MEASURING COACHING EFFECTIVENESS

IN THE FINANCIAL SERVICES INDUSTRY

By

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Dissertation Submitted to the Faculty

Division of Graduate Studies in Leadership and the

Graduate School

In partial fulfillment of the requirements for the degree of

Doctor of Education

Organizational Leadership

Indiana Wesleyan University

August 2014

UMI Number: 3645202

UMI®
Dissertation Publishing

UMI 3645202

ProQuest®

The Dissertation Committee for Scott Strong certifies that this is the approved version of the

following dissertation:

MEASURING COACHING EFFECTIVENESS IN

THE FINANCIAL SERVICES INDUSTRY

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Abstract

This mixed methods study was to examine coaches who provided coaching for leaders to improve employee career development, defined as the individual's involvement and satisfaction with the organization in achieving his or her goals (Harter, Schmidt, & Haynes, 2002). The purpose is to determine if these coac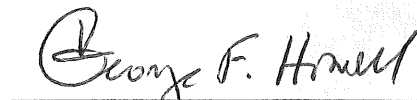hes are able to be evaluated through assessments to determine who is more effective in coaching leaders in the financial services industry, and to determine the overall effectiveness in working with leaders to determine a non-traditional return on investment that an organization can use to measure coaching. One way to measure a coaching outcome is by goal achievement (Spence, 2007). The individual will be able to determine if measureable progress is being made toward goal achievement, which allows for earlier assessment of whether or not coaching is successful. This study was implemented to find out earlier if the coaching is working and to develop a more systemic way to assist high potential executives rather than leaving it up to each individual coach. The research creates a survey instrument and pilots its use in a financial services organization to evaluate the effectiveness of the questionnaire set created to conduct this study.

Key Words: coaching, transformational coaching, effectiveness, leadership, goal achievement and return on investment (ROI).

Dedication

To my dearest friends and mentors, Mary Helms and Frank Hummel who each encouraged and supported me through this process, your unwavering support and prayers has allowed me to accomplish this milestone achievement in my life.

Acknowledgements

The author would like to acknowledge Dr. James Freemyer and Dr. George Howell for serving on the committee and for their contributions to the design of this research study that guided this work through the dissertations process. Dr. Gary Wilkinson deserves special recognition for serving as the chairperson of this committee and the extra effort he gave to see this work to fruition. I would also like to acknowledge Dr. Larry Cesnik for being a good friend and encouraging me to pursue a doctorate degree as well as providing guidance and expertize along with Susan Sedberry in being my outside experts on market research and data analysis. I am also grateful to Melissa Hoffman who was instrumental in helping to setup and run the statistical analysis. I would like to thank Vera Schevchenko and Robert Corbett who made this work possible. They are, in my estimation, examples of all that is good and right within the coaching industry.

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Chapter One – Introduction

The search for knowledge is an age-old phenomenon that dates back to biblical times; the first reference occurs in Genesis, in which the inhabitants of the garden looked to gain knowledge. It was in essence a desire of the human condition to grow in understanding to gain wisdom; in Proverbs 24:5, "a wise man is full of strength, and a man of knowledge enhances his might" (King James Version). The nature of modern-day humans has not changed. It is only updated in our current language of the times. Thomas Hobbes wrote, "The end of knowledge is power" (as cited in Stephen, 1904, p. 85). Although this quote is often taken out of context today, it still reflects that the desire for learning is to achieve knowledge. One avenue to achieve wisdom is derived from a course of practical study and learning from an experiential-based model referred to as the coaching process (Whitmore, 2009).

In sports and business, the term "knowledge" refers to need of an individual who enlists help from an outside source to tutor, train, and give hints to help in personal development (Whitmore, 2009). Coaching in essence helps individuals gain knowledge due to the supportive relationship between the coach and coachee derived in part from the style of communication used. In the business world, the goal is to improve the performance of the individual. In the sports world, a direct link exists between being able to measure an athlete's performance in wins, losses, and statistics. However, in the business world, individuals work in collaborative teams and are graded subjectively on performance evaluations. The ability to correctly determine a return on investment by coaching activities is hard to determine (Parmenter, 2010). Organizations use a complex set of criteria to determine a scorecard for measuring performance that is often based on subjective measures of an individual's ability to achieve critical success factors determined by an organization that is not relatable to any coaching individual has

received. Tapke (2011) discussed coaching as a way for organizations to augment work performance by encouraging individuals to empower themselves when approaching challenges in the work environment.

Coaching was introduced to business about 25 years ago and has emerged as a viable process free from a long history of past practice in the industry (Whitmore, 2009). Coaching as a practice focuses on developing leaders to be self-aware, and when they are, they are often able to foster behaviors that can be quite impactful to an organization.

One of the aspects that this new industry of coaching struggles with is how to develop an instrument to evaluate the effectiveness of coaches to gauge a return on investment for the people they coach. Traditionally, a process is complete and is then evaluated to determine if the action had a significant impact. However, this study looked to establish a measurement early in the process rather than waiting until the coaching was completed.   The survey instrument developed was able to provide an early indicator to measure the effectiveness of coaching and allow for the coach to make changes to improve the coaching outcome. One way to measure a coaching outcome is by goal achievement (Spence, 2007). The individual will be able to determine if measureable progress is being made toward goal achievement, which allows for earlier assessment of whether or not coaching is successful. This study is therefore being implemented to find out earlier if the coaching is working (so adjustments can be made, if necessary) and to develop a more systemic way to assist high potential executives rather than leaving it up to each individual coach. In essence, the goal is to be able to determine if there are specific actions a coach can take to improve performance, such as gaining knowledge about ideas he/she could learn from other highly effective measures, which could then be introduced.

While studies have been conducted in the area of executive coaching the results to the average lay person in the business world seem too fantastic to believe and have been dismissed as unrealistic. Once such study was completed by Metrix Global LLC for a Fortune 500 firm in which Pyramid Resource Group found that coaching produced a 529% return on investment to the business, and the financial benefits from employee retention boosted the overall ROI to 788% (Anderson, 2001). The population was focused on leadership development individuals in a corporation across United States of America. This particular study used a questionnaire followed up with a qualitative interview for respondents which probed more deeply into business impact and the financial return on investment. This type of research provides support from a financial standpoint, that coaching is a worthwhile endeavor; however, we seek to evaluate the effectiveness of the coaches to differentiate behaviors and define those that are the most impactful on individuals who are being coached. In turn, this approach will allow feedback and identify high-performing coaches who could share their mastery of certain coaching actions to improve the skills of other coaches. The idea was to focus on the skills and traits of coaches while providing feedback to improve coaching effectiveness that is determined by the coaching network.

The process of developing and measuring the Return on Investment (ROI) from coaching activities can be a multifaceted process. Many factors—both internal and external—have a direct or indirect impact on determining the effectiveness of the coaching process. As a result, there is no defined method to measure the effectiveness of coaches. The experience of the coachee and evaluation of the organization's view of coaching seems to focus on the intangibles and subjective nature of coaching, which leaves little feedback to provide the actual coach

feedback. Such feedback can help them further develop or to distinguish their performance with other coaches.

Problem Statement

No standardized method is widely accepted in the business world to conduct an actual return on investment for organizations to measure the coach's effectiveness as it relates to the person he or she is coaching. Is there a relationship between the coach's performance and the value that is placed on the leader achieving measurable goals? Does an instrument exist that could be constructed from agreed-upon competencies in the coaching world that would allow for a measurement process that would both aid in giving feedback on the coach's performance and the time and resources devoted to this individual leader's coaching? This study used a mixed-method analysis to generate the study data that is widely supported by a number of authors (Brewer & Hunter, 1989; Bryman, 2007; Cook & Reichardt, 1979; Creswell, 1994; Greene & Caracelli, 1997; Newman & Benz, 1998; Reichardt & Rallis, 1994; Tashakkori, Tashakkori, & Teddlie, 1998).

This study's method used three phases: 1) an open-ended electronic survey delivered to the coaches; 2) an electronic study with a quantitative question set given to the coachees, who are high-potential executives (Andrews, 2009); and 3) qualitative interviews conducted by the researcher for the subsection of the coachees who responded to the surveys in order to explore the data in the quantitative phase. These three phases will be discussed in detail in the chapter on methods.

Purpose of the Study

For the purpose of this study, the coaching of the leader will be defined as "unlocking a person's potential to maximize their own performance" (Whitmore, 1996, p. 8). The research

will examine coaches who provide coaching for leaders to improve employee career development, defined as the individual's involvement and satisfaction with the organization in achieving his or her goals (Harter, Schmidt, & Haynes, 2002). The purpose of this study was to determine if these coaches could be evaluated to determine who was more effective in coaching leaders in the financial services industry and to determine the overall effectiveness in working with these leaders to determine a return on investment that an organization can use to measure coaching, according to specific activities in which the coach assumes the role of a facilitator by primarily listening, asking questions, and challenging the coachee (Bacon, 2003). Therefore, to successfully evaluate coaches, these specific activities were examined to see which are perceived as being the most effective.

This research focused on determining the relevant benefits of the coaching process beginning with a literature review and then development and administering a survey instrument that measures the effectiveness of the coach on the coachee (i.e., return on investment). Therefore, this study was a mixed-method survey and the process involved getting the coaches' input to verify the areas of measurement in the coaching process. Fairhurst (2007) argues that certain things should be considered when measuring the success of coaching: the coach, the coachee, and the perspective of what is being studied. This was used as the approach in setting up the three phases of this study.

The research questions are as follows:

Research Question One:

What relationship, if any, can this study verify between goal accomplishments by coachees who received executive coaching within financial business organization as it relates to

overall leadership effectiveness within a financial business organization outside of a summative traditional financial ROI?

Fillery-Travis, and Lane (2006) describe this as intangible benefits that are crucial to bottom-line results of coaching. The issue with traditional ROI is the validation of the results until an undetermined measurement of time has passed (Leonard-Cross, 2010); however, by conducting a formative assessment during the process, a better and earlier predictor can determine the effectiveness of coaching.

Research Question Two:

What differences, if any, exist between individuals from different geographical regions who are being coached in terms of measuring perceived leadership effectiveness?

Research Question Three

What differences, if any, exist between coaches' approaches to developing new leaders between those who rate their coaches high as compared to those who rate their executive coaches low?

A coachee's self-efficacy, which is the person's estimate or personnel judgment, is a good predictor of reaching a specific goal (Bandura, 1977) and appears to echo coaching outcomes (Leonard-Cross, 2010). This question will be studied using the qualitative method in which follow-up interviews will be used after the quantitative part of the study to select a subset of individuals who rated their coaches high or low.

The study identified organizational leadership practices such as a coach's ability to help the coachee accomplish specific goals as the key component of effective coaching and/or the return on investment of an effective coaching program. Leaders may underestimate the impact that coaching will have and how it increases the organization's effectiveness. In addition,

organizations that have a better assessment may see the benefits of expanding the coaching program to include both leaders and followers.

What is the relationship between coaches' performance and the value which is placed on leaders' coaching? To answer this question three hypotheses have been developed for this study. They are translated into their null form for statistical analysis purposes. They are stated as follows:

H 01 : There is no statistics differences as measured by the Strong survey instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness.

H A1 : There is statistical differences as measured by the Strong survey instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness.

H 02 : There is no statistically significant differences between the different geographical regions between coaching effectiveness as measured by the Strong survey instrument and overall coaching effectiveness.

H A2 : There is statistical differences between the different geographical regions between coaching effectiveness as measured by the Strong survey instrument and overall coaching effectiveness.

H 03**:** There is no statistically significant differences between the **c**ochee**s** who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong survey instrument.

H A3**:** There are statistical differences between the **c**ochee**s** who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong survey instrument.

Rationale for the Study

The practice of measuring coaching effectiveness on performance and establishing financial returns is based mainly on estimations (McGovern et al., 2001; Morgan, Harkins, & Goldsmith, 2005). While the relationship between coaching and effectiveness is not clearly evidenced (Walker-Fraser, 2009), it is still desired by organizations to provide a link to justify their investment in coaching as a leadership development strategy (Addison & Haig, 2006; Ellis, 2005; McCormick, 2007). Business leaders make more informed decisions when they consider the effectiveness and the cost of a coaching program (Levin & McEwan, 2001). Few research studies have been conducted about the impact of the coach on the coaching process (Meneghetti, 2008). By providing an instrument that measures the effectiveness of coaching, this study seeks to establish a method of measuring the effectiveness of coaching.

Since executive coaching started, many studies have sought to measure the financial return based on the cost of the coaching programs for leaders (Agarwal, Angst, & Magni, 2006; Laske, 2004; Leedham, 2005; McGovern et al., 2001). However, the organizations are often not well informed about the effectiveness of the people who are actually doing the coaching. The idea of coaching is measured as an aggregate of the program; it is not done in such a way that an organization can get feedback to identify high-performing coaches and the methods they employ. Gathering this information would help to implement coaching strategies and development programs that improve the effectiveness of the coaches. This feedback and a fuller understanding of all of the key aspects of the coaching process will allow the development of programs to improve coaching implementation for those offering the coaching and those organizations that designate coaches for their leaders.

For coaching strategies to be fully implemented, the leaders must have a full understanding of the resources required for the development of the best coaches (Levin, Catlin, & Elson, 2010). There are practitioner applications relevant to this study. These applications are based on providing information to the coaches on the specific areas in which data was collected and measured. This allows the firm to focus on learning and development programs that increase the effectiveness of the deficient areas of the coach. In addition, research can be conducted on coaches who score particularly high in some areas and then develop the best practices for others to gain competency in these areas. The practice of leadership, as it relates to coaching effectiveness, provides useful measurements for the financial services industry to gauge a return on its investment that is trackable outside the often-debated monetary rates of return that are contested in the industry studies (Armstrong, Tooth, & Parkinson, 2007; Association for Coaching, 2004). These studies indicate that organizations cannot devise methods to measure the link between coaching effectiveness and a financial return on investment.

One limitation of attempts to measure coaching effectiveness is that many of the coaching outcomes are not related to financial gains (Walker-Fraser, 2009). Armstrong et al. (2007) stated that the variables used in financial return on investment and coaching effectiveness do not connect enough to both outcomes to have a direct correlation. Economics plays a role in resources dedicated to coaching budgets, as organizations look to decrease spending, which then requires evidence-based effectiveness of coaching (Ridler & Co, 2008). Walker-Fraser (2009) said, "A systematic approach to goal setting, expectation, and evaluation at the onset of the executive coaching process will inform the value derived from the coaching process" (p. 66). Even the International Coach Federation, Colorado Charter Chapter (2013) stated, coaches "help people set better goals and then reach those goals. (Professional coaches section, para. 1)"

Prywes (2012) posited that when coaching is defined in this manner, goal attainment becomes a measureable variable in coaching. Therefore, a focus on setting goals and accomplishments was a principle determinant for evaluating coaching effectiveness in this research study.

Definition of Terms

Several important terms that require specific definitions will appear in this dissertation. The terms and their definitions follow:

Career—" A long-term accumulation of education, skills, and experience that an individual sells to an employer or employees, to try to provide a lifestyle that he or she wants for himself or herself and dependents" (Wilson & Davis, 1999, p. 102).

Career management—work-related behaviors that individuals adopt to improve their current situation and prepare for the future (Sturges, Guest, Conway, & Mackenzie-Davey, 2002).

Coachee (Leaders) -A person who is being coached (Moen & Allgood, 2009).

Capacity building- The ability of the coach to build knowledge and skills in the coachee (Coggins, Stoddard, & Cutter, 2003).

Coaching—unlocking people's potential to maximize their own performance (Whitmore, 2009).

Executive Coach- "One who works one-on-one with the organizational leader(s) in a developmental capacity through executive coaching" (Livingston, 2012, p. 6).

Executive Coaching- is a helping relationship formed between a client who has managerial authority and responsibility in an organization and a person skilled in improving the effectiveness of the client (Kilburg, 2006).

Goal—"Desired outcome in terms of level of performance to have attained on as task" (Locke & Latham, 1990, p. 24).

High Potential Executives- High-potential executives identified by their organizations exhibit leadership competencies that indicate their ability to be successful leaders (Andrews, 2009), and they have been selected to receive leadership development by having a coach assigned to them.

Leaders—"Individuals who influence others to adopt certain ideologies and ways of acting upon the world" (Hogg, 2008, p. 278).

Return on Investment- benefits derived from measurement of coaching activities based upon goal attainment measured by the survey instrument developed by the researcher.

Value- an agreed upon goal set by the coach and coachee during the contract stage which postively impacts the coachee (Feeley, Fly, Albright, Walters, & Burke, 2010).

Trust- An employee's postive expectation about the leader's intentions and actions toward him orhi is risky situations (Hymes, 2008, p. 15).

Limitations of the Study

The limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the results of the study; that is, the constraints on generalizability and utility of findings that are the result of the devices of design or method that establish internal and external validity. The most obvious limitation would relate to the ability to draw descriptive or inferential conclusions from sample data about a larger group. In this case research on high potential executives in this business environment. You should also mention using just one company to explore limits the generalizability to all organizations in the business world.

The limitation of this study is generalizing the information to develop a survey instrument to evaluate the effectiveness of the coaches. A literature review was conducted to guide the development of the survey instrument. However, the input of the instrument was

limited to the literature review and input from committee and the coaches in the firm in which this study was conducted. This study will be conducted in a large financial services accounting firm; the survey subjects were located in the United States. The participants were executives in the firm who were already enrolled in the coaching process; therefore, the subjects are limited to the executive level in this organization. The study surveyed nine full time coaches, the literature review, and some experts in the field of leadership surveying to develop a questionnaire set and for a sample of 25 leaders who received coaching.

<p style="text-align:center">Assumptions Guiding the Study</p>

This project has at its core questions' surrounding the applicability of coaching in the relationship to the value it adds to an organization. Organizations generally have only a subjective evaluation of the process and the value it adds to the organization. Therefore, the process was focused only on the higher levels of the organization leadership. While it is treated as an investment, the process is valuable but not generally measurable enough to offer to all levels of an organization. The issue was that organizations have not developed an instrument or process that is more than subjective to determine the actual value of leader coaching. Moreover, there was no way to measure the process to rate the coach who completes the coaching. Therefore, feedback is limited regarding how to create development activities that would improve the individual coach's effectiveness. For this study of coaching, the following assumptions have been made concerning the participants:

- Subjects taking the survey will provide provided accurate reports of their experiences with their coaches.

- Subjects will meet the sample criteria and characteristics established in the study sample design.

- Subjects will complete completed the survey instrument to the best of their ability. The subjects completing the surveys were either the actual coaches in phase one, which consisted of open-ended questions, or were the high-potential executives in phase two who already serve in higher-level management positions.

Methodology for This Study

The purpose of this study is to establish a method of measuring the effectiveness of coaching. The methodology of this study was a mixed-method using quantitative and qualitative methods that will be discussed in more detail in Chapter 3. First the data collected was provided to the organization to help determine a value coaching has on leaders. The second was for feedback to be shared with the coaches so they could identify areas of strength and areas of learning for improving the coaching process. Finally it is hoped the survey instrument would be used over time and help to identify extraordinary coaches who would be those who consistency who score high could over time be recognized and used to help mentor other coaches. These extraordinary coaches could be studied in future research to determine attributes and characteristics that could use for development of best practices and eventually training programs to help others wishing to become extraordinary coaches themselves. In addition, the study looked to determine a link, if any that exists between leadership and impact on the coachee. This is to be examined in light of transformational leadership theory to determine the relationship between this theory and the practice of coaching. The conceptual framework for this inquiry was to determine whether a correlation exists in how the coachee views how the coaching experience impacted his/her leadership effectiveness. This would be evidenced as a result of the coaches' helping the coachee examine their self-awareness with respect to how they approach problem-solving to achieve agreed-upon goals in their coaching agreement.

This study was focused on a small set of the coaching population who are regarded as the "best of the best" in being high performers in the organization. These individuals, who are high-ranking executives, receive highly individualized coaching, focused on skill development and career enhancement, as part of a leadership development program. Those who are assigned a coach who are in the proven high-potential group, recently promoted to executive positions, or offered as a perk for being a top executive. The population eligible for coaching is usually ranked in the Top 5% in organization in terms of performance. Therefore, a mixed-methods approach was used to do a deeper dive into what makes for good coaching. A more complete literature review of previous research on the effectiveness of coaching will be presented in Chapter 2, and will include articles that discuss surveys of coaches' effectiveness on performance (Kampa & White, 2002). The methods for this study will be discussed in more detail in Chapter 3, which reviews the literature pertaining to the methods used for this study.

Chapter Two – Literature Review

Coaching is starting to be recognized as a way to improve performance of employees and leaders in the business world (Taie, 2011). While coaching has been associated with the sporting world since the early 1980s, it has recently become recognized as a leadership development tool for the business world (Livingston, 2012). The business world has evolved to become a global marketplace in which organizations and leaders must improve their skills to be competitive. Both companies and individuals are looking for any advantage to give their organizations a leg up in this competitive global market. Coaching has gained attention as a way to champion leadership development (Ellinger A.D., Ellinger A.E., & Keller, 2003).

To better understand how coaching and leadership are intertwined, this research will review the history of coaching, theories of transformational leadership, and the link between coaching and leadership. Transformational coaching is helping the coaching culture evolve as a leadership development tool in modern business. One definition of transformational coaching is assisting people to become more effective in a way that make them feel helped (Crane, 2007). This will be followed by an examination of, financial returns on investment (ROI) from coaching activities. Finally, this study will look at how to evaluate the effectiveness of coaching outside of the financial ROI and how the business world is struggling with finding methods to better evaluate returns on the coaching investment today.

In learning organizations, leadership development is a vital part of the organization's leadership activities (Manikutty, 2005) and a way to increase employee involvement and job satisfaction. Leadership within an organization functions as a way to engage followers and help them achieve shared goals and visions of the organization. The theory of transformational leadership states that leaders and followers will rise to an occasion to better serve themselves and

their organization (Burns, 1978). The concept of transformational coaching assists people in being more effective, thereby serving as a catalyst to lift the entire organization, starting with the individual (Crane, 2007). Fahy (2007) stated "combining integrative executive coaching (also referred to as coaching) with a systemic approach to organizational development is a powerful, whole system, intervention strategy that rapidly appears to accelerate the organizational learning and change process" (p.22). Here coaching becomes a strategy in the learning process of leader development. Coaching allows for a new learning construct which is used in learning and transfer of knowledge which allows for transformative leadership for the coachee to embrace.

Coaching is becoming an indispensable investment for organizations, as it satisfies the leader's need for personal attention and provides an opportunity to increase leader engagement in with a fresh viewpoint (Arrington, 2010). This aspect of leader development is pushing coaching into mainstream business and making it widely recognized as a leader development tool in the business world. Sports and business coaching share many of the same characteristics; however, the overall ability to gauge business results as attributable to individuals is more difficult in business than in sports.

In sports, boundaries and rules are well established, allowing winners to be easily identified. In this respect, much of the coaching is done during practice sessions or during intermissions from the actual game. Business is similar in that coaches are often removed from day-to-day operations for a brief period of time to practice and reflect, after which time a game plan is discussed, and the coachee is sent back "into the field" to implement what was discussed (Peterson & Little, 2005). However, in the business world lines of delineation are not as clear as in sports and business "games" run much longer than regulation sports matches. While sports coaches are usually experts, business coaches are often partners (Peterson & Little, 2005).

History of Coaching

The root of the word "coach" can be traced back to the Hungarian village of the Kocs in the 1500s where it was used to describe a covered carriage. Today the carriage may symbolize that a coach helps to take a person from where they are to a place they want to be (Underhill, McAnally, & Koriath, 2007). Over time the word has transformed to take on various definitions in the world of sports and, more recently, business (Stern, 2004). Tim Gallwey, who authored the book *The Inner Game of Tennis*, is considered to be the originator of the field of professional coaching because he set forth an entirely new methodology. He focused on the mental aspects of the sport, enhancing player performance by developing individuals' inner skills (Gallwey, 2008). In essence, he used what we call modern day business coaching techniques to help coachees focus on skill development to achieve their goals.

As in the world of business coaching, the goal of sports coaches is to generate positive transformations in the person being coached. Great coaches are distinguished from mediocre ones because they consistently achieve positive outcomes in spite of obstacles. Regardless of their differences, both business and sports coaches must begin with the coachee buying into the idea of being coached to transform them. The transformation of the word coaching is consistent with the practice of coaching since it is in the process of being transformed as the industry is being mainly focused today on improving performance as a direct result of transformational coaching (Gaskell, Logan, & Nicholls, 2012).

Today the practice of leadership coaching is becoming recognized as a process of influence between the coach and the coachee (Vella, Oades, & Crowe, 2010). The prevalence of coaching is steadily expanding beyond what some would say is a management fad into viable professional leadership development (Wise & Voss, 2002). It has become a business trend that

evolved from a discipline tool for poor performing managers or executives to an invaluable management development tool (Wales, 2003). Technology such as the telephone and webcams are being used to allow coaching to be done over vast distances there is limited research to measure the impact of such technology tools on coaching. While the technology has evolved to match a more global mindset the basics of coaching being a one-on-one relationship remains the same. For the purpose of the present study, the predominant method of coaching consisted of an initial coaching session conducted in a face-to-face meeting followed up by a telephone-based coaching session.

The practice of coaching has grown significantly in recent years, which has led to further distinctions within the practice area. The term "executive coaching" has become widely used in the industry to distinguish executives at the top of organization who use this form of coaching to learn new skills, improve job performance or advance in their career. This may include discussions for advancing the business or implementing some type of organization change (Witherspoon & White, 1996). "Organisations [sic] using coaching are hoping to improve individual and company performance and support personal development. These are credible objectives. But if there is no evaluation structure in place for your coaching initiative, how do you know if it is generating success, stagnation, or even problems?" (Webster, 2002).

As of 2012, the International Coach Federation (ICF), an organization that developed a recognized credentialing program and core competencies for the coaching profession, reports a membership of more than 19,000 practicing coaches in over 100 countries. This is a dramatic increase since 2008, when membership was at just 11,000 in 80 countries (ICF, 2012).

Coaching Definitions

This section of the literature review will provide definitions of coaching found in literature as well as provide a brief overview of the different types of coaching. The International Coaching Federation (ICF) defined coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (ICF, 2012, p. 1). "Unlike other methods of intervention, coaching resists the temptation to tell people what to do. Instead it is concerned with assisting and facilitating people in their sense making activities, enabling them to deal with and remove the blocks that may be preventing them from moving from one state to another" (Du Toit, 2007, p. 284).

Success in coaching may depend on the beliefs held by the client, which may actually inhibit performance. Du Toit (2007) asserted that a coach must focus on helping the client become free of any self-limiting beliefs. The coach's ability to help the client step away from routines of daily interactions helps the client to reflect on options and other routes able to them to increase performance. This seems to indicate that coaching is a unique leadership development technique in the tools of transformational leadership as it propels the leader to be reflective on learning to rise to higher level of accomplishment as a result of the interaction. Bowles, Cunningham, De Le Rosa, and Picano (2007) inferred that coaching is a goal based process that is designed to be adaptable to the needs of the coachee and coach as they learn on a journey of discovery, which leads to change.

Gallwey (2012) discussed that coaching is really about helping the coachee to learn. This process supports people during the change process as it comes with a level of apprehension (Winch & White, 2004). Still coaching is regarded as "Change and transformation – about the human ability to grow, to alter maladaptive behaviors and to generate new, adaptive and

successful actions (Zeus & Skiffington, 2002, p. 3). Kilburg (2000) defined executive coaching as: "A helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques" (Kilburg, 2000, p. 17). This allows methods to be implemented which help the client to achieve mutually agreed upon goals. Kilburg (2006) argued this allows the coachee to obtain both personal and professional satisfaction, which also helps to improve the client's organization in relationship within the defined coaching agreement.

What Coaching Is Not

One way to understand coaching is to consider what coaching is not. The process of coaching is designed to provide one-on-one communication; however, unlike training programs which have a conclusion date or goal achievement coaching while it can have an end date or goal accomplishment is really setup to be an ongoing process. Coaching involves an assessment of the coachee (leader) needs in developing skills and applying knowledge which is agreed upon by establishing a plan (coaching contract) in which the coach works with the coachee to learn the skills and provide feedback so they can be integrated into current practices on the job. While there is often a coaching plan there is not a specific curriculum or agenda as found in training programs. The issues are addressed are those agreed upon by the coach and the coachee. Coaching is a dynamic and fluid process which changes as the needs of the coachee changes (Peterson & Hicks, 1996). Coaching, unlike training, is not a onetime engagement that is often conducted in a seminar or training room. Training is more focused on training many people from a predefined agenda or set of needs identified by the group, however coaching focuses more on guiding an individual over time (Wenzel, 2000).

Transformational Leadership and Executive Coaching

Executive coaching has been shown to positively impact the ratings of transformational leadership (Kampa-Kokesh, 2001). In essence, coaching looks to enhance the effectiveness of both leaders and organizations (Cerni, Curtis, & Colmar, 2010). Organizations report that coaching has the biggest positive impact on developing future leaders (McDermott, Levenson, & Newton, 2007). Bass and Riggio (2006) depicted transformational leadership as, "Leaders who motivate others to do more than they originally intended and often even more than they thought." (p. 4). Coaching is generally looked upon as a method of professional development that is able to build the capacity of leaders in the acquisition of knowledge and skill development in an organization (Coggins et al., 2003). Arrington (2010) said of coaching and transformation leadership that, "Although the definitions read differently, the goal of both concepts is the same, enriching individuals and organizations" (p.71).

The concept of transformational leadership was introduced by James McGregor Burns (1978), However it was Downton (1973) who first used the phrase. According to Burns (1978), transformational leadership is "inducing followers to act for certain goals that represent the values and the motivations—the want and needs, the aspirations and expectations of both leaders and followers" (p. 19). Burns looked at leadership as transforming or transactional, which began the development of this leadership practice, which could then be tied to other practices such as coaching. He compared transactional leadership to politicians "exchanging one thing for another; jobs for votes or subsidies for campaign contributions" (p. 4). Then he looked at transforming leadership as the ability to arouse individuals to achieve elevated outcomes by being motivated to stretch their leadership capacity (Burns, 1978). Burns' contribution to the theory of transformational leadership was to lay the ideological framework. However, it was

Bass (1985) who put the variables of the theory into practice and used the word "transformational" instead of "transforming." Even though Bass agreed with Burns' basic concept that transformational leaders affect followers' source of motivation, they did have some differences of opinion. One of the differences was that Bass espoused the need to give more attention to followers rather than leaders, suggesting that transformational leadership could apply to situations that were not necessarily positive such as how Hitler during World War II convinced Germans to send millions of Jews to the gas chambers in the belief that this was transforming the fatherland. Bass (1985, p. 20) argued that "transformational leadership motivates followers to do more than the expected by raising followers level of consciousness about the importance and value of specified and idealized goals, getting followers to transcend their own self-interest for the sake of the team or organization and moving followers to address higher level needs."

Transformational leadership in its initial form consisted of four leadership constructs: idealized influence (charisma), inspiration, intellectual stimulation, and individualized consideration (Bass, 1999). Below are the four constructs presented with an emphasis on how they relate to coaching:

Individualized Consideration—the degree to which the leader (coach) attends to each follower's (coachee's) needs, acts as a coach to the follower, and listens to the follower's concerns. The leader (coach) gives empathy and support, keeps communication open, and places challenges before the followers (coachees) (Bass & Avolio, 1994).

Intellectual Stimulation—the degree to which the leader (coach) challenges assumptions, takes risks, and solicits the followers' (coachees') ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think

independently. They encourage followers (coachees) to ask questions, think deeply about things, and figure out better ways to execute their tasks (Bass & Avolio, 1994).

Inspirational Motivation—the degree to which the leader (coach) articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers (coachees) with high standards, communicate optimism about future goals, and provide meaning for the task at hand (Bass & Avolio, 1994).

Idealized Influence—the degree to which the leader communicates with the follower (coachee) to by instilling pride and reassuring they can overcome the obstacles they face and building a high level of trust which gains respect (Bass & Avolio, 1994).

Transformational leadership is positively related to an individual's satisfaction and commitment (Bass, 1985; Burns, 1978) and "is tied to a positive relationship to performance in organizations" (Gettman, 2008, p. 42). The transformational leadership approach is a broad-based perspective that encompasses different dimensions of the leadership process. In coaching, as opposed to transformational leadership, the coach interacts with coachee to empower them to transcend their own self-interest for the sake of their organization and the people they lead. The coach tries to get them to realize it subconsciously by helping to create a culture in which the coachee felt empowered and encouraged to try and look at their environment in a new perspective (Northouse, 2007; Bass & Avolio, 1994). The difference between coaching and transformational leadership is that a coach is not trying to set a vision but to help the coachee to discover their own vision that they can share with others. Crane (2007) discussed this in his book *The Heart of Coaching*, in which he explained "transformational coaching and leadership are inextricably linked; coach is one of the key roles a leader must play" (p. 33). Therefore for

this research transformational coaching is a combination of transformational leadership and coaching.

Linking Coaching to Leadership

Coaching has garnered a larger chunk of the $50 billion per year spent on leadership development in recent decades (Day, 2000). It has developed into a global industry generating approximately two billion dollars a year (Fillery-Travis & Lane, 2006). The business of coaching in the United States has grown to a $1 billion a year industry (Tapke, 2011). The growth is attributed to a shift in emphasis on organizations investing in human capital (Berglas, 2002). Organizations are taking different paths to secure coaches, from internal staffing to hiring from the outside. Coaching is a new leadership development tool for companies looking to intertwine coaching with day-to-day management practices (Kampa-Kokesch & Anderson, 2001). Higher ranking executives may still have an internal or external coach work with them while the rest of the organization is revamping how coaching is used and offering up training programs to redefine coaching. In the past, coaching was viewed as a performance or disciplinary issue, but today many organizations are actually looking to create a coaching culture that will assist in the development of human capital with a leadership development focus. A coaching issue today is that there is not a true measurement tool that assesses the value or return on investment (ROI) for most organizations to gauge the effectiveness of coaching. Furthermore, there is little effort to systematically understand how coaching utilizes leadership theories to inform the practice (Gettman, 2008).

In the modern business world, coaching is different than it is in the sports world. However there are two similarities: the focus on the development of individuals or teams and the capability of tailoring an approach to focus on the needs of the individual or group being coached

(Gettman, 2008). Specialized coaching to address specific needs gives the leader (coachee) personalized attention, which elevates the person to a higher level of job engagement by the nature of one-on-one contact. Witherspoon and White (1996) laid out four general purposes for coaching: (a) skills (with focus on a specific task or project) (b) performance (working with leader focus on particular area of job (c) developmental (a future job by enhancing skills and capabilities) and (d) executive's agenda (providing insight perspective, constructive feedback and discussion on organizational implementations).

There are a number articles which include surveys of coaches regarding effectiveness they have on performance and development, including improvement in relationships, managing people, goal setting, understanding views of others, delegating, self-awareness, adaptability, and leadership (Hall, Otazo, & Hollenbeck, 1999; Kampa & White 2002). While the authors listed the effects of coaching and leadership effectiveness as a key attributes to improvement, the question remains: are all of these improvements really a reflection of a leader's effectiveness? In essence, yes, coaching does have an impact on leadership effectiveness. At higher levels of an organization, most of the coaching activities focus on developing leaders (coachee) to grow the business (Underhill et al., 2007). "Coaching can truly be a practical tool to help grow the business, significantly accelerating the process of individuals and teams to see new possibilities and deliver with greater speed" (Underhill et al., 2007, p. 26). The bottom line is that leaders who receive coaching view it as a personal benefit and increase their engagement in the organization. Research shows that those individuals who are engaged with their organizations tend to be more productive, as they have higher levels of job satisfaction (Carmeli, 2003; Chiva & Alegre, 2008; Kafetsios & Zampetakis, 2008).

Burns (1978) described leadership as "One of the most observed and least understood phenomena on earth" (p. 2). This may be the reason why specialized help is needed for individuals to develop leadership. Underhill et al. (2007) proposed that coaching is connected to leadership by supporting the organization leaders' development and talent management. When the coaching process begins, a coaching agreement is put into place and will include these elements: "Clearly defined development objectives, specific steps to achieve he developmental goals, timeliness, resources required to accomplish objectives, barriers that would impede progress, ways to overcome these barriers, metrics to measure improvement, key stakeholders to involve in development objectives" (Underhill et al., 2007, p. 56).

A study conducted by Kombarakaran, Baker, Yang, and Fernandes (2008) involving 42 coaches and 114 executives found that executive coaching is an effective method of leadership development. "Results indicated that executive change occurred in five areas: people management, relationships with managers, goal setting and prioritization, engagement and productivity, and dialogue and communication" (Kombarakaran et al., 2008, p. 78). Reeves (2009) summarized the research on coaching, "Coaching results improved productivity, better relationships with direct reports and supervisors, improved teamwork, and greater job satisfaction" (p. 73).

Transformational leadership is recognized as an empowering leadership approach to advanced leadership outcomes (McGuire & Kennerly, 2006), whereas coaching is believed to cover characteristics of transformational leadership and be an efficient means of increasing and intensifying the coachee skills and guiding leadership development of followers (Humphreys & Einstein, 2003). Transformational leadership has been identified with increased job satisfaction and job retention (Aiken, Clarke, Sloane, Sochalski, & Silber, 2002). The central premise of

transformational leadership is the inspiration of followers through a shared vision that empowers and motivates, builds trust, and reflects mutual purpose and values. The transformational leader inspires the follower to do more than they expected they could do. The followers go beyond their own self-interest for the sake of the team. The transformational leader engages the complete person and awakens the follower to satisfy higher-order needs, such as achievement and self-actualization. Bass (1999) used the concepts of coaching to define the one-to-one interaction between leader and follower that takes place for the purposes of follower development and job satisfaction. The one undeniable aspect that links leadership and coaching is that both have the goal of helping individuals.

Transformational Coaching & Types of coaching

Coaching has become an individualized approach that is an alternative to many of the traditional leadership training programs, which are focused on classes or seminars. While these events are cost intensive, it is hard to determine the affect they have on the attendees, and they are but a point in time with limited to no follow-up to measure the results. Coaching provides a way to integrate training or development activities over a period of time and trace it back to the individual level. In 1996, John Whitmore published "Coaching for Performance" in which he developed the GROW model (goal, reality, options, will), which was adapted during a recession and he found companies were interested in cutting back on training but still wanted to focus on executives for leadership development. The GROW model used the coaching discussion as a way to set a goal for the coachee (Grant, 2011). Coaching came into the mainstream and in the 2000's, upper level and executive coaching came of age. This has led to organizations beginning to adopt a coaching culture where coaching development is used as a tool to remain competitive in a global market. In the United States alone, more than half of the corporations utilize coaches

(Kofodimous, 2007). Hargrove (2008) described coaching as a new concept in the business world. In its simplest form it is a way of connecting with the leader (coachee) to teach them to produce. It is a new style of management called "transformational coaching" (Hargrove, 2008, p. 1). This coaching shows people how to transform or stretch themselves into areas they previously had not thought possible. It involves turning to what may be referred to as a spiritual or inner voice for guidance and direction. Coaching like as stated in Matthew 19:23, "with God all things are possible" (King James Bible) might be the helping hand that allows leaders to turn their focus inward to listen to an inner knowledge about being successful in business. This expansion or changing of a viewpoint of the leader (coachee) allows them to take effective action, which is a learning process that may involve single, double or triple loop learning (Hargrove, 2008). Whitmore (2009) stated, "Coaching focuses on future possibilities, not past mistakes" (p. 9). As a result, most coaches look to develop a keen understanding of leadership in its concepts and practices and use this information in their coaching sessions to help leaders develop the skills, knowledge and behaviors needed to be successful (Frisch, Metzger, Robinson, & Rosemarin, 2011). A common request for coaching is work on "self-management, interpersonal effectiveness and leadership impact" (Frisch et al., 2011, p. 23). An argument can be made that all of these relate to leadership development activities.

Nielsen (2009) talked about how coaching is derived from the sporting world and the coach seeks to help the individual set goals and surpass them. This correlates to transformational leadership and modern business coaching, as both seek to help the individual to set goals and seek to attain and even surpass them. The process involves having the leader (coachee) develop new capabilities and new ways of looking at things to discover new opportunities which may contribute not only to the goals of the organization but also to the coachee's (leader's) self-

realization project. One of the shared aspects of leadership development and coaching is that they both engage the individual in a self-reflective process brought on by questions. "Reflection allows people to take ownership of their own problems. Learner ownership of the learning process drives development because it fosters and validates the importance of self-directed learning as an important aspect of successful job performance" (Hunt & Weintraub, 2002, p. 8). Anderson and Anderson (2005) discussed this concept in *Coaching that Counts*. They asserted that this type of self-development has an importance on a learning situation which is transformational at its nucleus and helps the leader (coachee) gain insight into the issues they are facing. The idea of using questioning dates back to Socrates, however the questioning is not meant to enlighten the questioner or coach but to get the learner to expand their capacity to respond (Nielsen, 2009). Coaching and leadership are two concepts tied to the coachees (leaders) in developing their leadership skills to be successful in business. Kotter (1999) identified leadership and changes as being closely connected. This alignment is helped by having someone guide the individual in the process of change. One might say leadership needs coaching, and coaching is a form of leadership development.

Leadership coaching is a leadership development tool that helps to facilitate self-awareness and leads the individual to a deeper understanding of self-discovery. Coaching is described as "the art of assisting people to enhance their effectiveness, in a way they feel helped" (Crane & Patrick, 2012, p. 31) Crane and Patrick stated, "Transformational coaching and leadership are inextricably linked" (p. 33).

ROI: Return on Investment

Underhill et al. (2007) discussed ROI as a common term used in the business world that remains hard to track in an environment where organizations work in collaborative teams and

share information and decision making. The problem when organizations become global is that it becomes harder to trace changes back to an individual as the exact component that has a direct correlation. However, organizations want a return on investment figure all the same (Underhill et al). Different studies have found different rates of return from an evaluative study that calculated a 200 percent return in one year (Kearns, 2006). Kearns used a baseline evaluation system of bottom- line business results. Another study of senior executives at a Fortune 1000 company who received development coaching showed an average return of 5.7 times the initial investment (McGovern et al., 2001).

   "A vast majority of organizations do not measure ROI, but most 72% would like to find a link" and "21% of organizations selected no and we don't believe a link is possible when asked about linking coaching and ROI" (Underhill et al., 2007, p. 99). In the financial services organization in which this study was conducted, the organization leaders have indicated they would like to have an ROI, however they do not believe some of the studies (such as the study by MetrixGlobal previously mentioned) that used a financial method indicating a 584% ROI for a coaching program at Nortel (Anderson, 2001). This was measured by determining increased employee productivity achieved after coaching. Phillips' (2003) ROI evaluation of coaching reports returns on investment as high as 700%. The rates of several hundred percent for a return seem unrealistic for the author's organization. Academics and statisticians are quick to point out that methodologies are subjective. This subjectivity may be why some business leaders say it is impossible to accurately measure ROI. This author identifies another method that focuses on effectiveness of coaching without trying to calculate a financial return on investment.   The reason for this identification is that return on investment as a measure of coaching effectiveness in the absence of a universal approach limits the evidence-based research (Brock, 2008).

Unfortunately, no literature presents a good way to calculate a return on investment while the coaching process is still proceeding; however, we need a way to measure successful coaching.

Instead, the author focuses on the following areas for the development of a survey instrument:

- Use of a coaching agreement (Gavita, Freeman, & Sava, 2012; ICF, 2012)

- Goals for the coaching relationship (Gavita et al., 2012; Grant & Cavanagh, 2007)

- Rating of coaching received compared to measureable progress (Grant, 2012)

- Impact of leadership effectiveness for the coaches (Grant & Cavanagh, 2007; Kouzes & Posner, 2002; Yukl 2010)

- Coach feedback to identify specific actionable steps to accomplish goals (Prywes, 2012; Spence, 2008)

Laske (2004) discussed one of the major issues of determining the return on investment, which is determining outcomes. Outcomes are often based on behavioral changes of the leader (coachee), which can take an unknown period of time. Behavioral change depends on developmental shifts which are nonlinear. Even if a behavior is changed, maintenance may be required to ensure the change is permanent. Since corporations are often looking for accomplishment of goals within in a particular timeframe, it becomes difficult to track.

Wales (2003) conducted research which concluded that coaching increases the effectiveness of the leader in areas of self-development, management development, and organizational effectiveness. Transformational leadership has been shown to influence a person's motivation, satisfaction, and commitment (Arrington, 2010). Both Wales and Arrington seem to find that transformational leadership and coaching do seem to have overlapping areas

which motivate individuals to develop themselves and rise to higher level of accomplishment. This level of accomplishment is a way of being a successful leader.

Bass and Riggio (2006) concluded that life experiences help create transformational leaders. Transformational leadership has been positively connected to worker satisfaction and commitment levels in organizations (Bass, 1985; Burns, 1978; Hater & Bass; House, 1977; Podsakoff, Mackenzie, Moorman, & Fetter, 1990). Several authors have put in significant effort to understand the process which links transformational leadership with positive changes in followers' attitudes, behaviors, and performance (Walumbwa, Avolio, & Zhu, 2008). Moreover, research has found that transformational leadership is assimilated and mediated through processes such as empowerment, trust, and identification (Podsakoff et al., 1990; Walumbwa et al., 2008). According to a literature review of studies, transformational leadership positively influences commitment to an organization as well as job satisfaction (Koh, 1990). Sparks and Schenk (2001) suggested that transformational leaders are able to advance individual belief in the so-called higher purposes of life (mission), which encourages higher commitment and performance within organizations. The transformational leader, sometimes filling the role of a coach, can boost the self-concept of followers (Bass & Riggio, 2006; Walumbwa et al., 2008) who, in turn, may become leaders themselves.

As coaching becomes more of a mainstream practice in the business world, coaches could step even more prominently into the role of transformational leader (Leithwood, Jantizi, & Steinbach, 1999). Knight (2007) stated that coaching "is an approach that offers time and support for teachers to reflect, converse about, explore, and practice new ways of thinking about and doing this remarkably important and complex act" (p. 2). Although Knight focused on education, his findings can also be productively applied to the business world. For instance, in

education, many goals are accomplished using existing resources and focusing on the task at hand by setting an achievable goal (Knight, 2007). This approach is indicative of this researcher's approach to use existing resources (the coaches) to help coachees (leaders) set goals. These goals should be measurable to help determine the overall effectiveness of the coaching in a business environment.

Coggins et al. (2003) coined one of the most straightforward definitions of coaching: It is about capacity building. Coaches develop knowledge and skills for themselves and therefore for the organization, as well. Coaching has become a premier solution for ensuring individuals' performance in organizations (Coutu et al., 2009). Another definition simply considered coaching "the one-to-one development of an organizational leader" (Underhill et al., 2007, p. 8). Regardless of the source, researchers can agree that coaching is a type of intervention in individual processes in the service of organizational development (Cummings & Worley, 2005). It is also seen as " an especially effective method to develop high-potential leaders, get key players who have derailed back on track, [and] assimilate and accelerate the learning of leaders who are newly assigned to critical roles" (Stern, 2004).

Grant (2006) claimed that coaches work with leaders "to achieve insight and behavioral change that enhances their workplace performance, their professional lives, and, most importantly their own well-being and sense of self" (p. 187). Coaches' ability to work one-on-one with coachee satisfies leaders' needs by providing individualized attention, helping leaders examine their situation, and developing a plan according to their needs. In fact, Stern (2004) showed that coaches allow leaders to strategize better and to build healthier relationships, thus enabling the teaming process with followers which results in raising the leader to a higher level of influence within the organization.

Olivero, Bane, and Kopelmann (1997) found in one study, coaching is a more effective means of developing leadership rather than training. This study investigated two groups receiving managerial training. One group participated in an eight-week coaching program after initial company training. The other group did not receive any additional coaching. The group that did not receive coaching saw a 22% increase in productivity while those who underwent extra coaching increased their productivity by 88%.

The Need for More Empirical Research

The concept of leadership coaching is being embraced because it has the potential to increase organizational effectiveness by increasing the capacity of leader (coachee). Traditionally it is difficult to demonstrate an increased value of an organization human capital. What is the best way to measure effectiveness that is not related to a purely financial means? Even though coaching has gained popularity, only limited information exists concerning its effectiveness (Goldberg, 2005). The majority of research on coaching's effectiveness remains self-reported, and few full-fledged research studies have yet been performed. While the overall impact of coaching appears positive in the relevant literature, the ability to measure the effectiveness of coaching as a leadership instrument is still in development.

There are ways to determine if a coaching is effective. For instance there are four ways which focus on reaction, self-awareness, behavioral change, and performance. In the cross-sectional study Ellinger et al. (2003) found supervisor's coaching was positively related to employee's job satisfaction and job performance. In order for coaches to be successful, they must first establish a level of trust with the coachee that bolsters coaches' creditability (Conger, 1998). George (2003) identified "leadership begins and ends with Authenticity. It's being yourself; being the person you were created to be" (p.11). Authenticity allows the coach to

develop trust with the coachee. Yukl (2010) described this as proactive influence tactics to denote positive coaching techniques which lead to a shared vision between the coach and coachee. Stober (2006) said that coaches are a facilitators who ensure that coachees develop by holding them accountable and monitoring their improvement. As a result, "this means that the coach is an active participant, even a leader, or catalyst, in using techniques…to help clients expand their experiences and potential choices of action" (Stober, 2006, p. 34).

In her dissertation on executive coaching, Lewis-Duarte (2009) stated that "the coach does play a leadership role, and, therefore, it is likely that influence tactics used by traditional leaders will also be applicable in executive coaching" (p. 22). Once trust is established between the coach and coachee it leads to a bond that allows the coachee to act as a leader. This leadership allows the coachee to expand their capacity to develop and implement new actions or behaviors which is directly linked back to the impact of coaching has had to encourage the coachee implement new strategies for growth.

Leaders exist to engage followers and help achieve organizations' shared goals (Crane, 2007). Transformational leadership helps people rise to the occasion and become more effective at what they do. De Charon (2003) discussed with organizations undergoing continuous change, and he emphasized that leaders need to reexamine how they view their organization and how they use transformational leadership as a way for knowledge workers (coachee) to participate in the workplace. Avolio (2007) posited that leaders who embrace transformational leadership styles will be more successful and perform at higher levels. Organizations use coaching as their predominant leadership style for implementing organizational development (Crane & Patrick, 2012). This aspect of using coaching as a transformational leadership development tool allows for organizations to be able to develop leaders. The development program is not inhibited by

others and allows the coachee to develop at a pace which is tailored to the needs of the individual. This allows for learning, growth, and expansion of capacity at rates which are best situated for the organization in helping to achieve its objectives.

Many terms are used to describe coaching, such as executive coaching, business coaching, performance coaching, instructional coaching, content coaching, developmental coaching, and leadership coaching. Internal coaching is viewed as a competency of human resource development and may be provided by a full-time professional who also works for the same organization as a method to train and develop an individual (Ellinger & Bostrom, 1999). Indeed, the idea of using internal coaches instead of external coaches is to create the same results only at a lower cost (Underhill et al., 2007). The second reason to use internal coaches is due to the belief they are more effective since they understand the environment of the individual being coached (Underhill et al., 2007).

For the purpose of this dissertation, we will refer to all of these terms as simply coaching because they are used to describe aspects of the same continuum. This researcher will try to differentiate the types of coaching in the literature to show the linkage of coaching to specific areas of leadership, using the specific term transformational leadership coaching. This refers to the correlation between transformational leadership and coaching, which will be referred to simply as transformative coaching for the purpose of showing how to measure effectiveness in the financial services industry.

O'Neill (2005) examined the fundamental nature of coaching as leadership transformation for the organization, while others view leader coaching as leadership effectiveness (Bowles et al, 2007). The connectedness of coaching and leadership is a process that enables performance improvement through the course of learning and development (Parsloe

& Wray, 2000). Still others concluded that organizational learning requires an integrated approach, where coaching is situated within the organization, thus enabling learning to occur (Shaw & Linnecar, 2007; Connor & Pokora, 2007). This learning is for the development of leadership skills, which are transformative to the coachee. According to Rafferty and Griffin (2006), executive coaching helps the coachee (the leader) to engage in continuous improvement, managerial flexibility, and leadership effectiveness. Kilburg (2006) indicated that the coach helps the coachee (leader) to clarify and achieve goals that improve both leader and organization effectiveness. Even though coaching effectiveness is still a relatively new practice in leader development, globally, nearly 2 billion dollars a year is spent on executive coaching services (Ridler & Co, 2008), indicating that coaching is growing as an effective leader development tool.

While there are many different types of coaching models in formation, the construct that seems to take on an acceptable meaning is simply the coaching process bringing logical solutions to the surface (Du Toit, 2007). Most clients simply do not care about the model being used; they simply want to pursue their goals. Lowman (2005) conducted a literature review of coaching cases and found these common threads in coaching:

- The ability to establish a relationship of trust may be critical to the success of the coaching process.
- The environmental context must be taken into account.
- A particular coaching model used may matter less than the confidence projected by the coach on the efficacy of the model(s).
- Effective coaching removes barriers to understanding or solving the organizational issues faced by the client.

- Effective coaching is a multi-level approach or individual, team, and organizational performance.

- Effective coaching integrates individual psychological needs. (Lowman, 2005, p. 95)

These common threads seem to be built on the relationship that is established between the coach and the coachee. Joo (2005) contended that trust is an important aspect of any coaching relationship and is conferred when individuals interacting can create a level of predictability. According to Reiss (2007), while leadership coaching is focused on the individual, the outcomes discussed should be aligned with the organization. This focus on the inner self of the coachee will allow the coach to help the coachee to obtain clarity about what motivates him and areas in which he needs to mature to achieve the desired outcomes.

Studies on the coaching relationship puts emphasis on trust development of the coachee to the coach, which encourages the coachee (leader) to take more risks—a result of the trust that encourages client engagement (Kappenberg, 2008). McGovern et al. (2001) found a positive relationship between coaching and leader effectiveness and job performance (productivity). It seems that the stronger the coaching relationship, the better the outcomes of the coaching experience for the leader. However, more research must be conducted to confirm this conclusion.

Leadership and Practice of Coaching

For the purpose of this dissertation, the main theory being explored in relation to coaching is transformational leadership. Watkins (2008) explored coaching as having a link to transformational leadership theory as there is correlation to leader effectiveness. However this author would be remiss not to mention that other leadership theories do contribute to the study of coaching effectiveness, as driven by leadership. Coaching relates to transformational leadership

that inspires others to do more than a leader initially planned or considered achievable (Bass, 1990). As such, this leadership theory relates to this study of effective coaching as a leadership development strategy. Tapke (2011) posited the empowering behaviors of coaching, such as facilitation, are best suited for organizations and individuals who are assisted by learning. This aspect of learning is a function of transformational leadership theory that calls for education, experience, and challenges to transform the coachee into a high-level individual who rises to higher goal achievements. The bridging of goal attainment in coaching enables the transformation of an individual's performance into the essential activities for leaders (Ellinger, Hamlin, & Beattie, 2008).

One such aspect of coaching is the coachee being self-aware, which is related to the self-awareness theory that suggests high levels of self-focus (Duval & Wicklund, 1973) and is coupled with modern emotional intelligence (EI) (Goleman, 1995). Goleman posited the main competency of EI is self-awareness, which he describes as the ability to possess knowledge of one's own abilities and limitations (Goleman, 1995). Coaching incorporates aspects of these theories, as well as adult learning theory (Bandura, 1977), because coaching is related to helping individuals improve their knowledge and skills. Malcolm Knowles defined the theory as "the art and science of helping adults learn" (Knowles, 1980, p. 43). A key concept of this is that adults learn outside of the classroom. In the practice of coaching, the coach (facilitator) and coachee (learner) establish a relationship where the coach inspires the coachee to self-identify his own learning needs (Grant, 2002). While the coach does not need to be an expert, the coach must cultivate his listening skills to help the coachee grow (Whitmore, 2009).

House (1996) discussed how the leader (coach) must be "effective to the extent that they complement the environment in which they work by providing necessary clarifications to ensure

that subordinates expect that they can attain work goals" (p. 326). This work was helpful and led to the reformulation of the path-goal theory of work unit leadership. Hudson (2010) stated that the "path-goal theory emphasizes the relationship between the leader's style and the characteristics of the subordinate and the work setting" (p. 33). The crucial point was made by House (1996), who called on leaders to provide coaching to their followers for charting a successful path to goal achievement.

Still yet another coaching theory is summarized by the word "authenticity," a method considered by some to be the humanistic side of coaching, involving caring for and trust-building with the coachee (Brock, 2008). In authentic coaching, players strive to remain to their own personality and spirit regardless of external pressures. As a result, players and coaches establish a level of predictability and transparency of character.

Coaching as a Leadership Development Strategy

Organizations are undergoing dramatic challenges from the economic calamity that has gripped the business world since the collapse of companies such as Lehman Brothers, which marked the beginning of a worldwide downturn in business. This downturn has caused businesses to reexamine the development of leadership, which looks to optimize the talents of human capital. Although coaching has existed for some time, this has helped to accelerate the practice of coaching as a leadership development tool. Although the economic collapse initiatively showed down investment in leadership, it has since rebounded.

Leadership development can meet organizational demand, but organizations are also demanding practical hands-on application. This application is best suited to be delivered in a coaching format. Turner (2003) promoted coaching because it is a process, rather than a single

event, such as a training program; thus, coaching allows for an ongoing process that reinforces leadership development because it does not occur only at a particular point in time.

Review of Survey Instrument

The final aspect of the literature review was to determine if any research existed which could aid in the development of a survey instrument. After completing a review of literature, the researcher found little material to aid in the process. An expert in coaching and mentoring was sought, who not only agreed to assist but also agreed to serve on the author's dissertation committee. Freemyer (1999) developed a "new teacher mentor survey", which consisted of 39 questions. This researcher used the question set as a basis for writing up an original survey set of 25 questions, plus two additional open-ended questions developed by this researcher for the straw model. Although the questions were rewritten to be focused on the coaching aspect, the items were derived from this survey.

Two coaches were secured from the organization to act as local experts to guide the researcher in his interactions with the organization. The coaches had over 30 years of corporate and coaching experience; one serves as a project manager to lead the interface with the financial services organization, and the second is a subject matter expert to help with the compliance of keeping the confidence of the organization. Each of the two coaches had masters' degrees and had completed master's thesis with extensive research.

In addition, the researcher recruited two former associates who he had known at a previous employer to serve as advisors in the research project. The first was the Director of Research from AC. Nielsen who has more than thirty years' experience conducting marketing research for large multinational clients. The second was senior researcher of data analysis who

has worked in the research industry for over 25 years and is currently heads up research Johnson and Johnson product division.

These individuals along with the researcher's dissertation committee members helped to provide input on all the versions of the question sets developed for the survey instrument. In addition, the researcher developed a short set of six open ended questions for the coaches to get their input on coaching. The coachees survey questions were further refined to a more succinct and more manageable number of ten questions. Over a period of six months several meetings were held and revisions were made to the two question sets one for the coaches and one for the coachees. In addition during this time the organization's coaches had just completed a midsession coaching check in set of 6 open ended questions which they wanted to be incorporated into the survey instrument. This researcher although initially surprised, embraced the inclusion of the questions since this helped fulfill the researcher original request of utilizing the financial services organization Coaches to network to help develop questions for the survey instrument. The result was the coach set of questions where refined to a set of six questions and the open ended questions where combined and rewritten with prior questions until a final set of 11 questions where agreed upon for the coaching instrument. All of the above mentioned individuals gave input on these two question sets.

Once there was agreement the question sets a meeting was setup with the director of the coaching network which is also a coach with over twenty years of experience to discuss the instrument and develop an implementation plan for conducting the research.

Literature Review of Survey Instrument

The literature includes three empirical studies (Luthans & Peterson, 2003; Olivero et al., 1997; Smither, London, Flatt, & Kucine, 2003) that offer insight into the effectiveness of

coaching. These three studies point to certain improvements by the coach that enhance the coachee's performance by providing feedback on goal setting and accountability and helping create plans. Smither et al. (2003) linked the feedback to the development plan, which includes helping the coachee set goals and identifying ways to meet these goals. The results suggested that coaching may increase the effectiveness of goal specificity and the resulting accomplishments. The results also indicated that the coach impacts the development of the coachee by challenging him or her to implement development strategies (Gettman, 2008). In selecting a focus for the survey instrument, goal setting theory will thus be used, as it emphasizes that feedback is necessary in order to evaluate the goal as well as the efforts to achieve this goal (Locke & Latham, 2002). Thus, an emphasis will be placed on structuring questions around agreement on the coaching contract, goal attainment, and getting feedback, as these are important areas that need to be included in a survey instrument to determine coaching effectiveness. Dunn (2003) conducted a study of executives who were coached and developed a rationale for hiring a coach. The coaching clients indicated that they wanted to become more effective at setting and reaching career goals, creating and experiencing a more fulfilling life, and experiencing greater personal growth.

Chapter Three - Method

The purpose of this study is to establish a standard method of measuring the effectiveness of coaching outside of the traditional Return on Investment (ROI) stated in financial terms. Although the practice of coaching while still in its infancy is developing as a separate and unique field in the area of leadership from many of the disciplines it touches such as psychology, sports, and behavior sciences (Brock, 2008). The ability of the practice of coaching to stand as a leadership development strategy would be greatly enhanced with an instrument that would allow organizations to measure the effectiveness of coaching in the financial services industry.

This chapter will cover the method which was used in this study. After a short introduction, discussion will include the research design, significance of the study, description of the people which is the population of subjects of the study, mixed methods approach, research questions, statement of the hypothesis, selection of study participants, instruments, procedures for data collection, data analysis, researcher bias, and the three phases of the study. The phases of the study will also include the question sets which will be used in the first two phases of the study.

First the data collected was provided to the organization to help determine a value coaching has on leaders. The second was for feedback to be shared with the coaches so they could identify areas of strength and areas of learning the coach could work on improving to become a better coach. Finally it is hoped the survey instrument would be used over time and help to identify extraordinary coaches who would be those who consistency who score high could over time be recognized and studied to develop best practices. The research will attempt to use the qualitative part of the methods to determine the influential attributes that may be identified as best practices. These high performance coaches could be studied in future research

to determine attributes and characteristics that could be used for development of best practices and eventually training programs to help others wishing to become high performing coaches themselves. In addition, the study looks to determine a link, if any that exists between leadership effectiveness and coaching. This is especially examined as it relates to transformational leadership theory to determine the relationship between the theory and the practice of coaching. The academic research in the practice of coaching is growing as a method to improve leader effectiveness (Livingston, 2012). However the means to correctly assess the impact of leadership as it relates to coaching is still relatively lacking in the industry. This chapter will include a discussion of the research design, the significance of the study, description of the people to be surveyed, and research questions developed for the instrument along with the methodology which will be used to gather the data.

Research Design

This study uses survey research to determine the leader (coachee) perceptions of the coaching they received as part of a financial services organization coaching program. There was three phases conducted in the study to develop a survey instrument. The first phase will focus on the coach which consists of six open ended questions which will gather information from the coaches. The completion of phase two was the quantitative part of the study that presents a final survey with 11 questions which was sent to the leaders (coachees). Eleven questions were chosen which were judged to fulfill the research design and provide the basis for the qualitative phase of the research. This approach followed that of Gettman (2008), who worked with experienced coaches to which he referred as subject matter experts, in order to gather information from them. This process will allow questions to be generated for the qualitative question set to be administrated in phase three of the research.

The survey instrument is developed from a review of literature along with reviews of two outside experts in qualitative research and the dissertation committee. In addition, two coaches from the financial services organization each with over twenty years' experience in coaching also gave input on validating the questions for the purpose of this study.

The second set of coachee questions were modeled after a question set provided by Freemyer in a study he conducted on teacher mentor evaluations. The set has been modified and updated from the literature review on coaching and has been rewritten to reflect coaching aspects of this study and was reviewed by both the outside market researchers and members of this researcher's dissertation committee. It was reviewed again by local leaders with an expertise is this area for input the director and head coach of the financial services organization before it was deployed. The purpose of this research was to identify the perceived value of coaching with leaders who are coached to determine leadership effectiveness of coaching program in a financial services organization.

The third phase of the study was a semi-structured qualitative set of questions developed from the literature review and responses that were given from the coaches in phase one of the study. The survey was administrated to the selected set of the coachees who responded to the quantitative set of questions in phase two. The purpose of the third phase was to further explore the information gathered in the second phase of the study. This final aspect of the study was to inform and answer the research questions stated later in this chapter.

Significance of the Study

This research is designed to guide leaders who coach leaders as they launch their careers in the financial services industry. In particular the significance of the study examines feedback from individuals who provide coaching to leaders in a financial services industry and the

coachees (leaders) who receive leadership coaching. The purpose was to develop and pilot a survey instrument that would gathered feedback to determine if leadership effectiveness can be measured from an existing coaching program. This approach allowed for the redirection of being able to gather data during the process, which would be relevant to impact the existing coaching instead of waiting until after the coaching process is complete. This was an effort to develop a return on investment instrument that would give an organization a measure of effectiveness outside of the traditional financial return models used to determine the effectiveness of leaders coaching programs in place in the financial services industry.

Description of People (key subjects)

The population of potential executives which could provide feedback on the perceived effectiveness of the individuals who provide coaching for the organization was relativity small. The individuals (key subjects) who were surveyed for this study are referred to as "coaches" (leaders), who are defined by Andrews (2009) as high-potential executives who exhibit leadership competencies. The number of eligible individuals was a small set of the population. By the time individuals reach this stage in their careers they are already recognized as high-level performers; it is a small, select group of employees (less than 1%). These individuals have been selected by executive management to participant in the executive development program since they are perceived to have the potential to advance to high-level executive positions within the organization. Therefore, it is a career development opportunity for these individuals to be assigned a professional coach who can assist them in the development of the leadership and skills needed to advance into highest level executive positions in the organization.

Mixed-Methods Approach

Since the research could benefit from a more thorough approach to obtain feedback from participants, a qualitative approach was used with the individuals identified as key subjects, which is a small population. A mixed-methods approach using both quantitative and qualitative analysis was used in gathering the data, which is a similar method to that was used by Krouse (2009) in the concrete industry. Creswell, Fetters, and Ivankova (2004) discussed using a mixed-methods survey to strengthen the results since the integration of quantitative and qualitative data provides an informed framework for making sense of the data, particularly in terms of quality. Johnson and Christensen (2007) discussed the mixed-method approach as a single study, thus allowing the researcher to use a combination of quantitative and qualitative methods. In essence, the limited number of questions in the quantitative part is strengthened by the complementary strength of the focus on the qualitative participants.

The quantitative phase was used in this study to help identify high- and low-effective coaches with whom short 30-minute qualitative interviews employed using a semi-structured, 10-question guide. Telephone calls were made to six selected participants. Individuals were told the conversations would be confidential and last no more 30 minutes.

Research Questions

Research Question One

What relationship, if any can this study verify between goal accomplishments by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness within a financial business organization outside of a summative traditional financial ROI?

Research Question Two

What differences, if any, exist between individuals from different geographical regions who are being coached in terms of measuring perceived leadership effectiveness?

Research Question Three

What differences, if any, exist between coaches' approaches to developing new leaders between those who rate their coaches high as compared to those who rate their executive coaches low?

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Statement of the Hypothesis

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What is the relationship between coaches' performance and the value which is placed on leaders' coaching? To answer this question, the research questions have been translated into their null form for statistical analysis purposes and rejection of these hypotheses will indicate that they are significant. They are stated as follows:

H 01 : There is no statistics differences as measured by the Strong survey instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness.

H A1 : There is statistical differences as measured by the Strong survey instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness.

H 02: There is no statistically significant difference between the different geographical regions between coaching effectiveness as measured by the Strong survey instrument and overall coaching effectiveness.

H A2: There is a statistical difference between the different geographical regions between coaching effectiveness as measured by the Strong survey instrument and overall coaching effectiveness.

H 03**:** There is no statistically significant differences between the **c**oachee**s** who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong survey instrument.

H A3**:** There are statistical differences between the **c**oachee**s** who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong survey instrument.

Selection of Study Participants

The population for phase one for this study utilized coaches who worked for a large financial services organization in the United States. The second phase of the study utilized key subjects who are coachees (leaders) who work full time for the financial service organization. It has been only two years that the organization adopted coaching as full time practice to support new leaders of the organization. Thus, this study focused on the perceived value of the program to those selected as coachees. This researcher developed two question sets to address two distinct populations which made up the sample populations.

The first is the coaches of the newly formed coaches network in 2010 (N=9) which make up all the full time internal coaches in the organization. The coaches who make up the network are full time internal coaches with varying levels of experience and credentials in multiple locations. The internal coach network is a highly collaborative, directed team of nine people which reside in different parts of the United States. This population was sent an email with an invitation and an electronic link to participate in the study. Prior to the sending of the email the

coaches network had been informed of the research project with updates over the past year by the project manager assigned to this researcher to help with the development of the survey tool who is also a member of the network.

Since the study participants voluntarily followed a link to the survey, a convenience sample will be obtained. The population is defined as "the set of objects or individuals of interested or the measurements obtained from all objects or individuals of interest" (Groebner, Shannon, Fry, & Smith, 2008, p. 15). Being that the subjects of their own free will followed the electronic link to the survey, a convenience sample will be used which is "a sampling technique that selects the items from the population based on accessibility and ease of selection" (Groebner et al., 2008, p. 16).

Feedback from the first question set was used to finalize the survey instrument which was sent to the key subjects who receive coaching in the organization. The population which will be selected by the organization is new leaders who received coaching. These leaders were from specific regions representing a wide geographical representation across the United States. These select individuals were offered coaching after they had been promoted to leadership positions in the organization. The coaching process is designed for a coach to be assigned to each high potential candidate for an entire performance year and usually immediately after the individual has been promoted to a major leadership position in the organization. These individuals in the program are on a career track to become executives within the organization.

The survey was hosted at Survey Monkey™, which is an independent of the financial services organization and is a third party supplier of data collection tools. This allowed the survey to be administered electronically using the web-based survey tool provided by Survey Monkey™. A web-based survey tool is one where the assessment tool actually resides on a

network server (Jasen, Corley, & Jansen, 2007). This was used as the hosting tool so that it would be an independent third party survey company to ensure the participants that the information gathered would not be tied to the individuals completing the survey and would be anonymous. The participants were informed that that they would only have one chance to start and finish the survey. Survey monkey will be used to gather information from the coaches to help finalize the actual survey instrument. The survey will be expected to take less than 10 minutes to complete. At the end of the surveys a page of thanks will appear.

The survey was given to the coachee (leaders) who receive coaching from the group of coaches (N = 9) who make up all the individuals who facilitate coaching sessions for the participants in the coaching program. These individuals have been in the coaching program for at least 7 months and some have participated for nearly a year. The sampling framework was gathered with a purposeful sampling method.

The third part of the survey was a qualitative set of structured questions asked in a personal interview conducted by the researcher with the people who took the coachee survey (N = 6). The individuals interviewed were highly performing executives in the organization who were recently promoted or offered a coach as perk for their performance in the financial services organization. These executives are individuals who have met strict requirements and demonstrated a proven track record of results allowing them to be invited to invest and secure ownership in the form of shares in the organization. They are in the Top 5% of the organization in terms of rank, position, and earnings. In addition to having a financial stake in the organization, they are assigned leadership roles to lead teams of individuals who provide financial services to large multinational firms. They are still only a small set of the top executives selected to receive a coach. In essence, the Top 1% of the Top 5% of performers in

the organization receives individualized leadership coaching, which focuses on their goal's achievement.

Since the population for this survey consisted of a small sample size of individuals who are high-performing executives, the qualitative aspect of the study was used to focus on some individuals to complement and validate information in the coachee survey and delve deeper into their answers to gain a better understanding of the data collected (Johnson & Christensen, 2007). These sessions were scheduled for 30 minutes with those who were either responded as high or low rated according to their increased leadership effectiveness and were contacted and agreed to complete the interview. In all cases, the individuals responded positively to the request and the six interviews were completed.

This research represents a mixed-method inquiry involving both quantitative and qualitative research elements in the study. The chief rationale for using this combination of sources of data is that the researcher felt that a complete picture could not be generated from one method alone. Each source of data represents an important element of the overall findings in measuring coaching effectiveness (Bryman, 2006). The goal of the quantitative is to provide the general focus of the information that needed to be acquired after a through literature review determined the scope of the research and questions to be asked. Bryman (2007) proposed mixed methods as a *universalistic* discourse, which tends to be research conducted in this way as providing better outcomes. The semi-structured interviews in the qualitative phase three were designed to allow a more in-depth exploration of information not presented in a quantitative electronic survey in phase two. Here the capability to ask open-ended questions with a follow-up is extremely important as the questions are unlikely to lend themselves to the making of permanent choice questions (Bryman, 2006). Therefore, this method of investigation lends itself

to a more thorough investigation of the proposed research questions of this dissertation. Bryman, Becker, and Sempik (2007) said the findings of using mixed-method research provide some helpful insights into the support for research quality criteria. This can be applied to complement weaknesses such as a small sample sizes from a particular method (Johnson & Christensen, 2007).

Instruments

A survey instrument has been developed for the purpose of this study. This researcher used two outside objective researchers with extensive knowledge in conducting research. In additional, the organization assigned two individuals who are seasoned full time coaches. The first served as a project manager to assist in the development of the survey questions and setting up the methodology with would be approved to conduct the research. This individual has conducted research in academic with particular expertise in writing questions for survey. The second served as an advisor to this researcher and the project manager to complete the work which is also an experienced coach who has completed prior similar research studies outside of the financial services firm. In addition to the above people the dissertation committee will be asked for input on wording of questions in a series of iterations that made it through all of the different groups until finalized questions will be agreed upon by all parties involved. Finally, the director of the coaching program, who is also a full time coach with over twenty years of experience reviewed the finalized questions and offered suggests which again where sent back through the before mentioned process for final sign off. A pilot survey was launched with the organization's coaches' network to validate the coaches' survey and make any final changes to the instrument.

Perceptions about the model and its elements was measured by a phase one survey to the coaches in the network which will be comprised of 6 question set of open ended questions. The opened ended questions were tabulated as a qualitative source of information to confirm and make final changes to the survey instrument to be used with the coachee (leaders). In addition, this allowed buy in from the coaches' network to have them mention to their coachee (leaders) that they would be getting a survey and ask them to take time to fill out the survey.

The final question set contained items that use a five-point Likert scale. The Likert scale is based upon the presentation of a statement for response with a series of choices ranging from strongly agree to strongly disagree. Likert (1932) developed the scale then assigned a numerical value to each choice to form an ordinal scale. For statistical analysis a rating of 1 for strongly agree down to five for strongly disagree was uniformly used for the questions using a Likert scale.

Procedures for Data Collection

The intent of this three-phase sequential study was to discover a non-traditional financial ROI model to determine the effectiveness of coaching in the financial services industry. The first phase involved six open ended question set given to experienced coaches in the financial services industry. This approach followed Gettman (2008) who worked with experience coaches he referred to as subject matter experts to gather information. This process will allow questions to be generated for the qualitative question set to be administrated in phase three of the research. Findings from this question set were used to revisit the second phase of questions to be given to the coachee (leaders). The reason for the first phase of questions is to test the general self-efficacy of the second set of questions which make up the survey instrument. The reason for the collecting the data is to examine the internal coaching process used in the organization to

determine a non-financial return of investment to measure the effectiveness of the coaching received by leaders in the organization. The overall approach will be to apply action research to ongoing process of discovering a measureable result of the effectiveness that coaching has an effective leadership of those being coached.

Data Analysis

The Statistical Package for the Social Services (SPSS) will be used to analyze the data from the survey. The mean, median, variance and the standard deviation of responses to the survey items were considered. The method of data analysis will begin by using descriptive statistics (Groebner et al., 2008). This researcher will run non-parametric method to analyze the data. If the data warrant non-parametric analysis a Spearman *rho* correlation will be run comparing the relationship to the component parts of the survey with the overall rater effectiveness of leadership of the new high potential executive leader (scale of 1-100).

Leedy and Ormrod (2005) described "validity and reliability of your measurement instruments influence the extent to which you can learn something about the phenomenon you are studying" (p. 27). The validity is the degree to which the tool measures what is supposed to be calculated. While the reliability is the uniformity with which the tool yields a certain outcome (Leedy & Ormrod, 2005). This researcher intends to conduct a pilot survey on a small group of individuals to validate the instrument since this is a newly developed instrument.

Researcher Bias

This researcher does not have any influence over the coaches' network or any direct contact with the coachees except in conducting the qualitative structured interviews. Since this researcher is an employee of the organization it needs to be noted while this provides the individual a better understanding of the organization it also present bias from the point of the

researcher. While the researcher did not have day to day interactions with the coach's he has completed the internal coaching program offered by the network and has been trained to do coaching with individuals in his business unit. This affords this researcher with a high level of knowledge of the organization, and the coaching programs offered. However all the coaches and coachees are of a higher rank in the organization and the researcher is limited in the scope of study which such individuals were willing to approve being the number of questions and participants which he is allowed.

Although the numbers of each is limited there is access given to people who are of the highest caliber to help formulate the questions and use as participants. It is also noted that while the interviews were informative and allowed since the researcher is part of the organization this may have caused certain individuals to not fully answer questions in the interviews due to the fact the researcher is of a lower rank in the organization. Although this researcher did not have observance and seemed to get full collaboration with honesty and truthfulness such high performing individuals do exhibit high emotional intelligence and may have been able to disguise the ability of the researcher to observe or simply chose to speak about something else instead of disclosing any such information.

This researcher understands that working for the organization for which the research is being conducted allows for a greater working knowledge and understanding of issues affecting the organization. While this is an advantage, there is increased researcher bias in the process. Therefore the researcher followed Flores' (2011) "apprenticeship model in doctoral education" for rigorous oversight. This manifests in two places: the assignment of a project manager and mentor from the organization, both of whom previously completed academic research studies; and oversight from the dissertation committee that served as a balance in developing the survey

instrument and keeping researcher bias to a minimum by removing the researcher from the research design, since decision making on determining the methods was kept from the researcher.

Phase One: Proposed Coaches Question Set

The phase one questions include the following 6 open-ended questions, which were sent to the coaches. The first part of the survey stems from a review of the literature as well as from input from two independent market researchers, two coaches from the financial services organization, the director of the organization's coaching program from the financial services organization, and the researcher's dissertation committee.

If you were to design a coaching course, based on your experience, what key coaching competencies would you use as the foundation for the course? (ICF, 2012)

What feedback from a coachee would be most valuable to you? (Arrington, 2010)

How do you determine the impact you had on a coachee? (Arrington, 2010; Grant, 2003; Grant & Cavanagh, 2007)

Of the following, which do you work on most frequently with your coachees? (1 is the most frequently, 2 the next most, and so on). Please rank the following:

Leadership Development

Behavioral Change

Skill Development

Career Counseling

Coaching Skills (Dunn, 2003; Freemyer, 1999; Grant & Cavanagh, 2007; ICF, 2012)

If specific behavioral changes or skill development are identified for your coaches, please list those that are most often identified. (Dunn, 2003; ICF, 2012)

What question or questions would you like to see included in a coaching feedback survey? (Arrington, 2010)

Phase Two: Proposed Key Subjects Question Set

In order to obtain access to high-level performers who are of high rank in an organization and who have limited time available for completing surveys, the researcher utilized only ten questions in the proposed question set. The proposed question set follows and is composed of 5 Likert questions, for which the responses range from strongly disagree to strongly agree; two defendant variable questions that are connected to the Likert questions; a ranking question; and two open-ended questions.

As stated above in the research design section, the questions selected were derived from a literature review that focused on Freemyer's (1999) study on teacher-mentor evaluations. These questions were rewritten and combined with six existing midterm coaching check-in questions that the organization currently uses with key subjects; they were developed from internally-based off-the-key competencies from the International Coaching Federation (2012). There were several iterations of this question set throughout the process of working with the outside market researchers, two coaches from the financial services organization, the director of the organization's coaching program, and the dissertation committee, the members of which worked with this researcher over a ten-month period of time beginning in early 2012.

Proposed Question Set (Quantitative) for Phase Two Questions

1. My coach and I designed a specific coaching agreement, which was an effective way to confirm and focus on my goal(s).

Strongly Disagree   Disagree   Neither Disagree   Agree   Strongly Agree
                                              nor Agree

(Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001)

2. My initial goals for this coaching relationship have been met.

Strongly Disagree   Disagree   Neither Disagree   Agree   Strongly Agree
                                              or Agree

(Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001)

3. Coaching is an effective leadership development tool.

Strongly Disagree   Disagree   Neither Disagree   Agree   Strongly Agree
                                              nor Agree

(Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001)

4. Nothing interfered with me reaching my coaching session goals.

Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

If you chose strongly disagree or disagree, please indicate what interfered. (Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001)

5. Please rank the following statements in order of importance (1 is most important, 2 is next, etc.) with regard to what you would like to work on next with the help of a coach:

I would like to continue to pursue an existing goal.

I would like to pursue a modified goal.

I would like to pursue a brand new goal.

I would like to overcome an obstacle to achieve a goal.

I reached my goal and do not need additional coaching at this time. (Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001,

6. Rated on a scale of 1-100 and thinking in terms of percentage increase, how much would you say your most recent coaching experience impacted your leadership effectiveness (Freemyer, 1999; Grant & Cavanagh, 2007; Greenleaf, 1977; Kouzes & Posner, 2002; Yukl, 2010)?

7. My coach was effective in helping me identify specific action steps to accomplish my goals.

		Neither Disagree		
Strongly Disagree	Disagree	nor Agree	Agree	Strongly Agree

(Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Prywes, 2012; Spence, 2008)

8. On a scale of 1–100 and thinking of the percentage increase, how effective were my coaching sessions in helping me achieve measureable progress? (Day, 2002; Freemyer, personal communication, July 14, 2012; Goleman, Boyatzis, & McKee, 2002; Grant, 2012; Grant & Cavanagh, 2007)

9. What suggestions do you have for improving the coaching process? (Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001)

10. From my coaching experience, I learned… (Grant, 2012; Grant & Cavanagh, 2007; Yukl 2010)

11. Please choose the region in which you are located?

   Northeast
   Midwest
   South
   West

Chapter Four – Data Results and Analysis

This chapter discusses the collection and analysis of data which included three phases. Phase one was the coaches' survey, which gathered information to formalize the survey to coachees. Phase two was the coachees' survey, which measured the effectiveness of the coaching program designed with input from the current coaches. Phase three was composed of qualitative interviews, which further explored the benefits of the coaching program. The discussion will initially review the results of the first and second phases of the research process and then explain how the set of questions used for the final qualitative interviews of the coachees were determined, the method used in the qualitative phase, and the results.

The quantitative analysis includes response rates, descriptive statistics, and analysis of the research questions and hypothesis. This chapter concludes with a summary of the quantitative and qualitative results. The data collected and analysis determined the value coaching has on improving leadership and management effectiveness within the study organization. The study tests a method of measuring the effectiveness of coaching outside of the traditional return on investment while the coaching program was occurring, and the results also measured the practice of coaching as a leadership development strategy in the financial services industry.

The coaches' survey was an open-ended questionnaire given to the leadership coaches of the program. The first objective of this inquiry was to aid in the development of the survey instrument designed to quantitatively measure coaching effectiveness. The second purpose was to gather input for the semi-structured interview questions to be used in the qualitative interviews of the research, which were intended to more fully explore the factors associated with increasing coaching effectiveness. The information that was gathered from the coaches' survey was used as

input, along with a review of the literature and expert opinions from two outside experts in qualitative research. These two outside experts served as advisors in the research project. The first was Director of Research from A.C. Nielsen who has more than thirty years' experience conducting marketing research for large multinational clients. The second was senior researcher data analysis who has worked in the research industry for over 25 years and is currently heads up research at Johnson and Johnson product division. This process assisted the researcher in determining the questions used in the qualitative research phase.

The coachees' survey was administered to the leadership program participants halfway through their coaching process. The coaching process from these individuals was set up to be completed during the performance year. The actual time of coaching the individual received ranged from 10 to 12 months in duration, and the average time was 11 months. The focus of this survey research was to identify the factors associated with leadership development and management effectiveness attributable to the coaching program. The individuals in this leadership development were in the top five percent of all management employees in the firm in terms of rank, position and earnings. They were chosen for the program after 15 years of high level performance and had a proven track record of success as they moved upward in the organization.

The qualitative portion of the analysis was an interview by the researcher with the members of the leadership program who were surveyed in the quantitative phase. This leadership program is composed of those individuals who were deemed to be on track to become key executives and future partners in the organization. The individuals are highly skilled and leaders who were in charge of the operational aspects of high profile multi-million dollar clients. They worked directly for the executive leaders of the organization. The determination of being

placed into the program was a result of a proven track record of achievement over the past decade and a recommendation for the program by the current executives of the organization based upon the coachee's potential for executive leadership positions.

Research Hypotheses

The following research hypotheses guide this study:

H A1 : There is statistical differences as measured by the Strong Survey Instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness

H A2 : There is statistical differences between the different geographical regions between coaching effectiveness as measured by the Strong Survey instrument and overall coaching effectiveness.

H A3: There is statistical differences between the coachees who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong Survey instrument**.**

Demographic Descriptions of Key Subjects (Coachees)

The key subjects were a population of potential executives who have a proven track record of success—the majority of which have been working for the organization for nearly 10–15 years—and each had received a number of promotions over the years to reach his or her current position. In this study, the participants represented a wide range of individuals from several of the major cities in the United States.

Objectives and Response Rate – Coach's Survey (Phase One)

The following section describes the process of developing the survey instrument for those who were being coached. The overall objective was to gain expert information to develop the

survey instrument for the individuals while they were being coached. The actual coaches were asked to provide their input on the development of the coachee's instrument. The coaches were asked to provide input and suggested questions which could be used. The first research question was what relationship can this study verify between goal accomplishments by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness within a financial business organization outside of a summative traditional financial ROI?

Consistent with this objective, a survey was completed with the actual coaches who currently provided coaching services in the organization surveyed. The survey was an open ended survey to gather input and possible questions they would like to see asked on the instrument. This helped to establish the intangible benefits that are needed to understand the results of coaching (Fillery-Travis & Lane, 2006). Since traditional ROI studies are only able to determine effectiveness after the completion of a program (Leornard-Cross, 2010), this method allowed for feedback during the coaching program to adjust use of competencies or skills of the coaches. The overall purpose of the coaches' survey was to determine the main objectives of coaching, from the perspective of the coaching staff. An open-ended survey was used to give the nine executive coaches the ability to expand on their responses. This population was sent an email with an invitation and an electronic link to participate in the study. Prior to the sending of the email, the coaches' network had been informed of the research project with updates over the past year by the project manager. The response rate of the coaches' survey was 100%.

All of the coaches were certified or were familiar with the coaching competencies which are widely accepted from the International Coaching Federation (2012) and thus are experts in the process.

Question 1: If you were to design a coaching program, based on your experience, what key coaching competencies would you use as the foundation for the course? (ICF, 2012)

The goal of this question is to determine what the coaches believed concerning setting up a coaching program. The following table summarizes the key themes of the findings, which include the need to measure the way in which objectives are set for the program, the need to focus on improving listening, and the need to create better questioning techniques to determine bottom line results.

Table 1 *Key themes: Setting goals, Accountability and Goal Accomplishment*

Key Phases from coaches supporting these themes:
How to define overall objectives
Listening, the use of powerful questions
Questioning with the ability suspending assumptions
Determine goals and create a process to determine what it takes to complete
Bottom line method so you understand the customer needs to help them determine what they need to do to accomplish what they want.
Setting goals, accountability measures, defining what success looks like

These results were consistent with the coaching literature that indicate an increase in coachees performance when feedback is provided on goal setting, accountability and assistance in planning with specific actions (Luthans & Peterson, 2003; Olivero et al., 1997; Smither et al., 2003). These results from the coach's survey match closely with the core competencies from the international coaching federation (2013). Heinselman and Thach (2000) discussed coaching competencies involved applying a disciplined process which is supported by the coaches' survey

results. In validation of the ICF core competencies, Auerbach (2006) concluded that each

competency is necessary in the coaching process. The key competences mentioned by the

coaches' are consistent to the following seven competencies of the International Coaching

Federation (2013):

- Establishing the Coaching agreement
- Planning and Goal Setting
- Active listening
- Powerful questioning
- Designing actions
- Establishing Trust with the Client
- Managing the process and accountability

The next question, the focus shifted to the individual coach in order to determine if there

was specific information they wanted to receive from the individual they were coaching. This

information provides ways to improve the overall coaching program to be able to help both the

coach and the coachee.

Question 2: What feedback from a coachee would be most valuable to you? (Arrington,

2010) This is feedback the coaches were seeking from the coachees. The goal of this question

was to determine what specific information is needed to set up an effective coaching program.

The following table summarizes the key themes of the findings, which include a focus on the

coachee raising his or her self-awareness. This was achieved by the coachee learning to see

things from a different perspective in order to move his or her career in a preferred, new

perspective.

Table 2*: Responses from the coaches on what feedback is most valuable to improve the overall*

program

Key Theme: Self-Awareness

The ability to see themselves in new ways

Raise their self-awareness

Ability to see issues from differing perspectives, allowing them to see a variety of possibilities.

Whether they felt our sessions helped 'move the needle' in their life/career in the ways they wanted/hoped.

That they gained new insight and were able to proceed more quickly in pursuit of meaningful goals

Was I able to help the client gain an epiphany in how they see themselves?

Were my questions able to elicit responses which made them reflect on the situation that changed the way they looked at things, are they better off for being coached

What did I do that had the biggest impact on our conversation?

What questions did I use that helped them come to a better realization of their needs?

Question 3 focused on the ability of the coach to ask the right question in order to change the environment and perspective of the coachee. Campbell and Griffiths (2008) found learning is significant when the coach is able to integrate innovative self-directed learning by asking probing questions. This tends to indicate at the core nature of coaching which allows the coach to move the client forward is dependent on the questioning technique that is used. The question is the key to the transformation of the individual in the leadership experience. This is the moment that the coach puts aside their own ideas, as Crane (2012) posited, which is the best/right/obvious way to do something and ask instead a question about a different way to approach a solution. This approach often results in the individual drawing a conclusion which is demonstrated from their actual experiences.

Question 3: How do you determine the impact you had on a coachee? (Arrington, 2010; Grant, 2003; Grant & Cavanagh, 2007) The goal of this question was to determine the impact that the coach had on the coachee. The following table summarizes the key themes of the findings, which include a theme of the coachee reaching a new level of awareness and being able to take action to move forward toward goal accomplishment.

Table 3: *Responses from Coaches on Impact on Coachee*

Key Themes from the coaches focused on Self-Awareness
Come to new awareness and take action to move forward.
It's all about the changes that take place. Whether it's growth, or helping the coachee to own their emotions, decisions, and thoughts.
By asking about insight during each session and by tracking progress against the goals we set at the start of the process
If the person is able to achieve their goals as a result of our sessions
Noticing if the person enters into deep thought as result of our interaction which usually means they are reconsidering what they previously thought
I listen to see if they bring up something I had questioned them on in the last session which caused them to recalibrate the way they do things

Question 3 focused the on feedback mechanisms that coaches use to subjectively determine if they are on the correct course to improve the coaches' leadership ability. This explored the feedback during the coaching session in order for the coach to adjust or temper their approach based on the needs of the coachee. Hargrove (2008) discussed that the need to develop a theory of action to put into practice and start to take action so we can learn how we are doing in a particular situation. Cairo and Dotlick (1999) espoused coaches should use reframing exercises

as a diagnostic when working with coachees. The responses from the coaches describe action steps they are looking for to formulate if they are having an impact on their coachees and how they are doing evaluating feedback during the coaching process.

Question 4: Of the following, which do you work on most frequently with your coachees? (1 is the most frequently, 2 the next most, and so on). Please rank the following:

- Leadership Development

- Behavioral Change

- Skill Development

- Career Counseling

- Coaching Skills (Dunn, 2003; Freemyer 1999; Grant & Cavanagh, 2007; ICF, 2012).

Question 4 sought to determine whether coaching was viewed by the coaches as a leadership development tool. This type of coaching focuses on skill development and career enhancement as key determinants of leadership development. The following rankings are the coaches' responds to which of the five choices below as the most predominant reason in which they are engaged in the coaching process.
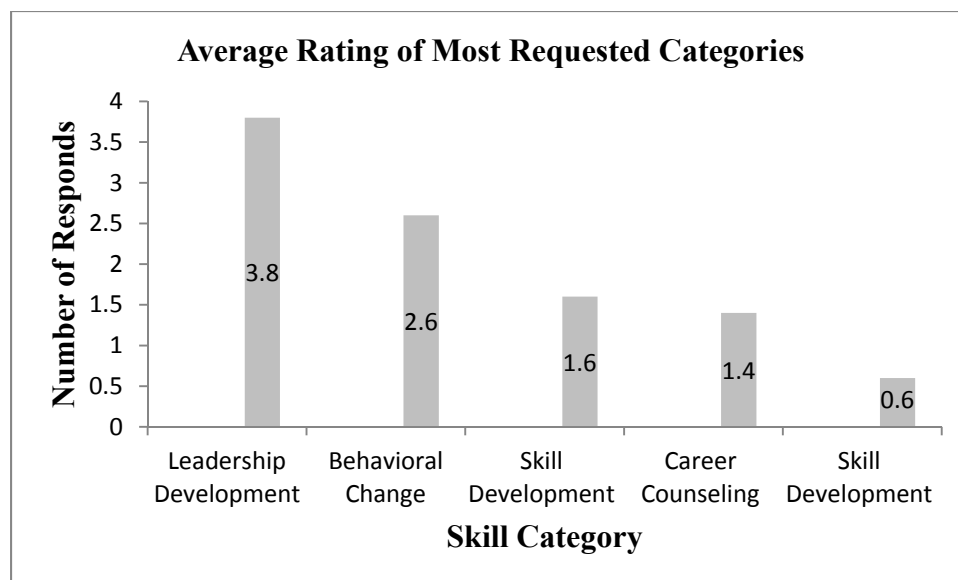
Figure 1. Average responds from coaches' survey for skill categories.

Table 5: *Ranking Averages*

Average Ranking of Most Requested Categories	
Leadership Development	3.8
Behavioral Change	2.6
Skill Development	1.6
Career Counseling	1.4
Coaching Skills	0.6

The above table shows the coaches' average rankings for each skill category. This data

supports Clayton (2011), who discussed that in order to adapt to an ever-changing, globalized

environment, organizations must be able to develop strong leaders. Kotter (1996) stated the

function of leadership is to motivate and assist people toward change, which enables them to

lead. Therefore, the research questions were used to determine the main reasons coachees engage in coaching.

Leadership development had an overall ranking of 3.8 on a scale of 5, making it the most frequently requested area of development. Behavioral change was the second with a ranking of 2.6, followed by skill development at 1.6, career counseling at 1.4, and coaching skills at 0.6. Question 4 was derived from the literature and explores the most common reasons people want to become coachees. The purpose of this question was to determine the main benefit that the coachee sees in participating in the leadership development process of the coach/coachee relationship. The coaching process is more successful when established boundaries are clear about the purpose of the coaching sessions (Clayton, 2011). As the coaching profession continues to expand, understanding the experience of the coachees could maximize the potential effectiveness of return on the coaching activity for the leader.

The result from the coaches' opinion of (which will be validated in the coachees survey and data analysis) is that leadership development is the primary development objective of a coaching program. Underhill et al., (2007) link the evolution of coaching as a leadership development tool and therefore it is important to the individual as they are being developed as leaders of an organization. Coaching can be viewed as an customized leadership development tool helping in the succession planning of an organization and career development of the coachee. In the last two questions, the focus shifted to what the coaches reported were behavioral changes or skills the coachees most often ask them for assistance and then a wrap-up question to determine what the coaches wanted to see asked in the coachee's survey.

Question 5: If specific behavioral changes or skill developments are identified for your coaches, please list those that are most often identified (Dunn, 2003; ICF, 2012). This open-

ended question was employed to determine what coaches are being asked to help coachees achieve as a result of coaching sessions. The goal of this question was to determine what specific impact the coach had in terms of behavioral change or skill development in the coachee. The key theme that came into focus was leadership ability.

Table 6: *Responses to Specific Behavioral Change or Skill Development indicated by Coaches*

Key Theme: Leadership Ability
Being versatile in their style and approach to interactions.
Prioritization and Planning; Relationship Development; Leveraging Relationships; Collaboration and Teaming across Service Lines;
Asking for What You Want; Learning When to Say No; Learning to be an Executive and Leader.
Identity management through transition. What do you need to let go of and what do you need to take on to be successful in your transition?
Reframing an existing issue/problem in order to get unstuck.
Leading teams for morale and productivity
Figuring out how achieve goals within the framework of the business unit
Making people understand what they need to do and how to do it in order to meet the deadlines they have in place for Assurance practice
Team building, focusing on the task that matter and prioritizing accordingly
Development of people and motivating them to change behaviors that impact others

Question 5 reveals the actual skills and behavioral needs of the coachees. The data suggest that goal achievement and working through others is a major component of the leader. While the term management is mentioned, most of the references to management refer to deciding what to do and what delegate to others. In this study the term management was related to communicating with individuals to be able to get teams and individuals to determine the right approach to accomplish tasks. There is belief the coaching activity represents the shortest distance that allows the coachee to identify and address their weaknesses by using empowerment (Corbett & Colemon, 2006). Goleman (1998) discussed that management is about self-awareness which allows the individual to take actions which will benefit them. The feedback tends to indicate what was supported in the research done by Hymes (2008) which tied self-awareness to leadership. The ability to lead is tied to a person actively examining the aspect of issues which would limit or impact the individual from achieving a specific outcome.

Question 6: What question or questions would you like to see included in a coaching feedback survey (Arrington, 2010)? The goal of this final question was to determine specific ways of measuring goal attainment that could be leveraged to determine the success of the coaching sessions from the viewpoint of the coachee.

Table 7. *Responses to Question Coaches Would Like to See Included in Survey*

Key Theme: Measurement of Goal Attainment

With regards to your coaching issue, how clear were you going in on the actions to move forward?

Did the coaching process help you accomplish what you wanted?

What did your coach do that helped maximize the coaching?

What were two of the most meaningful/powerful take-aways ('nuggets') you got from coaching sessions?

How has coaching influenced you personally and professionally? In what ways are you stronger or clearer as a result of coaching?

What insights did you gain through the coaching process? How did these support the attainment of your goals?

Did you feel like the coaching agreement was applicable to the work we did in our sessions?

What things did we discuss was the most impactful on your career?

Do you feel that you are a more capable leader of your teams as a result of our sessions?

Question 6 was an open ended question which reflected a focus on the feeling of the coachee about the process in which they were involved. The results also indicated the coaches want feedback on actions that the coachees took as a result of the sessions. According to Mezirow (2000), "learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience as a guide to future action" (p. 4). This indicates the need of the coach to get feedback from the coachee on the process so the coach can make necessary adjustments in future coaching interactions. Arrington (2010)

explained that measurement is needed for determining performance. The responses above tie back to the need of the coaches to interject into the survey a means to examine a measurement of the actions taken to see if the coachee achieved satisfaction from the process either by actions or accomplishment of goals.

The six open-ended questions used in the coaches' survey helped to validate and confirm the information that was discovered in the literature review. The coaches' responses did seem to correlate with previous research and knowledge published by the International Coaching Federation (2008). Coaching interactions can be measured by observing successes in goal attainment.

Summary of Coaches Survey

The coach's survey (phase one) was instrumental in determining and verifying the key themes in the literature review. These themes included the importance of setting goals, having accountability measures in place, and defining goal attainment (Prywes, 2012). Key steps during this process were for the coachee to gain new awareness as a result of questioning from the coach (Kampa & White, 2002). This process helped the coachee to examine and develop leadership which increased the leadership ability of the coachee. The overriding reason for entering a coaching program was leadership development and, more importantly, the motivating reason for developing skills and implementing behavioral change was to aid in the development of leadership ability (Whitmore, 2009). Therefore, the main focus for the coachee is to be an effective leader as a result of the coaching, and that the best way to measure this was by measuring goal attainment.

Findings from Coaches Survey Not Included in the Quantitative phase

While the coaches survey was used to help develop the survey instrument the second purpose was to gather input for the semi-structured questions to be used in the qualitative interviews. The majority of the input was used in the quantitative phase. Two such questions were directly used in the Qualitative interview which was taken from the coaches survey was the questions: What were two of the most meaningful/powerful take-aways ("nuggets") you got from your coaching sessions? Did you feel supported throughout the coaching process?

The one area that two coaches commented on which was not used was asking the coachees about the feedback on the coaches on specific soft skills to determine if the coach was curious, candid, good at observation, ethical, challenging and action oriented. It was decided by the researcher not to go forward in this area as it would add too many questions to the quantitative phase. This may be a good area for additional research but for the course of this study it was not followed up since it this was only brought up by a couple of coaches.

Objectives and Response Rate – Coachee's Survey (phase two)

The purpose of the coachee's survey was to establish a way to measure the effectiveness of the coaches and the overall coaching program and, specifically, how well the objectives identified by coaches (described above) were achieved. Most evaluative methods are subjective and do not provide for any way to tell if one coach is more effective than another with regard to their coaching process and program. The following survey was established and sent to 31 participants, and 25 of who responded with completed surveys. The thirty one people comprised all the individuals in the coaching program and represent the future executive population of the organization. The response rate was 80.6 %.

Likert type scale data was used for the analyses of the data. Steensma (2010) discussed the use of statistics with a Likert-type scale and the appropriateness of applying such data in

research. Carifio and Perla (2008) contended that equal interval data generated from Likert scales can be analyzed. These authors further posited that when Likert questions are appropriately aggregated and evaluated the tests are not warranted but necessary to coax out of data important information (Carifio & Perla, 2007). Steensma (2010) demonstrated the effectiveness of this method in his research in steel mills.

The Likert-type response scale used in the survey is displayed in Figure 1. The scale uses a continuum with "strongly disagree" on the left side of the scale followed by the number "1," and "strongly agree" on the right proceeded by the number "5." Thus a rating of 1 represented the lowest possible score for agreement, and a rating of 5 represented the highest possible score of agreement. Three on the scale represented a midpoint or neutral response. Any response above a 3 was considered to be in the agreement range, while any response below 3 was considered to be in the disagreement range.

Strongly Disagree   1   2   3   4   5   Strongly Agree

Figure 2. Likert-type response scale used in survey.

Table 8.

Summary of Coachees Survey Questions

_____

Coachee's Survey

_____

1. My coach and I designed a specific coaching agreement, which was an effective way to confirm and focus on my goal(s).

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree

2. My initial goals for this coaching relationship have been met.

Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

3. Coaching is an effective leadership development tool.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree

4. Nothing interfered with me reaching my coaching session goals.

Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

If you chose strongly disagree or disagree, please indicate what interfered.

5. Please rank the following statements in order of importance (5 is most important, 4 is next, etc.) with regard to what you would like to work on next with the help of a coach:

- I would like to continue to pursue an existing goal.

- I would like to pursue a modified goal.

- I would like to pursue a brand new goal.

- I would like to overcome an obstacle to achieve a goal.

- I reached my goal and do not need additional coaching at this time.

6. Rated on a scale of 1-100 and thinking in terms of percentage increase, how much would you say your most recent coaching experience impacted your leadership effectiveness?

7. My coach was effective in helping me identify specific action steps to accomplish my goals.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree

8. On a scale of 1–100 and thinking of the percentage increase, how effective were my coaching sessions in helping me achieve measureable progress?

9. What suggestions do you have for improving the coaching process?

10. From my coaching experience, I learned…

11. Please choose the region in which you are located?

Northeast
Midwest
South
West

The first item on the coachee's survey that respondents could either agree or disagree with was "my coach and I designed a specific coaching agreement." This was an effective way to confirm and focus on goal(s) (Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither

& Reilly, 2001). This statement ties in to the literature review and links to the International

Coaching Federation (2012) competencies to determine if the coach is working with the coachee

to enact a coaching agreement. A coaching agreement sets the course for the coaching sessions,

creating definable goals which establish the benefits necessary for understanding the results of

coaching (Fillery-Travis & Lane, 2006).

The second item on the survey was "my initial goals for this coaching relationship have

been met" (Freemyer, 1999; Grant, 2007; Kampa-Kokesch & Anderson, 2001; Smither & Reilly,

2001). This statement examined the coachees' perceptions, requiring the coachees to determine

through self-reporting whether they felt they had achieved their goals. Those being coached felt

that accomplishing goals had a positive impact on their leadership development.

The third item was "coaching is an effective leadership development tool" (Freemyer,

1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001). Organizations are reserving

money in their budgets to provide coaching for executive leaders, classifying this as leadership

development (Day, 2000). This growth in budgeting is linked to organizations' putting an

emphasis on leadership development (Berglas, 2002). This statement looks to confirm the

information found in the literature review, which will validate whether coaching is an effective

leadership development tool. One example of this is that businesses have used coaching as "the

effective development of their human capital" (Whybrow & Palmer, 2006, pp. 59-60).

Coaching is definitely a growing industry. According to Corbett and Coleman (2006), coaching

is an effective training tool as it actually makes the coachee feel as if someone really cares about

their growth.

The fourth item was "nothing interfered with me reaching my coaching session goals. If

you chose strongly disagree or disagree, please indicate what interfered" (Freemyer, 1999; Grant

& Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001). Since there might be outside issues or constraints that could affect the coaches' ability to work with the coachees, responding to this statement verified whether there was or was not an outside event or significant force outside of the coachees' control, which inhibited the coaching process. For this statement, the coachees who answered disagree or strongly disagree (a 2 or less on the Likert-type scale) were given the opportunity to provide written text describing what inhibited their reaching their coaching session goals. This process is described by Bryman (2008) as a content analysis. A content analysis is a systematic approach to quantify the content of texts in terms of predetermined categories (Bryman, 2008). This was used to clarity what could have been a vast array of responses that would allow a coachee to strongly disagree of disagree with the description. The aim of this process is to bring meaning to the phrases that are provided (Klenke, 2008).

The fifth item asked respondents to "please rank the following statements in order of importance (1 is most important, 2 is next, etc.) with regard to what you would like to work on next with the help of a coach." The coachees were then given the following items to rank (Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001):

- I would like to continue to pursue an existing goal.

- I would like to pursue a modified goal.

- I would like to pursue a brand new goal.

- I would like to overcome an obstacle to achieve a goal.

- I reached my goal and do not need additional coaching at this time.

These statements looked to determine the extent to which the coachees felt they had made progress toward the completion of their goals, regarding the coaching agreement they entered into with their coaches.

The sixth item, rated on a scale of 1-100, asked, "Thinking in terms of percentage increase, how much would you say your most recent coaching experience impacted your leadership effectiveness?" (Freemyer, 1999; Grant & Cavanagh, 2007; Greenleaf, 1977; Yukl, 1994; Kouzes & Posner, 2002). This question was the first of two dependent variable questions to be used in the survey that could be linked the Likert-Scale and which would be independent questions for running a correlation analysis in SPSS to perform a linear regression.

The seventh item to consider was "my coach was effective in helping me identify specific action steps to accomplish my goals" (Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Spence, 2008; Prywes, 2012). This statement sought to determine what impact the coaches had on the coachees in assisting them to take steps that would enable them to accomplish the goals set in the coaching agreement. This explores the aspect of coaching to determine if enough trust was established in the coaching relationship (Kappenberg, 2008) to show a positive affiliation between the coaching and leader effectiveness (McGovern et al., 2001).

The eighth item, rated on a scale of 1–100, asked respondents, "thinking of the percentage increase, how effective were my coaching sessions in helping me achieve measureable progress" (Day, 2002; Freemyer, personal communication, July 14, 2012; Goleman, Boyatzis, & McKee, 2002; Grant, 2012; Grant & Cavanagh, 2007)? This question was the second of two dependent variable questions used in the survey that could be linked the Likert-

Scale and which would be independent questions for running a correlation analysis in SPSS to perform a linear regression.

The ninth item, which asked, "what suggestions do you have for improving the coaching process" (Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001)? And the tenth item, which asked, "from my coaching experience, I learned…" were both open-ended questions helpful in determining what the coachees thought of the coaching process. Their responses were useful to better gauge their perspectives concerning the coaching process (House, 1996) as it relates to coaching effectiveness. These statements and questions did support the objective of the survey and assisted in measuring the effectiveness of the program prior to its completion. The final question was a geographic question which asked the respondent to identify the area of the country they were based. This question was included to see if geographic regions had an impact on coaching.

Geographic Regional Differences

This study focused on participants from different geographic regions in the United States. Regions were broken down according to the places in which individuals reside and do the majority of their work. The regions are as follows: Northeast, Midwest, South, and West (See Appendix A for information).

The second research question was the following: What difference, if any, exists between individuals from different geographic regions who are being coached in terms of perceived leadership effectiveness? The research question thus focuses on cultural differences and how the individuals being coached may be more or less successful than someone from another region or area of the country (Earley & Ang, 2003: Kim, 2001). For example, does a local culture give an individual an advantage or disadvantage in leadership effectiveness?

Third Research Question and Qualitative Interviews (Phase Three)

The third research question was the following: What differences, if any, exist between executive coaches' approaches to developing new leaders, specifically regarding leaders who rate their coaches high compared to those who rate their coaches low? The third question was determined by the qualitative research semi-structured interview in which a group of random participants were interviewed.

The first four questions of the qualitative interview focused on exploring the link between transformational leadership and coaching, which was covered in the literature review. Each question covered one of the four constructs of transformational leadership—idealized influence, inspirational influence, intellectual stimulation, and individual consideration—to identify the degree to which the respondent found the coaching experience effective at developing leadership. The interview questions were related to transformational leadership using a five-point Likert-type scale..

Phase Three Qualitative Interviews

Part of the overall objective of this study, which is stated in the research questions, What relationship, if any, can this study verify between goal accomplishments by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness within a financial business organization outside of a summative traditional financial ROI? (Fillery-Travis & Lane, 2006)? Also the differences in executive coaches' approaches in terms of measuring leadership effectiveness (research question three) are further explored by interviewing a random sample of coaches who participated in the phase two survey. A set of semi-structured questions were formulated after the completion of phases one and two so that a more through exploration could be done to focus on the overall leadership

effectiveness of the coaching process at the midpoint of the coaching program. The following section describes the questions and methods used during the qualitative interviews that allowed the researcher the ability to further explore each of the responses with an open ended question to delve deeper into topics of interest to the study. The first part of the interview focused on exploring the link between transformational leadership and coaching, which was covered in the literature review. The chief learning officer of the financial services organization has indicated that the transformational leadership theory is a driving pillar which the organizations embraces when adopting learning programs.

One of the reasons for the coaching program was to develop the organization's future leaders by training them through a customized coaching program. Leadership development and succession planning are critical for organizations' ability to replenish the turnover of top executives (Hymes, 2008). From the data collected from the coaches in phase one, it was apparent that leadership development was the most frequently given objective of the coaching program, although leadership entails mastering a wide range of skills—including effective communication, building trust, self-awareness, conflict resolution and problem solving, and consensus decision making and community building—all of which can motivate people to take action (Bennis, 1997; Bennis & Nanus, 1985; Drucker, 1967; Kotter, 1996; Kouzes & Posner, 1997). Coaching, because it is an activity that focuses on the goals of the coachee, can be a customized leadership development program. To examine the effectiveness of transformational leadership on coaching, four questions were constructed to gage the impact of transformational coaching and its role as a catalyst to lift the organization by starting with the individual (Crane, 2007).

Transformational leadership theory has four constructs: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Stogdill, 1990). The first set of questions in this survey sought to identify whether these four constructs were used in coaching to gage the impact coaching has on leadership development, as indicated in the research questions. This was accomplished in the survey by asking specific questions about coaching that related to each construct area.

Leadership Questions Relating to Transformational Leadership

The first four questions in the semi-structured interview were designed to identify the degree to which the respondent found the coaching experience to be an effective leadership development tool by asking the interviewee questions related to transformational leadership using the five-point Likert-type scale below.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

The interview included the following script: "Thank you for your time today. In the first part of our interview session, I will ask you the following four questions about your perceptions of the coaching process you are involved in.

These four questions will relate to your leadership development. I will ask you a question, and on a scale of 1 to 5 (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree), please rate your answer, and then I will ask you a follow-up question for clarity."

Idealized influence question.

On scale of 1–5, do you feel you have a clear understanding of where you are going as a result of this coaching program? (Golm, 2009; Podsakoff, Mackenzie, & Bommer, 1996; Podsakoff et al., 1990).

Follow-up: Where is that?

Inspirational motivation question.

On scale of 1–5, as a result of this coaching, do you feel inspired to seek new opportunities in the organization? (Golm, 2009; Podsakoff et al., 1996, Podsakoff et al., 1990).

Follow up: What are those opportunities?

Intellectual stimulation question.

On a scale of 1–5, as a result of your coaching, do you have new ideas that have challenged you to re-examine some of the basic assumptions about your career? (Golm, 2009; Podsakoff et al., 1996, Podsakoff et al., 1990).

Follow up: What assumptions have you changed?

Individual consideration question.

On a scale of 1–5, as a result of this coaching, have you changed the way you behave in a manner that supports your personal needs? (Golm, 2009; Podsakoff et al., 1996, Podsakoff et al., 1990).

Follow up: What have you changed?

The next part of the interview questions was derived from the literature review and the responses given in phases one and two to explore more in depth the information attained in those phases.

This question focused on action steps toward goal attainment; therefore, the accomplishment of goals can be a principle determinant for evaluating coaching effectiveness (Prywes, 2012). The steps taken by the individual enable a transformation of the coachee to bridge performance into essential activities for the developing leader (Ellinger et al., 2008). The coach being able to assist the individual in achieving actionable steps would constitute a way to

be more effective (Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Prywes, 2012; Spence, 2008).

What were the specific actions steps you took that made you more effective?

The ICF (2013) listed one of the core competencies based on establishing a coaching agreement: the ability of the coach to work with the coachee to define goals. Once the goals are established, a measurement is taken of how the coachee feels about having the coach help him or her gain awareness (which is another core competency), allowing the coachee to gain insight into whether working toward goals could be a predictor of the success of the coach.

Did you feel you gained new insight and were able to proceed more quickly in pursuit of meaningful goals by using a coach?

McNally and Speak (2002) noted that people accomplishing what they want results in their having a higher rating of themselves and of the people they worked with in accomplishing a task. This "leads to improved financial social and mental standing" (p. 35).

Did the coaching process help you accomplish what you wanted?

In the past decade, coaches have used reflective processes as an important technique to gain insight into learning and knowledge (Kristal, 2010). The next two questions focused on having the coachee use reflection to gain insight into how the coach affected the coachee by asking about what the coachee learned during the coaching process.

What were two of the most meaningful/powerful take-aways ("nuggets") you got from your coaching sessions?

What did you learn about yourself through the coaching process?

The final question in the interview focused on the coachee giving a self-reported view of the coaching process that allows for the noting of thoughts and feelings about the process (Flick,

2006). These ties to the idea that qualitative researchers must remain open-minded during the research process (Merriam, 1998). Because feelings and thoughts will often drive how successful an individual can be, it would be remiss not to ask a final question about this aspect of the study.

Did you feel supported throughout the coaching process?

Table 9 *Summary of Questions Used in Qualitative Interviews*

Semi-Structured Questions for Qualitative Interview

On scale of 1–5, do you feel you have a clear understanding of here you are going as a result of this coaching program? (Podsakoff et al., 1990)

Follow-up: Where is that?

On scale of 1–5, as a result of this coaching, do you feel inspired to seek new opportunities in the organization?

Follow up: What are those opportunities?

On a scale of 1–5, as a result of your coaching, do you have new ideas that have challenged you to re-examine some of the basic assumptions about your career?

Follow up: What assumptions have you changed?

On a scale of 1–5, as a result of this coaching, have you changed the way you behave in a manner that supports your personal needs?

Follow up: What have you changed?

What were the specific actions steps you took that made you more

effective?

Did you feel you gained new insight and were able to proceed more

quickly in pursuit of meaningful goals by using a coach?

Did the coaching process help you accomplish what you wanted?

What were two of the most meaningful/powerful take-aways ("nuggets")

you got from your coaching sessions?

What did you learn about yourself through the coaching process?

Did you feel supported throughout the coaching process?

Data Collection and Results from Surveys

Descriptive Statistics

Table 10 shows the frequency distribution of the responses for the coachee's survey question

who designed a specific coaching agreement which was an effective way to confirm and focus

on their goals. The survey indicated 84.0 % of the respondents rated the description as agree or

strongly agree. This statement ties to the literature review to determine if the coach is working

with the coachee to enact a coaching agreement.

Table 10

Frequency, Distribution and Mean on Question:

My coach and I designed a specific coaching agreement which was an effective

way to confirm and focus on my goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	16.0	16.0	16.0
	Agree	13	52.0	52.0	68.0
	Strongly Agree	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

My coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals
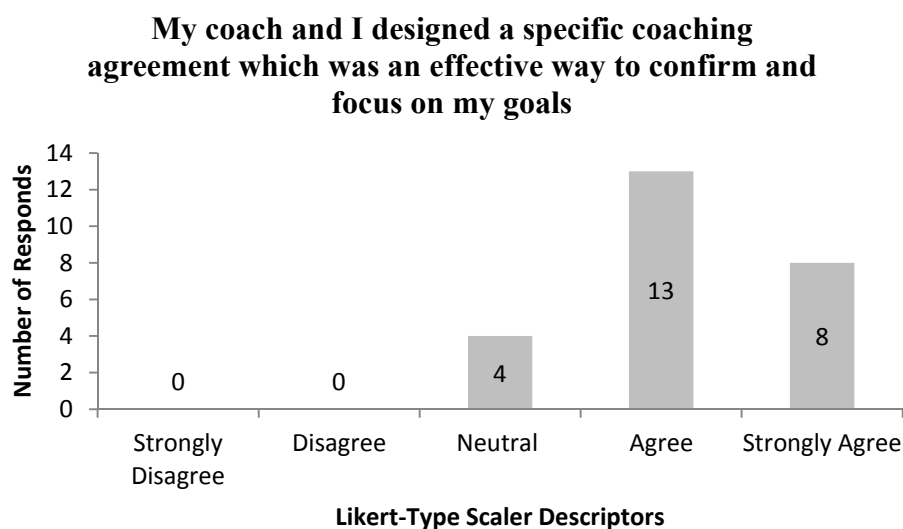
Figure 3. Responds to question my coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals.

Table 11 shows the frequency distribution of the responses for the coachees survey question who initial goals for this coaching relationship have been met with 80.0 % of the respondents rating that goal was met as "agree" or "strongly agree". This statement examined the coachees' perceptions, requiring the coachees to determine through self-reporting whether they felt they had achieved their goals.

Table 11

Frequency, Distribution and Mean on Question:

My initial goals for this coaching relationship have been met

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	20.0	20.0	20.0
	Agree	14	56.0	56.0	76.0
	Strongly Agree	6	24.0	24.0	100.0
	Total	25	100.0	100.0	
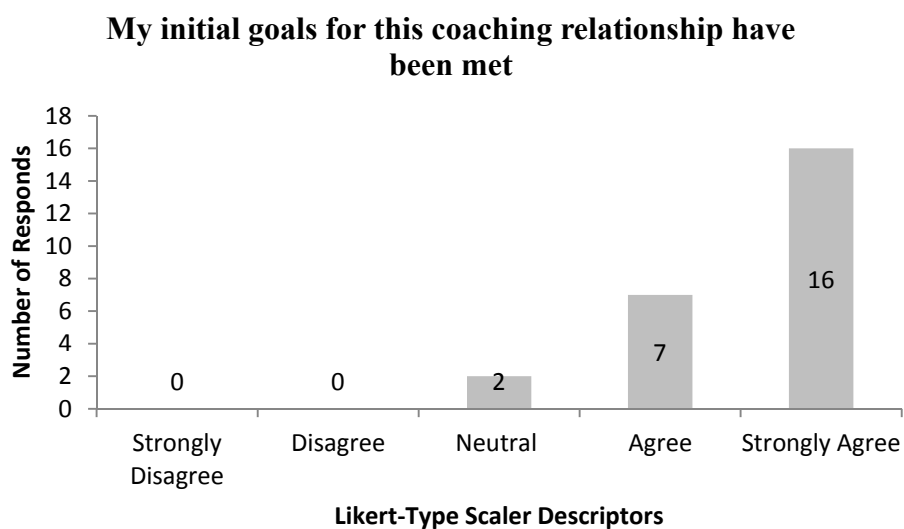
Figure 4. Responds to question my initial goals for this coaching relationship have been met.

Table 12 shows the frequency distribution of the responses for the coachees survey question about coaching is an effective leadership development with a 92.0 % of the respondents rating the result as agree or strongly agree. This statement looked to confirm the information found in the literature review, which was to validate whether coaching is an effective leadership development tool. The distribution is not normal distribution since only the most experienced coaches are selected to provide coaching to these high level executives. High performing coaches may form relationships with the coachees that cause them to be highly rated by the coachees.

Table 12

Frequency, Distribution and Mean on Question:

Coaching is an effective leadership development tool

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	8.0	8.0	8.0
	Agree	7	28.0	28.0	36.0
	Strongly Agree	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

The below bar chart demonstrates these findings and shows the confirmation that coaching is an effective leadership development tool.

Coaching is an effective leadership development tool
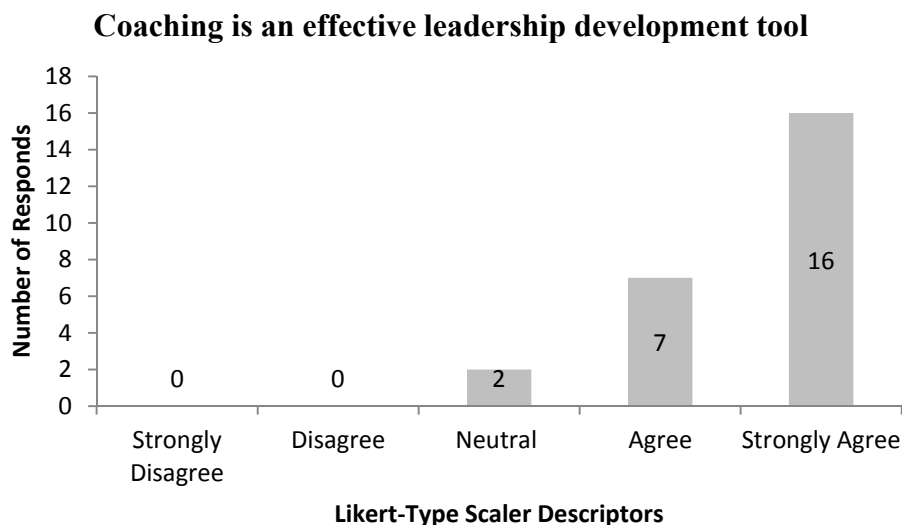
Figure 5. Responds to question coaching is an effective leadership development tool.

Table 13 shows the frequency distribution of the responses for the coachee's survey question nothing interfered with me reaching my coaching session goals with an 84.0 % of the respondents rating the description as agree or strongly agree. This statement was used to clarity what could have been a vast array of responses that would allow a coachee to strongly disagree of disagree with the description.

Table 13

Frequency, Distribution and Mean on Question:

Nothing interfered with me reaching my coaching session goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	16.0	16.0	16.0
	Agree	16	64.0	64.0	80.0

Strongly Agree	5	20.0	20.0	100.0
Total	25	100.0	100.0	

Nothing interfered with me reaching my coaching session goals
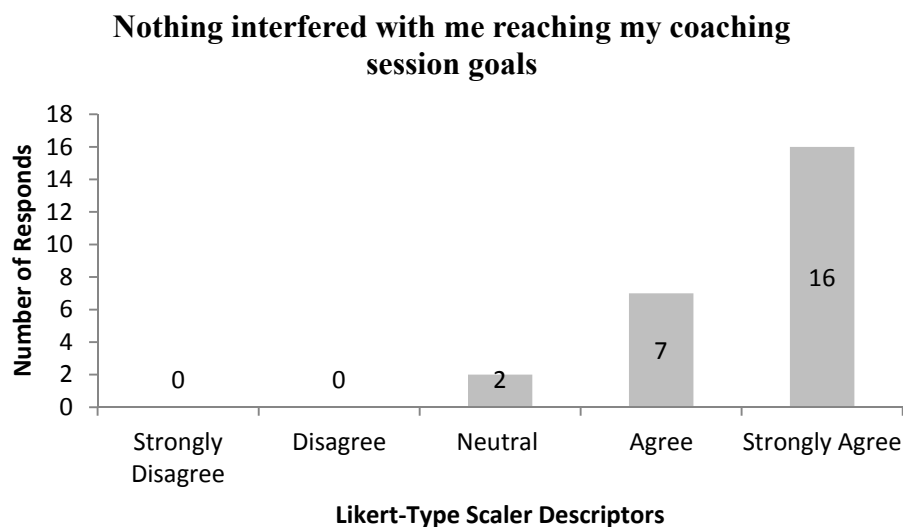
Figure 6. Responds to question nothing interfered with me reaching my coaching session goals.

Table 14 shows the frequency distribution of the responses for the coachees survey question their Coach was effective in helping me identify specific action steps to accomplish my goals with an 84.0 % of the respondents rating the result as agree or strongly agree. These statements looked to determine the extent to which the coachees felt they had made progress toward the completion of their goals, regarding the coaching agreement they entered into with their coaches.

Table 14

Frequency, Distribution and Mean on Question:

My Coach was effective in helping me identify specific action steps to accomplish my goals

	Frequenc	Percent	Valid	Cumulative

		y		Percent	Percent
Valid	Neutral	4	16.0	16.0	16.0
	Agree	12	48.0	48.0	64.0
	Strongly Agree	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

My Coach was effective in helping me identify specific actions steps to accomplish my goals

Figure 7. Responds to question my coach was effective in helping me identify specific action steps to accomplish my goals.

Table 15 shows the frequency distribution of the responses for the coachees survey question Rated on a scale of 1 - 100 and thinking in terms of percentage increase, how much would you say your most recent coaching experience impacted your leadership effectiveness

with a 84.0 % of the respondents rating reporting an agree or strongly agree 80.0 % impact on

leadership effectiveness. This question was the first of two variable questions to be used in the

survey that could be linked the Likert-Scale and which would be independent questions for

running a correlation analysis in SPSS to perform a linear regression.

Table 15

Grouped Frequencies on Leadership Effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-59	3	12.0	12.0	12.0
	60-69	4	16.0	16.0	28.0
	70-79	4	16.0	16.0	44.0
	80-89	9	36.0	36.0	80.0
	90-100	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Table 16 shows the frequency distribution of the responses for the coachee's survey

question in regards to location with a 20.0 % from the Midwest, 32.0 % from the Northeast, 24.0

% from the South, and 24.0 % from the West. This question was used to determine the different

geographical regions of the respondents to see if local culture had an impact on leadership

effectiveness.

Table 16

Frequency, Distribution and Mean on Choose a Location Question

Location		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Midwest	5	20.0	20.0	20.0
	Northeast	8	32.0	32.0	52.0
	South	6	24.0	24.0	76.0
	West	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

Locations
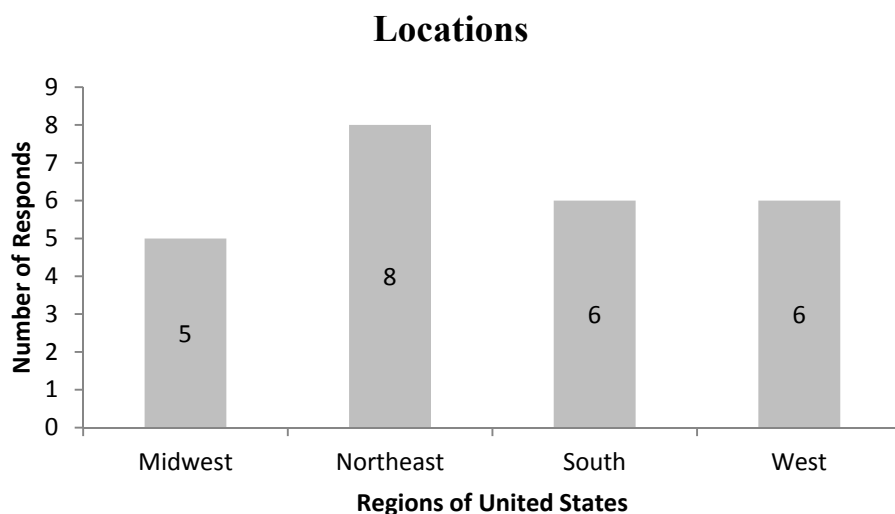
Figure 8. Responds to question choose the region in which you are located.

Table 17 shows the frequency distribution of the responses for the coachees survey question Rated on a scale of 1 - 100 and thinking in terms of percentage increase, "thinking of the percentage increase, how effective were my coaching sessions in helping me achieve measureable progress" with a 84.0 % of the respondents rating reporting an agree or strongly

agree 80.0 % impact on leadership effectiveness. This question was the second of two dependent

variable questions used in the survey that could be linked the Likert-Scale and which would be

independent questions for running a correlation analysis in SPSS to perform a linear regression.

Table 17

Grouped Frequency on Measurable Progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	3	12.0	12.0	12.0
	6	1	4.0	4.0	16.0
	7	6	24.0	24.0	40.0
	8	7	28.0	28.0	68.0
	9	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

Table 18

Descriptive Statistics Summary of Minimum, Maximum, Mean and Standard Deviation

The output in table 18 shows the number of responses for each question with the minimum,

maximum, mean, and standard deviation.

Descriptive Statistics Summary

	N	Minimu	Maximu	Mean	Std.

		m	m		Deviation
My initial goals for this coaching relationship have been met	25	3	5	4.04	.676
Nothing interfered with me reaching my coaching session goals	25	3	5	4.04	.611
My coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals	25	3	5	4.16	.688
My Coach was effective in helping me identify specific action steps to accomplish my goals	25	3	5	4.20	.707
Coaching is an effective leadership development tool	25	3	5	4.56	.651

Rated on a scale of 1 - 100 and thinking in terms of percentage increase, how much would you say your most recent coaching experience impacted your leadership effectiveness?	25	50	100	75.64	14.924
Rated on a scale of 1 - 100 and thinking of percentage increase, my coaching sessions were effective in helping me achieve measureable progress	25	40	100	77.36	15.168

N= 25

Geographic Regions

One of the checks run in SPSS was to look at regional differences of the coachees. The results were not significant and showed no regional bias. While this was not a return on investment study but some questions indicate some ways to evaluate how important coachees view the coaching process. As you can see in the table below the most predominate characteristic was "coaching is an effective leadership development tool" the least significant

was that "my initial goals have been met". Although it needs to be noted this survey was
conducted at the midpoint of the coaching process.

Table 19

Mean Rating of for Five Likert Questions From Coachee's Survey
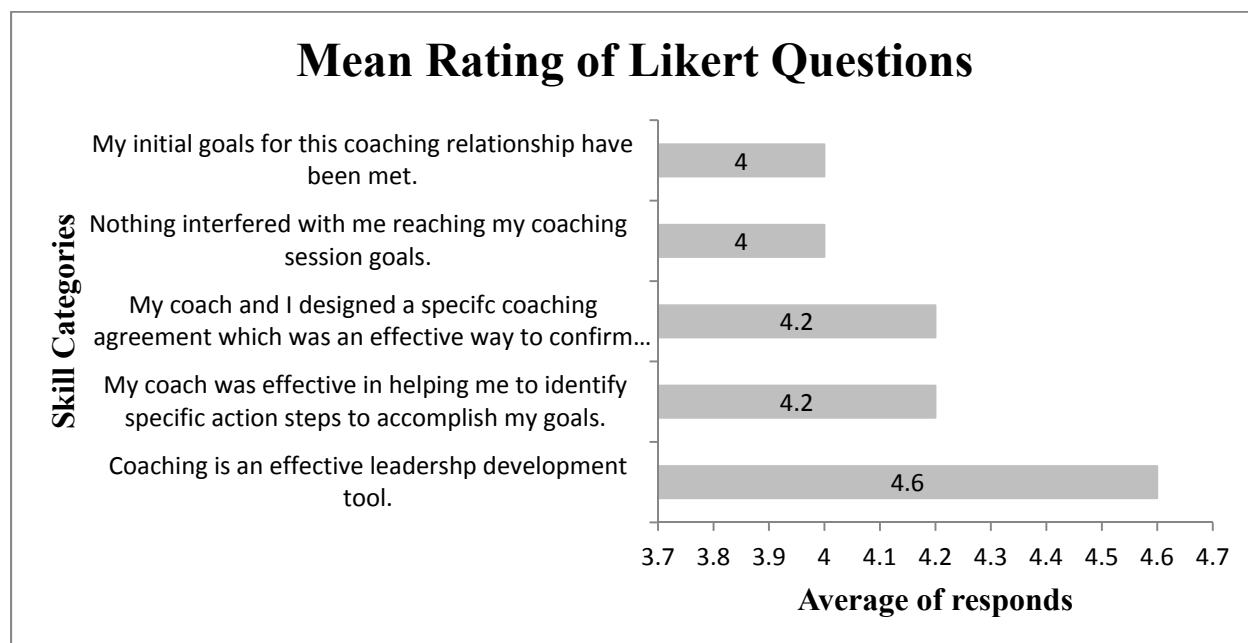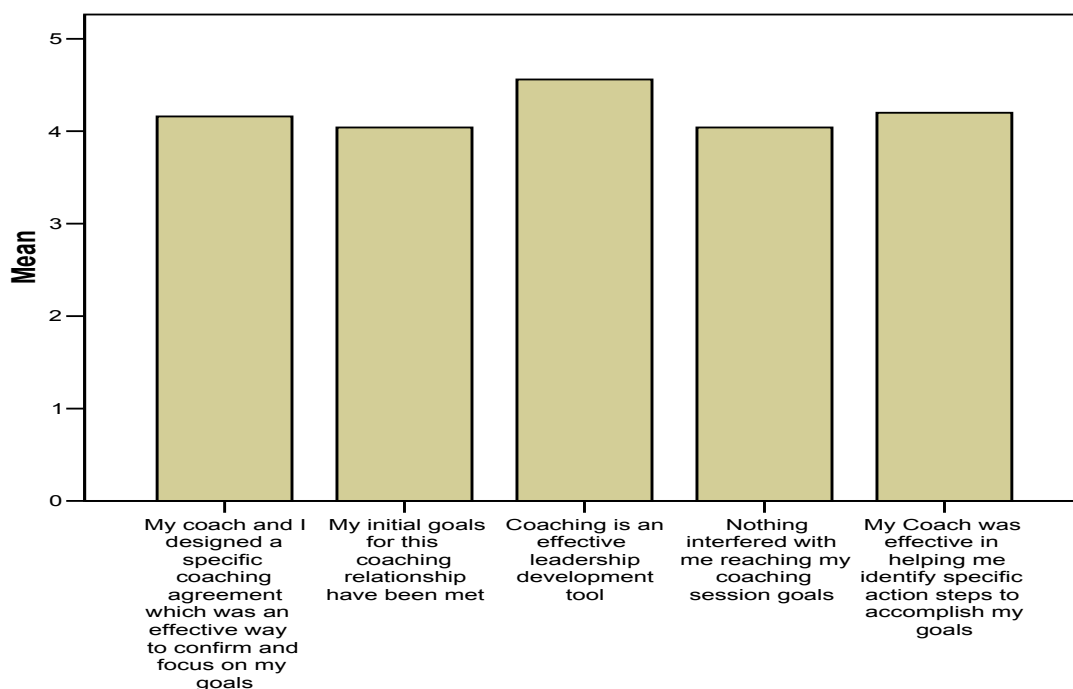
Figure 9. Mean ratings of the skill categories.

Results of Data Correlations

In order to confirm the data analysis a Spearman *Rho* correlation was run which is a non-parametric test. Even though the sample for this study represented 80% of its finite population of thirty-one a non-parametric correlation method was used due to the limitations of the data.

Correlation Analyses

Several independent variables were examined for their association with the two dependent variables studied: impact of most recent coaching experience on leadership effectiveness, and effectiveness of coaching sessions in helping achieve measurable progress. Next, since the sample did not strictly meet all the assumptions needed for using a Pearson correlation, a set of correlations was run using a non-parametric technique for the same pairs of independent-dependent variables. A Spearman *Rho* correlation was calculated, in an effort to avoid any issues related to lack of normal distributions for input variables and for small sample sizes (Bellhouse, 2001). Bellhouse (2001) discussed central limit theory for a sample mean is obtained through standardized statistics although the total population is 31 for this study since the actual number (n=25) was only 80% of that population a non-parametric was performed to validate the results of the parametric correlations.

Table 20

Shapiro-Wilk Test of Normality
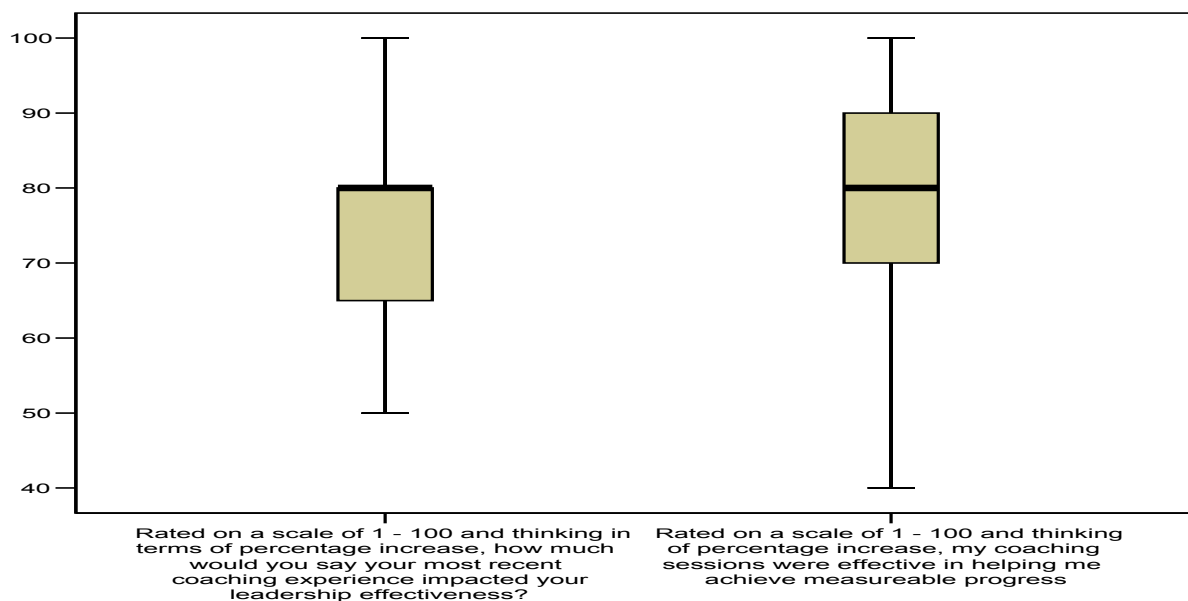
Table 20 shows both variable questions are relatively normally distributed as shown by Shapiro-Wilk test.

Inferential Statistics

The Spearman's *rho* nonparametric correlations are shown below. According to Fitzgerald and Fitzgerald (2013) the critical values of Spearman *rho* is at the levels of .05, .025, .01, and .005 levels.

Table 21

Correlations Between Designing a Specific Coaching Agreement and Impact on Leadership

Effectiveness

Correlations

			My coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals	Rated on a scale of 1 - 100 , . . . rate your recent coaching experience's impacted your leadership effectiveness?
Spearman's rho	My coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals	Correlation Coefficient	1.000	.426[*]
		Sig. (2-tailed)		.034
		N	25	25
	Rated on a scale of 1 - 100 , . . . rate your	Correlation Coefficient	.426[*]	1.000

recent coaching experience's impacted your leadership effectiveness?	Sig. (2-tailed)	.034		
	N	25	25	

*. Correlation is significant at the 0.05 level (2-tailed).

A Spearman rho correlation coefficient was calculated for the relationship between impacted your leadership effectiveness dependent variable and the designing a specific coaching agreement which was an effective way to confirm and focus on my goals. A moderate correlation that was significant was found (rho (25) = .426, p <.05). This indicates designing a coaching agreement is an effective way to help the coachee make progress on goal achievement.

Table 22

Correlations of Between Impact on Leadership Effectiveness and Achieving Measurable Progress Correlations

			Rated on a scale of 1 - 100. . . rate your recent coaching experience's impacted your leadership effectiveness?	Rated on a scale of 1 - 100. my coaching sessions were effective in helping me achieve measureable progress
Spearman's rho	Rated on a scale of 1 - 100 , . . . rate your recent coaching experience's	Correlation Coefficient	1.000	.755**
		Sig. (2-tailed)	.	.000

impacted your leadership effectiveness?	N	25	25
Rated on a scale of 1 - 100 . . my coaching sessions were effective in helping me achieve measureable progress	Correlation Coefficient	.755**	1.000
	Sig. (2-tailed)	.000	.
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

A Spearman rho correlation coefficient was calculated for the relationship between your recent coaching experience's impacted your leadership effectiveness dependent variable and my coaching sessions were effective in helping me to achieve measureable progress. A strong positive correlation was found (rho (25) = .755, p <.01), indicating a significant relationship between the two variables. This indicates is effective in helping the coachees make progress toward their stated goals in the coaching agreement.

Table 23

Correlations Between Coaching Agreement Impact on Leadership Effectiveness and Achieving Measurable Progress

Correlations

			My coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals	Rated on a scale of 1 - 100. my coaching sessions were effective in helping me achieve measureable progress
Spearman's rho	My coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals	Correlation Coefficient	1.000	.687**
		Sig. (2-tailed)	.	.000
		N	25	25
	Rated on a scale of 1 - 100. my coaching sessions were effective in helping me achieve measureable progress	Correlation Coefficient	.687**	1.000
		Sig. (2-tailed)	.000	.
		N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

A Spearman rho correlation coefficient was calculated for the relationship between my coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals and dependent variable of my coaching sessions were effective in helping me achieve measurable progress was very strongly correlated.   A strong positive correlation was

found (rho (25) = .687, P <.01), indicating a significant relationship between the two variables. It appears that a coaching agreement is a key construct in achieving measurable progress for the coachee goals.

Table 24

Correlations Between Achieving Measurable Progress and Goals for Coaching Relationship Have Been Met

Correlations

			Rated on a scale of 1 - 100. my coaching sessions were effective in helping me achieve measureable progress	My initial goals for this coaching relationship have been met
Spearman's rho	Rated on a scale of 1 - 100. my coaching sessions were effective in helping me achieve measureable progress	Correlation Coefficient	1.000	.421[*]
		Sig. (2-tailed)	.	.036
		N	25	25

My initial goals for this coaching relationship have been met	Correlation Coefficient	.421[*]	1.000
	Sig. (2-tailed)	.036	.
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

A Spearman rho correlation coefficient was calculated for the relationship between my coaching sessions were effective in helping me achieve measureable progress dependent variable and my initial goals for this coaching relationship have been met. A moderate correlation that was significant was found (rho (25) = .421, p <.05). We have indications the coaching sessions are an effective way to make progress against the initial stated goals of the coachee.

Table 25

Correlations Between Achieving Measurable Progress and Nothing Interfered With Me Reaching My Coaching Session Goals

Correlations

			Rated on a scale of 1 - 100. my coaching sessions were effective in helping me achieve measureable progress	Nothing interfered with me reaching my coaching session goals
Spearman's rho	Rated on a scale of 1 - 100 . . my coaching sessions were effective in helping me achieve measureable progress	Correlation Coefficient	1.000	.430*
		Sig. (2-tailed)	.	.032
		N	25	25
	Nothing interfered with me reaching my coaching session goals	Correlation Coefficient	.430*	1.000
		Sig. (2-tailed)	.032	.
		N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

A Spearman rho correlation coefficient was calculated for the relationship between my coaching sessions were effective in helping me achieve measureable progress dependent variable and nothing interfered with me reaching my coaching session goals. A moderate correlation that

was significant was found (rho (25) = .430, p <.05). Therefore we have indications coaching sessions do enable measurable progress toward goal achievement.

Table 26

Correlations Between Nothing Interfered With Me Reaching My Coaching Sessions Goals and Identify Specific Actions Steps to Accomplish My Goals

Correlations

			Nothing interfered with me reaching my coaching session goals	My Coach was effective in helping me identify specific action steps to accomplish my goals
Spearman's rho	Nothing interfered with me reaching my coaching session goals	Correlation Coefficient	1.000	.344
		Sig. (2-tailed)	.	.092
		N	25	25
	My Coach was effective in helping me identify specific action steps to accomplish my goals	Correlation Coefficient	.344	1.000
		Sig. (2-tailed)	.092	.
		N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

A Spearman rho correlation coefficient was calculated for the relationship between nothing interfered with me reaching my coaching sessions goals and my coach was effective in helping me identify specific action steps to accomplish my goals. A moderate correlation that was significant was found (rho (25) = .344, p <.05). It appears the coach is effective in assisting the coachee to determine the steps needed to make progress in goal attainment.

Data Collection of Likert Questions from Qualitative Interviews

The following section includes four Likert questions with a rating scale of 1–5. The questions relate back to the four aspects of transformational leadership theory, which are inspirational motivation, intellectual stimulation, individual consideration, and idealized influence, as discussed previously in the literature review (Bass & Stogdill, 1990). These questions are used to further explore the topic of leadership development from the data generated from the coaches' survey (phase one) regarding the coachees' wanting to focus on developing their leadership abilities and on the coachees' survey (phase two). The open-ended question relating to the topic allowed interviewees to follow up with their answers. The qualitative interviews were stratified with respondents grouped into highly rated and low rated coaches based on responses in the coachees' survey (phase two) so as to attest to the differences (if any) between what the coachees considered to be more effective coaching techniques. The mean ratings of the Likert questions shown below shows a range of 3.5 to 4.2, which is trending toward the agree side of the scale when it comes to a measure of transformational leadership. Since both the coach's survey and coachee's survey explored leadership development, these first four questions were used to delve further into the coachee's question: Is coaching an effective leadership development tool? This question sought to determine the actual impact on the

recruited subjects who rated their coaches high or low; the answers are reported into these

classes.

Data Collection of Phase 3
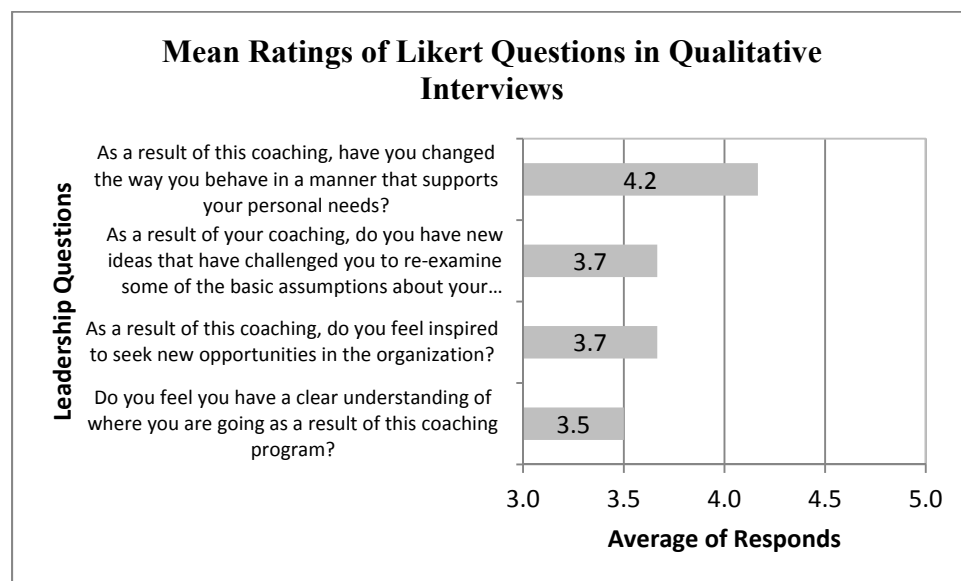
Figure 10. Mean ratings of Likert Questions in Qualitative Interviews

Inspirational motivation question.

On scale of 1–5, as a result of this coaching, do you feel inspired to seek new opportunities in the

organization?

Table 27

Summary of Follow-up Question for Respondents of Highly Rated Coaches: Why Do You Feel

Inspired To Do That?

Respondent Comments
My career plan is unique, and my options are flexible. However, my coach did assist me in helping to sort out what I need to do to prepare myself
I should use my own management style to get end results instead of using unfamiliar styles that may not work.

You still have to accomplish the task. You don't need the answers, but you need to be

working toward figuring them out.

Many of my clients are global in nature, and having the ability to align myself and my

team members to a global operating model is important in having an understanding of

where I need to go.

Table 28

Summary of Follow-up Question for Respondents of Low Rated Coaches: Why Do You Feel

Inspired To Do That?

Respondent Comments
I do engagements which are really project-based jobs that require the ability to manage multiple sets of work units which need to be accomplished individually. The coach was helpful, but they did not understand my engagements so if the coach would have more experience in this area that would strengthen their coaching skills. Coaching started with great goals however touch points were few and not always tied back to the goals. Many meetings were cancelled or moved to new times. My job changed which caused a restructuring of goals and changed the entire process. Senior management position when the next position opens up. A project-based job.

Intellectual stimulation question.

On scale of 1–5, as a result of this coaching, do you feel inspired to seek new opportunities in the

organization?

Table 29

Summary of Follow-up Question for Respondents of Highly Rated Coaches: What are Those

Opportunities?

Respondent Comments
I have to take ownership to pursue those opportunities, but I am inspired to do so.
Engagement opportunities readily offer skills and experience, when applicable, to give the choice to be more productive.
The opportunities from the coaching process helped me to focus on trying to achieve balance and focus on priorities.
This led to a formulation of activities to support my objectives to meet the goals I need to be able to advance my career.
I need to decide on what am I going to teach and be taught in order to advance my career.

Table 30

Summary of Follow-up Question for Respondents of Low Rated Coaches: What are Those

Opportunities?

Respondent Comments
It does not seem that the opportunity to grow the business in this climate is positive.
Being part of the leadership of a team is a good training opportunity.
Working on several global products helps make connections, which open new opportunities.
The best opportunities currently are shadowing executive leaders which provide on-the-

job training so I can better understand those roles and be in the room when high-level

discussion occurs with our clients.

I feel threatened because of outside forces on our ability to deliver work.

Loss of opportunities in the marketplace added stress and changed everything.

Individual consideration question.

On a scale of 1–5, as a result of your coaching, do you have new ideas that have challenged you

to re-examine some of the basic assumptions about your career?

Table 31

Summary of Follow-up Question for Respondents of Highly Rated Coaches: What Assumptions

Have You Changed?

Respondent Comments
My assumptions have not changed; however, the process helped to put focus back on the things I have been working on achieving
It's always a challenge to work with change in organizations.
I have to stay consistent in accepting and embracing those changes.
I view it like a mechanic. You need to have the tools, being education, and training. The coach helped to change my way of thinking. In the past, I would have said it was the firm's responsibility; now I say it is my responsibility.
The issue is not if, but how many and what, so I pursue with the time I have.

Table 32

Summary of Follow-up Question for Respondents of Low Rated Coaches: What Assumptions Have You Changed?

Respondent Comments
I was forced to think about what I do well and not so well.
I have a new skill sets which I did not realize to strengthen my resume.
I thought about my career in a new way since old ways are not working.
Project management, business analyst, transition management
Oversight in role now needs to shift to a more specific skill set when doing work again.
Possibilities
Ability to be promoted.
Added responsibilities that make me more confident about additional tasks.
Learning all the different aspects of completing a multi-million dollar client engagement.
I need to understand all the client aspects of completing requests on a big client project.
Until I was coached, I never liked project management. But I was given several opportunities to manage projects, and I have learned I have the skills needed to be successful and actually like this type of work now.

Idealized Influence question.

On a scale of 1–5, as a result of this coaching, have you changed the way you behave in a manner that supports your personal needs?

Table 33

Summary of Follow-up Question for Respondents of Highly Rated Coaches: What Have You Changed?

Respondent Comments

Yes, Instead of saying a hard yes or no, now I understand the flexible nature in that I have the ability to explore options.

I understand now that there are many ways to get to an end result.

You have to embrace the path to success that enables your ability to meet those needs with the abilities you have to offer.

I deal with people who work globally, and they have a "my way or highway" attitude. So I have learned that I have to do what I think is best to achieve the end result but do not need to do it their way. They might disagree, but it helps to get the end result and let the cards fall where they are so I can sleep better at night.

I have changed my focus to set more concrete objectives for the projects and client meetings in which I am involved to be able to better grow the business of my organization. This helped set milestones, and I adjusted my work schedule around my personal life so that I can have a better work life balance which makes me a happier person.

New opportunities -I started networking and reaching out to other people.

Table 34

Summary of Follow-up Question for Respondents of Low Rated Coaches: What Have You Changed?

Respondent Comments

Yes. I have done a good job of developing new behaviors as opportunities and have taken it past just changing to using behavioral change to be more successful in my work.

I learned to adapt behavior in a manner that supports the environment.

My assumptions about success being more technical such as in completing the

assignments changed to the realization that the soft aspects of schmoozing with

leadership and people are just as important for being promoted.

The work at the higher levels is really about managing administrative-related tasks which

ensure the projects are completed on time and meet the client expectations.

Looking around for opportunities and tasks is the key to anticipating what is coming

down the pipeline so I can be a greater asset which differentiates what I can offer the

organization.

I am more serious about the job and make sure to complete all the aspects of the work.

Promotions have allowed financial benefits which have enhanced my personal life

The coach became distracted and the focus of sessions went down.

There was not a lot of help or direction, and the person did not have experience. I felt like

I was talking to the wall; they did not have the understanding and were only able to let

me vent. So there was no guidance to help me in my job situation.

The next part of the interview questions was derived from the literature review, with the

responses given in phases one and two, so as to explore the information attained in those phases

more in depth. This question is related to the coachee's survey question: Was my coach effective

in helping me identify specific action steps to accomplish my goals?

This question focuses on action steps toward goal attainment; therefore, the

accomplishment of goals can be a principle determinant for evaluating coaching effectiveness

(Prywes, 2012). The steps taken by the individual enable a transformation of the coachee to

bridge performance into essential activities for the developing leader (Ellinger et al., 2008). The coach being able to assist the individual in achieving actionable steps would constitute a way to be more effective (Freemyer, 1999; Grant & Cavanagh, 2007; Kampa-Kokesch & Anderson, 2001; Prywes, 2012; Spence, 2008).

What were the specific actions steps you took that made you more effective?

Table 35

Summary of Follow-up Question for Respondents of Highly Rated Coaches: What Were the Specific Actions Steps You Took That Made You More Effective?

Respondent Comments
Time management, priorities, scheduling work around the needs of my customer.
The action is a way of thinking.
I can be different, and that way is not wrong.
There is no cookie cutter approach. If there was, they would not need me.
Results are not about ways to do but about many different ways that still achieve the end result.
My focus was on goal setting and in setting a focus on smaller events which supported my accomplishment of priorities to grow the business of the firm.
This helped me realize that alignment with customer needs and our business services was an important step to make sure our thought processes matched up to the customer business needs.
The biggest item was a project to reword our presentation and branding to incorporate the customer language in the proposal

Table 36

Summary of Follow-up Question for Respondents of Low Rated Coaches: What Were the

Specific Action Steps You Took That Made You More Effective?

Respondent Comments
I now over communicate on the status of initiatives to make sure my superiors have more information than they ask for, which I find has improved my standing in the organization. This has increased my work load along with more positive feedback. This resulted in additional opportunities and advanced me to a leadership position in the firm.
Four things: 1. Pay attention 2. Keep my mouth shut 3. Listen more 4. Learn the background of situations and culture before you speak.
I tended to speak too much and make assumptions that could be incorrect.
Networking-I need to reach out.
Fight isolation—people can close down the coaching, which kept me focused and made me open to people.
I need to stay connected; this is the best thing about coaching.
I looked at this as an opportunity to do what is uncomfortable.

The ICF (2013) listed one of the core competencies based on establishing a coaching agreement: the ability of the coach to work with the coachee to define goals. Once the goals are established, a measurement is taken of how the coachee feels about having the coach help him or her gain awareness (which is another core competency), allowing the coachee to gain insight into whether working toward goals could be a predictor of the success of the coach. The following

question is related to the coachee's survey question: For the specific coaching agreement that my coach and I designed, what was an effective way to confirm and focus on my goal(s)?

Did you feel you gained new insight and were able to proceed more quickly in pursuit of meaningful goals by using a coach?

Table 37

Summary of Follow-up Question for Respondents of Highly Rated Coaches: Did You Feel You Gained New Insight and Were Able to Proceed More Quickly in Pursuit of Meaningful Goals by Using a Coach?

Respondent Comments
Yes, I understand the goals of the firm and apply that to my working environment in order to achieve what I need to do.
I gained insight that how we get there is not dependent on one point of view.
I need to rely on myself
I have education and experience. I just need to act on these to grow my successes, which bolsters my self-confidence rather than deferring to others to take the lead. I gave up my identity in deferring to them on a process that turned out not to be as good as what I had to offer.
My experience is valuable, but it is up to me to make sure it is used.
Yes. It helped to explain and clarify my view of the process so my perspective was enhanced.

Table 38

Summary of Follow-up Question for Respondents of Low Rated Coaches: Did You Feel You

Gained New Insight and Were Able to Proceed More Quickly in Pursuit of Meaningful Goals by

Using a Coach?

Respondent Comments
For sure this has helped in producing more solid results.
Yes. The process gave me ideas to think about. I am too busy and was not aware of things to consider, so it was good to have someone help me reflect more.
I was told I did not have the skill set for a particular aspect of a job, and the coach helped me to work through the process of understanding what I was told. I realized they were absolutely right about the assessment of my skills.
It was a messed up program due to issues in my job.
It may have been better to drop out of coaching.
I could have switched to someone that was a specialist in job change situations and with more experience in what I was dealing with.
My goals changed, and so much changed. It was like starting over on each session.

McNally and Speak (2002) note that people accomplishing what they want results in having a higher rating of themselves and of the people they worked with in accomplishing a task. This "leads to improved financial social and mental standing" (p. 35). The following question is related to the coachee's survey question: On a scale of 1–100 and thinking of the percentage increase, how effective were my coaching sessions in helping me achieve measureable progress?

Did the coaching process help you accomplish what you wanted?

Table 39

Summary of Follow-up Question for Respondents of Highly Rated Coaches: Did the Coaching Process Help You Accomplish What You Wanted?

Respondent Comments
Yes. My goal was to get a promotion to a senior leadership position, and this coaching process was helpful in expanding my duties to ensure this happened.
Yes. It helped me to realize I need to take more chances in making decisions. The end result is that it actually makes my work more rewarding.
I learned it is okay to make mistakes because you learn from those mistakes.
There are many ways to accomplish goals.
Yes. Overall, it made me more aware of the type of person they want in leadership positions.
It has brought me to the place where I see what is needed and expected for me to advance in my career.

Table 40

Summary of Follow-up Question for Respondents of Low Rated Coaches: Did the Coaching Process Help You Accomplish What You Wanted?

Respondent Comments
Coaching was a good advisory process.
It helped at a high level.
I have a highly developed personality and do many of the things already that coaching

does for people.

The burden is already on my shoulders. I was bringing my coach up to speed to help me.

I am already at the top of the mountain and was looking for advice on what to do, and

when the coach made suggestions like go to that valley, I asked why. They were unable

to advise me so I needed to have high-level coaching with more expertise in the area I

was being coached in

Yes, to be considered for a promotion, raises, and become more important in the

company.

Yes. The coach is insightful in helping to move my career forward by better assessing my

strengths and weaknesses.

In the past decade, coaches have used reflective processes as an important technique to

gain insight into learning and knowledge (Kristal, 2010). The next two questions focused on

having the coachee use reflection to gain insight into how the coach affected the coachee by

asking about what the coachee learned during the coaching process. These questions are related

to the coachee survey question: From my coaching experience, I learned…

What were two of the most meaningful/powerful take-aways ("nuggets") you got

from your coaching sessions?

Table 41

Summary of Follow-up Question for Respondents of Highly Rated Coaches: What Were Two of

the Most Meaningful/Powerful Take-Aways ("Nuggets") You Got From Your Coaching

Sessions?

Respondent Comments

Not sure about two, but one thing that sticks out was that I really wanted to be able to develop an open mindset so I could pay attention better in my interactions with our customers and internal people. I needed to be able to really think about what was being said and not what I thought was being said by individuals. Oftentimes, people are not direct, and you have to read between the lines to figure this out. If you miss it, you miss getting the business.

The best part was having the coach give me stories to help reframe my lens that I view things through.

Seek more formal feedback, which will enable you to have a better understanding of what you're true skills are at work.

Different people have different viewpoints.

Similar situations

Getting objective feedback to grow as an individual.

Having the freedom to grow as I see the need.

Table 42

Summary of Follow-up Question for Respondents of Low Rated Coaches: What Were Two of the Most Meaningful/Powerful Take-Aways ("Nuggets") You Got From Your Coaching Sessions?

Respondent Comments
I realized there are more career options than I had previously realized, so I had not seriously thought about an honest evaluation of my skills. I think highly of myself and need to have a course adjustment to get back on course and not take on more than I can handle.

Oak tree example -Anyone (coach) can point you to an oak tree and ask you what you see. The take away is, do you see the oak tree, and do you understand how the acorns work? Then from your answer, (the coach) needs to help me delve in past the answer you know I am giving. I ask what about it to my coach and they did not always have an answer.

My coach has good guidance in what I need to do which provides the opportunity to be ready for advancement. After 15 years in this organization, I know the steps that need to be completed. I just need to know where to focus my attention.

What did you learn about yourself through the coaching process?

Table 43

Summary of Follow-up Question for Respondents of Highly Rated Coaches: What Did You Learn About Yourself Through the Coaching Process?

Respondent Comments
I learned where there was opportunity to improve myself to be more of a value to the firm.
I need to know what the decision makers of organization are looking for so I can go in that direction.
It is hard for me to ask for help.
I had to admit I needed help.
It was good to have someone to help build on the process and have check-ins with.
I feel I should have the answers on how to accomplish a task, but as a result my take away is that it is okay to ask for help.

I learned all of us need to bring goal-setting to the forefront of our daily activities so as to make it relevant and not just an exercise we do a couple of times a year.

Table 44

Summary of Follow-up Question for Respondents of Low Rated Coaches: What Did You Learn About Yourself Through the Coaching Process?

Respondent Comments
Coaching is nice, and it confirmed what I do not want to do. Also it helped me understand what is and what is not my skill set.
I learned there were skills I thought I had but really did not, and my ability to talk would allow me to gloss over those things. Knowing the details and using time management to prioritize my work are the skills I need to work on.
I learned that I am comfortable in my job and there can be bitterness that grows into discontent.
Aspects need to change. My advice is to decide early on a goal. Its okay to change, but you need to decide and start working on something so you get moving.
When people are on Easy Street, there are no deadlines, no major headaches. This lends to being comfortable, and we need to move to a position of challenge so there is growth.
When working with teams let them tell me what think I am good at and what they are good at.

The final question in the interview focused on the coachee giving a self-reported view of the coaching process that allows for the noting of thoughts and feelings about the process (Flick,

2006). These ties to the idea that qualitative researchers must remain open-minded during the research process (Merriam, 1998). Because feelings and thoughts will often drive how successful an individual can be, it would be remiss not to ask a final question about this aspect of the study. This question is related to the coachee's survey question: What suggestions do you have for improving the coaching process?

Did you feel supported throughout the coaching process?

Table 45

Summary of Follow-up Question for Respondents of Highly Rated Coaches: Did You Feel Supported Throughout the Coaching Process?

Respondent Comments
Yes. I felt supported. It was done by including my input in the entire process from setting goals and being able to change during sessions to always taking into account my daily activities I needed help accomplishing at any given time.
Yes. Coach was readily available.
I need regular check-ins. Coaching back to the goals helps to focus on the facts. You may feel one way, but the goals helped keep the process grounded.
You will have many opportunities in your career. You may see them as frightening at first, but they are not always as difficult as you think.
Not being willing to embrace change will stall your career.
Life is about gaining self-confidence, and you learn by making mistakes. You do not want to repeat them, and by learning they are a path to career success.
Yes. If I needed information, the coach was helpful to get me to understand what I needed to do and made me feel comfortable asking for help.

Yes, coaching is an opportunity to better yourself.

Very much so. The process was supportive and nice to have someone focus on just what I wanted to talk about.

Table 46

Summary of Follow-up Question for Respondents of Low Rated Coaches: Did You Feel Supported Throughout the Coaching Process?

Respondent Comments
I did feel supported.
Not that the coach was not helpful, but they only took me so far. I had to do the heavy lifting.
I was asking myself the questions that the coach needed to ask.
I almost had to help them help me. I blame the organization. They need to do more research to match up high performers with people with strong skills in the coaching process.
I like my coach. They supported me but I am highly productive and maybe too much for them to have helped
Yes, they always listened and were approachable and did not ridicule or downplay anything I wanted to talk about in our sessions. They made me feel my concerns were always valid and what I talked about was the most important thing discussed during our time.

Summary Discussion of the Qualitative Interviews

The qualitative interviews looked to explore overall leadership effectiveness and the impact coaching has on leadership development. The first part of the interview focused on the link between transformational leadership and coaching. The researcher accomplished this by developing four questions based on the four leadership constructs: idealized influence, inspiration, intellectual stimulation, and individualized consideration (Bass & Stogdill, 1990). Upon answering these questions, the coachees confirmed what was discovered in the literature review: a link does exist between transformational leadership and coaching (Crane, 2007). This is important to note since this is the first such study in the financial accounting industry of this type. This was revealed in coachees' discussion of the evolution of their self-awareness in needing to accomplish goals and to look for opportunities. This connected to the coaches' survey, in which the coaches indicated that self-awareness is most valuable in helping coachees accomplish their goals.

The next part of the interview questions looked at exploring the information obtained in the interviews about the importance of the coach's effectiveness in helping the coachee take action steps to accomplish his/her goals. Prywes (2012) noted that the accomplishment of goals can be a viable method for assessing coaching effectiveness. The overall discussion from the interviews also related to the coaches' survey, which revealed that the theme of setting goals, accountability, and goal accomplishment are ways to determine if the coach was being effective in helping the coachee achieve success from his/her sessions. Although the responses from the coachees did show different levels of goal attainment, they actually confirmed it was possible to separate the coaches into two groups: highly rated coaches and low-rated coaches.

Finally the interview questions supported the key themes espoused in the coaches' survey and allowed for a deeper exploration of the quantitative responses from the coachees' survey. The literature review stated that coaching is an effective leadership development tool (Freemyer, 1999; Kampa-Kokesch & Anderson, 2001; Smither & Reilly, 2001). The data gathered from the qualitative interview questions confirmed this finding.

Chapter 5 Discussion, Conclusion, and Recommendations

This chapter will provide a discussion of the results presented in the previous section of the study. This study addressed the issue that no standardized method is widely accepted in the business world to o measure the coach's effectiveness as it relates to the person he or she is coaching. A historical rate of return analysis would be possible, but that would occur after the coaching program has been completed. Therefore, the ability to determine the effectiveness of coaching on leadership development, while the coaching process is being conducted, is needed in order to evaluate coaches who are engaged in practical leader development using operational models and tools drawn from academic research (Levin & McEwan, 2001). The goal of this research study was to develop a survey instrument that measures the effectiveness of coaching and establish a method of measuring the effectiveness of coaching from a non-financial perspective to support leadership development in coaching programs for high-potential executives (Andrews, 2009) in this business environment. In addition, the results from the survey in this selected study was used to develop recommendations for coaching programs in similar circumstances.

This chapter presents the conclusions of this study's findings. First, was a summary of the study conducted and the data interpretation. Second, there are an analysis and discussion of the findings for the three research hypotheses based upon the results of the study, including coachees' perceptions about improving organizational leadership capabilities (Fairhurst, 2007). Third, the implications and recommendations for using the Strong survey instrument in developing organizational leaders will be discussed. Fourth, the limitations of the study will be identified, as well as recommendations for future research (Bryman, 2008). The research design intentionally sought the perceptions of coachees that reflect their perspective of their

organizational and leadership development experience while going through the coaching program. The results of this study should prove valuable by providing a better understanding of measuring coaching effectiveness and stimulating further research in the domain of leadership development, specifically leadership development practiced by coaching programs. Finally, recommendations are presented for coaching programs within business organizations.

Summary

Coaching has developed to the point that industries spend an estimated $1 billion a year aimed at leadership development (Tapke, 2011). This allocation of resources generates the research question of what relationship, if any can this study verify between goal accomplishments by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness within a financial business organization outside of a summative traditional financial ROI (Fillery-Travis & Lane, 2006)? What relationship exists, if any, between goal accomplishments by coachees who received executive coaching within financial business organization to overall leadership effectiveness within a financial business organization (outside of a summative traditional financial ROI?) Thus, in the context of developing a better and earlier predictor of coaching, determining the effectiveness of coaching for an organization is of practical importance in evaluating coaching as a leadership development tool for the industry.

This research study's method used three phases (Fairhurst, 2007): (a) an open-ended electronic survey delivered to the coaches; (b) an electronic study with a quantitative question set given to the coachees, who are high-potential executives (Andrews, 2009); and (c) qualitative interviews conducted by the researcher for the subsection of the coachees who responded to the surveys in order to explore the data in the quantitative phase. These three phases were used to

evaluate coaches to determine who was more effective in coaching leaders in the financial services industry. This measurement of overall effectiveness was used in working with these leaders to determine a return on investment that an organization could use to measure the effectiveness of coaching according to specific activities in which the coach assumes the role of a facilitator by primarily listening, asking questions, and challenging the coachee (Bacon, 2003).

Coaching, regardless of the adjective in front of it—executive, transformational, conflict, personal, career, or instructional, to name a few—has emerged as a leadership practice that is increasing as much as the amount of money that is being spent on it each year (Fillery-Travis & Lane, 2006).

Two more research questions were asked:

Research Question Two: What difference, if any, exists between individuals from different geographical regions who are being coached in terms of measuring perceived leadership effectiveness?

Research Question Three: What differences, if any, exist between coaches' approaches to developing new leaders among those who rate their coaches high and those who rate their executive coaches low?

The study identified organizational leadership practices, such as specific activities in which the coach assumes the role of a facilitator by primarily listening, asking questions, and challenging the coachee (Bacon, 2003) in order to help a coachee accomplish specific goals, as the key component of effective coaching and/or the return on investment of an effective coaching program. Leaders may underestimate the impact that coaching will have and how it increases the organization's effectiveness. To answer these questions, three hypotheses were developed for

this study. They are translated into their null form for statistical analysis purposes. They are stated as follows:

H 01 : There is no statistics differences as measured by the Strong survey instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness.

H A1 : There is statistical differences as measured by the Strong survey instrument between goal accomplishment by coachees who received executive coaching within financial business organization as it relates to overall leadership effectiveness.

H 02 : There is no statistically significant differences between the different geographical regions between coaching effectiveness as measured by the Strong survey instrument and overall coaching effectiveness.

H A2 : There is statistical differences between the different geographical regions between coaching effectiveness as measured by the Strong survey instrument and overall coaching effectiveness.

H 03: There is no statistically significant differences between the coachees who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong survey instrument.

H A3: There is statistical differences between the coachees who reported accomplishing their goals and overall leadership effectiveness as measured by the Strong survey instrument.

The data and analysis supported the research hypotheses that there was a statistical difference in the effectiveness of leadership training between coaches who utilized different approaches to coaching. The results of the Strong Survey Instrument, in this study, indicated that there is a relationship between goal accomplishments by coachees who received executive

coaching within a financial business organization and the individual's perceived leadership effectiveness. Several independent variables were examined for their association with the two dependent variables studied: *impact of most recent coaching experience on leadership effectiveness*, and *effectiveness of coaching sessions in helping achieve measurable progress*. As seen in chapter 4, most of the independent variables had a strong relationship with one or both of these independent variables.

There was no statistical difference between geographical regions in terms of overall coaching effectiveness measured by the Strong Survey Instrument in this study. The data showed no differences of the impact of the coaching program on leadership effectiveness between geographic regions. However, all the participants were located in the United States, possibly indicating the overall culture of this financial services organization was similar in each region.

Finally, there was a statistical difference between coachees who reported accomplishing their goals and their overall leadership effectiveness as measured by the Strong Survey instrument. The key variable was designing *a specific coaching agreement,* which was the main variable associated with higher levels in perceived leadership effectiveness. The data on using *effectiveness of coaching sessions in helping achieve measurable progress* was stronger than *impact of most recent coaching experience on leadership effectiveness*. However both of these dependent variables identify *designing a specific coaching agreement* as a significant predictor of the dependent variable. This may be due to the fact that the study was completed prior to the coaching program was complete which may impact the leadership effectiveness variable.

This mixed-methods study reveals some key takeaways reinforced in the qualitative interviews. The level to which an organization buys into coaching as a leadership development

tool can have a big impact on the organizational leadership structure. The key to establishing an effective coaching program depends on establishment of a coaching agreement which focus on goal attainment. Having coaches focus on helping coachees accomplish goals step by step will determine the overall leadership effectiveness of the coaching program.

Relationship of Study Results to Previous Coaching Research

The attention given by researchers to coaching in the last decade has sought to measure the financial return based on the cost of the coaching programs for leaders (Agarwal et al., 2006; Laske, 2004; Leedham, 2005; McGovern et al., 2001). Still, the results of the study do not inform organization leaders about the effectiveness of coaches who provide leadership training. Since the results are taken in the aggregate and only reported after the coaching is complete, there is no opportunity to change or adjust coaching strategies to improve the effectiveness of the coaching during the actual coaching process.

Walker-Fraser (2009) stated, "A systematic approach to goal setting, expectation, and evaluation at the onset of the executive coaching process will inform the value derived from the coaching process" (p. 66). This was reflected in the establishment of a coaching agreement which allowed for a process of measuring the coaching program. Recently, Prywes (2012) built on research that found that goal attainment when used in coaching became a measurable variable in the coaching process. This indicates that setting goals and measuring the accomplishment of such activities could be a principal determinant in evaluating coaching effectiveness.

The term *transformational coaching* is used in the literature to describe how coaching and leadership are intertwined. Gallwey (2012) reported that coaching is about helping the individual to learn, which is then used in helping the individual to learn the leadership abilities that can be used in the coachee's environment. What is learned is usually used to

accomplish a task, often one related to goal attainment. As a trackable event, this action can be measured and tied to the effectiveness of the coach providing the instruction. Burns (1978) introduced transformational leadership and described it as "inducing followers to act for certain goals" (p. 19). Since this original work, transformational leadership has taken hold and currently has been combined with leadership as reference. A study conducted by Kombarakaran et al. (2008) found coaching to be an effective method of leadership development. Crane (2007) stated, "Transformational coaching and leadership are inextricably linked" (p. 33). While researchers have found a link between coaching and leadership, there has not been a way to effectively measure the ROI on coaching during the actual process.

Conclusions: Coaching is Measurable When Linked to Goal Attainment

The research study demonstrated a significant positive relationship with the two dependent variables studied: impact of most recent coaching experience on leadership effectiveness and effectiveness of coaching sessions in helping achieve measurable progress. This is significant in that is the first study to examine coaching in the financial services industry. The results showed that designing a specific coaching agreement was an effective way (Prywes, 2012) to confirm and focus on goals and was strongly related to both of the dependent variables that were shown in Chapter 4.

A non-parametric correlation using a Spearman *rho* was calculated for the relationship between my coach and I designed a specific coaching agreement which was an effective way to confirm and focus on my goals and dependent variable of my coaching sessions were effective in helping me achieve measurable progress was very strongly correlated. A strong positive correlation was found (rho (25) = .687, P < .01), indicating a significant relationship between the two variables. These results indicate a coaching agreement is a key construct in being able to

measure coaching effectiveness. The qualitative part of the study showed that the coaching agreements which included measureable goals were more effective than those who were vague. The specific goals allow the coach to challenge the coachee and put emphasis on reflection by asking questions to help the coachee make measurable progress in goal accomplishment.

A Spearman rho correlation coefficient was calculated for the relationship between nothing interfered with me reaching my coaching sessions goals and my coach was effective in helping me identify specific action steps to accomplish my goals. A moderate correlation that was significant was found (rho (25) = .344, p <.05). While the correlation was overall moderate the qualitative interviews which interviewed high and low rated coached revealed that highly rated coaches had been more challenging to the coachees to setup specific achievable goals in their coaching agreements. This indicated that highly rated coaches were more successful in helping the coachee identify specific actions steps than lower rated coaches.

A Spearman rho correlation coefficient was calculated for the relationship between my coaching sessions were effective in helping me achieve measureable progress dependent variable and nothing interfered with me reaching my coaching session goals. A moderate correlation that was significant was found (rho (25) = .430, p <.05). Finally this correlation indicates that regardless of complexity of the coaching agreement the coaching process whether implemented by highly rated coach or low rated coach that they coachee still achieved measureable progress in their coaching sessions by having setup a coaching agreement.

In addition, the coach's effectiveness in identifying specific action steps was significantly correlated with effectiveness of coaching sessions in helping achieve measurable progress. This result indicates that designing a specific coaching agreement is the key factor in determining a measurement of coaching effectiveness. A conceptual framework seems to evolve from the

study suggesting a coaching agreement (Kilburg, 2007) which includes planning and goal setting comprises a broad concept which should be included for coaching to be measurable. When examining the influence of coaching components, the research study indicated that tying goal attainment to specific actions is associated with higher levels of transformational coaching.

The following question:

Of the following, which do you work on most frequently with your coachees? (1 is the most frequently, 2 the next most, and so on). Please rank the following:

- Leadership Development

- Behavioral Change

- Skill Development

- Career Counseling

- Coaching Skills (Dunn, 2003; Freemyer 1999, Grant & Cavanagh, 2007, ICF, 2012)

The question that asked coaches to rank what they work on most frequently with coachees revealed the actual skills and behavioral needs of the coachees. The data suggest that leadership development, which ranked the highest response at 3.8 out of 5 points, is a major component of coaching that helps the coachee focus on goal attainment.

The coachees interviewed in the qualitative interviews were asked if "Coaching is an effective leadership development tool" they responded with a score of 4.6 out of 5 points, which correlated to what the coaches reported. The qualitative interviews provided a rich source of information that confirmed the effectiveness of the data discovered in quantitative phase of the research study.

The first theme to emerge from the qualitative analysis was in reference to the outcomes of being goal oriented and having established concise goals in the coaching agreement. Coaches who were rated as highly effective by their coachees were those who provided comments that indicated they were more challenged and able to provide more help than those who were rated less effective. Management was mentioned; however' most management depends on deciding what to do and what to delegate to others. Both aspects relate to communicating with individuals to be able to get teams and individuals to determine the right approach to task accomplishment. Goleman (1998) stated that management is about self-awareness, which allows the individual to take actions that will benefit him or her. The feedback in the qualitative interviews supported in the research done by Hymes (2008), which ties self-awareness to leadership. The ability to lead is tied to a person actively examining the issues that would limit or prevent the individual from achieving a specific outcome. This researcher concludes that management is about relating to people and being able to influence them to accomplish specific actionable items, which is an aspect of leadership.

This researcher finds it an interesting observation that the firm seems to use a principle that can be traced from the Bible to determine who will move into executive positions: as stated in 1 Thessalonians 5:12, "And we beseech you, brethren, to know them who labor among you" (King James Version). In essence, the organization, given its first choice of future leaders, qualifies them by promoting people internally only after years of allowing them to rise up through the ranks so that they have a proven track record of past performance before the organization considers moving them into key leadership positions. The organization also seeks a wide geographical representation of people across the country.
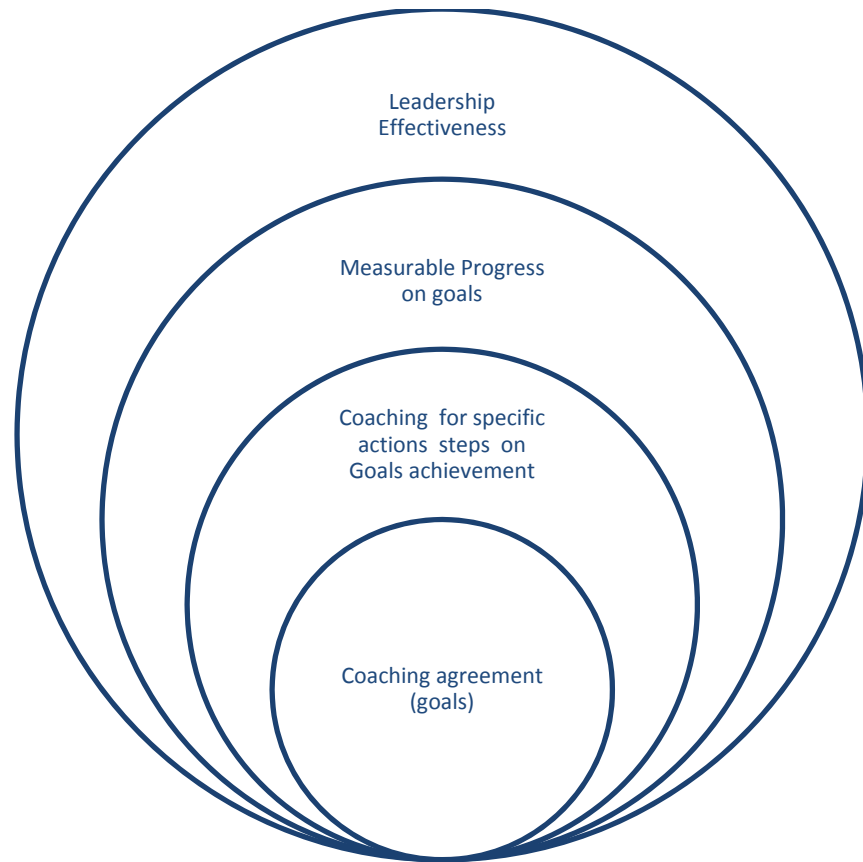
Figure 11. Conceptual framework on goals relationship to leadership effectiveness.

The above figure shows the conceptual framework of leadership effectiveness has at its

core the coaching agreement which focuses on goals. Once the core is set, coaching helps the

coachees accomplish specific actions which lead to measurable progress on goals until leadership

effectiveness is achieved.

Implications for Using the Strong Survey Instrument for Leadership Development

This study took a unique perspective relative to the body of work from which it was built.

The data in this study suggested that goal attainment is a key construct that can be used in

measuring coaching effectiveness (Prywes, 2012) and tying this to organizational leadership

development activities (Walker-Fraser, 2009). This in essence advances the practice of

organizational leadership in the executive suite of individuals who lead large corporations and how they are groomed for such leadership positions.

The use of coaching in many of the largest organizations will continue, and what was designed as a major criterion in how coaching can be measured in terms of non-traditional financial return to get a return on investment is practical because it gives an immediate result during the coaching process instead of requiring years to determine a result. This study reflects real-world issues and proves an effective survey instrument that organizations can use to determine if coaching is an effective development tool during the actual coaching process. Although this was piloted at a high level of leadership, it could also be used throughout organizations at many different levels as an effective means of leadership development by using coaching.

The practice of leadership was advanced by providing data that show a link between coaching and transformational leadership, which is becoming known as transformational coaching and offers a real-time measurement of developing leadership via coaching activities, and those who provide such services in large organizations. The construct of setting goals and using this as a measurement tool allows real-time information for both the coach and the coachee as an effective leadership development tool. In addition, it allows organizations to determine if the goals set were achieved by the individuals in the process, so as to determine if the coaching program is successful by an objective measure rather than the subjective approach that is applied in many large organizations.

These findings provide a platform for the development of coaching leadership models by tying them to coachees' actions, which can further facilitate leadership development activities. Coachees are complex human beings, and coaching is equally intricate. Since many coaching

interactions focus solely on the behavior of the individual being coached, this research can expand this behavioral view so that actions taken toward goal achievement as well as subjective feelings and conative aspects of leadership development can be considered. In addition, the results should help with training of the coaches for the program, and should be used as a quality control tool for a coaching program. Without adequate tools for measuring whether a coaching program is achieving the organization's goals, a large portion of resources could be squandered.

Finally this study contributes to organizational leadership by examining the link coaching has with day-to-day management activities such as accomplishing specific goals enabling an organization to being competitive in a global environment. Coaching activities at the executive level have an impact on the organization's ability to grow the business (Underhill et al, 2007). Coachees who received coaching viewed this as a personal benefit and a key activity which helped to increase their leadership effectiveness. Underhill et al. (2007) espoused that leadership development programs, such as coaching, support the organization's leadership development objectives. This study, which is the first of its kind, advances organizational leadership since it provides a measurement tool for a business coaching program during the actual process, instead of having to wait until a coaching program is complete. The study also has provided key factors associated with successful coaching of executives.

Limitations

This study addressed the perceptions of high-potential executives being coached based on the constructs of mixed methods using both quantitative and qualitative analysis. The constraints on generalizing the findings are the result of the method that was used to establish internal and external validity and the limited breadth of the study.

First, the study was conducted with a small sample size of 25 high-potential executives to allow drawing descriptive or inferential conclusions from sample data about a larger group. Second, just one organization—albeit a large financial services organization—was used to explore the generalizability of information to develop a survey instrument to evaluate the effectiveness of the coaches to all organizations in the business world. While a literature review was conducted to guide the development of the strong survey instrument, it needs to be noted that the development of the instrument was limited to the literature review, input from a committee, a couple of experts in the industry, and coaches in the organization in which this study was conducted. Third, the research subjects worked for a large financial services accounting firm; the survey subjects were all located in the United States. The subjects were executives in the firm who were already enrolled in the coaching process; therefore, the 25 subjects were limited to the executive level in this organization. Fourth, this researcher assumed the respondents provided truthful and honest responses to the questions, since the survey was hosted by SurveyMonkey, a third-party supplier of data-collection tools. This survey provider was used so that the responses were anonymous. Fifth, the researcher works for the organization and as such had certain preconceived expectations of the survey results. Leedy and Ormrod (2005) acknowledged that "the researcher cannot avoid having data contaminated by bias of one sort or another" (p. 210). While it was the researcher's intent to suspend all bias, it is doubtful that such an effort was successful. This knowledge did allow the researcher to be able to conduct the survey, which otherwise would not have been possible. While every effort was made to eliminate bias, Bryman (2008) recognized that such limitations are unavoidable in researching the corporate disciplines of organizations. One final limitation was that all of the coaches were internal full-time coaches for the organization.

Recommendations for Future Research

Coaching as a leadership-development strategy is here to stay. It has become a part of the modern business lingo and is being widely accepted as a strategic approach to give leaders customized leadership-development practice and as a tool to develop future leaders. Due to the nature of the individualized approach and current issues covered in this dissertation, it is and will continue to be difficult to quantify the return on investment. It is possible that the coaching is only being done at an executive level and is being at best delegated to frontline managers to act as coaches to frontline employees. This approach makes it difficult for employees to realize the importance of coaching as a true leadership development tool, since the supervisor often blurs the line between letting the employee develop and insisting on the employee undertaking actions needed to improve effectiveness in the organization.

The one area that two coaches commented on which was not used was asking the coachees about the feedback on the coaches on specific soft skills to determine if the coach was curious, candid, good at observation, ethical, challenging and action oriented. This may be a good area for additional research but for the course of this study it was not followed up since it this was only brought up by a couple of coaches.

Since there is little ability to distinguish the real return on investment, it is difficult to take the employee away from actions that are directly tied to revenue-producing activities. Such activities generate necessary business services to focus on future return, which has no correlation to current-day revenue-producing activities. Research on coaching and return on investment in both traditional and nontraditional return-on-investment activities will be important to address the true value of coaching and ensure the success of coaching as it relates to leadership development. Since leadership is vital to organizations, programs such as coaching require

further empirical research to explore the effectiveness of providing structure and measurement for developing leaders in organizations. These results should be tested with other professionals who specialize in leadership development as they relate to the descriptions of coaching as described in this study. It would also be valuable to test this model with already established organizational leaders, as they would provide valuable implicit insight.

While this study focused on participants in the United States, it would be interesting to conduct this format in different cultures and regions globally to see if similar results are found outside of the United States and whether there is a difference in how coaching occurs based upon culture or location. It may be possible to begin to understand these differences by exploring this dataset in future studies using appropriate hypotheses. Future research could offer insights about the relationship between different cultures and the impact of leadership development and openness to coaching to develop global leaders.

If the Strong survey is going to serve as an operational model for measuring coaching as an effective leadership development tool, a fully validated and reliable assessment is needed to provide leaders and those who work on their development with a benchmark for the development process to begin. It was previously noted that very little research exists to establish a tool to determine a non-traditional return on investment that organizations can apply for their development of leaders.

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Appendix A: Geographic Regions by State
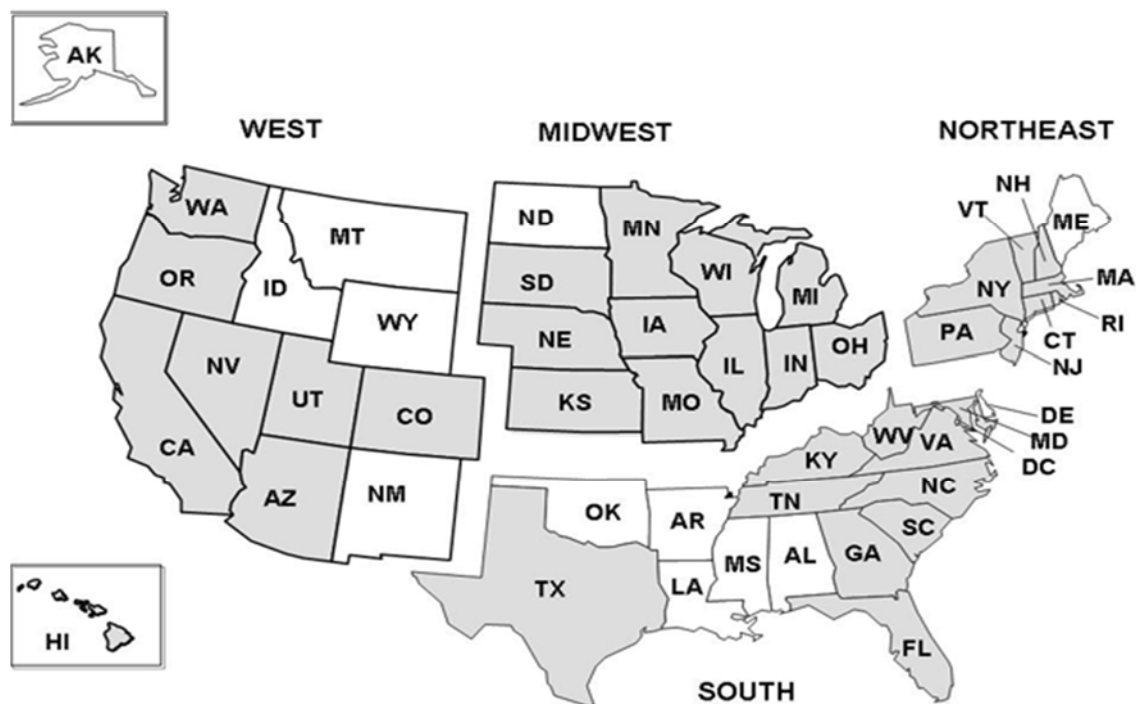
States represented in the Northeast Region of the U.S.

Connecticut

Maine

Maryland

Massachusetts

New Hampshire

New Jersey

New York

Pennsylvania

Rhode Island

Vermont

States represented in the Midwest Region of the U.S.

Illinois

Indiana

Iowa

Kansas

Michigan

Minnesota

Missouri

Nebraska

North Dakota

Ohio

South Dakota

Wisconsin

States represented in the South Region of the U.S.

Alabama

Arkansas

Delaware

Florida

Georgia

Kentucky

Louisiana

Maryland

Mississippi

North Carolina

Oklahoma

South Carolina

Tennessee

Texas

Virginia

West Virginia

States represented in the West Region of the U.S.

Alaska

Arizona

California

Colorado

Hawaii

Idaho

Montana

Nevada

New Mexico

Oregon

Utah

Washington

Vita

Scott R. Strong graduated from Purdue University with a Bachelor of Science degree in
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