaching business	130	2.29	0.99

The number of respondents, means, and standard deviations for *importance* items within the parceled data set are presented in Table 8. The means ranged from 2.19 to 4.75 on a 5-point Likert scale. Among the importance data, the five items with the highest means were Establish trust, honesty, and respect in coaching relationship (M = 4.77; SD = .66); Use open-ended questions as a method for investigation (M = 4.75; SD = .44); Provide direct honest feedback to client (M = 4.74; SD = .44); Provide encouragement (M = 4.66; SD = .49); Provide encouragement (M = 4.66; SD =); and Clarify an understanding of client concerns and challenges (M = 4.64; SD =). The five

executive coaching work behaviors indicated to be least important were Supervise staff (M = 1.48; SD = 1.46); Interview client's personal contacts (M = 1.69; SD = 1.27); Write for publication in the area of coaching (M = 1.92; SD = 1.35); Maintain a professional website/webpage (M = 2.19; SD = 1.33); and Give talks and speeches related to coaching (M = 2.31; SD = .97).

Among the importance data, the five items with the least variance were Assess client strengths and development needs (M = 4.50; SD = .43); Use open-ended questions as a method for investigation (M = 4.75; SD = .44); Provide direct, honest feedback to client (M = 4.74; SD = .44); Use/model effective non-verbal communication (M = 4.38; SD = .46); and Provide encouragement (M = 4.66; SD = .49). The five executive coaching work behaviors with the most variance were Discuss assessment results with client (M = 2.85; SD = 1.84); Interview client's coworkers (M = 2.69; SD = 1.58); Use computer-assisted assessment (M = 3.03; SD = 1.49); Discuss confidential nature of the coaching relationship (M = 3.59; SD = 1.49); and Supervise staff (M = 1.48; SD = 1.46).

Table 8

Descriptive Statistics for Importance Ratings for Parceled Items on the Executive Coaching Work Behaviors Survey

Items (parceled)	N	M	SD
1. Observe other coaches	130	3.41	0.75
2. Use print and other media in coaching	130	3.08	0.82
3. Facilitate client's development of decision-making skills	130	3.89	0.82

4. Review client's educational preparations	130	4.09	0.74
5. Read current professional literature	130	3.69	0.71
6. Use cognitive oriented coaching techniques	130	3.74	0.65
7. Reframe client's problems or challenges	130	4.31	0.53
8. Use open-ended questions as a method for investigation	130	4.75	0.44
9. Use knowledge of counseling theories and techniques	130	3.40	1.11
10. Challenge client to identify insights from experiences	130	4.33	0.59
11. Engage in self-development training	130	3.99	0.81
12. Challenge client to test assumptions and personal biases	130	4.28	0.56
13. Participate in coaching by e-mail	130	2.89	1.07
14. Use knowledge of leadership theories	130	3.86	0.82
15. Clarify an understanding of client concerns and challenges	130	4.64	0.64
16. Help client seek alignment between individual goals and organizational goals	130	4.15	0.74
17. Participate in coaching face-to-face	130	4.22	0.79
18. Write for publication in the area of coaching	130	1.92	1.35
19. Attend professional coaching-related conferences	130	3.13	0.87
20. Maintain membership in coaching-related professional associations	130	2.54	1.12
21. Give talks and speeches related to coaching	130	2.31	0.97
22. Provide assistance to clients in crisis situations as needed	130	3.58	1.20
23. Provide direct, honest feedback to client	130	4.74	0.44
24. Use knowledge of business management practices	130	4.02	0.66
25. Evaluate level of motivation for achieving goals	130	4.15	0.72

26. Inform client about ethical standards and practice	130	3.56	1.09
27. Use knowledge of organizational development theories	130	3.38	1.02
28. Use knowledge of group and team dynamics	130	3.84	0.80
29. Use knowledge of modern economic trends	130	2.86	1.03
30. Maintain a professional website/webpage	130	2.19	1.33
31. Use knowledge of current business trends	130	3.45	0.85
32. Assess practice needs	130	3.25	0.87
33. Select instruments appropriate to the client's characteristics and background	130	3.43	1.23
34. Provide concrete, actionable ideas for client's to implement	130	4.15	0.73
35. Provide multicultural training/education	130	2.77	1.37
36. Select techniques appropriate to help a client	130	4.32	0.73
37. Supervise staff	130	1.48	1.46
38. Identify client's support systems	130	4.15	0.52
39. Provide coaching skill development training to others	130	3.20	1.20
40. Use structured activities or exercises for client development	130	3.25	1.04
41. Engage in role playing with client	130	3.37	0.88
42. Use multi-rater/360 degree instruments	130	4.53	0.82
43. Model self-awareness	130	4.17	0.62
44. Provide encouragement	130	4.66	0.49
45. Use computer-assisted assessment	130	3.03	1.49
46. Correspond as needed with client	130	3.91	0.98
47. Identify, develop, and use record keeping methods	130	3.25	1.09
48. Challenge clients to stretch themselves beyond their "comfort zone."	130	4.26	0.54
49. Correspond by appointment with client	130	3.62	1.41

50. Engage with client in non-work related settings/discussions	130	2.35	1.22
51. Review own history and background	130	3.30	0.80
52. Use/model effective non-verbal communication	130	4.38	0.46
53. Establish trust, honesty, and respect in coaching relationship	130	4.77	0.66
54. Discuss the confidential nature of the coaching relationship	130	3.59	1.49
55. Identify coaching goals with client	130	4.32	0.67
56. Observe client behaviors in person	130	3.47	1.39
57. Provide personality assessment	130	3.25	1.34
58. Evaluate the impact of coaching experience with client	130	3.82	1.08
59. Discuss assessment results with client	130	2.85	1.84
60. Review client history and biographical information	130	3.69	0.92
61. Discuss client employer/organizational context	130	4.19	0.87
62. Interview client's co-workers.	130	2.69	1.58
63. Interview client's personal contacts	130	1.69	1.27
64. Assess client strengths and development needs	130	4.50	0.43
65. Discuss client challenges	130	4.44	0.58
66. Assess client's appropriateness for coaching	130	3.21	1.37
67. Share expertise related to social/interpersonal skills	130	3.67	1.09
68. Model effective interpersonal communication	130	4.05	0.77
69. Use understanding of human development norms and theory	130	3.29	1.05
70. Share understanding of wellness	130	3.71	0.72
71. Evaluate own coaching process	130	3.86	0.84
72. Provide career guidance.	130	2.92	1.33
73. Help client develop an action plan	130	4.11	0.77

74. Discuss work-life balance issues	130	3.69	0.82
75. Discuss personal change with client	130	3.69	1.09
76. Discuss obstacles for client progress/development	130	4.25	0.60
77. Provide career education for client	130	2.41	1.46
78. Provide/discuss continuing education options for client	130	3.79	0.60
79. Assess goal progress	130	4.32	0.65
80. Provide coaching via the telephone	130	2.94	1.27
81. Discuss ethical or legal aspects of coaching	130	2.82	1.20
82. Discuss coaching with other coaches	130	2.91	1.22
83. Engage in administrative activities related to own coaching practice	130	3.02	1.38
84. Promote/market own coaching business	130	2.27	1.38

Before addressing each of the research questions, a maximum likelihood factor analysis (MLFA) for the parceled executive coaching work behavior variables was performed in order to determine the underlying dimensions along which *frequency* for performing coaching work behaviors varied. The MFLA of the parceled frequency ratings suggested seven factors, based on an initial evaluation of the eigenvalues. The eigenvalues are shown in Table 9.

Table 9

Maximum Likelihood Factor Analysis (Eigenvalues for Unrotated Factors)

Factor	Eigenvalues
1	31.01
2	10.84
3	7.40
4	5.61
5	4.83
6	4.78
7	4.12

Of these seven factors, the first three accounted for 49.25% of the variance, and had eigenvalues of 31.01, 10.84, and 7.40 respectively. Because the remaining four factors explained proportionally far less variance, and due to the small number of parcels that would have loaded on those remaining factors, it was decided to retain only the three primary factors. An orthogonal transformation using a Varimax rotation was employed to obtain the patterns of laodings that generated the three factor structure used in the subsequent analyses. In the following tables only factor loadings of .30 or higher are listed.

Research Question One

What is the underlying factor structure of work behaviors of executive coaches as measured by *frequency* ratings on the Executive Coaching Work Behaviors Survey?

The factor analysis for frequency ratings yielded a three factor structure of executive coaching work behaviors. It should be noted that any items that failed to reach the loading threshold of .30 for any factor were dropped from subsequent analyses. Nine items failed to load on any factor in the factor analysis for frequency ratings: Attend professional coaching-related conferences; Provide encouragement; Provide assistance to clients in crisis situations as needed; Provide personality assessment; Engage with client in non-work related settings; Provide career education for client; Review own history and background; Participate in coaching by e-mail; and Interview client's personal contacts. The resulting three factor structure of executive coaching work behaviors as measured by frequency ratings is provided in Table 10.

Table 10

Factor Analysis with Varimax Rotation and Three Factor Solution: Frequency Ratings

Items	Factor Loadings		
	1	2	3
Provide coaching skill development training to others	**0.69**	-0.07	0.00
Promote/market own coaching business	**0.69**	-0.09	-0.04
Write for publication in the area of coaching	**0.65**	-0.19	0.03
Assess practice needs	**0.63**	0.24	0.05
Select instruments appropriate to the client's characteristics and background	**0.61**	0.06	-0.04
Use computer-assisted assessment	**0.61**	0.22	-0.11
Use knowledge of organizational development theories	**0.59**	0.24	0.14
Evaluate the impact of coaching experience with client	**0.58**	0.31	0.07
Give talks and speeches related to coaching	**0.56**	-0.09	-0.04

Identify client's support systems	**0.56**	0.36	0.14
Engage in administrative activities related to own coaching practice	**0.56**	-0.05	0.33
Correspond as needed with client	**0.55**	-0.06	0.18
Interview client co-workers.	**0.55**	0.00	-0.06
Observe client behaviors in person	**0.52**	0.08	0.08
Read current professional literature	**0.51**	0.09	0.06
Maintain a professional website/webpage	**0.51**	-0.03	-0.08
Maintain membership in coaching-related professional associations	**0.50**	0.26	-0.19
Discuss the confidential nature of the coaching relationship	**0.50**	0.21	0.08
Evaluate level of motivation for achieving goals	**0.49**	0.12	0.28
Use knowledge of group and team dynamics	**0.49**	0.17	0.40
Discuss coaching with other coaches	**0.47**	0.42	-0.02
Evaluate own coaching process	**0.45**	0.34	0.21
Engage in self-development training	**0.45**	0.43	-0.04
Discuss assessment results with client	**0.44**	0.19	0.08
Provide career guidance.	**0.44**	0.04	0.18
Identify, develop, and use record keeping methods	**0.43**	0.14	0.06
Observe other coaches	**0.43**	0.19	0.07
Supervise staff	**0.41**	0.16	-0.12
Provide coaching via the telephone	**0.41**	-0.08	0.23
Identify coaching goals with client	**0.40**	0.39	0.26
Challenge clients to stretch themselves beyond their comfort zone	**0.40**	0.25	0.11
Use print and other media in coaching	**0.39**	0.19	0.05

Facilitate client's development of decision-making skills	**0.39**	0.20	0.07
Engage in role playing with client	**0.37**	0.16	0.21
Participate in coaching face-to-face	**0.36**	0.11	0.13
Use structured activities or exercises for client development	**0.35**	0.22	-0.20
Model self-awareness	**0.32**	0.32	0.07
Provide multicultural training/education	**0.32**	0.31	0.13
Discuss work-life balance issues	0.03	**0.68**	0.09
Use understanding of human development norms and trends	0.17	**0.68**	-0.07
Share understanding of wellness	0.09	**0.68**	0.15
Review client history and biographical information	0.01	**0.58**	0.10
Use cognitive oriented coaching techniques	0.01	**0.56**	0.07
Discuss ethical or legal aspects of coaching	0.25	**0.54**	0.06
Inform client about ethical standards and practice	0.41	**0.50**	-0.07
Challenge client to test assumptions and personal biases	0.21	**0.48**	0.34
Use knowledge of modern economic trends	0.13	**0.48**	0.12
Assess client's appropriateness for coaching	0.05	**0.47**	-0.03
Use knowledge of current business trends	0.26	**0.46**	0.17
Provide/discuss continuing education options for client	0.43	**0.44**	0.19
Discuss obstacles for client progress/development	0.15	**0.44**	0.31
Reframe client's problems or challenges	0.17	**0.43**	0.13
Help client seek alignment between individual goals and organizational goals	0.28	**0.43**	0.31
Model effective interpersonal communication	0.21	**0.37**	0.22
Use knowledge of business management practices	0.26	**0.34**	0.23
Provide concrete, actionable ideas for clients to	0.06	**0.32**	0.31

implement			
Clarify an understanding of client concerns and challenges	-0.07	0.06	**0.64**
Establish trust, honesty, and respect in relationship	-0.12	0.07	**0.63**
Assess client strengths and development needs	0.02	0.11	**0.61**
Use/model effective non-verbal communication	-0.19	0.25	**0.53**
Discuss client challenges	-0.10	0.09	**0.49**
Share expertise related to social/interpersonal skills	0.23	0.45	**0.48**
Use open-ended questions as a method for investigation	0.15	-0.08	**0.45**
Select techniques appropriate to help a client	0.38	0.10	**0.44**
Help client develop an action plan	0.11	0.19	**0.43**
Assess goal progress	0.14	0.04	**0.42**
Challenge client to identify insights from experiences	0.12	0.22	**0.42**
Discuss client employer/organizational context	0.12	0.14	**0.41**
Use knowledge of leadership theories	0.27	0.01	**0.39**
Review client's educational preparations	0.05	0.20	**0.38**
Correspond by appointment with client	0.08	-0.11	**0.36**
Provide direct, honest feedback to client	0.26	0.03	**0.33**
Discuss personal change with client	-0.06	0.24	**0.33**
Use multi-rater/360 degree instruments	-0.02	0.01	**0.32**
Use knowledge of counseling theories and techniques	-0.14	0.17	**0.32**

Research Question Two

What is the underlying factor structure of work behaviors of executive coaches as measured by *importance* ratings on the Executive Coaching Work Behaviors Survey?

The factor analysis for importance ratings suggested a four-factor structure for the executive coaching work behaviors. An orthogonal Varimax rotation was applied to the weight (loading) matrix to aid in interpretability. Once again, any items that failed to reach the rotated loading threshold of .30 for any factor were dropped from subsequent analyses. Seven items failed to load on any factor in the factor analysis for frequency ratings: Use knowledge of leadership theories; Participate in coaching by email; Establish trust, honesty, and respect in relationship; Use knowledge of business management practices; Review client's educational preparations; Use knowledge of modern economic trends; Inform client of ethical standards of practice. The resulting four factor structure of executive coaching work behaviors as measured by importance ratings is provided in Table 11.

Table 11

Factor Analysis Results for Importance Ratings: Four Factor Solution with a Varimax Rotation

Items	Factor Loadings			
	1	2	3	4
Write for publication in the area of coaching	**0.68**	-0.09	0.31	-0.04
Provide coaching skill development training to others	**0.67**	0.11	0.02	0.10
Give talks and speeches related to coaching	**0.62**	0.12	0.02	-0.08
Engage in administrative activities related to own coaching practice	**0.60**	0.16	-0.01	0.21
Use computer-assisted assessment	**0.56**	0.22	0.02	0.23
Provide coaching via the telephone	**0.55**	-0.04	0.27	-0.01

Promote/market own coaching business	**0.55**	0.02	0.04	0.05
Select instruments appropriate to the client's characteristics and background	**0.52**	0.08	0.23	-0.10
Assess practice needs	**0.51**	0.23	0.19	-0.14
Interview client co-workers.	**0.50**	-0.10	0.41	0.06
Maintain a professional website/webpage	**0.49**	0.05	0.07	0.04
Discuss the confidential nature of the coaching relationship	**0.48**	0.26	0.09	0.20
Supervise staff	**0.48**	-0.02	0.16	0.10
Provide personality assessment	**0.47**	0.13	0.00	0.47
Observe client behaviors in person	**0.45**	0.21	0.02	0.05
Use print and other media in coaching	**0.43**	-0.04	-0.02	0.05
Discuss assessment results with client	**0.41**	-0.02	0.08	-0.05
Read current professional literature	**0.40**	0.38	-0.11	-0.08
Evaluate the impact of coaching experience with client	**0.37**	0.27	0.12	0.23
Use structured activities or exercises for client development	**0.35**	0.15	0.06	0.24
Identify, develop, and use record keeping methods	**0.35**	0.29	0.08	0.23
Maintain membership in coaching-related professional associations	**0.35**	0.10	0.17	-0.24
Observe other coaches	**0.33**	0.14	-0.15	-0.06
Review own history and background	**0.31**	0.30	0.11	0.14
Assess client strengths and development needs	0.10	**0.64**	0.23	0.16
Use open-ended questions as a method for investigation	0.11	**0.57**	-0.03	0.03

Discuss client challenges	-0.08	**0.52**	0.06	0.02
Identify client's support systems	0.19	**0.50**	0.31	-0.13
Correspond as needed with client	0.45	**0.49**	0.08	0.16
Help client develop an action plan	0.11	**0.48**	0.00	0.06
Evaluate level of motivation for achieving goals	0.21	**0.46**	0.24	0.04
Assess goal progress	0.24	**0.46**	0.06	0.04
Attend professional coaching-related conferences	0.36	**0.45**	-0.32	-0.16
Use/model effective non-verbal communication	-0.10	**0.44**	0.35	0.36
Provide encouragement	0.03	**0.44**	-0.02	0.15
Provide/discuss continuing education options for client	0.22	**0.43**	0.17	0.17
Discuss obstacles for client progress/development	0.11	**0.42**	0.28	0.01
Select techniques appropriate to help a client	0.22	**0.40**	0.17	0.10
Challenge clients to stretch themselves beyond their comfort zone	0.23	**0.39**	0.22	0.06
Clarify an understanding of client concerns and challenges	0.01	**0.38**	-0.13	0.20
Evaluate own coaching process	0.05	**0.37**	0.26	0.11
Use multi-rater/360 degree instruments	0.22	**0.35**	-0.09	0.22
Discuss client employer/organizational context	-0.05	**0.35**	0.06	0.17
Identify coaching goals with client	-0.02	**0.31**	0.28	0.14
Facilitate client's development of decision-making skills	0.24	**0.30**	0.23	0.16

Provide assistance to clients in crisis situations as needed	0.01	**0.30**	0.02	0.23
Provide concrete, actionable ideas for clients to implement	-0.11	**0.30**	0.17	0.25
Use knowledge of current business trends	0.01	**0.30**	0.18	0.23
Engage with client in non-work related settings/discussions	0.29	-0.02	**0.59**	0.22
Help client seek alignment between individual goals and organizational goals	0.04	0.29	**0.59**	0.07
Discuss coaching with other coaches	0.41	-0.17	**0.58**	0.16
Provide career guidance.	0.27	-0.18	**0.56**	0.32
Use knowledge of organizational development theories	0.29	0.03	**0.54**	0.19
Use knowledge of group and team dynamics	0.30	0.17	**0.53**	0.03
Challenge client to identify insights from experiences	-0.02	0.45	**0.52**	-0.05
Provide career education for client	0.23	0.03	**0.50**	0.49
Engage in self-development training	0.21	0.13	**0.48**	0.10
Challenge client to test assumptions and personal biases	-0.02	0.42	**0.47**	0.24
Participate in coaching face-to-face	0.06	-0.01	**0.46**	0.06
Share understanding of wellness	-0.11	0.20	**0.44**	0.11
Interview clients personal contacts	0.28	-0.18	**0.43**	0.18
Provide direct, honest feedback to client	0.13	0.17	**0.42**	-0.02
Use understanding of human development norms and trends	0.01	-0.06	**0.42**	0.35
Model self-awareness	0.06	0.26	**0.41**	0.04
Reframe client's problems or challenges	0.04	0.24	**0.41**	0.06

Assess client's appropriateness for coaching	0.13	0.16	0.09	**0.73**
Discuss personal change with client	-0.05	0.06	0.26	**0.67**
Provide multicultural training/education	0.25	0.15	0.17	**0.57**
Use knowledge of counseling theories and techniques	-0.08	-0.03	0.24	**0.56**
Share expertise related to social/interpersonal skills	0.08	0.19	0.20	**0.54**
Model effective interpersonal communication	0.26	0.18	-0.01	**0.52**
Review client history and biographical information	0.07	0.12	0.11	**0.46**
Discuss work-life balance issues	-0.11	0.22	0.27	**0.45**
Discuss ethical or legal aspects of coaching	0.37	0.06	-0.08	**0.45**
Engage in role playing with client	0.09	0.38	-0.18	**0.41**
Correspond by appointment with client	0.32	0.27	0.00	**0.37**
Use cognitive oriented coaching techniques	-0.10	0.21	-0.02	**0.33**

Although using exploratory factor analysis to deduce a structure underlying the covariance patterns among a set of variables is somewhat speculative and involves a fair amount of subjective interpretation, the results can nonetheless at least suggest a way of reducing the larger set of variables (items) to a smaller number of hopefully meaningful scales. In trun, those scales can be used to provide score profiles of frequency and

importance related behaviors, broken down by various relevant demographic characteristics of the population.

Examination of the items contained in each of the three factors for frequency and the four factors for importance resulted in seven corresponding score scales – one scale for each factor, with the interpretation of the scale based on the content of the items loading on that factor. Although not every item fits perfectly into its category based on content interpretation, the general theme of each factor can be plausibly deduced for purposes of naming the factors – subject to the obvious caveat of not assuming that factor naming involves anything more than a subjective interpretation of content. For *frequency*, factor one was labeled Professional-Administrative and contains items such as Assess practice needs; Promote/market own coaching business; Evaluate own coaching process; and Engage in self-development training. Factor two was labeled Secondary-Intervention and includes directives aimed at behavior change that the coach employs in the one-on-one coaching process. These interventions were seen to occur later in the coaching process, and therefore, "secondary" to more primary interventions such as those captured in factor four. Items for Secondary-Intervention include Discuss work-life balance issues; Share an understanding of wellness; Use knowledge of current business trends; and Discuss obstacles for client progress development. Factor three was labeled Primary-Relationship and includes items that focus on initial interventions and the coach/client relationship. Items for Primary-Relationship include Clarify an understanding of client concerns and challenges; Establish trust, honesty, and respect in

relationship; Assess client strengths and development needs; and Use knowledge of counseling theories and techniques.

For *importance* ratings, factor one was labeled Professional-Administrative and contains similar items to factor one for frequency, such as Write for publication in area of coaching; Give talks and speeches related to coaching; Assess practice needs. Factor two was labeled Secondary Intervention and contains items similar to factor two for frequency, such as Discuss client challenges; Help client develop an action plan; and Discuss obstacles for client progress/development. Factor three for importance was labeled Organization-Client Development and contains items related to the client and their organizational setting, such as Help client seek alignment between individual goals and organizational goals; Use knowledge of organizational theories; Use knowledge of group and team dynamics; and Provide career education for client. Factor four for importance was labeled Primary Relationship and contains items similar to factor three for frequency, such as Discuss personal change with client; Use knowledge of counseling theories and techniques; and Model effective interpersonal communication.

Reliability for Factors

Reliability analyses were performed to ensure that the variables (scales) associated with each of the factors has each of the factors has reliability coefficients of greater than .70. Cronbach's alpha for the three frequency-based factors were: Factor 1-Professional-Administrative (.91), Factor 2- Directive (.84), and Factor 3- Relationship (.75). Cronbach's alpha for the four importance factors were: Factor 1-Professional-

Adminsitrative (.87), Factor 2-Directive (.81), Factor 3-Organization (.80), and Factor 4-Relationship (.82).

Descriptive Statistics for Factors

Means and standard deviations were calculated for the three factor-derived frequency scores and for the four factor-based importance scores. These means and standard deviations for the frequency and importance scores are aggregated for each of several independent variables: Gender, Education Level, Education Focus, Work Experience, and Years Coaching Experience. The results are presented in tables 12 - 22.

Table 12

Means and Standard Deviations for *Frequency* and *Importance* by Factor

	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD
Frequency	130	3.24	.51	130	3.61	.46	130	4.44	.28

	Factor 1- Professional-Administrative			Factor 2 – Secondary Intervention			Factor 3 – Organization-Client Development			Factor 4 – Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Importance	130	3.26	.45	130	4.23	.31	130	3.90	.35	130	3.75	.38

Table 13

Means and Standard Deviations for *Frequency* Factors by Gender

Gender	Factor 1- Professional-Administrative			Factor 2 – Secondary Intervention			Factor 3 – Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD
Male	42	3.31	.53	42	3.51	.52	42	4.38	.33
Female	88	3.17	.50	88	3.69	.41	88	4.49	.26

Table 14

Means and Standard Deviations for *Importance* Factors by Gender

Gender	Factor 1- Professional-Administrative			Factor 2 – Secondary Intervention			Factor 3 – Organization-Client Development			Factor 4 –Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Male	42	3.04	.68	42	4.17	.36	42	3.83	.39	42	3.47	.60
Female	88	2.86	.68	88	4.21	.33	88	3.70	.49	88	3.58	.70

Table 15

Means and Standard Deviations for *Frequency* Factors by Educational Level

Educational Level	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD
Bachelors	10	3.54	.42	10	3.95	.58	10	4.52	.32
Masters	56	3.30	.51	56	3.71	.42	56	4.41	.29
Doctorate	64	3.09	.50	64	3.51	.43	64	4.48	.28

Table 16

Means and Standard Deviations for *Importance* Factors by Educational Level

Educational Level	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Organization-Client Development			Factor 4- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Bachelors	10	3.28	.42	10	4.09	.30	10	3.78	.44	10	3.48	.92
Masters	56	2.94	.74	56	4.18	.34	56	3.75	.51	56	3.49	.82
Doctorate	64	2.83	.65	64	4.21	.35	64	3.72	.43	64	3.60	.46

Table 17

Means and Standard Deviations for *Frequency* Factors by Educational Focus

Educational Focus	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD
Counseling Related	61	3.10	.51	61	3.59	.44	61	4.47	.26
Business Related	41	3.39	.45	41	3.63	.52	41	4.37	.34
Other	28	3.22	.54	28	3.72	.40	28	4.53	.24

Table 18

Means and Standard Deviations for *Importance* Factors by Educational Focus

Educational Focus	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Organization-Client Development			Factor 4- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Counseling Related	61	2.88	.68	61	4.25	.34	61	3.72	.50	61	3.66	.54
Business Related	41	2.99	.78	41	4.11	.33	41	3.84	.33	41	3.33	.88
Other	28	2.90	.52	28	4.17	.35	28	3.64	.52	28	3.61	.42

Table 19

Means and Standard Deviations for *Frequency* Factors Work Experience Specific to Type

Work Experience	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD
Counseling Only	8	3.08	.48	8	3.54	.23	8	4.42	.29
Business Only	53	3.38	.53	53	3.62	.53	53	4.43	.28
Counseling & Business	62	3.11	.49	62	3.67	.42	62	4.47	.30
Neither	7	3.10	.36	7	3.36	.17	7	4.44	.30

Table 20

Means and Standard Deviations for *Importance* Factors by Work Experience Specific to Type

Work Experience	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Organization-Client Development			Factor 4- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Counseling Only	8	2.69	.64	8	4.19	.34	8	3.84	.29	8	3.65	.30
Business Only	53	3.02	.76	53	4.18	.34	53	3.76	.43	53	3.36	.87
Counseling & Business	62	2.85	.63	62	4.20	.36	62	3.73	.50	62	3.68	.49
Neither	7	2.98	.37	7	4.14	.23	7	3.56	.56	7	3.66	.30

Table 21

Means and Standard Deviations for *Frequency* Factors by Years of Coaching Experience

Years of Coaching Experience	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD
1-5 Years	36	3.17	.44	36	3.43	.36	36	4.40	.30
5-15 Years	60	3.29	.57	60	3.72	.51	60	4.47	.27
15 + Years	34	3.13	.46	34	3.68	.39	34	4.47	.31

Table 22

Means and Standard Deviations for *Importance* Factors by Years of Coaching Experience

Years of Coaching Experience	Factor 1- Professional-Administrative			Factor 2- Secondary Intervention			Factor 3- Organization-Client Development			Factor 4- Primary Relationship		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
1-5 Years	36	2.88	.62	36	4.23	.32	36	3.71	.42	36	3.35	.83
5-15 Years	60	2.96	.78	60	4.16	.33	60	3.77	.44	60	3.62	.60
15 + Years	34	2.88	.56	34	4.21	.39	34	3.71	.54	34	3.61	.56

Research Question Three

[It should be noted that Research Question Three and Four as they appear below have been modified to exclude the demographic variable "coaching training." Due to the lack of variability in participant's coaching training responses, "years of coaching work experience" was substituted as an independent variable in all subsequent analyses.]

Are there mean differences (main effects and interactions) among the dependent, factor-based scores for frequency with respect to demographic variables such as gender, level and type of education, type of work experience, and years of coaching experience?

To address research question three, the factor scores calculated from the means of each factor for each respondent were used to perform a multivariate analysis of variance (MANOVA). The three factor-based scores for Frequency were used as the dependent variables. Gender, Level of Education, Type of Education, Type of Work Experience, and Years of Coaching Experience were used as the independent variables. Results of the MANOVA's for frequency are reported in Table 23.

For the frequency scores, there were significant main effects for Gender, Education Level, Educational Focus, Work Experience, and Years of Coaching. Follow-up analyses using Tukey's HSD post-hoc comparisons were conducted to examine the main effects in detail for the individual factor-based frequency score variables. For Gender, women rated frequency for performing work behaviors in Factor 2 - Secondary-Intervention and Factor-3 – Primary-Relationship significantly higher than men ($p < .05$). For Education Level, those with Bachelor's degrees rated frequency for performing Factor 1 – Professional-Administrative and Factor 2 – Secondary-Intervention behaviors

significantly higher than those with Doctoral Degrees ($p < .05$). For Educational Focus, those with business-related graduate education rated their frequency for performing work behaviors in Factor 1 – Professional-Administrative significantly higher than those with counseling-related graduate educations ($p < .05$). For Work Experience, those with business only work experiences rated frequency for performing Factor 1 – Professional-Administrative work behaviors significantly higher than those with Business and Counseling combined work experiences ($p < .05$). For Years Coaching Experience, those with five or more years of experience rated their frequency for performing Factor 2 – Secondary-Intervention work behaviors significantly higher than those with less than five years of coaching experience ($p < .05$)

A significant interaction was found for Education Level by Educational Focus across Factor 2 – Secondary-Intervention behaviors; however, due to the small number of respondents ($N = 2$) who held the demographic criteria included in this interaction, the results are not considered valid. No significant interaction effects were found among any of the other demographic variables. Results for interaction effects for frequency are reported in Table 23.

Table 23

Multivariate Analysis of Variance for *Frequency*

		F Statistic		
Source	Wilks' Lamba	Factor 1 – Administrative & Professional	Factor 2 - Secondary-Intervention	Factor 3 – Primary-Relationship
Gender	.90	2.13	4.49*	4.62*
Educational Level (terminal degree)	.84	4.87*	6.31*	1.13
Educational Focus (Area of study/major)	.87	4.17*	.85	2.96
Work Experience	.88	3.27*	1.12	.20
Years of Coaching Experience	.91	1.24	5.37*	.71

*p < .05

Table 24

Multivariate Analysis of Variance for *Frequency* (Interactions)

	F Statistic			
Source	Wilks' Lamba	Factor 1 –Coaching Administrative & Professional	Factor 2 - Coaching-Secondary-Intervention	Factor 3 – Coaching – Primary-Relationship
Gender X Educational Level	.62	.68	.34	.71
Gender X Educational Focus	.93	.07	2.83	1.53
Gender X Work Experience	1.82	2.25	1.37	.15
Gender X Years Coaching Experience	.71	.36	.28	1.08
Educational Level X Educational Focus	1.66	.76	3.48**	1.69
Educational Level X Work Experience	1.57	.19	2.05	.95

Table 24 Cont.

Multivariate Analysis of Variance for *Frequency* (Interactions)

	F Statistic			
Source	Wilks' Lamba	Factor 1 –Coaching Administrative & Professional	Factor 2 - Coaching-Secondary-Intervention	Factor 3 – Coaching – Primary-Relationship
Educational Level X Years Coaching Experience	1.44	.99	2.10	1.41
Educational Focus X Work Experience	.90	.87	.44	1.33
Educational Focus X Years Coaching Experience	1.03	1.27	2.07	.89
Work Experience X Years Coaching Experience	1.44	1.22	1.07	1.76

*p < .05

** Due to the small number of respondents who fit this interaction, significant results should be interpreted with caution.

Research Question Four

Are there mean differences (main effects and interactions) among the dependent, factor-based scores for importance with respect to demographic variables such as gender, level and focus of education, work experience, and years of executive coaching experience?

To address research question four, the factor scores calculated from the means of each factor for each respondent were used to perform a Multivariate Analysis of Variance (MANOVA). The four factors for Importance found in the factor analyses were used as the dependent variables and Gender, Educational Level, Educational Focus, Type of Work Experience, and Years of Executive Coaching Experience were used as independent variables. Results of the MANOVA's for importance are reported in Table 25.

For the importance factors, there were main effects for Gender, Education Level, and Work Experience. Follow-up analyses using Tukey's post-hoc comparisons were conducted to examine the main effects in detail. For Gender, women rated the importance for performing work behaviors in Factor 4 – Primary Relationship significantly higher than men ($p < .05$). For Education Level, those with Master's degrees rated the importance for performing Factor 1 – Professional-Administrative behaviors significantly higher than those with Doctoral Degrees ($p < .05$). For Work Experience, those with business-only work experiences rated the importance for performing work behaviors in Factor 1 – Professional-Administrative significantly higher than those with business and counseling combined work experiences ($p < .05$).

Interaction effects were found for Education Level X Educational Focus and Educational Focus X Work Experience. Results of the interaction effects for importance are reported in Table 26. Further investigation using simple effects analyses indicated that for those with Doctoral degrees and counseling-related graduate educations reported significantly higher importance ratings on Factor 4 – Primary Relationship work behaviors ($p < .05$). In addition, those with counseling-related graduate educations and neither counseling nor business work experiences reported significantly lower importance ratings on Factor 3 – Organization-Client Development ($p < .05$).

Research Question Five

Do executive coaches differ in their reported *frequency* ratings of counseling work behaviors as reported on the Executive Coaching Work Behaviors Survey compared to previously identified counseling work behaviors?

In order to examine research question five, Analysis of Variance (ANOVA) was used to determine if statistically significant differences existed between the frequency of shared work behavior items in this study and those same work behavior items in the Loesch & Vacc (1993) counseling work behaviors study. The "counseling items" were combined to create a scale labeled Counseling Behaviors (see Appendix F) that was used as the dependent variable, and Gender, Education Level, Educational Focus, Work Experience, and Years of Coaching Experience were used as the independent variables. Results of the ANOVA are reported in Table 27.

Significant differences in how executive coaches reported the frequency in which they performed items within the Counseling Behaviors scale were evident for Education Level and Coaching Work Experience. Follow-up analyses using Tukey's post-hoc comparisons were conducted to examine the differences in detail. For Education Level, those with Bachelor's degrees rated the frequency for performing Counseling Behaviors significantly higher than coaches with Doctoral degrees ($p < .05$). For Coaching Work Experience, coaches with more than five years coaching experience rated the frequency for performing Counseling Scale work behaviors significantly higher than coaches with less than five years experience ($p < .05$). No significant differences were found across any of the other independent variables.

Table 27

Analysis of Variance for Frequency

	F Statistic
Source	Counseling Behaviors Scale
Gender	2.37
Education Level	3.47*
Educational Focus	.15
Work Experience	.09
Years Coaching Experience	4.18*

*p < .05

Research Question Six

Do executive coaches differ in their reported *importance* ratings of counseling work behaviors as reported on the Executive Coaching Work Behaviors Survey compared to previously identified counseling work behaviors?

In order to examine research question six, Analysis of Variance (ANOVA) was use to determine if statistically significant differences existed between the importance of shared work behavior items in this study and those same work behavior items in the Loesch and Vacc (1993) counseling work behaviors study. No significant differences

existed between the independent variables and the reported importance of Counseling Behaviors Scale items. Results of the ANOVA for importance are reported in Table 28.

Table 28

Analysis of Variance for *Importance* Ratings

	F Statistic
Source	Counseling Behaviors Scale
Gender	2.18
Education Level	.80
Educational Focus	.27
Work Experience	.17
Years Coaching Experience	1.10

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

This chapter provides a summary of the results reported in Chapter IV, implications and discussion related to the study's findings, limitations of the research, and recommendations for future research related to counseling and executive coaching. These topics will be discussed in the context of the literature reviewed previously and within the framework provided by the study's research questions.

Summary

This study was conducted to provide information regarding the work behaviors of executive coaches and to serve as a first step in clarifying the relationship between counseling and coaching. The goals of this study were to identify executive coaching work behaviors, to determine the frequency and importance of the work behaviors used by executive coaches in their coaching, and to determine the extent to which known counseling work behaviors are used by executive coaches. In addition, this study examined the relationship of specific demographic variables (gender, education level, educational focus, and professional work experience) to participants' ratings of frequency and importance of coaching work behaviors. Until now, no study existed that examined these relationships.

A 152 item instrument was developed for this study (the Executive Coaching Work Behaviors Survey), and a sample of 130 executive coaches from the Center For Creative Leadership completed the instrument. Descriptive statistics, factor analytic procedures, multivariate analyses of variance, and analyses of variance procedures were used to analyze their responses.

Discussion

The field of executive coaching has emerged as a profession dedicated to helping individuals become more effective in their careers and work settings. Currently, no specific education or work experiences qualify an individual as an executive coach, but the executive coaching literature suggests that professionals with counseling-related educations and work experiences are among the population of executive coaches. This study was undertaken to investigate more specifically the relationship between counseling and executive coaching. Research questions I and II were designed to examine executive coaching work behaviors, and research questions III and IV were introduced to examine how coaching work behaviors varied among executive coaches with different demographic profiles and backgrounds. Research questions V and VI were focused specifically on how previously identified counseling work behaviors varied among executive coaches with different demographic profiles and backgrounds.

Research Questions I and II

What is the underlying factor structure of work behaviors of executive coaches as measured by *frequency* on the Executive Coaching Work Behaviors Survey? In addition, what is the underlying factor structure of work behaviors of executive coaches as

measured by *importance* ratings on the Executive Coaching Work Behaviors Survey? Although the literature related to the practice of executive coaching has suggested general competencies and typical processes for executive coaching, no study, prior to this one, had attempted to empirically examine the specific work behaviors of executive coaches. Work behavior items for the Executive Coaching Work Behavior survey were compiled by examining the executive coaching literature and work behavior studies of similar fields, and through focus group discussions with experts within the executive coaching field. Factor analyses were conducted as a necessary step to answering Research Questions I and II.

The initial factor analyses provided a factor structure that was difficult to interpret for both frequency and importance ratings of the work behavior items. The number of items in the survey in relation to the number of participants was too high and a clear content relationship among the items in each factor did not emerge. Therefore, the items were combined into parceled groups (items that were similar were grouped together) reducing the original 152 items to 84 items. In retrospect, redundancy among items was evident; however, given the exploratory nature of the study it was difficult to predict how participants would discriminate their rating among items. Factor analyses of the parceled items resulted in an improved factor solution that would provide the data for the subsequent analyses and interpretations.

A major challenge in interpreting the results of the factor analyses was in finding a clear content trend within each factor. Although specific content patterns were easily established for the items within certain factors, others were less obvious. The *frequency*

ratings for the coaching work behavior items fell into three factors: Professional-Administrative, Secondary-Intervention, and Primary-Relationship.

Items for frequency factor one, Professional-Administrative, were primarily work behaviors describing affiliation to the executive coaching profession and administrative behaviors associated with running a professional practice/business. For example, items loading to this factor included "Provide coaching skill development to others," "Promote/market own coaching business," and "Write for publication in the area of coaching."

Items for frequency factor two, Secondary-Intervention were work behaviors primarily representing interventions and action steps that a coach would employ to challenge a client to progress in his or her development. "Secondary" was included in the factor label to infer that these direct coach-to-client behaviors tend to occur later in the coaching process as compared to the behaviors in frequency factor three. Items for Secondary-Intervention included "Discuss work-life balance issues," "Provide/discuss continuing education options for client," and "Discuss obstacles for client progress/development."

Items for frequency factor three, Primary-Relationship, included work behaviors that tend to occur in the beginning of the coach-client relationship. Many of these work behaviors are also intervention oriented but focus on building and leveraging the positive relationship between coach and client. Items representing this factor included "Clarify an understanding of client concerns and challenges," "Establish trust, honesty, and respect in the coaching relationship," and "Select techniques appropriate to help a client."

Interestingly, the *importance* ratings for the coaching work behavior items fell into four factors that represented different items per factor and, therefore, slightly different themes than those factors for frequency. The four importance factors were Professional-Administrative, Secondary-Intervention, Organization-Client Development, and Primary-Relationship.

Items for importance factor one, Professional-Administrative, closely aligned to the items represented by factor one for frequency with the same name. Work behaviors describing affiliation to the executive coaching profession and administrative behaviors associated with running a professional practice/business were indicative of this factor.

Items for importance factor two, Secondary-Intervention, included coaching work behaviors that are client assessment and intervention oriented. Items within this factor included "Assess client strengths and development needs," "Help client develop an action plan," and "Assess goal progress."

Items for importance factor three, Organization-Client Development, were work behaviors that relate to the client's work setting or organization and the client's continuing education for development. Items for factor three included "Help client seek alignment between individual goals and organizational goals," "Provide career guidance," and "Use knowledge of group and team dynamics."

Items for importance factor four, Primary-Relationship, reflected work behaviors that are not related to coach-to-client intervention behaviors, assessment, or behavior change. These items reflected a coach's knowledge or expertise of relationship building competencies and the sharing of information with a client in a manner that is relationship

focused. Items such as "Share expertise related to social/interpersonal skills," "Use knowledge of counseling theories or techniques," and "Model effective interpersonal communication" were indicative of importance factor four.

The results of the factor analyses provided a clear response for Research Questions I and II. In addition, the factor analyses for this study supported assertions that have been espoused within the executive coaching literature for some time. For example, the executive coaching literature suggests that executive coaching is typically conducted in a way that involves relationship building, intervention (behavior change), and follow-up (Feldman & Lankau, 2005; Frisch, 2001, Gilmore, 2002; Kiel et al., 1996; Kilburg, 1996c, 1997), much like that of counseling. Although developing a process model for executive coaching was not the aim of this study, the factor structure of the executive coaching work behavior items does suggest that relationship-building and behavior change are definable parts of the executive coaching process.

In fact, much of the executive coaching literature has focused on the relational and behavior changing aspects of coaching with little empirical evidence to directly support these concepts as making up part of the variance in coaching work behaviors (Hart et al., 2001; Quick & Macik-Frey, 2004; Stern, 2004; Ting & Sisco, 2006; Witherspoon & White, 1996). Confirming the assumption that has existed, this study found that the coaching work behaviors rated highest for both frequency and importance were within the Primary-Relationship and Secondary-Intervention factors, and included relationship-based items such as "Maintain a sense of trust," "Maintain honest and straightforward communication," "Use appropriate body language when in person with

the client," "Use non-verbal signs of attentiveness," and "Use reflective listening skills." Likewise, behavior change items such as "Collaborate with client in establishing coaching goals," "Coach clients concerning personal change," "Help client move from awareness to action," and "Challenge and encourage clients to take action towards accomplishing goals" were within those same factors and rated on average as frequently used and highly important among coaches. Interestingly, prior research examining counseling work behaviors has demonstrated similar trends for work behaviors related to the counselor-client relationship and behavior change (Loesch & Vacc, 1993). Both executive coaches and counselors seem to emphasize relationship and behavior change in their work.

Although not predicted by prior coaching research but quite consistent with prior counseling research, executive coaching work behaviors that involve the promotion and maintenance of the professional coaching identity and practice did cluster (Loesch & Vacc, 1993; Nassar-McMillan & Borders, 1999). Work behaviors represented in the Professional-Administrative factor are a part of the executive coaches' experiences; however, they tend to be underemphasized in the literature in relation to other coaching work behaviors deemed more fundamental. This under emphasis within the literature reflects the findings of this study, in that participants rated the frequency with which they engaged in Professional-Administrative work behaviors on average less than the mean scores for frequency for behaviors within the Primary-Relationship and Secondary-Intervention factors. The same trend was true for mean scores in the importance ratings for the Professional-Administrative factor. Coaching items within this factor such as

"Supervise staff," "Give talks and speeches related to executive coaching," "Develop reports," "Maintain membership in coaching-related professional associations," and "Engage in advertising and marketing," were not considered as pertinent to the practice of executive coaching as items represented in the other factors - a trend evident in counselor work behavior studies as well (Loesch & Vacc, 1993).

The factor analyses also indicated that many coaching work behaviors fall into categories that are not related to personal change, relationship, or professional practice. Tobias (1996) and others within the executive coaching literature have argued that coaching emphasizes the role of work setting and organizational context far more than counseling-related professions (Feldman & Lankau, 2005; Joo, 2005; Kilburg, 2000). Many of the items within the Organization-Client Development factor for importance support the argument that coaching is fundamentally tied to work and organizational contexts in ways that are not supported in counseling work behavior studies.

Overall, the factors that emerged for frequency and importance in this study generally support the trend throughout the executive coaching literature that focuses on the coach-client relationship and behavior change as fundamental to the practice of executive coaching. Likewise, the trend that emphasizes the role of relationship and behavior change is represented in the counseling work behaviors literature as well (Loesch & Vacc, 1993). Although the trends for the frequency and importance ratings of work behaviors between the fields are similar, the specific work behaviors representing relationship, intervention (behavior change), and professional practice factors in both fields are not necessarily the same. Research questions V and VI were intended to

examine response differences for verified counseling work behaviors embedded within the Executive Coaching Work Behaviors Survey, but further research is needed to determine the exact relationship of shared work behaviors between these fields.

Research Questions III and IV

Are there mean differences (main effects and interactions) among the dependent, factor-based scores for *frequency* with respect to demographic variables such as gender, level and type of education, type of work experience, and years of coaching experience? Are there mean differences (main effects and interactions) among the dependent, factor-based scores for *importance* with respect to demographic variables such as gender, level and type of education, type of work experience, and years of coaching experience?

The executive coaching literature has documented the movement of those with counseling-related backgrounds into the world of executive coaching over the last twenty years (Feldman & Lankau, 2005; Joo, 2005; Kilburg, 2000). Those authors within the executive coaching ranks who have written from a counseling-related perspective have purported that the training and experiences of counselors, psychologists, and any others with clinical backgrounds dovetail nicely with the competencies required of executive coaches. Conversely, those authors within the executive coaching ranks who have written from a business-related perspective have argued with equal certainty that the business, leadership, and organizational expertise of those with specific business-related backgrounds are well-prepared to be executive coaches. Both groups acknowledge the skills, competencies, and experiences of the other and the contributions that a business or counseling-related background can provide, but the biases are apparent within the

coaching profession. This study did not undertake the task of settling this debate; however, the study did set out to offer empirical data that might suggest if coaches vary in their coaching depending on their gender, education level, education focus, work experiences, and years working within the coaching field.

Gender

There were significant main effects for gender for frequency factor Primary-Relationship and for importance factor Primary Relationship. Women reported a higher frequency for engaging in these behaviors and placed a higher importance on these behaviors than did men in the study. Given the rapport building and relationship development nature of the work behaviors included in these factors, it is not surprising that women may show an inclination to maximize these coaching behaviors. It is well documented in studies examining gender differences that women are more relationship focused than men (Pease, 2000). These findings also reflect trends within counseling work behavior studies that have shown that women have significantly higher ratings for fundamental counseling behaviors, which include many relationship-oriented behaviors, than their male counterparts (Loesch & Vacc, 1993).

Education Level

Educational level for coaches in this study was categorized as Bachelor's, Master's, or Doctoral degree (as the terminal degree). For Education Level, those coaches with Bachelor's degrees rated the frequency for performing work behaviors within Professional-Administrative as significantly higher than those with Doctoral degrees. The emphasis given among those with Bachelor's degrees to Professional-

Administrative work behaviors is not clearly understood, although it could be that the behaviors needed to maintain a professional identity and promote a professional practice may be amplified for those with less educational credibility, especially in a profession where higher education levels provide face validity and the notion of expertise.

Interestingly, those with Master's degrees scored significantly higher for performing work behaviors within the Professional-Administrative factor for importance than those with Doctoral degrees, although there were no significant differences for those with Bachelor's degrees. In general, those with Doctoral degrees placed less emphasis on Professional-Administrative for both frequency and importance than those without Doctorates.

In addition, those with Bachelor's degrees reported more frequently performing work behaviors within Secondary-Intervention than those with Doctoral degrees. Interestingly, an interaction effect of Education Level and Educational Focus indicated that those with bachelor's degrees with a business-related focus had significantly higher frequency ratings for Secondary-Intervention behaviors than those with Doctoral degrees and a business related focus. These results should be interpreted with caution, however, as only ten participants in this study reported a Bachelor's degree as their terminal degree and of those ten only four reported a Bachelor's with a business-related focus.

Lastly, an interaction effect for Education Level and Educational Focus indicated that those coaches with Doctorates with a counseling-related focus reported significantly higher importance ratings on Primary Relationship than those with all other degree level and degree focus combinations. This finding reflects the general trend established by

counseling work behavior studies that have shown that Doctoral-level counselors tend to place greater emphasis on relationship building than those with less advanced degrees (Loesch & Vacc, 1993).

Educational Focus

Educational Focus was categorized as counseling-related, business-related, or other (non-counseling/non-business). For Educational Focus, those with business-related educations rated their frequency for performing work behaviors in the Professional-Administrative factor significantly higher than those with counseling-related educations. Interestingly, those coaches having counseling-related educations did not significantly differ in their reported frequency or importance ratings of coaching work behaviors beyond the diminished frequency ratings for Professional-Administrative.

The only other significant finding related to Educational Focus was in the interaction effect between Educational Focus and Work Experience. Those coaches with counseling-related educations and neither counseling nor business work experiences reported significantly lower importance ratings for importance on the Organization-Client Development factor. However, only two coaches fell into this specific sub-category of education and work experience, and therefore, any conclusions should be drawn cautiously.

Work Experience

Work experience was categorized as counseling only, business only, counseling and business, and neither (counseling nor business). For Work Experience, those with business only work experiences rated frequency and importance for performing

Professional-Administrative work behaviors significantly higher than those with business and counseling combined work experiences. It is not entirely clear why those with pure business backgrounds tended to emphasize these work behaviors, but given that many of these behaviors relate directly with the promotion of a coaching practice/business, intuitive connections can be inferred. Most strikingly, however, was that professional work experiences did not seem to have any effect on how coaches approach the intervention and relational aspects of coaching. Opinions within the executive coaching literature that suppose that coaches with counseling-related work experiences would emphasize certain aspects of coaching more than others are not supported by the results of this study. Furthermore, assertions that coaches with primarily business-related work experience would bring that bias to their coaching work go unfounded in relation to these results.

Coaching Experience

Coaching Experience was categorized as coaches having 1-5 years experience, 5-15 years experience, and over 15 years experience. For Coaching Experience, those with five or more years of experience rated their frequency for performing Secondary-Intervention significantly higher thon those with less than five years experience. These work behaviors focused primarily on the steps for client growth and development beyond the initial relationship building stage of coaching. It could be argued that those with significant coaching experience have a deeper understanding and appreciation for the work behaviors needed to push the coaching intervention beyond its primary gains. The executive coaching literature supports the notion of "master coach" as a title indicating

significant coaching tenure and experiences (Ting & Sisco, 2006). Master coaches anecdotally are believed to take coaching to a more advanced level, which would be consistent with the theme established with the Secondary-Intervention factor.

Research Questions V and VI

Do executive coaches differ in their reported *frequency* ratings of counseling work behaviors as reported on the Executive Coaching Work Behaviors Survey compared to previously identified counseling work behaviors? In addition, do executive coaches differ in their reported *importance* ratings of counseling work behaviors as reported on the Executive Coaching Work Behaviors Survey compared to previously identified counseling work behaviors?

Counseling work behavior items from the Loesch and Vacc (1993) counselor work behavior study that seemed relevant to the practice of executive coaching were embedded in the Executive Coaching Work Behaviors Survey and were used (after being combined into a scale) as a dependent variable, while Gender, Education Level, Educational Focus, Work Experience, and Years of Coaching Work Experience were used as the independent variables. The analyses with these data showed that coaches with Bachelor's degrees reported performing Counseling Behaviors significantly more frequently than coaches with Doctoral degrees. In addition, coaches with more than five years of coaching experience reported performing Counseling Behaviors more frequently than coaches with less experience. No significant differences were found related to how frequently coaches performed Counseling Behaviors for any of the other demographic variables or for how importantly Counseling Behaviors were rated across demographic

variables. These findings were not expected. If differences were to be predicted, we would have guessed that Counseling Behaviors would be emphasized among those with counseling-related backgrounds and underemphasized among those with business-related backgrounds. The assumption that those with counseling backgrounds would focus more on counseling behaviors was not confirmed in this study.

Implications

Implications for Executive Coaching

The creation of a valid set of executive coaching work behaviors, which was a significant contribution of this study, is a major step forward for the field of executive coaching. Although executive coaching has emerged as a viable profession that has established itself as a common contributor to the training and development agendas of major organizations, very few empirical studies have examined the process of executive coaching at the behavioral level. Specific coaching work behaviors have been implied by past research but never accounted for empirically. In doing so, this study confirmed that executive coaches participate in work-based, client-focused, one-on-one experiences that challenge clients to assess their strengths, analyze their needs for development, and enact of plans for growth and improvement. This study confirmed that coaches draw on specific competencies related to relationship building and behavioral interventions with the client, and competencies that allow for coaches to develop independent coaching practices/businesses. However, results also suggested that the needed competencies to achieve professional level performance as an executive coach are not derived from particular educational or work-related experiences. In addition, this study offered data

supporting anecdotal reports that executive coaching is being preformed by professionals with varied backgrounds and demographic characteristics. Although differences exist that affect how coaching work behaviors are performed, it remains unclear whether particular demographic variables place coaches at an advantage or disadvantage to perform executive coaching overall.

Implications for Counselors

Those with counseling-related educations and work experiences have noticed the similarities between counseling and executive coaching for some time. Many of the work behaviors within the Executive Coaching Work Behaviors Survey have obvious counseling parallels and some of the work behaviors within the survey are identical to documented counseling work behaviors. The question of what makes counseling "counseling" and what makes coaching "coaching" is left unanswered by this study, but overlap between the disciplines has been empirically documented through the results. Executive coaching, in part, is made up of counseling work behaviors and behaviors that are, in essence, counseling-like. In conjunction, many executive coaching work behaviors are not counseling work behaviors or afford any semblance of counseling work behaviors.

Likewise, this research clearly attests that counselors exist among the population of executive coaches and that counseling behaviors connected to relationship building and behavioral change are frequently used and deemed as important by coaches in general. Counseling and coaching share similar structures and methods and, although the

disciplines vary, data from this study support the assertion that counselors have assimilated into the executive coaching ranks.

Interestingly, no finding within this study indicated that counselors are particularly prepared for executive coaching by way of education or work history. Those with no counseling education nor counseling related work experiences indicated the same frequency for using coaching work behaviors as those with extensive counseling education and work experiences. Although those coaches with doctoral educations in counseling-related fields did rank the importance of relationship focused work behaviors in the Primary Relationship factor higher, that result was not related to the reported frequency of performing coaching behaviors. It could be that the necessary competencies to build relationships and to encourage behavioral change are not educational or work experience based. It may be that those attracted to coaching are drawn to the profession because they perceive their own competence in relating well to others and their own competence in helping others solve problems. As this study suggests, the core competencies needed to become a professional coach may be derived from other sources apart from education and work history. It could be argued that the core relationship and problem solving competencies among counselors are also present in other professions, such as good teachers, sales persons, or financial planners, as examples. Counselors as professionals are distinguished from other fields by their specific understanding of mental health disorders, diagnoses, treatment protocols, and ethical standards. Although interpersonal and problem solving competencies are needed to be an effective counselor, these competencies are not unique to counseling.

This study should demonstrate to counselors and counselor educators the similarities of executive coaching and counseling work behaviors, but also provide security in that the fields remain distinct in many important ways. Executive coaching may provide an extension for counselors looking to expand their profession scope, but there is no indication offered by this study that would suggest the appropriateness of a reverse trend- for coaches to extend their professional scope towards counseling.

Limitations of the Study

The results of this study should be considered within the context of study limitations. Although the study aimed to recruit participant coaches who were well established as executive coaches, all participants were certified coaches from the Center For Creative Leadership (CCL). CCL as an organization has a specific mission and emphasis directed at individual leader development and self awareness and, therefore, all coaches participating in this study likely have in common a bias for the mission, philosophy, and ideology of CCL's work. Although the majority of coaches indicated that they also perform coaching work outside the bounds of CCL, this relationship should be considered when interpreting the results.

In addition, although 505 CCL coaches from all over the world were invited to participate, only 130 participants fully completed the Executive Coaching Work Behaviors Survey. Of this sample, the vast majority were North American and Caucasian. Given the CCL sample, results may not be indicative of executive coaches in general.

As indicated, the original Executive Coaching Work Behaviors Survey was quite extensive and required the coaching participants to spend 30-50 minutes to complete. Repetition in ratings for items that were similar was evident in the analysis stage of the study. Rater fatigue may have been an issue that reduced the overall number of respondents and is an issue to consider in future research with this survey.

As with most work behavior studies across fields, participation in this study was voluntary and there is no way to know how respondents differed from non-respondents. A further limitation is that the work behaviors were measured using self reports only.

Recommendations for Future Research

The following recommendations for future research are based on this study and attempt to address the limitations previously identified. Future researchers should consider conducting this survey with other populations, both with other executive coaches and counselors. Different populations of executive coaches could help determine the reliability and validity of the survey instrument and its factors, and provide data that could help to generalize the work behaviors of coaches. In addition, a population of counselors who were not executive coaches could help delineate those behaviors that overlap between the coaching and counseling fields.

Additional research with the Executive Coaching Work Behaviors Survey also should aim at attracting a larger response set overall. This could be encouraged by developing a shorter survey by eliminating the items that were not endorsed in this study and by using the parceled items.

Lastly, future researchers should consider the idea of having coaching clients respond to the Executive Coaching Work Behavior Survey. Information gathered in such a study could better inform the executive coaching field about what coaching work behaviors are meaningful to clients. The current study provided some insight as to the frequency and importance of coaching behaviors as perceived by the coach, but if those behaviors are not seen in equal standing by the client, then the overall success of the coaching intervention may be in question.

Conclusion

This study provides a critical first step in identifying empirically the specific work behaviors of executive coaches. Up to this point, the practice of executive coaching has been largely inferred and only generally described within the executive coaching literature. By identifying an extensive set of coaching work behaviors, additional research into the efficacy and impact of coaching can be conducted more successfully.

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APPENDIX A

POSSIBLE COACHING WORK BEHAVIOR ITEMS

1. Assist client in understanding assessment/test results
2. Facilitates client's development of decision-making skills
3. Use assessment/test results for client decision making
4. Use interest inventories
5. Evaluate client's educational preparations
6. Use self-report personality inventories
7. Use test/inventory results for intervention selections
8. Evaluate client's occupational skills
9. Use occupational information
10. Provide career/vocational education
11. Facilitate client's development of job-search skills
12. Use achievement tests
13. Use print and other media in coaching
14. Select appraisal instruments/techniques for coaching
15. Provide career guidance
16. Use non-test appraisal techniques
17. Use aptitude tests
18. Use computerized career guidance resources
19. Coach clients concerning personal change
20. Establish coaching goals
21. Evaluate client's movement toward coaching goals
22. Evaluate extent of client's psychological dysfunction
23. Clarify coach/client roles
24. Development comprehensive action plans
25. Assist with client's evaluation of coaching
26. Reframe client's problem
27. Identify source-of-problem alternatives
28. Obtain client's informed consent prior to coaching
29. Coach clients concerning life-style change
30. Inform client about ethical standards and practice
31. Clarify client's support systems
32. Assess psychological needs
33. Systematically observe client behaviors
34. Evaluate need for client referral
35. Evaluate existing (precoaching) client data
36. Conduct precoaching informational interview
37. Use "active listening" skills
38. Maintain notes, records, and files
39. Self evaluate coaching effectiveness

40. Inform client about legal aspects of coaching
41. Use behavioral oriented coaching techniques
42. Use cognitive oriented coaching techniques
43. Analyze cost-benefit of action plan alternatives
44. Provide consultation for ethical or legal dilemmas
45. Participate in conference calls
46. Participate in staffing decision making processes
47. Correspond orally with others to maintain communication
48. Evaluate other coaches performance
49. Establish coaching services goals
50. Read current professional literature
51. Write other professionals to maintain communication
52. Write other professionals to maintain communication
53. Assess practice needs
54. Review legal statutes and regulations
55. Supervisee staff
56. Provide coaching skill development training
57. Review ethical standards
58. Provide interpersonal skills training
59. Provide consultation for human resources needs
60. Engage in evaluation of coaching program
61. Prepare developmental media
62. Develop reports
63. Engage in self-development training
64. Provide coaching for organizational development
65. Provide multicultural training/education
66. Use computers for data management
67. Engage in data analysis
68. Write communication for professional activities
69. Collaborate in research with other professionals
70. Write for publication
71. Develop appraisal instruments or techniques
72. Engage in at work observation of client
73. Coach persons in crisis
74. Coach clients concerning family member interaction
75. Coach clients concerning personality change
76. Coach clients concerning family change
77. Clarify client's moral/spiritual issues
78. Interview client's significant other
79. Coach client concerning marriage enrichment
80. Assist with team members' feedback to each other
81. Identify harmful team member behaviors
82. Resolve conflict among team members

83. Systematically observe group members' behaviors
84. Use structured activities or exercises for client development
85. Develop productive relationships with clients
86. Knowledge of legal statutes concerning confidentiality
87. Knowledge of ethical standards
88. Establish and maintain a productive group climate
89. Collaborate with client in identifying personal goals
90. Select techniques appropriate to help a client or group
91. Knowledge of developmental issues and needs of minority populations
92. Knowledge of interpersonal dynamics of special population clients
93. Knowledge of role relationships that facilitate climate development
94. Knowledge of counseling theories and techniques
95. Knowledge of client life-span developmental issues
96. Knowledge of assessing life style/developmental issues.
97. Knowledge of evaluation models and methods
98. Knowledge of instruments/techniques to assess personal characteristics
99. Knowledge of information about changing roles/life styles of women and men
100. Evaluate the need for client referral
101. Knowledge of leadership, evaluation, and conflict resolution theories
102. Evaluate program for special population clients
103. Identify, develop, and use record keeping methods
104. Select instruments appropriate to the client's characteristics and background
105. Evaluate assessment for quality and appropriateness
106. Participate in supervision for skill maintenance and enhancement
107. Select assessment techniques for individual and groups
108. Assist client in understanding assessment results
109. Knowledge of needs assessment and evaluation
110. Select appropriate assessment procedures for specified situations and populations
111. Interpret and present data from assessment instruments
112. Use computer-assisted assessment
113. Develop reports of assessment results
114. Challenge and encourage clients to take action
115. Knowledge of how work and role perceptions vary among client populations
116. Ability to challenge and encourage clients to interpret information and experience
117. Challenge clients to examine the balance of life roles in client's careers
118. Knowledge of career development theories
119. Ability to evaluate clients' career-related family/cultural issues
120. Knowledge of career development theories for women
121. Knowledge of career counseling theories and techniques
122. Knowledge of assessing work environment conditions
123. Knowledge of career planning information and techniques
124. Administer, score, and report findings from career assessment instruments
125. Knowledge of organizational theories

APPENDIX B

WORK BEHAVIORS SELECTED BY FOCUS GROUP

1. Engage in non-work related conversation (small talk)
2. Review own work history and experiences
3. Review own education, training, and expertise
4. Inquire about client's biographical history
5. Use appropriate body language when in person with the client
6. Maintain consistent eye contact when in person with the client
7. Use of own relevant and related experiences
8. Use non-verbal signs of attentiveness
9. Use reflective listening skills (paraphrasing, summarizing)
10. Clarify coach/client roles
11. Clarify an understanding of client concerns and challenges
12. Maintain a sense of trust
13. Maintain honest and straightforward communication
14. Maintain a sense of mutual respect
15. Review confidentiality and any parameters related to confidentiality
16. Engage clients in non-work settings (meals out, special events, etc.)
17. Clarify reasons for coaching
18. Observe client behaviors in the moment
19. Observe client in their work environment
20. Select instruments appropriate to the client's characteristics and background
21. Use interest inventories
22. Use self-report personality inventories
23. Use multi-rater/360 degree instruments
24. Use computer-assisted assessment
25. Evaluate assessment for quality and appropriateness
26. Develop reports of assessment results
27. Assist client in understanding assessment/test results
28. Use test/inventory results for intervention selections
29. Review existing (pre-coaching) client data
30. Review client's educational preparations
31. Review client's work history
32. Review client's occupational skills
33. Assess organizational culture
34. Assess organizational context
35. Interview client's peers
36. Interview client's boss or supervisor
37. Interview client's direct reports
38. Interview client's customers
39. Interview client's significant other

40. Interview client's adult children
41. Interview client's friends
42. Identify behavioral strengths
43. Identify areas/behaviors for improvement
44. Integrate assessment data into coaching process
45. Discuss client's key work-related challenges
46. Discuss client's key personal challenges
47. Select techniques appropriate to help a client
48. Identify client's support systems
49. Identify client's moral/spiritual issues
50. Assess psychological needs
51. Assess the need for client referral
52. Evaluate with client the effectiveness of coaching
53. Self evaluate coaching effectiveness
54. Engage in evaluation of coaching program
55. Use knowledge of social skills
56. Use knowledge of client life-span developmental issues
57. Use knowledge of developmental issues related to special populations
58. Use knowledge of interpersonal dynamics of special population clients
59. Use knowledge of counseling theories and techniques
60. Use knowledge of evaluation models and methods
61. Use knowledge of techniques to assess personality characteristics
62. Use knowledge of leadership theories
63. Use knowledge of career development theories
64. Use knowledge of career counseling theories and techniques
65. Use knowledge of stress management techniques
66. Use knowledge of wellness/well-being best practices
67. Use knowledge of business management practices
68. Use knowledge of organizational development theories
69. Use knowledge of group and team dynamics
70. Use knowledge of modern economic trends
71. Use knowledge of current business trends
72. Collaborate with client in establishing coaching goals
73. Collaborate with client in identifying personal goals
74. Collaborate with client in identifying professional goals
75. Develop comprehensive action plans
76. Challenge and encourage clients to take action towards accomplishing goals
77. Assist client in preparing development plan
78. Challenge clients to stretch themselves beyond their "comfort zone."
79. Discuss work-life balance issues
80. Challenge and encourage client to examine the balance of client's life roles
81. Facilitate client's development of decision-making skills
82. Coach clients concerning personal change

83. Analyze cost-benefit of action plan alternatives
84. Reframe client's problems or challenges
85. Provide interpersonal skills training
86. Help client move from awareness to action
87. Challenge client to identify insights from experiences
88. Challenge client to test assumptions and personal biases
89. Help client seek alignment between individual goals and organizational goals
90. Help client identify internal obstacles to their effectiveness
91. Help client identify external obstacles to their effectiveness
92. Provide assistance to clients in crisis situations as needed
93. Coach clients concerning family issues
94. Coach clients concerning personality change
95. Provide career/vocational education
96. Facilitate client's development of job-search skills
97. Provide career guidance
98. Provide references for continuing education and development
99. Provide multicultural training/education
100. Use structured activities or exercises for client development
101. Engage in role playing with client
102. Model self-awareness
103. Model self-management
104. Model social awareness
105. Model social skills
106. Model effective communication skills
107. Model effective conflict management skills
108. Use behavioral oriented coaching techniques
109. Use cognitive oriented coaching techniques
110. Use open-ended questions as a method for investigation
111. Hold client accountable for taking agreed upon actions
112. Discuss client's progress toward accomplishing their coaching goals
113. Participate in coaching by telephone
114. Participate in coaching by e-mail
115. Participate in coaching face-to-face
116. Assist with client's evaluation of coaching
117. Adjust coaching process/techniques as needed based on evaluation
118. Seek feedback from client regarding coaching process
119. Provide direct, honest feedback to client
120. Evaluate level of motivation for achieving goals
121. Encourage reevaluation of goals
122. Discuss ethical or legal dilemmas
123. Participate in conference calls with client
124. Provide advice and sources for client's continuing education/training
125. Provide concrete, actionable ideas for clients to implement

126. Help client identify internal resources their development
127. Help client identify external resources their development
128. Provide encouragement
129. Correspond as needed with client
130. Correspond by appointment with client
131. Identify other needs for the client or organization from the coaching process
132. Observe other coaches
133. Discuss best practices with other coaches
134. Discuss cases with other coaches
135. Read current professional literature
136. Write other professionals to maintain communication
137. Review legal statutes and regulations
138. Review ethical standards
139. Engage in self-development training
140. Collaborate in coaching research with other professionals
141. Write for publication in the area of coaching
142. Attend professional coaching-related conferences
143. Maintain membership in coaching-related professional associations
144. Give talks and speeches related to coaching
145. Obtain client's informed consent prior to coaching
146. Inform client about ethical standards and practice
147. Inform client about legal/contractual aspects of coaching relationship
148. Engage in advertising and marketing
149. Maintain a professional website/webpage
150. Assess practice needs
151. Supervise staff
152. Provide coaching skill development training to others
153. Use computers for data management
154. Maintain notes, records, and files
155. Identify, develop, and use record keeping methods
156. Engage in business development activities (of own practice)
157. Spend time on administrative activities
158. Use print and other media in coaching
159. Develop reports

APPENDIX C

EXECUTIVE COACHING WORK BEHAVIORS SURVEY

Instructions for Survey

Please indicate your response to the work behavior statements below by moving the curser and clicking on the number corresponding to your choice. Please note that you will be answering each item **twice**; once for the *frequency* in which you engage the work behavior, and then for the *importance* of the work behavior to your job as an executive coach.

Work Behaviors	FREQUENCY					IMPORTANCE				
Engage in non-work related conversation (small talk)	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review own work history and experiences	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review own education, training, and expertise	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Inquire about client's biographical history	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use appropriate body language when in person with the client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain consistent eye contact when in person with the client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use of own relevant and related experiences	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Use non-verbal signs of attentiveness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use reflective listening skills (paraphrasing, summarizing)	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Clarify coach/client roles	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Clarify an understanding of client concerns and challenges	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain a sense of trust	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain honest and straightforward communication	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain a sense of mutual respect	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review confidentiality and any parameters related to confidentiality	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Engage clients in non-work settings (meals out, special events, etc.)	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Clarify reasons for coaching	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Observe client behaviors in the moment	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Observe client in their work environment	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Select instruments appropriate to the client's characteristics and background	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use interest inventories	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use self-report personality inventories	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use multi-rater/360 degree instruments	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use computer-assisted assessment	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Evaluate assessment for quality and appropriateness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Develop reports of assessment results	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assist client in understanding assessment/test results	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Use test/inventory results for intervention selections	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review existing (pre-coaching) client data	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review client's educational preparations	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review client's work history	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review client's occupational skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assess organizational culture	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assess organizational context	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Interview client's peers	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Interview client's boss or supervisor	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Interview client's direct reports	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Interview client's customers	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Interview client's significant other	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Interview client's adult children	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Interview client's friends	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Identify behavioral strengths	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Identify areas/behaviors for improvement	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Integrate assessment data into coaching process	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Discuss client's key work-related challenges	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Discuss client's key personal challenges	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Select techniques appropriate to help a client	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5

Identify client's support systems	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Identify client's moral/spiritual issues	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assess psychological needs	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assess the need for client referral	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Evaluate with client the effectiveness of coaching	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Self evaluate coaching effectiveness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Engage in evaluation of coaching program	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of social skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of client life-span developmental issues	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of developmental issues related to special populations	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important

interpersonal dynamics of special population clients	1	2	3	4	5	1	2	3	4	5
Use knowledge of counseling theories and techniques	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of evaluation models and methods	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of techniques to assess personality characteristics	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of leadership theories	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of career development theories	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of career counseling theories and techniques	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of stress management techniques	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of wellness/well-being best practices	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Use knowledge of business management practices	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of organizational development theories	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of group and team dynamics	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of modern economic trends	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use knowledge of current business trends	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Collaborate with client in establishing coaching goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Collaborate with client in identifying personal goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Collaborate with client in identifying professional goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Develop comprehensive action plans	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Challenge and encourage clients to take action towards accomplishing goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Assist client in preparing development plan	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Challenge clients to stretch themselves beyond their "comfort zone."	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Discuss work-life balance issues	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Challenge and encourage client to examine the balance of client's life roles	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Facilitate client's development of decision-making skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Coach clients concerning personal change	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Analyze cost-benefit of action plan alternatives	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Reframe client's problems or challenges	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide interpersonal skills training	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Help client move from awareness to action	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Challenge client to identify insights from experiences	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Challenge client to test assumptions and personal biases	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Help client seek alignment between individual goals and organizational goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Help client identify internal obstacles to their effectiveness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Help client identify external obstacles to their effectiveness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide assistance to clients in crisis situations as needed	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Coach clients concerning family issues	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Coach clients concerning personality change	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide career/vocational education	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Facilitate client's development of job-search skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide career guidance	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide references for continuing education and development	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide multicultural training/education	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use structured activities or exercises for client development	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Engage in role playing with client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Model self-awareness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Model self-management	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Model social awareness	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Model social skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Model effective communication skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Model effective conflict management skills	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use behavioral oriented coaching techniques	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use cognitive oriented coaching techniques	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use open-ended questions as a method for investigation	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Hold client accountable for taking agreed upon actions	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Discuss client's progress toward accomplishing their coaching goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Participate in coaching by telephone	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Participate in coaching by e-mail	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Participate in coaching face-to-face	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assist with client's evaluation of coaching	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Adjust coaching process/techniques as needed based on evaluation	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Seek feedback from client regarding coaching process	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide direct, honest feedback to client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Evaluate level of motivation for achieving goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Encourage reevaluation of goals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Discuss ethical or legal dilemmas	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Participate in conference calls with client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide advice and sources for client's continuing education/training	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Provide concrete, actionable ideas for clients to implement	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Help client identify internal resources their development	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Help client identify external resources their development	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide encouragement	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Correspond as needed with client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Correspond by appointment with client	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Identify other needs for the client or organization from the coaching process	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Observe other coaches	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Discuss best practices with other coaches	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Discuss cases with other coaches	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Read current professional literature	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Write other professionals to maintain communication	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review legal statutes and regulations	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Review ethical standards	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Engage in self-development training	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Collaborate in coaching research with other professionals	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Write for publication in the area of coaching	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Attend professional coaching-related conferences	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain membership in coaching-related professional associations	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Give talks and speeches related to coaching	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Obtain client's informed consent prior to coaching	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Inform client about ethical standards and practice	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Inform client about legal/contractual aspects of coaching relationship	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Engage in advertising and marketing	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain a professional website/webpage	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Assess practice needs	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Supervise staff	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Provide coaching skill development training to others	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Use computers for data management	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5
Maintain notes, records, and files	Never 1	Rarely 2	Occasionally 3	Frequently 4	Routinely 5	Of No Importance 1	Of Little Importance 2	Moderately Important 3	Very Important 4	Critically Important 5

Identify, develop, and use record keeping methods	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Engage in business development activities (of own practice)	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Spend time on administrative activities	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Use print and other media in coaching	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5
Develop reports	Never	Rarely	Occasionally	Frequently	Routinely	Of No Importance	Of Little Importance	Moderately Important	Very Important	Critically Important
	1	2	3	4	5	1	2	3	4	5

APPENDIX D

DEMOGRAPHIC QUESTIONNAIRE

Instructions: Please move the curser and click the appropriate choice or type your answer in the space provided.

What is your current age?
Choices: 20-100 years

What is your gender?
Choices: Male or Female

To what ethnic group do you primarily identify yourself?
Choices: African American/Black, American Indian or Alaskan native, Asian or Pacific islander, Caucasian/White, Indian (origins of Indian subcontinent), Latino, Latina/Hispanic, Middle Easterner, Other (please specify)

What was your undergraduate field of study or academic major?
Choices: Accounting, Finance, African-American Studies, Anthropology, Art, Biology, Broadcasting and Cinema, Business Administration, Chemistry, Classical Studies, Communication Studies, Consumer, Apparel, and Retail Studies, Counseling, Dance, Economics, Education, Engineering, English, Exercise and Sport Science, Genetics, Geography, Language Studies, Gerontology, History, Human Development, Information Systems, Interior Design, International Studies, Law, Library Sciences, Mathematics, Music, Journalism, Nursing, Nutrition and Food Science, Philosophy, Physics, Astronomy, Political Science, Psychology, Public health, Recreation, Tourism and Hospitality Management, Religious Studies, Social Work, Sociology, Theatre, Women's and Gender Studies

Do you currently have a graduate degree or degrees?
Choices: yes or no

If having a graduate degree, please identify the degree level (you may choose more than one if applicable)
Choices: Masters, Ph.D., Ed.D., Psy.D., MD, JD, Other Doctoral-level Professional (please specify)

Please identify the field of study that most closely describes your graduate degree(s)
Choices: Accounting, Finance, African-American Studies, Anthropology, Art, Biology, Broadcasting and Cinema, Business Administration, Chemistry, Classical Studies, Communication Studies,

Consumer, Apparel, and Retail Studies, Counseling, Dance, Dentistry, Economics, Education, Engineering, English, Exercise and Sport Science, Genetics, Geography, Language Studies, Gerontology, History, Human Development, Information Systems, Interior Design, International Studies, Law, Library Sciences, Mathematics, Music, Journalism, Nursing, Nutrition and Food Science, Pharmacy, Philosophy, Physician/Medicine, Physics, Astronomy, Political Science, Psychology, Public health, Recreation, Tourism and Hospitality Management, Religious Studies, Social Work, Sociology, Theatre, Women's and Gender Studies

Please describe any other educational experiences that you would consider relevant to your current practice as an executive coach.

Have you had any work experience within or related to the following job categories? How long? (described in years):
Business Administration, Business Consulting, Sales & Marketing, Human Resources, Medicine, Technical Fields (please specify), Psychology (please specify), Counseling, Academia (University-related), Teaching, Ministry, Other (please specify)

Please describe any other work-related history that you would consider relevant to your current practice as an executive coach.

Are you a licensed clinician?
Choices: Yes or No

If you are a licensed clinician, what is your license type?
Choices: Licensed Professional Counselor, Licensed Psychologist, Licensed Clinical Social Worker, Other (Please specify)

Please describe any professional training that you would consider relevant to your current practice as an executive coach and the approximate number of hours engaged in such training.

How long have you been engaged in the practice of executive coaching?
Choices: 1-40 years

APPENDIX E

COUNSELING WORK BEHAVIORS EMBEDDED IN EXECUTIVE COACHING

WORK BEHAVIORS SURVEY

Assist client in understanding assessment/test results
Self evaluate coaching effectiveness
Challenge and encourage client to examine the balance of client's life roles
Use test/inventory results for intervention selections
Develop reports
Facilitate client's development of decision-making skills
Review existing client data
Coach clients concerning personal change
Use behavioral oriented coaching techniques
Review client's educational preparations
Analyze cost-benefit of action plan alternatives
Use cognitive oriented techniques
Reframe client's problems or challenges
Review client's occupational skills
Use open-ended questions as a method for investigation
Provide interpersonal skills training
Review ethical standards
Engage in self-development training
Use reflective listening skills (paraphrasing, summarizing)
Provide assistance to clients in crisis situations as needed
Coach clients concerning family issues
Obtain client's informed consent prior to coaching
Review confidentiality and any parameters related to confidentiality
Coach clients concerning personality change
Inform clients about ethical standards of practice
Provide career/vocational education
Facilitate client's development of job-search skills
Observe client behaviors in the moment
Provide career guidance
Assess practice needs
Collaborate with client in establishing coaching goals
Provide multicultural training/education
Use interest inventories
Identify client's support systems
Use self-report personality inventories
Use structure activities or exercises for client development

Develop comprehensive action plans
Identify client's moral/spiritual issues
Assess psychological needs
Maintain notes, records, and files
Assess the need for client referral