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The Relationship between Executive Coaching Dimensions and Transformational Leadership Behaviors: A Validation of Key Coaching Dimensions

Abstract

This survey study examined the relationship between six key executive coaching dimensions (emotional support [ES], tactical support [TS], challenge the status quo [CSQ], challenge to stretch [CS], active learning [AL], and learning orientation [LO]) and transformational leadership as measured by the Multi-Factor Leadership Questionnaire (MLQ). Participants included 64 international executive coaches and 109 direct reports, peers and supervisors (raters). Coaches completed the Coaching Dimensions Scales (measuring the six coaching dimensions) and the MLQ while raters assessed the coach on the MLQ. When controlling for the rater, the six coaching dimensions created a significant regression model that could predict transformational leadership and leadership outcomes. Significant predictor variables for transformational Leadership included ES and AL while ES and LO were significant predictors for leadership outcomes. The LO and AL scales were combined into one variable and the combined AL-LO variable was found to be a significant predictor of both transformational leadership and leadership outcomes. None of the above results were found when raters were assessing the coach on transformational leadership and leadership outcomes. Recommendations for future research include utilizing a larger sample size and a higher response rate, using a single-tiered data collection process, gathering additional demographic information, utilizing a different raters, adding additional coaching dimensions, providing clearer, more concise instructions on the guidelines for raters, comparing the Coaching Dimensions Scales to a different leadership theory, and comparing the Coaching Dimensions Scales to different outcome or performance measures.

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The Relationship between Executive Coaching Dimensions and Transformational
Leadership Behaviors: A Validation of Key Coaching Dimensions

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Submitted in partial fulfillment
of the requirements for the degree
Ed.D. in Executive Leadership

Supervised by

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Dedication

There are a number of individuals who deserve recognition for helping me achieve this extraordinary step in my life. First, I'd like to thank my dissertation committee members John and Jim. The number of hours they've committed to my growth is hard to quantify and the impact they've had on my development will last a lifetime. Second I'd like to thank my dissertation chair, Guillermo. Guillermo brought me back from the brink of dissertation destruction and moved me with a near laser-like precision to the right topic. His balance of challenge and support pushed me and strengthened my resolve to complete this dissertation on time. Third, I'd like to thank my friends Pat, Rich, Jon, Logan and my cousin Josh. Over the last two and a half years they've provided me a number of opportunities to unwind and to not take myself too seriously. Fourth, I'd like to thank my immediate and extended family. My extended family has repeatedly given their support and kept track of my progress and their wishes of encouragement have been of great help. My immediate family deserves special recognition. My brother Dave, and my parents, Sue and Bob, have been with me every step of my educational journey and I would not have made it where I am without them. Fifth, I must give a tremendous thank you to my loving, caring, and beautiful wife Christina. She has shown an extraordinary level of love, patience, kindness, and thoughtfulness throughout my entire doctoral journey and I would be a train wreck without her. Finally, I'd be remiss if I didn't give thanks to my God. My spiritual journey has been a wonderful, exciting, terrifying, exploratory, and reflective rollercoaster of 25 years. While pursuing my

doctorate I've reached monumental highs and endured profound lows, I've had opportunities to demonstrate my growth and I've been humbled by setbacks, I've fortified my strengths and I've had my weaknesses laid bare and through all of this my faith has been and always will be instrumental in keeping me grounded and centered on what is truly important.

Biographical Sketch

Christopher Pels is currently in charge of human resources at Dawnbreaker, Inc. Mr. Pels attended Roberts Wesleyan College from 2004 to 2007 and graduated with a Bachelor of Arts degree in 2007. He attended Medaille College from 2007 to 2008 and graduated with a Master of Arts degree in 2008. He came to St. John Fisher College in the summer of 2009 and began doctoral studies in the Ed.D. Program in Executive Leadership. Mr. Pels pursued his research in executive coaching and transformational leadership under the direction of Dr. Guillermo Montes and received the Ed.D. degree in 2011.

Abstract

This survey study examined the relationship between six key executive coaching dimensions (emotional support [ES], tactical support [TS], challenge the status quo [CSQ], challenge to stretch [CS], active learning [AL], and learning orientation [LO]) and transformational leadership as measured by the Multi-Factor Leadership Questionnaire (MLQ). Participants included 64 international executive coaches and 109 direct reports, peers and supervisors (raters). Coaches completed the Coaching Dimensions Scales (measuring the six coaching dimensions) and the MLQ while raters assessed the coach on the MLQ. When controlling for the rater, the six coaching dimensions created a significant regression model that could predict transformational leadership and leadership outcomes. Significant predictor variables for transformational Leadership included ES and AL while ES and LO were significant predictors for leadership outcomes. The LO and AL scales were combined into one variable and the combined AL-LO variable was found to be a significant predictor of both transformational leadership and leadership outcomes. None of the above results were found when raters were assessing the coach on transformational leadership and leadership outcomes. Recommendations for future research include utilizing a larger sample size and a higher response rate, using a single-tiered data collection process, gathering additional demographic information, utilizing a different raters, adding additional coaching dimensions, providing clearer, more concise instructions on the guidelines for raters, comparing the Coaching Dimensions Scales to a different leadership theory, and

comparing the Coaching Dimensions Scales to different outcome or performance measures.

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Chapter 1: Introduction

Problem Statement

Executive coaching is a rapidly developing field devoted primarily to improving the performance of executives and secondarily the performance of their organizations (Falla, 2006). While coaching has been the subject of a large volume of books and practice literature, little empirical research has been done on the topic (Kampa-Kokesch & Anderson, 2001). A review of the existing literature reveals several gaps including a lack of quantitative proof that coaching provides measurable outcomes, weak methodological design including poor sampling methods, researcher bias, small sample size, and a lack of pre-test and post-test data, an overly-positive spin on the research, a lack of a basis of comparison for coaching with few studies comparing the effectiveness of coaching to other leadership development tools and practices, and a lack of data on the financial return of coaching services (Baron & Morin, 2010; Barrett, 2006; Bougae, 2005; Brantley, 2007; English, 2006; Huggler, 2007; Kampa-Kokesch, 2001; Kleinberg, 2001; Passmore, 2010; Ring, 2006; Seamons, 2004; Starman, 2007). This study will address many of the gaps in the current literature by discerning whether six key coaching dimensions (emotional support, tactical support, challenge the status quo, challenge to stretch, active learning, and learning orientation) can accurately predict transformational leadership and leadership outcomes as measured by the Multi-Factor Leadership Questionnaire.

However, why should the relationship between coaching dimensions and transformational leadership be examined? In a review of the leadership literature from 2000 – 2009 Gardner, Lowe, Moss, Mahoney, and Cogliser (2010, p.936) concluded that neo-charismatic leadership (including transformational leadership) is “the single-most dominant [leadership] paradigm.” According to Lowe and Gardner (2001, p.481) neo-charismatic leadership styles “have generated considerable enthusiasm and been the subject for a substantial amount of theory and research.” Between 1990 – 1999 neo-charismatic leadership theories made up a third of all of the articles published in *The Leadership Quarterly* (Low & Gardner, 2001). Between the years of 2000-2009 “A total of 86 articles were coded as reflecting the neo-charismatic approaches, which represented the largest specific category of leadership theories” (Gardner et al., 2010, p.935-936). The dominance of neo-charismatic approaches in the leadership literature strongly supports the theoretical focus of this study on transformational leadership.

Furthermore, a positive correlation between executive coaching dimensions and transformational leadership is suggested by a number of studies (Dawdy, 2004; Evans, 2007; Gettman, 2008; Gonzalez, 2003; Hale, 2008; Liljenstrand, 2004; Liljenstrand & Nebeker, 2008; Newsom, 2008). Evans (2007) hypothesized that if the role of an executive coach is to encourage clients to become life-long students of leadership then it follows that coaches should have a comprehensive knowledge of leadership as well. Evans (2007) further suggested that coaches should be required to have the same competencies that are demanded of today’s leaders, if they are to be successful. Evan’s (2007) suggestions are supported by evidence from numerous studies that elucidate the connection between the competencies required of a superior coach and the behaviors

demonstrated by transformational leaders (Appendix L) (Dawdy, 2004; Evans, 2007; Gettman, 2008; Gonzalez, 2003; Hale, 2008; Liljenstrand, 2004; Liljenstrand & Nebeker, 2008; Newsom, 2008). Combined, this body of research suggests that coaching dimensions should be correlated with transformational leadership behaviors. This body of knowledge gives rise to the first research question: What is the relationship between six key coaching dimensions and transformational leadership as measured by the Multi-Factor Leadership Questionnaire (MLQ)?

Determining the relationship between key coaching dimensions and transformational leadership is an important research question, however previous research has also called for an examination of the relationship between key coaching dimensions and outcome or performance measures (Gettman, 2008). In this regard it is important to look at the outcome measures that have been associated with transformational leadership.

Transformational leadership behaviors have been linked to a number of subjective and objective performance criteria including organizational and group effectiveness, perception of leader's performance, innovation and creativity, sales efforts, work attitudes, leadership satisfaction, follower commitment, ethics, and turnover intention across management level, work environments, and national cultures (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). Therefore the case can be made that if key coaching dimensions can predict changes in transformational leadership behaviors, key coaching dimensions should also be able to predict changes in objective and subjective performance criteria (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). Gettman (2008) also found initial evidence that nine coaching dimensions were related to

outcomes from other research studies and were correlated with many of the International Coaching Federation's core competencies. However, no existing research has specifically looked at coaching dimensions and any type of outcome variable. The current study will empirically examine the relationship of six coaching dimensions to leadership outcomes measured by the MLQ including extra effort (the extent that the associate (follower) goes above and beyond their job duties for the leader), effectiveness (how effective the associate is at their job), and satisfaction (how satisfied is the associate with the leader) (Avolio & Bass, 2004). A strong research case for the relationship between coaching dimensions and leadership outcomes is made by the notion that coaches should possess the same leadership proficiencies as their clients and the strong overlap shown between transformational leadership and various coaching dimensions in previous studies (Dawdy, 2004; Evans, 2007; Gettman, 2008; Gonzalez, 2003; Hale, 2008; Liljenstrand, 2004; Liljenstrand, 2008; Newsom, 2008). Further evidence is seen in the results of MLQ research demonstrating a correlation between transformational leadership and leadership outcomes (Avolio & Bass, 2004). The second research question stems out of this body of research: what is the relationship between six key coaching dimensions and leadership outcomes as measured by the Multi-Factor Leadership Questionnaire (MLQ) (Avolio & Bass, 2004; Dawdy, 2004; Evans, 2007; Gettman, 2008; Gonzalez, 2003; Hale, 2008; Liljenstrand, 2004; Liljenstrand, 2008; Newsom, 2008)?

Defining executive coaching. Executive coaching is a management consulting intervention that's geared towards individuals in senior or executive levels within an organization (Falla, 2006). While many definitions for coaching exist, Kampa-Kokesch and Anderson (2001, p. 208) defined 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 and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.

Additionally, the International Coaching Federation (ICF) gives the following definition of coaching:

Executive coaching is a facilitative one-to-one, mutually designed relationship between a professional coach and a key contributor who has a powerful position in the organization. This relationship occurs in areas of business, government, not-for-profit, and educational organizations where there are multiple stakeholders and organizational sponsorship for the coach or coaching group. The executive coaching is contracted for the benefit of a client who is accountable for highly complex decisions with [a] wide scope of impact on the organization and industry as a whole. The focus of executive coaching is usually organizational performance or development, but many also have a personal component as well. The results produced from this relationship are observable and measurable (Falla, 2006, p.20).

There are three important aspects of these definitions. The first is that coaching is chiefly defined as an individually tailored consultation. This differentiates coaching from other management consulting services such as class-room instruction or group sessions. The second aspect of the definition of coaching is the lack of a chain of command

between the client and coach, which separates executive coaching from the routine workplace coaching which occurs with a client's supervisor. The final aspect of the coaching definition is the inter-organizational context in which it applies as executive coaching differs from career counseling or therapy in that the goal of coaching is to improve performance within the organization the client is employed in (Falla, 2006).

The coaching process. Natale and Diamante (2005) identified five stages of executive coaching that include alliance check, credibility assessment, likeability link, dialogue/skill acquisition, and cue based action plans. Coaches analyze and recognize the actions that led to the coaching engagement during the alliance check. Other key components of this stage include removing or eliminating the client's resistance through the writing of a process roadmap. The second stage is the creditability assessment. The creditability assessment revolves around the coach supplying their credentials and background to the client and the client becoming aware that the coach might be helpful. The likeability link stage sees the client comparing and contrasting their preferential style to the coach's style and making a decision on whether or not they ultimately admire the coach. The dialogue and skill acquisition stage begins with the coach integrating the executive's emotion into the coaching process and ends with the executive achieving a higher level of self-awareness. Finally, the coach and the executive outline an action plan along with a timeline for completion for the client in the cue-based action plans stage (Natale & Diamante, 2005).

The executive coach helps the client move through the stages of the coaching process by using a wide range of tools and techniques. Coaches use a variety of tools including personality and leadership inventories, interviews, psychological instruments,

and 360-degree feedback questionnaires (Falla, 2006). These instruments serve to give the client a better picture of themselves and give the client data to work with. This data, in conjunction with feedback, helps the client “come to understand patterns in the data gathered; work through their resistance to hearing the data; and identify and generate a developmental plan for behavioral change” (Falla, 2006, p.41). Clients begin to trust the coaching process when they understand and trust the data given to them and are given the ability to provide feedback on the data (Kampa-Kokesch & Anderson, 2001).

History of executive coaching. At the present three time periods have been identified in the history of executive coaching. The first period covers the time from 1950 – 1979 and was characterized by a combination of organizational development and psychological practices. The second period covers the time from 1980 to 1994. This period saw a standardization and professionalization of the coaching profession. The current period, which covers from 1995 – present, has seen a rise in research and publications along with the development of professional organizations dedicated to coaching (Falla, 2006).

Executive coaching stems out of a series of social changes in the United States following World War II (Falla, 2006). The diversification of the workplace, dependence on institutional employment, and the rise of outsourcing were all changes that led to the development of the coaching field. The enterprising recruitment of women into the workplace to fill the positions of men fighting in the war led to a generational divide between a new class of working women and their mothers. This new generation of workers, often lacking role models and mentors, turned to psychology and organizational counseling as a means to learn new skills. Additionally, the rise of the feminist movement

led women to demand training and counseling to help with their new responsibilities (Falla, 2006). The dependence on institutional employment following the war also sparked a change in the culture and skills needed to succeed in business. The pre-World War II era focused heavily on individualism and self-reliance, whereas the post-war era was characterized with a rise of new skills including sales, teamwork, and personnel management. The vehicle for learning these new skills became workshops and training courses run by psychologists (Falla, 2006). Outsourcing of workshops and training courses became prevalent after World War II when returning GIs required assistance in job searching and learning needs. This outsourcing evolved into a new workplace culture dependent on seeking outside consultants to increase organizational efficiency (Falla, 2006).

Other cultural changes were beginning in organizations as well. During the 1960s and 1970s top-down, authoritarian structures were firmly in place in many companies. Management was defined by decision makers in upper management positions and middle level management who were responsible for implementation of decisions. By the 1970s and 1980s the strict hierarchical structure of the past began crumbling and a collaborative environment between workers and management grew (Bougae, 2005). However, before a truly open and cooperative organization could emerge from the ashes of the authoritarian structures of old, employees needed to learn new skills and behaviors. In other words, they had to learn to become leaders themselves. Seminars, training, and the use of consultants became more widespread and the movement towards coaching began. During the 1980s and early 1990s the change in focus shifted from pressing corporate issues to making long-term changes in individuals and systems. The emphasis on the individual

and the system led to introspective leadership training, change management, and ultimately executive coaching (Bougae, 2005).

The evolution of the coaching field is tied closely to the evolution of leadership roles in organizations. Historically, leaders were responsible for making profits and the means used to create revenue were not the subject of study or concern (Bougae, 2005). Today, leaders are still responsible for a company's bottom line, but the focus has shifted more to the importance of creating an environment where the relationship and interpersonal dynamics between leaders and followers is the subject of attention and the area of leader development (Bougae, 2005).

Theoretical Rationale

Despite the recent surge in growth, executive coaching lacks a clear theoretical foundation (Joo, 2005). Executive coaching has its roots in a few disciplines including consulting, management, organizational development, and psychology (Joo, 2005; Kleinberg, 2001). Due to the immature stage of the executive coaching field, the number of theories, frameworks, and disciplines is large and diverse. Theories mentioned in various studies include, but are not limited to transformational leadership, adult learning theory, humanistic psychology, cognitive psychology, social cognitive theory, grounded theory psychoanalytic theory, person-centered therapy, the inner game, zone of proximal development, transformative learning, human performance technology process (HPT), and motivational interviewing (Huggler, 2007; Moen & Allgood, 2009; Passmore, 2010; Starman, 2007). However, while a wide range of theories have been used in previous studies this dissertation will focus exclusively on transformational leadership for a number of reasons. Transformational leadership is chosen as the theory of choice due to

its mention in dissertations with strong methodological underpinnings, the large amount of research done on the theory, and its dominance in the leadership literature (Gardner et al., 2010; Hopf, 2005; Kampa-Kokesh, 2001, Lowe & Gardner, 2001). Additionally, *The Leadership Quarterly* reported that neo-charismatic leadership theories (including transformational and Charismatic Leadership) represented the single largest percentage of articles written in 1990-1999 and 2000-2009 (Gardner et al., 2010; Lowe & Gardner, 2001).

Transformational leadership. Transformational leadership has been defined by four groups of scholars: James Macgregor Burns, Bass and Avolio, Bennis and Nanus, and finally Kouzes and Posner (Northouse, 2007). James Macgregor Burns was one of the first researchers to focus on the relationship between the leader and the follower in contrast to previous leadership theories that focused on traits a leader needed to possess or the way they reacted to a given situation (Burns, 1978). Specifically, Burns believed that there were two distinct types of leadership: transactional leadership and transformational leadership. Transactional leadership was defined as an exchange of the follower's services and commitment for an incentive or reward (Burns, 1978). An example of transactional leadership in business occurs when a manager or supervisor promises a raise for exceeding a performance target (Northouse, 2007). Alternatively, transformational leadership is "more concerned with end-values, such as liberty, justice, and equality" (Burns, 1978, p.426). transformational leadership goes above and beyond simply getting the follower to do the will of the leader, but rather motivates the follower to reach their highest potential (Burns, 1978). Burns states that transforming leaders "raise" their followers up through levels of morality (Burns, 1978, p.426). The work of

Bernard Bass further expanded on the initial work of Burns by focusing on the follower's needs, considering the use of transformational leadership for negative outcomes, and placing Transactional and transformational leadership on a continuum as opposed to seeing the concepts as mutually exclusive (Northouse, 2007). Bass believed there were three ways in which transformational leaders motivate followers to do more than what was required.

First, transformational leaders give the follower a better understanding of the value and importance of goals set forth by the leader. Second, transformational leaders move followers beyond their own self-interest to the interest of the organization. Finally, transformational leaders induce followers to consider higher-level needs (Bass, 1985).

Bass also expanded on transformational leadership by considering the consequences of transformational leadership for negative outcomes, calling this phenomenon pseudo-transformational leadership (Northouse, 2007). Pseudo-transformational leadership occurs when the leader possesses characteristics of transformational leadership, but uses these characteristics to advance their own agendas without taking into consideration the interest of the followers (Northouse, 2007). Bass also expanded on the concept of transformational leadership by reconfiguring the theory from conceptualizing transformational and transactional leadership as opposing concepts to thinking that transformational and transactional leadership belong on a single continuum (Bass, 1985). A model developed by Bass and Avolio further expanded on this continuum and described factors associated with transformational, transactional, and laissez-faire leadership (Avolio, 1999).

Bass and Avolio listed seven factors in total: four transformational factors, two transactional factors, and one non-leadership, non-transactional factor. The four transformational factors were defined as idealized influence (being a role model for followers), inspirational motivation (communicating expectations to followers), intellectual stimulation (giving followers the freedom to be creative and to challenge their own beliefs and those of the leader and organization), and individualized consideration (providing an open and caring climate to share feedback) (Avolio, 1999). The two transactional leadership factors include contingent reward (the follower exchanges work for a reward) and management-by-exception (actively or passively using corrective criticism, negative feedback, and negative reinforcement to get the follower to do to the will of the leader) (Avolio, 1999). Finally, there is the laissez-faire, non-leadership factor which is characterized by a lack of feedback, decision-making, and responsibility (Avolio, 1999).

A number of revisions have been made to the transformational leadership model proposed by Bass and Avolio over the years including changing the original factor structure and name of the theory (Bass & Avolio). In its current state the theory has been renamed the full range leadership theory and includes twelve factors. The five transformational leadership factors include idealized influence – attributed, idealized influence – behavior, inspirational motivation, intellectual stimulation, and individualized consideration. The two transactional leadership factors are management-by-exception active and contingent reward. The two non-leadership factors include management-by-exception passive and laissez-faire. Finally, three outcomes of leadership are included (extra effort, effectiveness, and satisfaction) (Bass & Avolio, 2004).

Bennis and Nanus (1997) developed a different model that expanded transformational leadership by analyzing responses of 90 leaders to questions including strengths and weaknesses (Bennis & Nanus, 1997). Bennis and Nanus reviewed the interviews and observational data they collected from leaders for a period of two years before developing four themes that all leaders embodied (Bennis & Nanus, 1997). The first theme that emerged was attention through vision. All of the leaders had a drive and a vision of what the organization should be and what the result of any project should be, “Leaders are the most results-oriented individuals in the world, and results get attention” (Bennis & Nanus, 1997, p.26). The second theme was meaning through communication. Bennis and Nanus believed that vision was only one part of leadership and without communication vision will never lead to action. Communication is the tool that shares a leader’s vision with the rest of the organization (Bennis & Nanus, 1997). Trust through positioning is the third theme presented by Bennis and Nanus. Trust gives workers a sense of stability and helps maintain the organization’s virtue. Leaders are trustworthy when they let the organization know about themselves, their thoughts, and their opinions, “The truth is that we trust people who are predictable, whose positions are known and who keep at it; leaders who are trusted make themselves known, make their positions clear” (Bennis & Nanus, 1997, p.41). The final theme present in the analysis by Bennis and Nanus is the deployment of self through positive self-regard. Leaders put their best self forward. They trust themselves, know their strengths and weaknesses, and know how to make up for their flaws. When leaders meet with employees they portray their strengths and their abilities and they compensate for their faults. Leaders constantly improve themselves; they are eager to get feedback and equally keen to improve

themselves for the next assignment. This positive self-regard transfers from leaders to the rest of the organization and gives workers their own self of positive self-regard in return (Bennis & Nanus, 1997).

A final model of transformational leadership has been developed by Kouzes and Posner. Kouzes and Posner's model is based on the "personal best" experiences of over 1,300 leaders in the public and private sector (Northouse, 2007, p.188). Through an analysis of these "personal best" experiences, the authors developed five best practices that help leaders to accomplish their goals (Northouse, 2007, p.188). The first practice is modeling the way. Simply put, leaders must be role models for everyone else in the organization. Leaders must communicate their thoughts and ideas and more importantly they must act in accordance with their own personal values (Kouzes & Posner, 2002). Inspiring a shared vision is the second practice. Inspiring a shared vision is the leader's way of setting the direction for the future of the organization. Leaders need to present their dream for the future of the organization and need to get employees to see that they are capable of making it a reality (Kouzes & Posner, 2002). The third practice is challenging the process. Leaders are not content with the way things are, aren't afraid to make changes, and are frequent adopters of new ideas and new ways of doing things. Leaders are also willing to listen to others to find better ways of doing things (Kouzes & Posner, 2002). The fourth practice is enabling others to act. Leaders create an open environment where others feel like they are part of the team, "They foster collaboration and build trust" (Kouzes & Posner, 2002). Enabling others to act means using inclusive language and relying on the synergy of the group as opposed to the power generated from centralized authority. The final practice is encouraging the heart. Encouraging employees

and creating a “culture of celebration” are ways that leaders can keep employees performing through ups and downs (Kouzes & Posner, 2002, p. 19). To further their model, Kouzes and Posner also offer 10 commitments or behaviors that are associated with each of the five practices (Appendix B).

Building a conceptual framework around executive coaching and transformational leadership. While a definitive theory has yet to emerge for executive coaching, Joo (2005) reviewed the literature on executive coaching and attempted to build a conceptual framework for coaching using a systematic research process (Appendix C). Joo’s model is directly linked to several important themes, practices, and factors associated with transformational leadership. The conceptual framework presented by Joo (2005) sees the coach as a leader using transformational leadership practices and themes to get the client (follower) to reach their full potential and become a transformational leader themselves. When the client returns to his or her organization and retains their leadership position, they will ideally be using the themes, practices, and factors of transformational leadership and consequently functioning at a higher capacity. If the leader has embraced transformational leadership practices, themes and factors learned through coaching, they will be more likely to transform their organization and their employees.

The antecedents of Joos (2005) model included the coach and clients characteristics and organizational support. Joo (2005) suggested that coaches must have integrity, confidence, experience, and a high developmental level. The models of transformational leadership presented by Bass (1985), Bennis and Nanus (1997), and Kouzes and Posner (2002) all stressed the importance of a leader’s integrity (trust

through positioning), confidence, experience, and high developmental level (deployment of self through positive self-regard, modeling the way, intellectual stimulation).

With regard to processes, Joo (2005) states that the coaching approach is central to a successful outcome and that the approach should be tailored to the client through listening and feedback. The models of transformational leadership presented by Bennis & Nanus (1997) and Kouzes and Posner (2002) both place a high emphasis on communication and feedback between leader (coach) and follower (client). Additionally Joo (2005) places emphasis on the relationship between the coach and client much in the same way that transformational leadership focuses on the interaction between leader and follower.

The proximal outcomes outlined by Joo (2005) highlight self-awareness and learning as the keys to behavioral change. One theme presented in Bennis and Nanus's transformational model is the deployment of self through positive self-regard, which includes persistent self-improvement and finding ways to do things better next time. Kouzes and Posners (2002) practice of challenging the process also suggests that leaders should be eager to learn new things. Finally, Joo (2005) suggests that the distal outcome of executive coaching is organizational (follower) success resulting from individual (leader) success. Central to transformational leadership is the idea that the leader can move the follower beyond contingent reward or management-by-exception to reach the full potential of both the individual and subsequently, the organization (Bass, 1985). The transformational leadership models presented by Bass (1985), Bennis and Nannus (1997), and Kouzes and Posner (2002) all suggest that employees will set aside their personal

interests and motivations for the goals and interests of the organization when leaders act as role models, communicate their visions, and listen to workers.

Purpose of the Study

The primary purpose of this study is to determine the relationship between key coaching dimensions and transformational leadership behaviors. Additionally, the relationship between key coaching dimensions and leadership outcomes will also be examined. Third, the differences in the transformational leadership and leadership outcomes will be examined when controlling for the rater (coach vs. raters [peers, supervisors, and direct reports]). Finally, differences in the relationship between key coaching dimensions and transformational leadership behaviors and the relationship between key coaching dimensions and leadership outcomes when controlling for the rater will also be examined.

Research Questions

The research questions in this study stem from the research of Evans, 2007, Gettman, 2008, Hale, 2008, Liljenstrand & Nebeker, 2008, and Newsom, 2008. These research questions include:

1. What is the relationship between key coaching dimensions and transformational leadership behaviors as measured by the Multifactor Leadership Questionnaire (MLQ) 5x short form? (R1)
2. What is the relationship between key coaching dimensions and leadership outcomes (extra effort, effectiveness, and satisfaction) as measured by the MLQ 5x short form? (R2)

3. Do coaches and raters (peers, supervisors, and direct reports) differ in their ratings of the coach on transformational leadership behaviors and leadership outcomes? (R3) More specifically will differences be found in the relationship between the six coaching dimensions and transformational leadership as rated by the coach vs. transformational leadership as rated by the raters? (R3A) Furthermore will differences be found in the relationship between the six coaching dimensions and leadership outcomes as rated by the coach vs. leadership outcomes as rated by the raters? (R3B)

Significance of Study

This is the first study to look at the relationship between key executive coaching dimensions and outcomes. This research builds on the foundation established by Gettman (2008) who was the first researcher to create and administer scales that could accurately measure key coaching dimensions. In discussing important areas for future research Gettman (2008) stated that examining the relationship between the coaching dimensions and outcomes or performance data would be important for future research. This study seeks to answer this question by examining the relationship between leadership outcomes (extra effort, effectiveness, and satisfaction) and the key coaching dimensions. Furthermore the relationship between the key coaching dimensions and transformational leadership behaviors will also be significant due to the prominence of this theory in leadership scholarship over the last 20 years and the number of additional outcome measures and performance criteria that have been related to this theory (Gardner et al., 2010; Lowe & Gardner, 2001). Specifically, transformational leadership behaviors have been linked to organizational and group effectiveness, perception of leader's performance, innovation and creativity, sales efforts, work attitudes, leadership

satisfaction, follower commitment, ethics, and turnover intention across management level, work environments, and national cultures (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). Therefore the case can be made that if key coaching dimensions are shown to predict changes in transformational leadership behaviors, the coaching dimensions should also be able to predict changes in objective and subjective performance criteria (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). Additionally, if key coaching dimensions are able to predict changes in transformational leadership behaviors the door will be open for future research to directly examine the relationship between the above-mentioned performance criteria and key coaching dimensions.

Chapter 2: Literature Review

Introduction and Purpose

Several empirical studies have been conducted in the topic area of executive coaching. The purpose of this literature review is to set the foundation for this dissertation by examining the research areas, research designs, participants, results, limitations, and recommendations for future research found in the existing research on executive coaching.

Topic Analysis

The studies included in this literature review can be split into a variety of subtopics including the impact of coaching, coaching and self-efficacy, the coaching relationship, important aspects of coaching, perspectives on coaching, coaching and spirituality, the return on investment (ROI) of coaching, building a coaching theory, and print media coverage of the coaching profession.

The impact of coaching. The ability of executive coaching engagements to increase transformational leadership behaviors was the topic of a dissertation by Sheila Kampa-Kokesh (2001). While a large body of practice literature exists on the topic of executive coaching and several empirical articles have been written on the topic of coaching, none have focused exclusively on the impact of coaching services. The purpose of this study was to ascertain whether coaching is an adequate method for enhancing transformational and active transactional leadership (Kampa-Kokesh, 2001). Specifically four research questions were posed: (a) does coaching increase transformational

leadership?, (b) does coaching boost active transactional leadership and reduce passive transformational leadership?, (b) does coaching lower non-leadership?, (d) does coaching elevate outcomes variables? All questions were analyzed using the Multi-Factor Leadership Questionnaire (MLQ). The theoretical framework for this research was transformational leadership, a leadership theory that focuses on elevating the follower's needs. Participants in this study included three groups: executive coaches, clients who have used or seeking to use coaching services for the purpose of improving performance in their organization, and followers, peers, and supervisors of clients who are utilizing or seeking to utilize coaching services. The sample included a total of 41 coaches, 50 executive coaching clients, and 62 direct reports and peers of clients. Clients were split into two groups, a pre/early group that had 0-3 months of coaching and a post/later clients that had 3 or more months of coaching. All participants completed demographic information along with the MLQ 5x short form. The MLQ used in this study included 12 scales that measure 12 factors: idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, laissez-faire, extra effort, effectiveness, and satisfaction (Kampa-Kokesh, 2001). These scales measure the full range of leadership model (including transformational and transactional leadership), non-leadership, and outcomes.

Several important results were found from this study. First, all coaching clients (pre/early and post/later) had persistently higher scores on active leadership and lower scores on passive leadership when compared against previous research done with the MLQ. Second, there were statistically significant differences in passive leadership

between pre/early and post/later clients on passive leadership. Third, statistically significant differences were found between the client groups in their understanding of their impact on followers. Finally, when results were filtered to examine only clients in upper-management and CEO positions, there were statistically significant differences in the post/later group scoring higher on charismatic behavior, impact on followers, and inspiration on followers (Kampa-Kokesh, 2001). Limitations identified in this study include concerns over low response rates, the utilization of only one instrument for measurement, limitations in statistical analysis, and the limited experience of clients in coaching endeavors. Many recommendations were made for future studies. First, future research could expand the number and experience level of coaching clients. Specifically studies could improve on the present research by measuring clients before coaching has started and clients who are in later stages of coaching. Second, future studies could use multiple measures of leadership. Additionally, future research could take into account the developmental level of the client and the coach to figure out the impact of this factor on transformational leadership. Finally, future research could be done applying a qualitative research method to better explore and understand the underlying processes behind coaching (Kampa-Kokesh, 2001).

The impact of coaching from the perspective of the client was the dissertation topic of Cyd Bougae (2005). The literature on coaching is enhanced by this study through an exploration of the processes and impact of coaching from the perspective of the client. The primary purpose of this study was to uncover the impact of coaching from the perspective of the leaders employed in a large multinational telecommunications company. Secondary research questions included the client's experience with the

coaching process, the outcomes achieved from coaching, and the client's understanding of the most significant aspects of coaching (Bougae, 2005). This dissertation was grounded in adult learning theory as this theory augments the view that leadership development goes beyond the confines of traditional learning theory. A descriptive case study was chosen as the methodology as it captures deep and elaborate details of an experience (Bougae, 2005). Six participants who were employed at a multinational telecommunications organization were purposively selected based on six criteria: (a) they were at the executive level in their organization, (b) they were considered high potential candidates, (c) they were being groomed for a new position or new responsibilities, (d) they performed at a high level, (e) they had interest and devotion to the research study, (f) were in the later stages of coaching. Triangulation was used in this study to affirm results. One-hour interviews were done with participants and data was audio taped and transcribed. In addition participants completed a written questionnaire that collected supplemental data on the participant's attitudes and beliefs on the impact of coaching. The researcher found and compared themes and factors from the data collected from each instrument. The questionnaire was approved by the organization's coaching coordinator and contained a mix of 11 closed and open ended questions. The interview approach of this study was semi-structured with opened ended questions asked in a conversational manner (Bougae, 2005). The analysis of data revealed 11 themes from the interviews. The most prevalent theme was that coaching had a positive impact on the clients. Specifically, the clients saw advancements in interpersonal skills, self-awareness, decision making abilities, performance feedback, as well as improvements in teams and the organization as a whole. The participants also identified the relationship with their

coach as having a positive impact on the experience, particularly trust with the coach and the coach's background and experience. The main limitation in this study was creditability as a consequence of the qualitative design and the small sample size ($n=6$). The researcher identified many areas for future research including the use of a larger sample from another organization, adding financial measures to intangible benefits of coaching, and examining return on investment and bottom line results to a coaching program. (Bougae, 2005).

The impact of executive coaching on executive women was an addition to the literature by Jillian Starman (2007). While a great deal of research has been completed on the impact of coaching, no research had specifically examined the impact on executive women. The purpose of this study was to determine the impact of executive coaching on the job performance of executive women (Starman, 2007). The conceptual framework used in this dissertation was human performance technology process (HPT).

HPT is systematic in that the executive coach and the executive client use a sequential and iterative approach to analyze gaps in performance before jointly designing, and implementing a solution to improve performance, linking business goals and strategies with those responsible for achieving goals (Starman, 2007). The methodology chosen for this research was a non-experimental design using an internet survey. Survey questions were based on two recurring coaching conceptions from previous studies (Ballinger, 2000; Bougae, 2005; Kampa-Kokesh, 2001; Martell, 2004; Stevens, 2005; Wasylynshyn, 2003). The researcher created the internet survey based on the themes from previous studies. Specifically, these themes were coaching contributes to skill development and coaching assists in changing behavior. The survey gathered information

on executive's satisfaction, learning, behavioral change, and performance improvements resulting from their coaching experience. The participants in this study were selected through a convenience sample and included 21 executive women who had at least 10 hours of coaching over three years (Starman, 2007). Results from this study were organized into four sections. The first section examined the level of satisfaction the women had with their coaching experience. All participants reported that the coaching experience was very important and they saw their coaches in a positive light. The second section focused on work-related skills learned during coaching. Participants identified relationship-building skills, reflection, and communication skills as the most important skills learned. The next section of the survey looked at what behavioral changes occurred as a result of coaching. Women identified improved decision making and more efficacious communication strategies as the most cited behavioral changes. The final section of the survey appraised improvements in job performance. Results were overwhelmingly positive with ninety percent of women perceiving job performance improvements, eighty-one percent concluding they were more fitting managers, and eighty-five indicating they were more highly skilled leaders (Starman, 2007). Limitations identified in this study were a lack of pre-test and post-test data, limited response rates, and the inability to generalize findings (Starman, 2007). Several recommendations for future research were given. Future studies could employ an experimental, longitudinal, or mix methods design to gather deeper and more exact levels of the impact of coaching. Future studies should also collect data from multiple sources (coaches, clients, peers, and direct reports) to triangulate data and include the return on investment of executive coaching (Starman, 2007).

The effect of coaching on the mastery tendencies of executive coaches employed at a paramilitary organization was the dissertation topic of Connie Ingram (2004). The purpose of this study was to determine if coaching had an impact on middle managers based on their dominance, influence, steadiness, compliance (DISC) assessment before and after a leadership training and coaching intervention. This study is unique in its focus on middle managers as opposed to executive leaders and the focus on executive coaching as a follow-up to leadership training (Ingram, 2004). The theoretical foundation of this study was transformational leadership, with the principal researcher's hypothesis that the middle managers will have high levels of dominance, low levels of influence, low levels of steadiness, and high levels of caution prior to the leadership/coaching intervention and lower scores of dominance and caution with higher scores on influence and steadiness following the intervention (Ingram, 2004). The DISC assessment is a forced-choice personality measure that was developed by John Geier and measures behavioral concerns in the areas of dominance, influence, steadiness, and cautiousness. The DISC assessment helps subjects gain a higher level of understanding of their own behavior, adapt their behavior, enhance communication, better understand differences among others, increase personal and team performance, and decrease conflict (Ingram, 2004). The DISC assessment was chosen as the measure for this study for its ability to collect information on a subject's private, public, and composite self along with the measure's broad accessibility due to being a computer-generated assessment (Ingram, 2004). The methodology chosen for this study was a case study as this approach allowed for a study of leadership in the environment in which it happened. Fifty-six middle managers at the organization took part in this study along with 162 direct reports. The first step of the

research included having the middle managers take the DISC assessment followed by group sessions facilitated by the principal researcher to review and discuss the results. Direct reports also completed the DISC assessment on their managers (Ingram, 2004). The second phase of the research included three leadership training sessions on topics that were generated in response to the managers DISC scores including reducing negativity in the workplace, decision making and problem solving, and customer service. At the end of each training session the managers came up with goals regarding the leadership topic of the training session. The final phase of the research was the coaching intervention. Coaching was done via e-mail after each training session to help the managers reach the goals they outlined in the previous training session. Following the training sessions and coaching both the managers and the direct reports completed the DISC assessment again and pre-test and post-test data was compared (Ingram, 2004). Several key results were found from this study. First, the researcher hypothesized that the middle managers reported a high level of dominance in the pre-test while the results showed a higher level of cautiousness rather than dominance. The direct reports corroborated this finding by giving their supervisors the lowest scores on the dominance scale. The data supported the hypothesis that managers would have reduced dominance and cautiousness scores and higher levels of steadiness. The data did not support a higher score on influence, but evidenced the greatest level of change on the cautiousness scale following the intervention with the managers scoring roughly half of their pre-test levels following the intervention (Ingram, 2004). There were several limitations cited in this study. The first was an inability to account for several factors including age, education, experience, work facility, gender, marital status, seniority, and shift. A second limitation

was the inability to differentiate to what extent the results could be attributed to the coaching intervention as opposed to the leadership training sessions. A third limitation was a lack of a control group to strengthen the creditability of the results. A final limitation is lack of statistical analysis on the DISC assessment. The researcher used a qualitative methodology and then proceeded to set up a quantitative pre-test, post-test quasi-experimental study. When results were discussed there was a lack of statistical analysis between pre and post-test scores on the DISC assessment which left the researcher to hypothesize about rather than interpret the results (Ingram, 2004). Recommendations for future research included additional studies on the effects of coaching on middle managers, studying organizations that utilize different theoretical foundations of leadership, and studying coaching without leadership training (Ingram, 2004).

The impact of coaching on the capacity of leaders in a healthcare setting to meet performance targets and increase their leadership effectiveness was thesis topic of Katherine Kinloch (2004). The purpose of this study was (a) to understand how coaching could increase health care leadership capacity in meeting performance targets, (b) to determine if coaching influenced leadership effectiveness, (c) to determine if there was a link between the coaching experience and the attainment of performance targets, (d) to identify the key variables in comprehending leadership capacity and how these variables were influenced through coaching (Kinloch, 2004). A qualitative, participatory action research methodology was chosen for this study because of the researcher's desire to link theory to practice in the healthcare setting. Participants in this study included five health service administrators who had been participating in executive coaching services and

who were employed in the Fraser Health Authority in British Columbia, Canada (Kinloch, 2004). The Fraser Health Authority includes 25,000 employees and 2500 independent physicians and serves 1.6 million residents (Kinloch, 2004). The study included two focus groups spaced six weeks apart. The first focus group included the executive coaches who worked with the health service administrators and was facilitated by a Fraser Health organization development leader. The first focus group focused on three questions: (a) how coaching had supported the health service administrators in meeting personal and organizational performance targets, (b) what could be done to get more out of the coaching experience, (c) how will the health service administrators reach their performance targets and where will their support come from? (Kinloch, 2004). The second focus group excluded the executive coaches and centered on how the executive coaching experience had influenced the health service administrator's leadership. However, the second focus group was unable to be scheduled and the questions that were to be addressed at this group were disseminated through a survey tool with open-ended questions. Questions for the focus group and the survey tool were developed from a review of the coaching literature (Kinloch, 2004). Five major findings were discovered in this study. First, the health administrators at Fraser Health viewed the coaching experience in a positive light and also believed that coaching helped them meet their performance targets. Second, the health administrators showed an interest in developing their personal leadership and capacity enhance through the coaching experience. Third, coaching was a compelling and effective aspect of a leadership development program. Fourth, the link between the executive coaching experience of the administrators and performance targets set by Fraser health needed more study to determine the exact nature

of the relationship between coaching and performance targets. Finally, the relationship between the coach, client, and supervisor needed to be better defined and concise boundaries with mutual performance expectations increases the value of coaching (Kinloch, 2004). Some of the limitations of this study were issues of credibility due to sample size and researcher bias (the principal researcher was COO of Frasier Health). Recommendations for future studies included linking the coaching to Fraser Health deliverables and a better understanding of the relationship of coaching to personal and organizational development strategies (Kinloch, 2004).

Print media coverage of executive coaching. The changing face of executive coaching within business print media was the subject of a dissertation by Marlanda English in 2006. This study examined the focus and trends of coaching literature from 1994 – 2004 (English, 2006). While the coaching field had expanded, organizations had profited, and excellence in coaching had been claimed, several deficiencies still existed in the coaching literature and there was no evidence that skills had improved (English, 2006). Organizational decision makers required information on coaching including a standardized definition of coaching, proper implementation, overall effectiveness, and ways to choose coaches. This study helps decision makers by determining the content of business print media on the topic of coaching along with trends and changes in the industry. English (2006, p.9) states “Media coverage can influence awareness and proliferation of an intervention technique.” Articles in the Business Source Premier electronic database were analyzed using a qualitative content analysis. Content analysis was performed using Diction 5.0 software. A total of 755 articles were found in the Business Source Premier database between January 1994 and December 2004. Two-

hundred and fifty-three articles were used in the content analysis sample. Several important results were found. First, of all the literature in the analysis, 74% of articles were non-scholarly, while only 26% represented scholarly work. A second important finding was a change in the amount and type of articles published in the first and second five year periods of the study. The data revealed that more articles were published on coaching for the period between 2000-2004 than between 1994-1999. Additionally the amount of non-scholarly work published between 2000-2004 rose by 626%, whereas scholarly articles increased by only 300% over the same time period. The third major finding pertained to the level of optimism found in the articles. Coaching articles were found to be statistically significantly higher than the average optimism value as measured by the Diction software. Some of the limitations found in this study included reliance on computer software to extrapolate data into meaningful information, examination of only one database for articles, and the ability to generalize the findings to only the time period reviewed. Recommendations for future research included reviewing other electronic databases for articles, interviews of coaching literature readers to verify what types of articles gather interest or generate credibility, and interviews of article authors to determine if any biases exist (English, 2006).

Coaching and self-efficacy. Self-efficacy with regard to vital leadership duties was the subject of a study done in 2009 by Frode Moen and Eleanor Allgood. The purpose of this study was to determine the extent to which coaching affects fundamental leadership abilities. This study was founded on social cognitive theory, which suggested that individuals actively move towards their development and are under control of their actions. Self-efficacy was defined as “beliefs in one’s capabilities to organize and

executive the courses of action required to produce given attainments” (Moen & Allgood, 2009, p.72). This study was also based on several principles of effective coaching according to the International Coaching Federation (ICF), including encouraging the client’s self-discovery, deriving goals, solutions, and strategies from the client, alignment with client’s goals, and accountability for the client. The principal researcher surmised that self-efficacy should rise during coaching given that a significant aspect of coaching was competency building. The researchers created a 32 question online questionnaire that was split into four subscales of leadership efficacy. The items for this questionnaire were selected in conjunction with the executives of the company that participated in the study. The four scales included general leadership capabilities, ability to influence developmental, motivational, and learning related competencies of employees, relationship building, and management execution capabilities (Moen & Allgood, 2009). The questionnaire items had a high level of internal consistency with a Cronbach’s α of .97. Participants included 127 executives and middle managers who were split into a control group that didn’t receive any intervention and an experimental group that underwent executive coaching. Compared to the control group, results validated the idea that coaching increased self-efficacy as there were statistically significant changes in average self-efficacy (sums of each subscale) and of each subscale individually. A recommendation for future research was to examine the role of cognitive processing and self-efficacy (Moen & Allgood, 2009).

The relationship between coaching and self-efficacy was also explored by Louis Baron and Lucie Morin (2010). The purpose of this research was to determine the relationship between executive coaching and self-efficacy, specifically as it related to

supervisor's coaching behaviors. This study contributed to the literature by expanding the understanding of self-efficacy and coaching and by utilizing a strong methodological design. Bandura's (1997) definition of coaching was used in this study, which is the idea that an individual has the capability to achieve a specific task (Baron & Morin, 2010). The research site for this study was a single division of an international manufacturing firm. The coaching program used by this organization lasted eight months and addressed company culture, leadership, interpersonal communication, responsibility and delegation, employee development, collaboration, teamwork, and mobilization. The program was multi-faceted and included classroom seminars, practice and skill groups, and executive coaching sessions. The sample used included 73 clients who held junior to middle level management positions within the organization. The researcher used a modified one-group pretest-posttest design where clients received the treatment (coaching) at differing levels (Baron & Morin, 2010). Data collection was done using three questionnaires. The first questionnaire gathered learning goal orientation and organizational commitment along with pretest self-efficacy. The second questionnaire focused on elements that could affect training conveyance. The final questionnaire collected information on posttest self-efficacy. The instruments utilized in the three questionnaires measure self-efficacy, training participation, utility judgment, learning goal orientation, affective organizational commitment, and work-environment support. The self-efficacy instrument was an eight item Likert scale measure created for this study. Items were reviewed by two subject matter experts and showed a high level of internal consistency (Pre-test Cronbach's $\alpha = .89$, Post-test Cronbach's $\alpha = .88$). Training participation was measured through attendance at seminars, professional development, and coaching. The utility judgement

instrument was a five item Likert scale measure drawn from the Learning Transfer System Inventory and had a Cronbach's α of .76. The learning goal orientation instrument was a six item Likert scale measure that was created by VandeWalle (1997) (Cronbach's α = .73). The organizational commitment instrument was a six item Likert scale measure taken from the Organizational Commitment Questionnaire (Cronbach's α = .85). The work-environment support instrument was a 16 item measure that contained three factors: supervisor support, peer support, and organizational openness to change. This instrument was taken from the Learning Transfer System Inventory and had Cronbach's α of .82 for supervisor support, .80 for peer support, and .87 for organizational openness to change (Baron & Morin, 2010). The central finding of this study was that, after controlling for pretest self-efficacy and two additional developmental methods, coaching was positively correlated with increased self-efficacy at the end of the leadership development program. Additionally, the greater the number of coaching sessions, the stronger the impact on self-efficacy. Another finding was the importance of the participants' beliefs in the ability in the leadership development program's ability to increase self-efficacy. Participants who believed that the training was not useful in meeting the rigor of their jobs did not see the same advances in self-efficacy that participants who believed in the utility of the development program did (Baron & Morin, 2010). A final result was the correlation of self-efficacy with affective organizational commitment at the start of the training. Three limitations were mentioned for this study. The first was a lack of a control group. The lack of a performance measure to compliment the perceived self-efficacy was also missing. Finally, the reliance on internal coaches with limited experience likely limited the impact of coaching.

Recommendations for future research included a closer examination of the coaching process and the individual coaching behaviors that are correlated most strongly with elevated self-efficacy and the influence of the coach/client relationship on the client's commitment and outcomes (Baron & Morin, 2010).

Group coaching. The impact of group coaching on team effectiveness and executive health was the focus of a dissertation by Paul Barrett in 2006 (Barrett, 2006). Group coaching has grown out of the executive coaching phenomenon and can be done alone or alongside individual executive coaching. Group coaching focuses on interpersonal relationships and increasing the performance of groups through observation, data collection, and the provision of challenges and opportunities for awareness (Barrett, 2006). Four conditions are necessary for success in group coaching. These include organizational context, group resources and design, skills and knowledge of individual leaders, and the coach's aptitude and the timing of the intervention (Barrett, 2006). The main purpose of this study was to determine if group coaching had an impact on team effectiveness and executive health. The research design was a quasi-experimental one group posttest design. Data was collected from 84 participants who were employed in one state governmental organization. Forty-two participants were selected for the experimental group to receive group coaching, and 42 participants were in the control group. Participants were leaders and managers within one department of the agency who performed the same job functions and had comparable tenure, job level requirements, and selection processes. The coaching method for the experimental group was a two-step process that included a one day group session followed by phone and e-mail follow-up contacts. The control group did not receive any group coaching. After the group sessions

and follow-up contacts were complete, both the experimental and control groups were given an online questionnaire. Subsequently, data was analyzed for the effect of the intervention. Posttest instruments measured executive health, self-awareness, team effectiveness, organizational context, and team context. Executive health was measured using the Burnout Measure, which was a 21 item Likert scale instrument developed by Pines and Aronson in 1988. The Range and Differentiation of Emotional Experience Scale (RDEES) measured self-awareness. The RDEES is a 14 item Likert scale instrument that was developed by Kang and Shaver (2004). Team effectiveness was measured through pretest and posttest labor productivity data provided by the host organization. Organizational and team context were measured using the Team Diagnostic Survey created by Wageman, Hackman, and Lehman (2004) (Barrett, 2006). There were two major findings from this study. The first was a statistically significant difference in executive health between the control and experimental group. The second finding was that there was no difference in team effectiveness between the control and experimental groups. Some of the limitations of this study included a small sample size, lack of triangulation on measure results, reliance on self-report measures, and an inability to control for confounding or unknown variables that may have affected the groups. Implications for future research included an examination of the impact of group coaching in conjunction with one-on-one coaching, research at the dyadic level to better understand the coach-client relationship, and the effects of group coaching in for-profit and nonprofit industries (Barrett, 2006).

Important aspects of executive coaching. An examination of executive coaching during a period of organizational change was the subject of a study by Eugene Schnell

(2005). This study was unique in several ways. First, it focused on an organization undergoing turbulence and change. Second, the study was done by an internal coach as opposed to an external consultant. Another differentiator was the examination of a pair of leaders, as opposed to previous studies that focused mainly on individuals. Finally, this study looked at coaching over a longer period of time than most previous research. A case study methodology was used to examine the leadership pair over a period of five years (Schnell, 2005). Several important observations of coaching were discovered. First, coaching aids leaders over a long period of time. This study found that an important factor in this aid is meeting regularity. Another finding was the use of formal annual agreements was important to ensure that all parties were regularly re-evaluating goals and progress made. Advantages and disadvantages of the internal coaching model were also discovered. Advantages included significantly proficient knowledge of organizational policy and procedures, a greater network of organizational contacts, and a mutually shared base of experiences. The most significant disadvantage of the internal coaching model was the difficulty in maintaining confidentiality. In conclusion, it was found that the evolution of an organization and the evolution of the leader could be independent of one another. Future research should continue to explore longer-term coaching engagements and the implementation of coaching in support of individual and organizational change (Schnell, 2005).

The client's perceptions of the coach's behaviors used to positively impact client's development was the subject of a study by Jonathan Passmore (2010). Many case studies have been done examining the key behaviors a coach exhibits from the perspective of the coach, however there was a lack of understanding of the behaviors

exhibited by coaches from the viewpoint of the client in a successful coaching arrangement. A qualitative, grounded theory methodology was used because of the focus on theorizing in conjunction with the data and the individual's grounded experiences (Passmore, 2010). Six participants who held board level positions and underwent a minimum of eight hours of in-person coaching from coaches who had a Postgraduate certificate in coaching and at least 100 hours of coaching experience were included in this study. Semi-structured interviews were performed with each participant. Themes and sub-themes were created from these interviews by the principal researcher using a seven-stage process that included data storage, a coding process of memo writing, category linking, and refining, independent review, initial framework coding, initial framework for relationship between themes, review by participants and comparison to literature, and presentation of a final framework (Passmore, 2010). Six primary themes were identified from this study including client expectations, session properties, coach's behavior, behavior of client, and coaching outcomes. The attributes clients identified with a positive coaching engagement included the coach's experience, their ability to be supportive and affirming, non-judgmental attitudes, trustworthiness, and the coach's independence from the client's organization. Behaviors that were identified with a positive coaching experience included:

maintaining confidentiality, containing emotions, using a mixture of challenge and support, stimulating problem solving, setting take-away task for client, being collaborative, using self as a tool, encouraging the development of alternative perspectives, using effective communication skills such as questioning, listening,

and reflecting, staying focused during the session, being emphatic plus their use of helpful tools and techniques (Passmore, 2010, p.54).

Some of the limitations of this study included a small sample size and potential researcher bias in the development of themes and sub-themes from the data.

Recommendations for future research included exploring the three tasks identified with positive coaching experiences in this research (the role of problem solving, the utilization of takeaway tasks or homework, and giving client's a challenge) (Passmore, 2010).

Perspectives on coaching. The perception of important factors in coaching according to the coach, client, and client's boss was the dissertation topic of Brett Seamons (2004). While research had been done on the effectiveness of coaching, this study enhanced the literature by providing input from the client's boss on the coaching process. The purpose of this study was to better understand the processes behind executive coaching by determining the most powerful aspects of coaching through the eyes of the coach, client, and client's boss. Eight triad cases were included in this study (a triad consists of the coach, client, and the client's boss). Participants were selected from the principal researcher's personal network. The qualitative research methodology was employed using telephone interviews done from a social constructivist worldview (Seamons, 2004). The researcher utilized a focused interview methodology as this approach offered a homogeneous protocol throughout all the cases while still allowing for an open ended, conversational discussion. The interview protocol was developed by the researcher based on previous research and input from the researcher's academic committee. The main interview questions collected data on the participant's perception of the most valuable aspects of coaching along with descriptions of what happened in the

coaching sessions. Data from the interviews was coded using the most important components of coaching according to previous research. Specifically these components were:

(a) adherence, (b) coach challenges client, (c), coach/client relationship, (d), coaching promotes self-efficacy, (e) coaching unearths strong emotions, (f) competence of coach, (g), encouragement/support from coach, (h) goal setting/clear outcomes, (i) insight through feedback, (j) knowledge transfer, (k) practicing behavior change, (l) quality of coaching, (m) interventions/techniques, (n) reflective/developmental space provided, (o) support of boss, (p) support of organization, and (q) unique coaching containment (Seamons, 2004, p. 5-6).

After the initial interviews were complete a follow-up study using a group telephone conference was done with one of the triads as a validation method to yield additional substance, depth, and thoughts on the initial interviews. The top factors identified by coaches were (a) adherence, (b) support of boss, (c) insight through feedback. The most important factors identified by clients were (a) support of boss, (b) reflective/developmental space provided, (b) coach challenges client. Finally, the significant factors identified by client's bosses were (a) support of boss, (b) insight through feedback, (c) adherence. Overall, the findings of this study showed that the five most important factors on the results of coaching cited by clients, coaches, and client's bosses were support of boss, adherence, insight through feedback, coach/client relationship, and reflective/developmental spaced provided (Seamons, 2004). Limitations identified in this study included the inability to generalize findings due to a small sample size, lack of randomization in participant selection, and researcher bias. Three

recommendations for future research were discussed. The first included utilizing an observational case study methodology to eliminate self reported bias by having third party observation on the process. A second recommendation was to use a time series case methodology to make assessments before and after the coaching engagement to get a more complete picture of the impact of coaching. A final recommendation was to incorporate a focus group with coaches, clients, bosses, and peers to better understand organizational dynamics (Seamons, 2004).

The perspectives of the coach, client, and followers through the experience of one senior executive was the subject of a dissertation by A. Gidget Hopf (2005). This dissertation contributed to the research by examining the relational aspect between the coach, client, and followers and gathering more information on how leaders influence followers and how followers see leaders. The purpose of this study was to better understand the relationship between a senior leader involved in executive coaching, his coach, his co-workers, and his followers. The theoretical framework of this dissertation included two components. The leadership theory employed is transformational leadership, which seeks to understand how leaders empower followers. Attribution theory was also used to understand the behavioral responses followers demonstrated in response to the way leader's perceived their followers (Hopf, 2005). A single, descriptive case study of a leader, their coach, peers, and followers was the methodology used in this study. This methodology was employed because qualitative research focuses on comprehending the meaning that individuals construct and how people make sense of situations (Hopf, 2005). Thirteen participants were included in this study: the leader (1), a peer (1), and followers (11). Data was collected through three formal observations and

semi-structured interviews with participants. The interview questions for the executive coach focused on the relationship with the client, understanding of the client's progress being made towards goals, and the attributes of the coaching process. The questions for the leader (client) focused on their thoughts of the coaching process, the process for establishing goals, and their outlook on the coaching process. Finally, the interview questions for the followers examined the changing dynamics of the relationship between the follower and the leader over time, their perceptions of the changes in the leader, and the follower's attribution of the impact of the leader's changes. Data collected in this study revealed five major points of interest. First, the organization under study was promoting transactional leadership as opposed to transformational leadership. Second, the conflicting expectations of the leader and other key individuals had an effect on coaching outcomes. The experience and background of the coach had a direct relationship on the process and outcomes. The views on the behavioral changes experienced by the leader were very different depending on whether or not the report was coming from a follower or non-follower. Finally, the coaching process under study did not increase the transformational leadership behaviors of the leader from the perspective of the followers. (Hopf, 2005). Three limitations identified in this research were reliance on a single case study, the chronology of the data collection (data was collected during a period of major change for the organization), and research bias (the primary researcher was a coaching client for five years). Several recommendations for future research were also identified. The organizational dynamics should be studied in future research as the coaching outcomes will likely be affected by whether the organization is stable or undergoing change. The synchronicity of expectations from organizational sponsors should also be

examined. Additional recommendations included exploring the aspects of the coaching process, understanding how the coach's educational background and experience are linked to outcomes, and a better understanding of how organizations evaluate coaches (Hopf, 2005).

Coaching and spirituality. The connection between executive coaching, transformational learning, and spirituality was the subject of a dissertation by Mary Brantley (2007). The purpose of this study was to determine how executives describe the coaching effects on their lives and work when coached from a model incorporating spirituality. Three hypotheses were proposed. The first hypothesis was that leadership is a "journey of consciousness" that includes a way of being and contributing to the world (Brantley, 2007, p. 7). The second hypothesis was that a client's effectiveness in coaching is accomplished through deep learning. The final hypothesis was that the application of adult learning principles and constructive developmental theory in coaching would lead to deep learning. The theoretical basis of this dissertation was transformational learning and its related theories: adult learning theory and social constructive developmental theory. Transformational learning is a profound learning that changes the individual in a significant way. It is "an individual's ability to critically reflect on assumptions, engage in discourse, and take action on her judgements" (Brantley, 2007, p. 7). Constructive developmental theory is based on the idea that people create meaning from their experiences. Adult learning theory (andragogy) is based on five beliefs about adult learners: self-direction, content is based on experience, the connection between relevance and readiness to learn, the instantaneous application of learnings, and being internally motivated (Brantley, 2007). Finally the author describes

deep learning as “learning that changes the organization of Self in such a way that the person makes meaning and consequently makes decisions from a higher level of consciousness” (Brantley, 2007, p. 16). The methodology chosen for this study was a collective case study due to a desire to study the coaching phenomenon in a real-life context. Six participants were included in this study based on their level of achievement, acceptance of a coaching model with a spiritual dimension, time constraints, diversity. Additionally it should be noted all of the participants participated in coaching with the principal researcher. Data was obtained from the participants through case history, summary interviews, growing edge memorandum, and subject object interview. The case history involved collected data from the participant’s younger years. This data was not coded, but used to provide a background for the reader on each case. The summary interview was performed at the end of the coaching engagement and was a chance for clients to describe the coaching experience. The subject object interview was a facilitated discussion on topic areas that are important to the client. The growing edge memorandum was a document created by the principal researcher that abridges the developmental challenge of each participant (Brantley, 2007). Several important results were discovered from this research. First, all participants responded that the coaching method used was beneficial to them in the business environment. Additionally, participant’s experiences differed based the constructivist framework of the participant and the coach, and the vast majority (five out of six) of participants described changes outside of the business environment (a frequently cited change was a strong integration of the various components of self). The majority of participants (five out of six) also accomplished some aspect of transformational learning. This was frequently a perspective change from

that of a manager to a leader. Additionally participants began to behave differently in the workplace. A final conclusion was that the longer the coaching engagement the greater the level of personal growth (Brantley, 2007). Limitations of this study included a small sample size, reliance on one coach (principal researcher), the selection method for participants, and researcher bias. Recommendations for future research included a larger sample, a further examination of the relationship between the mental complexity level of the client and their role in the organization, a grounded theory study to validate or repudiate the observations of this study, or a longitudinal study to further explore the deep learning model (Brantley, 2007).

The coaching relationship. The nature of the therapeutic coaching alliance in psychoanalytically informed coaching was the subject of a dissertation by Laura Ann Albrecht Huggler in 2007. Psychoanalytically informed coaching involves building a coaching alliance to help the client as opposed to using charisma or a coach's expertise. The therapeutic coaching alliance includes

the transference relationship (i.e., experiencing contemporary people and situations through a "lens" that reflects powerful, early formative experiences and interactions with significant others) and its inevitable distortions, i.e., the unconscious defense mechanisms, resistances, and the existence of the irrational in the CEO's thinking and behavior (Huggler, 2007, p. 1).

The purpose of this study was to understand the process of creating the therapeutic coaching alliance and how leaders comprehend and characterize the significance of the process on job performance and interpersonal relationships (Huggler, 2007). A retrospective case narrative was chosen as the methodology. Participants included six

CEO's who ranged in coaching experience from 13 months to almost four years. The study was split into two phases including a written case study and a follow-up interview of each CEO. The purpose of the interview phase was to label key factors embedded in the therapeutic coaching alliance including affect containment, collaboration, empathic attunement, and transference phenomena (idealizing, mirror, twinship, and negative transference). The interview was based on qualitative psychoanalytic literature and psychodynamic researchers who focused on the therapeutic alliance. This research yielded several important findings. First, affect containment, empathy, and collaboration were found to be a critical focus of coaching. Second, the permission of mirror transference to evolve was an important aspect of coaching. Finally, the development of negative transference and subsequently working through it was considered influential. Limitations in this study included a small sample size ($n=6$), interviewer bias (the author of this study was also the coach), and a lack of longitudinal data. Recommendations for future research included larger sample with different coaches and a longitudinal research design (Huggler, 2007).

The return on investment of coaching. The impact of 360 degree feedback and the return on investment (ROI) of coaching services was the dissertation topic of Shana Ring in 2006. The purpose of this study was to determine how coaching can augment a 360-feedback process in the support of succession planning. Additional factors examined in this study include the role of self-awareness and 360-degree feedback in leadership development, the influence of coaching on leader development, and the ROI of coaching services (Ring, 2006). The practice of 360 degree feedback includes collecting the perceptions of a person's behavior and the impact of that behavior from a wide range of

persons close to the individual including supervisors, co-workers, direct reports, project team members, customers, and suppliers. This feedback process has been shown to decidedly increase the development of leaders. Action research was chosen as the methodology as the researcher was an employee at the research site and desired a methodological approach geared towards influencing change. The study included a mix of interviews and online surveys to gather information on how executives, high potential managers, and supervisors understood the support and return on investment of the 360-degree feedback process in reinforcing succession planning. The research was done at SaskPower, a Canadian government-owned electric utility corporation in the Province of Saskatchewan. Semi-structured, one-on-one interviews were done with 11 executive members (The Executive) in phase I of the study. Phase II included on-line surveys with past participants in the company's leadership development, training, and coaching and mentoring programs. The survey consisted of 30 questions, 10 of which were open-ended and the remaining items were Likert scale measures. Forty-two high potential managers and supervisors (Past Participants), selected by the Executive, participated in this portion of the study. Four major results were found including differences and similarities in perceptions, readiness for developmental feedback, readiness for coaching, and support for coaching to support 360-degree feedback (Ring, 2006). Both the Executive and past participants agreed on the value of feedback, coaching, and coaching as a tool to support 360-degree feedback. However the Executive and Past Participants differed significantly on their perception of SaskPower's culture, where the Executive saw the company culture in a constructive fashion while the Past Participants were much more critical. With regard to feedback readiness, Past Participants were ready and eager to receive more feedback

and the Executive showed a desire to provide feedback. All participants believed that coaching was important for the future of the organization, but there was a significant amount of room to improve the amount of coaching delivered. Past Participants were also in agreement that coaching played an important role in the 360-degree feedback process for developing future leaders. Finally, to maximize return on investment of coaching and 360-degree feedback several elements were needed including leadership support, transparent communication, training on the 360-degree feedback process, and continuing developmental support (Ring, 2006). Limitations found in this study were the small sample size (2% of the organization), utilization of past participants in succession planning, and the inability to generalize the results to other organizations (Ring, 2006). The recommendations for future research included exploring the differences in results with external vs. internal coaches, the length and frequency of coaching, and the changes in participant's responses if different self-assessment tools were used (Ring, 2006).

Building a coaching theory. A more comprehensive understanding of the coaching process for building a theoretical foundation for coaching was the basis of the research done by Jeffrey Kleinberg (2001). The researcher defined coaching as a “matrix of consulting, training, counseling, mentoring, and public speaking among others” (Kleinberg, 2001, p. 5). The purpose of this research was to understand how a scholar-practitioner model for executive coaching correlated with current executive coaching practices. The principal researcher created and defined the scholar-practitioner model on the theoretical roots of coaching and within the frame that coaching consists of “scholarship and practitioner-based phenomena” (Kleinberg, 2001, p. 11). The theoretical roots in coaching as identified by the principal researcher included the following

frameworks: the inner game, person-centered therapy, adult learning theory, transformational learning, zone of proximal development, and motivational interviewing. The inner game is a theory proposed by Tim Gallwey that suggests that the major barrier to overcome in attaining high performance is a person's internal impediment. Person-centered therapy was introduced by Carl Rogers and is a counseling model based on the assumption that an environment filled with trust, genuineness, and empathy will allow a client to rethink their self-conception, behaviors, and attitudes. Malcolm Knowles' adult learning theory (andragogy) is rooted in the idea that adults are internally motivated and learn from facilitation, collaboration, and experimental training. Transformative learning is based on the meaning and deconstruction of one's experience, reflection, and discourse. Lev Vygotsky's zone of proximal development informs the comprehension of the actions and dynamics that occur in coaching (the zone of proximal development is the difference between a person's current developmental level and what they can achieve). Finally, motivational interviewing is based on the client's internal motivation for change and involves "asking Socratic, open-ended questions, engaging in reflective listening, affirming and summarizing, allowing clients to explore their ambivalence and expressing their reasons for change" (Kleinberg, 2001, p. 27-33). The methodology of this study was a qualitative descriptive inquiry using semi-structured interviews and thematic analysis to organize data and to determine if the data matched the conceptual framework identified above. Data was collected from 13 coaching practitioners who were selected through a convenience sampling method. Interview questions included information on how the participant entered the coaching field, a description of their coaching process, training and background, attributes of good coaches, materials and tools they rely on, theories or

perspectives that guide their coaching, distinctions of their coaching method, description of the assessments and metrics used to evaluate the client, an example of a positive outcome from their coaching, confidentiality issues, and building trust (Kleinberg, 2001). The central finding of this study was that the coaching practices of the participants supported the conceptual framework put forth by Kleinberg. The participants combined or utilized aspects of humanistic psychology (person-centered therapy and the inner game) and components of cognitive psychology (Vygotsky, Knowles, Miller & Rollnick). Additionally participants supported the notion that coaching is driven by the motivation of the client, which is consistent with person-centered therapy, the inner game, motivational interviewing, and adult learning theory. Several participants also indicated that the primary aspects of humanistic psychology included unconditional love, empathy, and positive regard in their work with clients. Limitations of this dissertation included a small sample size, thematic biases from the principal researcher, and self-fulfilling prophecy with regard to participant's overwhelmingly positive outcomes. Many areas of future research were identified including longitudinal research on coaching outcomes, short vs. long term outcomes, attributes of successful coaches, an exploration of countertransference in coaching, and the impact of coach's training and qualifications (Kleinberg, 2001).

Summary and Conclusion

Research on executive coaching is typified by a few select methodologies. The vast majority of studies utilized qualitative methodologies (Brantley, 2007; Bougae, 2005; English, 2006; Falla, 2006; Hopf, 2005; Huggler, 2007; Kleinberg, 2001; Passmore, 2010; Ring, 2006; Schell, 2005; Seamons, 2004). This is often cited as the

methodology of choice for researchers due to the ability of the design to provide large amounts of data from participants and the ability to answer “how” and “why” questions (Hopf, 2005). Additionally, the qualitative methodology was helpful in building theory, although a definitive coaching theory currently does not exist (Passmore, 2010). Because the coaching field and subsequently the empirical literature on the topic are still in their infancy, studies are frequently designed to help better understand the components and elemental pieces that contribute to positive coaching outcomes (Passmore, 2010; Schell, 2005). Within the qualitative methodology the data collection methods used included interviews (Hopf, 2005; Kleinberg, 2001; Ring, 2006; Seamons, 2006), case studies (Bougae, 2005; Brantley, 2007; Schell, 2005), grounded theory (Passmore, 2010), Narrative (Huggler, 2007), and survey (Starman, 2007). Very select studies have chosen the quantitative methodology in executive coaching research (Baron & Morin, 2010; Barrett, 2006; Moen & Allgood, 2009; Kampa-Kokesch, 2001).

Gaps and Recommendations for Future Research

There are currently several gaps in the coaching literature. The first gap is a lack of quantitative proof that coaching provides tangible, measurable outcomes (English, 2006). This gap is linked to extremely limited and weak methodological frameworks. Studies frequently cite the benefits of coaching from the perspective of the coach or the client, but rarely provide quantitative data that validates any of the claims (Baron & Morin, 2010; Bougae, 2005; Brantley, 2007; Starman, 2007). Studies also used self-report data in high frequency (Barrett, 2006; Baron & Morin, 2010; Brantley, 2007; Huggler, 2007; Seamons, 2004). Very few studies have employed the quantitative methodology or used an experimental design (Barrett, 2006; Baron & Morin, 2010;

Kampa-Kokesch, 2001). Qualitative studies abound on the value of coaching, but they are shattered by gaping methodological oversight including poor sampling methods, researcher bias, small sample size, and a lack of pre-test and post-test data (Barrett, 2006; Brantley, 2007; Huggler, 2007; Kleinberg, 2001; Passmore, 2010; Ring, 2006; Seamons, 2004; Starman, 2007). Specifically in several dissertations the coaches were also the principal researcher, raising significant questions about researcher bias (Brantley, 2007; Huggler, 2007; Passmore, 2010; Schnell, 2005). Additionally, while triangulation of coaching outcomes was performed in some studies (Hopf, 2005; Ring, 2006; Seamons, 2004), there was simply no proof that the claims of coaches, clients, or supervisors were anything more than words on a page (Barrett, 2006; Brantley, 2007). Finally, a review of coaching literature reveals an overly-positive spin on the research in general (English, 2006). Additionally, of 14 studies in this literature review, only one found a negative result from executive coaching (Hopf, 2005).

A second gap identified in the empirical literature was a lack of a basis of comparison for coaching. Experimental designs using a control group were very rare in the coaching literature (Barrett, 2006; Baron & Morin, 2010; Kampa-Kokesch, 2001). Additionally, few studies compared the effectiveness of coaching to other leadership development tools and practices, leaving questions regarding the value of coaching above and beyond what an organization may already have in place to develop leaders (Baron & Morin, 2010).

A third gap is a lack of data on the financial return of coaching services. No empirical studies to date have attempted to calculate the return on investment of coaching (Bougae, 2005).

Because of the relative immaturity of the executive coaching field the depth and scope of future research is not narrowly defined. However, three recommendations were recurring in the literature review. First, there is a strong need to understand the most important aspects of coaching. Studies have been done on some of the important aspects of coaching however there is still much ambiguity regarding the value of individual coaching practices and components (Schnell, 2005; Passmore, 2010). Second, future studies must take into account a coach's background and experience (Kampa-Kokesh, 2001). The coaching field is currently unregulated and studies have already proved the damage that an unqualified coach can do to an organization (Hopf, 2005). Future research must also use measures to evaluate the credentials of coaches in addition to their developmental level and their understanding and usage of various theoretical or conceptual models. Third, studies must be done using significantly stronger methodologies. Examples offered up by other researchers include longitudinal case studies, various quantitative methodologies, experimental studies, and focus groups (Seamons, 2004; Starman, 2007). A final recommendation for future research includes gathering information on the return on investment of coaching services (Bougae, 2005)

Summary

The field of executive coaching is one that is still to be defined (Joo, 2005). It is a field where practice literature has reigned supreme and the specifics of the coaching process have yet to be standardized. A great wealth of empirical research has developed in the past decade examining a wide range of subtopics in the coaching field including perspectives on coaching from the coach, client, supervisor, peers, and followers, the relationship of coaching and spirituality, an understanding of the coaching relationship,

the impact and outcomes of coaching, important aspects of the coaching process, the return on investment of coaching, the correlation between coaching and self-efficacy, group coaching, print media coverage of coaching, and the building of a coaching theory (Barrett, 2006; Brantley, 2007; Huggler, 2007; Kleinberg, 2001; Passmore, 2010; Ring, 2006; Seamons, 2004; Starman, 2007). Within empirical research on the topic, the vast majority has been qualitative in nature with questionable methodological vigor present in many studies (Barrett, 2006; Baron & Morin, 2010; Brantley, 2007; Huggler, 2007; Seamons, 2004). Current gaps in the literature include quantitative proof of coaching outcomes, a lack of comparison groups for coaching compared to other leadership development methods, and a lack of solid return on investment data (Baron & Morin, 2010; Bougae, 2005; Brantley, 2007; Starman, 2007). Recommendations for future studies include a better understanding of the coaching processes that produce outcomes, data on coach's qualifications, backgrounds, conceptual frameworks, and better and more diverse types of research methodologies (Bougae, 2005; Schnell, 2005; Passmore, 2010; Seamons, 2004; Starman, 2007). This dissertation will incorporate many of the gaps and recommendations into this study and in doing so advance the empirical coaching literature.

Chapter 3: Methodology

General Perspective

This study will address some of the gaps in the current literature on executive coaching by discerning the relationship between key coaching dimensions and transformational leadership behaviors and leadership outcomes. Transformational leadership will be defined according to the precepts of the full range leadership theory by Bass and Avolio (Avolio & Bass, 2004). Leadership outcomes will consist of three subjective outcome variables (extra effort, effectiveness, and satisfaction) that are measured by the MLQ (Avolio & Bass, 2004).

Background of research hypotheses. The hypotheses in this study rest largely on the assumption that successful executive coaches should possess the same competencies expected of today's leaders (Evans, 2007). This study will attempt to answer some of the questions regarding the relationship between coaching effectiveness (as measured by transformational leadership behaviors and leadership outcomes) and key coaching dimensions.

The research hypotheses in this study come from many sources of previous research on coaching core competencies (Evans, 2007; Gettman, 2008; Hale, 2008; Liljenstrand & Nebeker, 2008; Newsom, 2008). A systematic outline and operationalization of the most crucial dimensions of coaching practices was the subject of a dissertation by Gettman (2008). Gettman (2008) reviewed the literature to explore the theoretical background of many dimensions of executive coaching practices and created

and administered scales to measure each dimension. The analysis of these scales resulted in nine coaching dimensions: assessment, challenge to stretch, challenge the status quo, constructive confrontation, emotional support, tactical support, active learning, promoting learning orientation, and motivational reinforcement (Gettman, 2008). Validation of the nine scales was performed by a comparison to coaching activities that were significantly correlated to effectiveness in a study done by Poteet and Kudisch (2007). Gettman (2008) found that at least one of the effective coaching activities identified by Poteet and Kudisch (2007) was included in each of the nine coaching dimensions in her study. According to Gettman (2008, p.106), “This not only provides some preliminary support of the connection of coaching activities to outcomes, but it provides information regarding the existence of the various behaviors from a different source/perspective.” Gettman’s (2008) research lays the foundation for establishing what core competencies of coaching are linked to successful outcomes. Numerous studies have also shown the connection between the competencies required of a superior coach and the behaviors demonstrated by transformational leaders (Appendix L) (Dawdy, 2004; Evans, 2007; Gettman, 2008; Gonzalez, 2003; Hale, 2008; Liljenstrand, 2004; Liljenstrand & Nebeker, 2008; Newsom, 2008). Together, this body of research suggests that coaching dimensions should be correlated with transformational leadership behaviors.

The case can also be made that if key coaching dimensions can predict changes in transformational leadership behaviors, key coaching dimensions should also be able to predict changes in objective and subjective performance criteria (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). transformational leadership behaviors have been linked to a number of subjective and

objective performance criteria including organizational and group effectiveness, perception of leader's performance, innovation and creativity, sales efforts, work attitudes, leadership satisfaction, follower commitment, ethics, and turnover intention across management level, work environments, and national cultures (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). Furthermore the results of MLQ research demonstrate a strong correlation between transformational leadership and leadership outcomes (Avolio & Bass, 2004). Therefore, a strong case for the relationship between key executive coaching dimensions and leadership outcomes is made when combining with the research suggesting that coaches should possess the same leadership proficiencies as their clients, the strong overlap between transformational leadership and various coaching dimensions, and the correlation of transformational leadership with leadership outcomes measured on the MLQ (Avolio & Bass, 2004; Dawdy, 2004; Evans, 2007; Gettman, 2008; Gonzalez, 2003; Hale, 2008; Liljenstrand, 2004; Liljenstrand, 2008; Newsom, 2008).

Three hypotheses emerge out of the research done by Avolio & Bass, 2004, Dawdy, 2004, Evans, 2007, Gettman, 2008, Gonzalez, 2003, Hale, 2008, Liljenstrand, 2004, Liljenstrand & Nebeker, 2008, and Newsom, 2008. The first hypothesis is that the six key coaching dimensions will create a significant model for transformational leadership as measured by the MLQ 5x short form (H1). The second hypothesis is that the six key coaching dimensions will create a significant model for leadership outcomes measured by the MLQ 5x short form (H2). The third hypothesis is that there will be differences in transformational leadership and leadership outcomes variables when the rater is the coach as opposed to the peers, supervisors, and direct reports (raters) (H3).

More specifically it is hypothesized that the relationship between transformational leadership (rated by peers, supervisors, and direct reports) and coaching dimensions will differ when compared to the relationship between self-rated transformational leadership and key coaching dimensions (H3A). It is also hypothesized that the relationship between leadership outcomes measured by peers, supervisors, and direct reports and the six key coaching dimensions will differ when compared to self-rated leadership outcomes and key coaching dimensions (H3B).

Research Context

The setting for this dissertation was international executive coaching firms. Coaching firms were identified through coaching groups established on LinkedIn.com.

Research Participants

The participants in this study included executive coaches and direct reports, peers, and supervisors of executive coaches. Coaches were asked to complete the research instruments for themselves (self-rating) and to invite their peers, direct reports, and supervisors (raters) to rate them on the same instruments. Hogan (1994) suggested that gathering data from peers, direct reports, and supervisors of leaders is an appropriate method to evaluate leaders. Furthermore Hogan (1994) suggested that direct reports and supervisors capture different features of a leader's performance but are consistent in their rating of a leader's overall effectiveness.

Instruments Used in Data Collection

The instruments used in this study included the executive coach demographic questionnaire (Appendix A), the Multifactor Leadership Questionnaire (MLQ) 5x short form, and the Coaching Dimensions Scales.

The executive coach demographic questionnaire was adopted from Kampa-Kokesch (2001) (Appendix A). The executive coach demographic form includes general demographic information such as gender, race, and educational background.

The MLQ 5x short form in the most recent version of the Multi-Factor Leadership Questionnaire (Avolio & Bass, 2004). It is widely considered by the research community to be the dominant instrument to measure the full range leadership theory (Lowe & Kroeck, 1996). Additionally the MLQ has been shown to have relationships with a wide range of organizational measures (including supervisory ratings, number of promotion recommendations, and military performance) and objective measures (including percent of goals met, pass rate on educational competency exams, and financial performance of work units) (Lowe & Kroeck, 1996). The MLQ 5x short form is a 45 item form that contains a total of 12 scales, five of which measure transformational leadership behaviors, three that measure transactional leadership, one that measures Non-leadership, and three leadership outcomes measures. For the purposes of this study only nine of the 12 scales that make up the MLQ were included. These nine included the five transformational leadership scales and the three leadership outcomes measures. The three transactional leadership scales were not included as none of hypotheses examined transactional leadership.

The Coaching Dimensions Scales have been adopted with permission (Appendix K) from dissertation research by Hilary Gettman (2008). The Coaching Dimensions Scales include nine dimensions of coaching activities including assessment, challenge the status quo, challenge to stretch, constructive confrontation, emotional support, tactical support, active learning, learning orientation, and motivational reinforcement. These

scales were created out of a review of the literature, analyzed by a panel of subject matter experts, and then administered to a group of 188 coaches and 32 executives to evaluate the scales structure, reliability, and validity. After an exploratory factor analysis, each of the scales showed good to excellent reliability (Cronbach's α 's ranged from .74 to .91), good factor structure, and preliminary indications of construct validity (for three of the scales).

Six of the nine coaching dimensions were chosen for inclusion in this study based on a number of criteria. One scale (assessment) was eliminated from inclusion because it did not conceptually line up with the constructs of transformational leadership. The assessment scale was defined as “activities of the coach related to providing executives with frequent, specific, accurate, information regarding their current performance, strengths, weaknesses, effectiveness, and primary developmental needs” (Gettman, 2008, p.53). This definition did not seem consistent with any of the five components of transformational leadership (idealized influence – attributed, idealized influence – behavior, intellectual stimulation, inspirational motivation, and individualized consideration). There were also a number of items that appeared to be exclusively related to executive coaching (i.e., “assess client’s managerial style” and “gather information from clients about their job history”) (Gettman, 2008, p.136). Therefore, because of the scale definition and the number of items that didn’t appear to be consistent with transformational leadership, the assessment scale was dropped from inclusion. The other two scales that were not included in this study were constructive confrontation and motivational reinforcement. Constructive confrontation was eliminated because of its below average internal reliability ($\alpha = .74$) and small number of items (three).

Motivational reinforcement was removed from inclusion because of its low internal reliability ($\alpha = .75$) (Gettman, 2008). The six remaining scales included in this study were challenge the status quo, challenge to stretch, emotional support, tactical support, active learning, and learning orientation.

Procedures for Data Collection and Analysis

This study was reviewed and approved by the St. John Fisher College Internal Review Board. The primary vehicle used for identifying executive coaches for inclusion in this study was LinkedIn.com, a social networking website with approximately 100 million professionals (LinkedIn, 2011). Executive coaches were identified by their membership in one or several of 35 coaching-related groups that the principal researcher had membership in. The membership directories of these groups were searched by the keyword “executive coach.” Group members were invited to the study if their member listing included the words “executive coach” or “leadership coach” in the heading. Additionally if the principal researcher was uncertain as to whether or not a member fit the criteria for inclusion in the study the member’s complete profile was reviewed to determine whether or not they were an active executive coach. Initially only executive coaches in the United States and Canada were included in the study, however due to the low response rate international coaches from other areas of the world were invited to the study as well. Finally, information regarding the study was posted in the discussion area of most of the coaching-related groups so that individuals who did not receive the group message could participate.

Coaches who met the criteria for inclusion were sent a message through LinkedIn (Appendix E). This message included a link to the informed consent form, where the

coach would give their full name and e-mail address if they were interested in participating. Coaches who completed the informed consent form and agreed to participate in the study were loaded into the online data collection instrument being housed by Mind Garden, Inc. Coaches then received an e-mail that contained the link to the study instruments after approximately 24-48 hours from signing the informed consent form. It was necessary to have this gap between the time the coach agreed to participate and the time the coach would receive the e-mail invitation with the link to the research instrument because the principal researcher had to load the name and e-mail address of each participant who agreed to participate into the online data collection instrument. Immediately upon being loaded into the research instrument the participant was sent an e-mail invitation with a link to complete the research instrument (Appendix H). Coaches who did not respond to the initial contact e-mail were sent a follow-up e-mail at one and two weeks (Appendix G).

Coaches who agreed to participate and followed the link to the research instruments were given the option to input the names and e-mail addresses of any peers, supervisors, and direct reports (raters) into the data collection tool to rate them on the Multi-Factor Leadership Questionnaire. Raters were sent an e-mail to the research instrument immediately upon being entered by the coach (Appendix I). Non-responsive raters were sent follow-up invitations at 1 and 2 weeks (Appendix K).

Data analysis. The primary purpose of this study was to analyze the relationship between key coaching dimensions and transformational leadership behaviors. The transformational leadership variable was created by taking an average of each of the five subscales of transformational leadership measured in the MLQ (idealized influence –

attributed, idealized influence – behavior, intellectual stimulation, inspirational motivation, individualized consideration). This study also looked at the relationship between key coaching dimensions and leadership outcomes. The leadership outcomes variable was created by taking an average of each of the three subscales of outcomes of leadership measured in the MLQ (extra effort, effectiveness, and satisfaction). The research design selected for this study was a survey design. Data from coach participants was used to answer research questions one and two, while data from rater participants was used to answer research question three. The rater assessments for coaches with more than one rater were averaged for all analyses.

To test the research questions several analyses were performed including multiple linear regression, a paired samples *t*-test, and a Pearson correlation test. Multiple regression analysis is used to determine the effects of more than one predictor variable on an outcome variable (Vogt, 2005). More specifically multiple linear regression answers two important research questions. First, multiple regression analysis determines the association of each of the independent variables alone on the dependent variable while controlling for the remaining independent variables. Second, multiple regression analysis determines how much variation of the dependent variable is explained by all of the predictor variables together (measured by R^2) (Vogt, 2005). Four multiple linear regression analyses were run to test the predictor variables (six coaching dimensions) against the criterion variables (transformational leadership measured by the coach, transformational leadership measured by the raters, leadership outcomes measured by the coach, and leadership outcomes measured by the raters). Multiple linear regression analysis was required for each of these analyses because all include multiple predictor

variables that are measured on a continuous scale (Brace, Kemp, & Snelgar, 2009). A paired samples *t*-test was performed to examine the differences between the ratings of the coach and their rater for transformational leadership and leadership outcomes. A pair samples *t*-test is used when comparing samples that are correlated (Vogt, 2005). The rater and coach data on transformational leadership and leadership outcomes is correlated in this study as both are measuring the same person (both the coach and the rater are assessing the coach). A Pearson product-moment correlation test was run to determine the correlation between transformational leadership (measured by the coach and by the raters) and leadership outcomes (measured by the coach and the raters). Pearson product-moment correlation tests are performed when determining the extent of the linear relationship between two variables measured on interval and ratio scales (Vogt, 2005).

The first multiple regression will answer research question one: what is the relationship between key coaching dimensions and transformational leadership behaviors as measured by the Multifactor Leadership Questionnaire (MLQ) 5x short form? The second multiple regression answer test research question two: what is the relationship between key coaching dimensions and leadership outcomes (extra effort, effectiveness, and satisfaction with leadership) as measured by the MLQ 5x short form?

The results of the first component of research question three were analyzed by comparing the means of coach's and rater's assessments on transformational leadership and leadership outcomes. A paired samples *t*-test was run to determine differences in the ratings of the coach and the raters on transformational leadership behaviors. Similarly a paired samples *t*-test was run to determine differences in the ratings of the coach and the raters on leadership outcomes.

A third and fourth multiple linear regression analysis were run to answer the second and third components of research question three: are there differences in the relationships between the six coaching dimensions and transformational leadership as rated by the coach vs. transformational leadership as rated by the raters (H3A)? and are there differences in the relationship between the six coaching dimensions and leadership outcomes as rated by the coach vs. leadership outcomes as rated by the raters (H3B)? The third multiple linear regression included the six key coaching dimensions as predictor variables while the dependent variable was transformational leadership as measured by the raters. The fourth multiple linear regression included the six key coaching dimensions as predictor variables while the dependent variable was leadership outcomes as measured by the raters.

Finally, a Pearson r correlation test was run to determine the correlations between the coaches' and the raters' assessment of the coach on transformational leadership behaviors and leadership outcomes. The variables used were transformational leadership measured by the coach, transformational leadership measured by the raters, leadership outcomes measured by the coach, and leadership outcomes measured by the raters.

Summary

This study examines the relationship between key coaching dimensions and transformational leadership behaviors. The methodology incorporated in this dissertation is a non-experimental, survey design examining the relationship between key coaching dimensions and transformational leadership behaviors and the relationship between coaching dimensions and leadership outcomes. Three hypotheses were tested and results

were analyzed using multiple linear regression analysis, a paired samples t -test, and a Pearson r correlation test. The following chapter presents the results of this dissertation.

Chapter 4: Results

The results of this study are broken into two main sections. The first section details the demographics of participants, the response rate, and instrument reliability and normality. The second section answers the research questions.

Section One

The first section of the results includes information on the demographics of participants, the response and completion rates for participants, and instrument reliability and normality.

Participants/response rate. Two groups of participants were included in this study: executive coaches and their raters (who included peers, supervisors, and direct reports of the coach). Executive coaches were directly invited to participate in the study and raters were invited to participate through the coach. 2313 coaches were contacted to participate in this study between June 19th, 2011 and July 3rd, 2011. Of those contacted 170 agreed to participate and signed the informed consent form and were subsequently sent the research instruments resulting in a response rate of 7%. However, of the 170 that agreed to participate only 64 completed the research instruments by the due date of July 11th, 2011. This results in a completion rate of 38%. The demographic information of the coaches who participated in this research can be seen in Table 4.1.

Coaches were also asked to input the names of raters (peers, supervisors, and direct reports) to rate the coach on their transformational leadership behaviors. Of 64 coaches who completed the research instruments, 29 (45%) identified or had a rater who

responded. A total of 113 of approximately 262 raters responded and the number of raters for an individual coach ranged from 1 to 12 with an average of 3.9 raters per coach (excluding coaches without raters). The response rate for raters was approximately 43%. Demographic information was not collected for the rater participants except for their organizational level in comparison to the coach. The 113 rater participants included 11% who identified as being above the organizational level of the coach (supervisors), 42% who identified as the same organizational level as the coach (peers), 20% who identified as a lower organizational level than the coach (direct reports), and 27% who identified as “other”.

Instrument reliability. The instruments used in this study included a modified version of the Multi-Factor Leadership Questionnaire (MLQ) and the Coaching Dimensions Scales. The MLQ 5x-Short Form consists of 45 items that measure the full range leadership theory (FRL). FRL includes nine leadership constructs across two leadership styles: transformational leadership and transactional leadership (Avolio & Bass, 2004). The MLQ also measures three leadership outcomes including extra effort, effectiveness, and satisfaction. For the purpose of this study the MLQ was modified to include only the five leadership constructs that make up transformational leadership (20 items) along with the leadership outcomes measures (nine items) for a total of 29 items. The five leadership constructs that measure transformational leadership include Idealized

Table 4.1

Demographics of Coaching Participants

Variable	Frequency	Percentage
Gender		
Male	30	46.9
Female	33	51.6
Race/Ethnicity		
Hispanic or Latino	2	3.1
White (Not Hispanic or Latino)	55	85.9
Black or African American (Not Hispanic or Latino)	5	7.8
Asian (Not Hispanic or Latino)	2	3.1
Degree Level		
High School	1	1.6
Associates Degree	1	1.6
Bachelors Degree	13	20.4
Masters Degree	32	50.0
Doctorate	12	18.8
Other	4	8.0
Variable	Mean	SD
Work Experience		
Work Experience (Years)	30.0	8.0
Coach Experience (Years)	9.6	6.7

Influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration (Appendix L). The MLQ instrument has been widely used for over 25 years and has demonstrated good to excellent validity and reliability (Avolio & Bass, 2004).

The Coaching Dimensions Scales were adopted from Gettman's (2008) research. Gettman (2008) surveyed the literature on executive coaching and proposed six dimensions of coaching activities based on this review including assessment, challenge, emotional support, tactical support, motivational reinforcement, and promoting a learning orientation. These dimensions were translated into scales by creating items for each dimension and having the content reviewed by subject matter experts. The resulting scales were then administered to 188 coaches and 32 executives. After analyzing the scales for their reliability and validity the challenge dimension was split into three factors and the tactical support divided into two factors. This analysis resulted in a total of nine dimensions that include assessment, challenge the status quo, challenge to stretch, constructive confrontation, emotional support, tactical support, active learning, learning orientation, and motivational reinforcement (Gettman, 2008).

Six of the nine dimensions were included in this study including emotional support, tactical support, active learning, learning orientation, challenge the status quo, and challenge to stretch. These scales were chosen for inclusion based on their internal reliability and their hypothesized relationship to transformational leadership. Emotional support was the first scale included and is defined as the actions of the coach associated with providing emotional support, encouragement, sympathy, and empathy that can strengthen the client's emotional state and decrease negative emotional states (Gettman, 2008). The second coaching dimension was tactical support. Tactical support involves the coach acting as an avid, collaborative listener and confidant for the client to express their ideas for workplace accomplishment (Gettman, 2008). Active learning was another coaching dimension included in this study that was originally formed out of a subgroup

of items original hypothesized as part of the tactical support dimension. However, while tactical support involves providing advice and guidance on workplace objectives, active learning focuses guidance on the client's development by encouraging new ways of behaving (Gettman, 2008). Learning orientation was the fourth scale in this study and includes any activities that enhance a client's ability to be functional and adaptive. Learning orientation also includes activities that enhance the client's competence and skills to take charge of their cognitive and affective states associated with achievement and performance (Gettman, 2008). The final two scales (challenge the status quo and challenge to stretch) were originally theorized as two-thirds of the larger challenge dimension that also included constructive confrontation. However, the challenge dimension fit a three factor structure better following an exploratory factor analysis (the three factors were challenge the status quo, challenge to stretch, and constructive confrontation). Challenge the status quo includes items that focus on pushing the client out of their "comfort zone" by challenging the client's assumptions and existing ways of doing things (Gettman, 2008, p.86). Challenge to stretch revolves around getting the client to set difficult goals for themselves by trying new experiences and embracing new ideas. constructive confrontation (not included in this study) focuses on "engaging in direct communication and possible disagreement with the clients for the furtherance of their growth." (Gettman, 2008, p.87). The six coaching dimensions included in this study made up the Coaching Dimensions Survey which totaled 36 items.

The factor structure changes required after Gettman's (2008) initial exploratory factor analysis combined with the relative immaturity of the Coaching Dimensions Scales required an examination of the internal reliability for the current study. While the

reliability of the MLQ has been confirmed by over 25 years of experience and a great multitude of studies, the Coaching Dimensions Scales were created only three years ago and have only been tested once. Furthermore two of the original dimensions (tactical support and challenge) were broken out into two and three factor structures respectively (tactical support was broken into active learning and tactical support while challenge was broken into challenge the status quo, challenge to stretch, and constructive confrontation). Table 4.2 shows the reliability of the six coaching dimensions alongside the original reliability scores of the dimensions from Gettman's (2008) study. Each of the six Coaching Dimensions Scales used in the current study showed good to excellent internal reliability (Cronbach's $\alpha > .75$). Furthermore each of the coaching dimensions display very similar reliability scores when compared against Gettman's (2008) research (Cronbach's α 's differed from 0.00 – 0.07).

Scale normality. Each of the dependent scales (transformational leadership and leadership outcomes assessed by coaches and by raters) were examined to ensure that they did not violate any assumptions of normality. Histograms were analyzed and revealed a normal curve for each of the variables. Transformational leadership measured by the coach had skewness of $-.424$ ($SE = .311$) and kurtosis of $-.780$ ($SE = .613$). Transformational leadership measured by the raters had skewness of $-.489$ ($SE = .448$) and kurtosis of $-.499$ ($SE = .872$). Leadership outcomes measured by the coach had skewness of $-.361$ ($SE = .299$) and kurtosis of $-.762$ ($SE = .590$). Finally, leadership outcomes measured by the raters had skewness of $-.167$ ($SE = .456$) and kurtosis of $-.505$ ($SE = .887$).

Table 4.2

Coaching Dimension Reliabilities

Scale	Cronbach's α
Challenge the Status Quo	
Current Study	.87
Original Study	.87
Challenge to Stretch	
Current Study	.80
Original Study	.83
Tactical Support	
Current Study	.85
Original Study	.87
Emotional Support	
Current Study	.80
Original Study	.85
Active Learning	
Current Study	.77
Original Study	.84
Learning Orientation	
Current Study	.84
Original Study	.86

Section Two

Three research questions were examined in this study. These research questions included what is the relationship between key coaching dimensions and transformational leadership behaviors as measured by the MLQ 5x short form? (R1), what is the relationship between key coaching dimensions and leadership outcomes as measured by

the MLQ 5x short form? (R2), and do coaches and raters (peers, supervisors, and direct reports) differ in their assessment of the coach on transformational leadership and leadership outcomes? (R3). Additional questions include: are there differences in the relationships between the six coaching dimensions and transformational leadership as rated by the coach vs. transformational leadership as assessed by the raters? (R3A) and are differences found in the relationships between the six coaching dimensions and leadership outcomes as rated by the coach vs. leadership outcomes as rated by the raters (R3B).

Hypothesis one. The first hypothesis was that the six key coaching dimensions would create a significant model for transformational leadership behaviors as measured by the MLQ 5x short form (H1). The statistical analysis used to examine this hypothesis was multiple linear regression as both the predictor and dependent variables were measured on continuous scales and the dependent variable did not violate any assumptions of normality. When the six coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership ($F_{6,51}=9.4$, $p < .001$, Adjusted $R^2 = .469$, Significant variables included emotional support ($\beta = .457$, $p < .001$) and active learning ($\beta = .353$, $p < .01$). The results of the multiple linear regression for the coaching dimensions on transformational leadership can be seen in Table 4.3.

Table 4.3

Results of Multiple Linear Regression for Six Coaching Dimensions on Transformational Leadership Rated by Coach

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo	.027	.047	.074
2. Challenge to Stretch	-.049	.058	-.108
3. Emotional Support	.340	.079	.457
4. Tactical Support	-.025	.037	-.070
5. Active Learning	.194	.069	.353
6. Learning Orientation	.067	.066	.127

Notes: $R^2 = .469$ ($p < .05$).

Table 4.4 shows the correlation between transformational leadership and the six Coaching Dimension Scales. Transformational leadership was positively correlated with three coaching dimensions including emotional support ($r = .609$, $p < .001$), active learning ($r = .563$, $p < .001$), and learning orientation ($r = .465$, $p < .001$). Transformational leadership was not significantly correlated with tactical support ($r = .158$, ns), challenge the status quo ($r = .199$, ns), and challenge to stretch ($r = .135$, ns).

Hypothesis two. The second hypothesis was that the six coaching dimensions are positively correlated with the leadership outcomes variable measured by the MLQ 5x short form (H2). When the six coaching dimensions were input as predictor variables using the enter method a significant model emerged for leadership outcomes ($F_{6,56} = 5.36$, $p < .001$, Adjusted $R^2 = .297$, Significant variables included emotional support ($\beta = .289$, $p < .05$).

Table 4.4

Correlations for Transformational Leadership and Coaching Dimension Scales

Measure	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Transformational Leadership		.199	.135	.609***	.158	.563***	.465***
2. Challenge the Status Quo			.639***	.226*	.135	.202	.228*
3. Challenge to Stretch				.203	.125	.210	.293*
4. Emotional Support					.194	.358**	.350**
5. Tactical Support						.311**	.257*
6. Active Learning							.598***
7. Learning Orientation							

* $p < .05$, ** $p < .01$, *** $p < .001$

and learning orientation ($\beta = .383$, $p < .01$). The results of the multiple linear regression for the coaching dimensions on leadership outcomes can be seen in Table 4.5.

The leadership outcomes variable was positively correlated with three coaching dimensions including emotional support ($r=.432$, $p<.001$), active learning ($r=.433$, $p<.001$), and learning orientation ($r=.503$, $p<.001$). Leadership outcomes was not significantly correlated with tactical support ($r = .139$, ns), challenge the status quo ($r = .131$, ns), and challenge to stretch ($r = .080$, ns). Table 4.6 shows the correlation between leadership outcomes and the six coaching dimension scales.

Table 4.5

Results of Multiple Linear Regression for Six Coaching Dimensions on Leadership Outcomes Rated by Coach

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo	.040	.074	.075
2. Challenge to Stretch	-.121	.092	-.190
3. Emotional Support	.302	.124	.289
4. Tactical Support	-.046	.056	-.096
5. Active Learning	.118	.111	.152
6. Learning Orientation	.273	.102	.383

Notes: $R^2 = .297$ ($p < .05$).

There are a couple of important notes regarding the results of hypotheses one and two. First, note that while learning orientation was a significant variable for transformational leadership, learning orientation was not a significant variable for leadership outcomes (Tables 4.3 and 4.5). Second, note that while active learning was a significant variable for leadership outcomes, active learning was not a significant variable for transformational leadership (Tables 4.3 and 4.5). Finally note the strong correlation ($r > .05$) found between challenge the status quo and challenge to stretch ($r = .639$, $p < .001$ when the criterion variable was transformational leadership and $r = .640$, $p < .001$ when the criterion variable was leadership outcomes) (Tables 4.4 and 4.6). Each of these results required further analyses for hypotheses one and two.

Table 4.6

Correlations for Leadership Outcome Variable and Coaching Dimension Scales

Measure	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Leadership outcome		.131	.080	.432***	.139	.433***	.503***
2. Challenge the Status Quo			.640***	.197	.114	.220*	.257*
3. Challenge to Stretch				.214*	.175	.260*	.358**
4. Emotional Support					.276*	.376**	.360**
5. Tactical Support						.364**	.324**
6. Active Learning							.625***
7. Learning Orientation							

* $p < .05$, ** $p < .01$, *** $p < .001$

Additional analyses for hypotheses one and two. A third linear regression was run with a combined active learning-learning orientation scale for two reasons. The first reason was the strength of the correlation between learning orientation and active learning ($r = .598$, $p < .001$ when the criterion variable was transformational leadership, $r = .626$, $p < .001$ when the criterion variable was leadership outcomes) (Tables 4.4 and 4.6). The correlations between active learning and learning orientation are consistent with the correlation found in Gettman's (2008) research ($r = .57$, $p < .01$). The second reason for this additional analysis was the phenomena whereby active learning predicts transformational leadership and learning orientation does not and learning orientation predicts leadership outcomes and active learning does not (Tables 4.3 and 4.5). For this

linear regression the learning orientation and active learning variables were combined to form a single active learning–learning orientation scale while the remaining four coaching dimensions remained the same. The Cronbach’s α for the active learning-learning orientation scale was .87. New multiple linear regression analyses were run using transformational leadership and leadership outcomes as criterion variables and the revised five coaching dimensions were loaded as predictor variables (challenge the status quo, challenge to stretch, emotional support, tactical support, and active learning-learning orientation).

When the five coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership ($F_{5,52} = 11.009$, $p = .000$, Adjusted $R^2 = .300$, Significant variables included emotional support ($\beta = .286$, $p < .05$) and active learning-learning orientation ($\beta = .484$, $p < .001$). The results of the multiple linear regression for the coaching dimensions on transformational leadership can be seen in Table 4.7.

A significant model also emerged for leadership outcomes ($F_{5,57} = 6.32$, $p < .01$, Adjusted $R^2 = .468$, Significant variables included emotional support ($\beta = .459$, $p < .01$) and active learning-learning orientation ($\beta = .427$, $p < .01$). The results of the multiple linear regression for the coaching dimensions on leadership outcomes can be seen in Table 4.8.

Finally, the results revealed that the combined active learning-learning orientation variable was positively correlated with both transformational leadership ($r = .574$, $p < .001$) and leadership outcomes ($r = .520$, $p < .001$).

Table 4.7

Results of First Multiple Linear Regression for Five Coaching Dimensions on Transformational Leadership Rated by Coach

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo	.029	.047	.078
2. Challenge to Stretch	-.055	.058	-.122
3. Emotional Support	.342	.079	.459
4. Tactical Support	-.023	.037	-.062
5. Active Learning – Learning Orientation	.258	.068	.427

Notes: Adjusted $R^2 = .468$ ($p < .05$).

A fourth linear regression was run with a combined challenge the status quo-challenge to stretch scale for two reasons. The first reason was the strength of the correlation between challenge the status quo and challenge to stretch ($r = .639$, $p < .001$ when the criterion variable was transformational leadership, $r = .640$, $p < .001$ when the criterion variable was leadership outcomes). The correlations between challenge the status quo and challenge to stretch are consistent with the correlation found in Gettman's (2008) research ($r = .62$, $p < .01$). The second reason for this analysis was Gettman's (2008) original conceptualization of one common challenge dimension that split into three factors including challenge the status quo, challenge to stretch, and constructive confrontation. For this linear regression the challenge the status quo and challenge to stretch dimensions were combined to form a single challenge the status quo-challenge to stretch scale while the remaining four coaching dimensions remained the same.

Table 4.8

Results of First Multiple Linear Regression for Five Coaching Dimensions on Leadership Outcomes Rated by Coach

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo	.038	.074	.071
2. Challenge to Stretch	-.112	.091	-.176
3. Emotional Support	.299	.124	.286
4. Tactical Support	-.049	.056	-.102
5. Active Learning – Learning Orientation	.399	.105	.484

Notes: Adjusted $R^2 = .300$ ($p < .05$).

The Cronbach's α for the challenge the status quo-challenge to stretch scale was .89.

New multiple linear regression analyses were run using transformational leadership and leadership outcomes as criterion variables and the revised five coaching dimensions were loaded as predictor variables (challenge the status quo-challenge to stretch, emotional support, tactical support, active learning, and learning orientation).

When the five coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership ($F_{5,52} = 11.223$, $p < .01$, Adjusted $R^2 = .473$, Significant variables included emotional support ($\beta = .461$, $p < .001$) and active learning ($\beta = .355$, $p < .01$). The combined challenge the status quo-challenge to stretch variable was not found to be a significant variable for transformational leadership ($\beta = -.026$, ns). The results of the multiple linear regression

for the five coaching dimensions on transformational leadership can be seen in Table 4.9.

Table 4.9

Results of Second Multiple Linear Regression for Five Coaching Dimensions on Transformational Leadership Rated by Coach

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo – Challenge to Stretch	-.012	.046	-.257
2. Emotional Support	.343	.079	.461
3. Tactical Support	-.025	.037	-.068
4. Active Learning	.196	.069	.355
5. Learning Orientation	.062	.066	.116

Notes: Adjusted R^2 = .473 ($p < .05$).

A significant model also emerged for leadership outcomes ($F_{5,57} = 6.17, p < .01$, Adjusted $R^2 = .294$, Significant variables included emotional support ($\beta = .291, p < .05$) and learning orientation ($\beta = .363, p < .05$). The combined challenge the status quo-challenge to stretch variable was not found to be a significant variable for leadership outcomes ($\beta = -.093, ns$). The results of the multiple linear regression for the five coaching dimensions on leadership outcomes can be seen in Table 4.10.

Finally, the results revealed that the combined challenge the status quo-challenge to stretch variable was not significantly correlated with transformational leadership ($r = .188, ns$) or leadership outcomes ($r = .119, ns$).

Table 4.10

Results of Second Multiple Linear Regression for Five Coaching Dimensions on Leadership Outcomes Rated by Coach

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo – Challenge to Stretch	-.060	.073	-.093
2. Emotional Support	.304	.124	.291
3. Tactical Support	-.049	.056	-.102
4. Active Learning	.122	.111	.158
5. Learning Orientation	.259	.073	-.093

Notes: Adjusted R^2 = .294 ($p < .05$).

Hypothesis three. The third hypothesis included three components. The first component was that differences would be found on transformational leadership and leadership outcomes as reported by the coach and by the rater (H3). Table 4.11 shows that raters scored the coach higher for every transformational leadership subscale except for individualized consideration. Table 4.11 also shows that raters scored the coach higher for every leadership outcomes subscale. This is consistent with previous research that found the rater's scoring of the leader (coach) is inflated when the leader selects the raters (Avolio & Bass, 2004).

However while raters assessed the coaches higher on transformational leadership, significant differences were not found when a paired-samples *t*-test was run examining transformational leadership measured by the coach and by the rater. There was not a significant difference in the scores for transformational leadership measured by the coach ($M=3.36$, $SD=.408$) and transformational leadership assessed by the raters ($M=3.52$,

SD=.229); $t(24)=-1.905$, ns. Furthermore, while raters assessed the coaches higher on leadership outcomes, there was also not a significant difference in the scores for leadership outcomes measured by the coach ($M=3.19$, $SD=.627$) and leadership outcomes assessed by the raters ($M=3.42$, $SD=.353$); $t(25)=-1.770$, ns.

Hypothesis three – components A and B. The second component of the third hypothesis was that the correlation between transformational leadership (rated by peers, supervisors, and direct reports) and coaching dimensions would be different when compared to the correlation between transformational leadership (rated by the coach) and key coaching dimensions (H3A).

The final component of the third hypothesis was that the relationship between leadership outcomes measured by raters and key coaching dimensions would be different when compared to leadership outcomes (rated by the coach) and key coaching dimensions (H3B). To test these hypotheses multiple linear regression analyses were run where the six coaching dimensions were input as predictor variables and transformational leadership (assessed by the raters) and leadership outcomes (assessed by the raters) were the criterion variables. When the six coaching dimensions were input as predictor variables using the enter method a non-significant model emerged for transformational leadership ($F_{6,51}=.765$, ns, Adjusted $R^2 = -.60$). The results of the multiple linear regression for the coaching dimensions on transformational leadership (assessed by raters) can be seen in Table 4.12.

Table 4.11

Means, Standard Deviations, and Ranges for Transformational Leadership and Leadership Outcomes by Coach and Rater

Variable	Mean	SD	Range	Mean	SD	Range
	Coaches			Raters		
Transformational Leadership	3.35	.394	2.5 - 4	3.53	.226	3 - 3.9
Idealized Influence - Attributed	3.22	.521	1.8 - 4	3.58	.294	2.5 - 4
Idealized Influence - Behavior	3.25	.520	1.8 - 4	3.49	.289	2.8 - 4
Inspirational Motivation	3.34	.525	2 - 4	3.46	.363	2.75 - 4
Intellectual Stimulation	3.23	.486	2.3 - 4	3.38	.381	2.4 - 4
Individualized Consideration	3.58	.495	1.5 - 4	3.55	.382	2 - 4
Leadership outcome	3.25	.548	2 - 4	3.41	.354	2.67 - 4
Extra effort	3.28	.562	2 - 4	3.48	.363	2.96 - 4
Effectiveness	3.20	.569	2 - 4	3.36	.461	2 - 4
Satisfaction	3.29	.669	1.5 - 4	3.45	.419	2 - 4

A non-significant model also emerged when the dimensions were compared to leadership outcomes ($F_{6,56} = .403$, ns, Adjusted $R^2 = -.176$). The results of the multiple linear regression for the coaching dimensions on leadership outcomes (assessed by raters) can be seen in Table 4.13.

Table 4.12

Results of Multiple Linear Regression for Six Coaching Dimensions on Transformational Leadership Assessed by Raters

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo	.070	.059	.340
2. Challenge to Stretch	-.011	.077	-.038
3. Emotional Support	.065	.109	.158
4. Tactical Support	.022	.044	.121
5. Active Learning	-.015	.094	-.042
6. Learning Orientation	.004	.100	.011

Notes: Adjusted $R^2 = -.60$ ($p < .05$).

Table 4.14 shows the differences in correlations between the six key coaching dimensions and transformational leadership and leadership outcomes when the assessor is the coach vs. the rater.

Table 4.15 further explains the relationship of transformational leadership and leadership outcomes when the rater (Coach vs. Rater) is considered. There is a significant positive correlation between transformational leadership and leadership outcomes as rated by the coach ($r = .690$, $p < .01$) and a significant positive correlation between transformational leadership and leadership outcomes as rated by the rater ($r = .802$, $p < .01$).

Table 4.13

Results of Multiple Linear Regression for Six Coaching Dimensions on Leadership Outcomes Assessed by Raters

Coaching Dimension	B	SE B	β
1. Challenge the Status Quo	.043	.097	.131
2. Challenge to Stretch	-.047	.127	-.108
3. Emotional Support	-.063	.161	-.106
4. Tactical Support	-.023	.073	-.080
5. Active Learning	.019	.159	.033
6. Learning Orientation	.175	.159	.335

Notes: Adjusted $R^2 = -.176$ ($p < .05$).

Table 4.14

Correlations for Coaching Dimension Scales and Transformational Leadership and Leadership Outcomes Measured by Coach and Rater

Measure	CSQ	CS	ES	TS	AL	LO
1. Transformational Leadership - Coach	.199	.135	.609***	.158	.563***	.465***
2. Transformational Leadership - Rater	.389*	.247	.306	.232	.192	.274
3. Leadership outcome - Coach	.131	.080	.432***	.139	.433***	.503***
4. Leadership outcome - Rater	.186	.040	.080	-.019	.196	.295

* $p < .05$, ** $p < .01$, *** $p < .001$

Note: CSQ – Challenge the Status Quo, CS = Challenge to Stretch, ES = Emotional Support, TS = Tactical Support, AL = Active Learning, LO = Learning Orientation

Table 4.15

Correlations for Transformational Leadership and Leadership Outcomes Rated by Coach and Rater

Measure	(1)	(2)	(3)	(4)
1. Transformational Leadership - Coach	-	.690**	.234	.315
2. Leadership Outcomes - Coach		-	.138	.176
3. Transformational Leadership - Raters			-	.802**
4. Leadership Outcomes - Raters				-

* $p < .05$, ** $p < .01$

However, there is not a significant correlation between transformational leadership measured by the coach and leadership outcomes measured by the rater ($r = .315$, ns) and transformational leadership measured by the raters and leadership outcomes measured by the coach ($r = .138$, ns).

Summary of Results

The first hypothesis was that the six key coaching dimensions would create a significant model for transformational leadership behaviors as measured by the MLQ 5x short form (H1). When the six coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership, significant variables included emotional support and active learning. transformational leadership was positively correlated with three coaching dimensions including emotional support, active learning, and learning orientation.

The second hypothesis was that the six key coaching dimensions would create a significant model for leadership outcomes measured by the MLQ 5x short form (H2). When the six coaching dimensions were input as predictor variables using the enter method a significant model emerged for leadership outcomes, significant variables included emotional support and learning orientation. The leadership outcomes variable was positively correlated with three coaching dimensions including emotional support, active learning, and learning orientation.

A third linear regression was run where the learning orientation and active learning variables were combined to form a single active learning-learning orientation scale while the remaining four coaching dimensions remained the same (active learning and learning orientation were combined due to the perceived collinearity between the scales). When the revised five coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership, significant variables included emotional support and active learning-learning orientation. A significant model also emerged for leadership outcomes, significant variables included emotional support and active learning-learning orientation. The results also revealed that the combined active learning-learning orientation variable was positively correlated with both transformational leadership and leadership outcomes.

A fourth linear regression was also run with a combined challenge the status quo-challenge to stretch scale (challenge the status quo and challenge to stretch were combined due to the perceived collinearity between the scales). When the five coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership, significant variables included emotional support

and active learning. The combined challenge the status quo-challenge to stretch variable was not found to be a significant variable for transformational leadership. A significant model also emerged for leadership outcomes, significant variables included emotional support and learning orientation. The combined challenge the status quo-challenge to stretch variable was not found to be a significant variable for leadership outcomes. Finally, the results revealed that the combined challenge the status quo-challenge to stretch variable was not significantly correlated with transformational leadership or leadership outcomes.

The third hypothesis included three components. The first component was that differences would be found on transformational leadership and leadership outcomes as reported by the coach and by the rater (H3). It was found that the mean scores for raters were higher than the mean scores for coaches on every transformational leadership subscale except for individualized consideration. Raters scored the coach higher for every leadership outcomes subscale as well. However, there was not a significant difference in the scores for transformational leadership measured by the coach and transformational leadership assessed by the raters. Similarly, there was not a significant difference in the scores for leadership outcomes measured by the coach and leadership outcomes assessed by the raters.

The second component of the third hypothesis was that the relationship between transformational leadership (rated by peers, supervisors, and direct reports) and coaching dimensions would be different when compared to the relationship between transformational leadership (rated by the coach) and key coaching dimensions (H3A). When the six coaching dimensions were input as predictor variables using the enter

method a non-significant model emerged for transformational leadership as assessed by the raters. This result was very different when compared to the model for the six coaching dimensions on transformational leadership as measured by the coach (when the six coaching dimensions were input as predictor variables using the enter method a significant model emerged for transformational leadership as measured by the coach [significant variables included emotional support and active learning]).

The final component of the third hypothesis was that the relationship between leadership outcomes measured by raters and key coaching dimensions would be different when compared to leadership outcomes (rated by the coach) and key coaching dimensions (H3B). When the six coaching dimensions were input as predictor variables using the enter method a non-significant model emerged for leadership outcomes assessed by the rater. This result was also very different when compared to the model for the six coaching dimensions on leadership outcomes as measured by the coach (when the six coaching dimensions were input as predictor variables using the enter method a significant model emerged for leadership outcomes as rated by the coach [significant variables included emotional support and learning orientation]).

Chapter 5: Discussion

Introduction

The primary purpose of this study was to determine the relationship between six key coaching dimensions and transformational leadership. This study also examined the relationship between the coaching dimensions and leadership outcomes. It was hypothesized that all six coaching dimensions would positively correlate with transformational leadership behaviors and also with leadership outcomes. The third hypothesis was that differences would be found on transformational leadership and leadership outcomes as reported by the coach and by the rater. A second component of the third hypothesis was that the relationship between transformational leadership (rated by peers, supervisors, and direct reports) and coaching dimensions would be different when compared to the relationship between transformational leadership (rated by the coach) and key coaching dimensions. The final component of the third hypothesis was that the relationship between leadership outcomes measured by raters and key coaching dimensions would be different when compared to leadership outcomes (rated by the coach) and key coaching dimensions.

Results of hypotheses one and two. The results of this study indicate that emotional support, active learning, and learning orientation were all positively and significantly correlated with transformational leadership behaviors when the rater was the coach. However, when examining the ability of these three coaching dimensions to

predict variance in transformational leadership only emotional support and active learning were shown to be significant predictor variables.

A similar pattern was found when determining the results of the second hypothesis regarding the relationship between coaching dimensions and leadership outcomes. emotional support, active learning, and learning orientation were all positively and significantly correlated with leadership outcomes when the rater was the coach. However, when examining the ability of these three coaching dimensions to predict variance in leadership outcomes only emotional support and learning orientation were shown to be significant predictor variables.

The results of these findings led to the hypothesis that the active learning and learning orientation scales were overlapping in content. Therefore these two variables were combined into a single active learning-learning orientation scale and another linear regression was run. The results of this analysis indicated that the combined active learning-learning orientation variable was positively and significantly correlated with and could predict changes in both transformational leadership and leadership outcomes.

An additional analysis was performed after it was found that the challenge the status quo and challenge to stretch scales had a strong correlation. These two scales were combined to form a single challenge the status quo-challenge to stretch scale and another linear regression was performed. It was found that the combined challenge the status quo-challenge to stretch scale was not significantly correlated with and could not predict changes in either transformational leadership or leadership outcomes.

Results of hypothesis three. The third hypothesis dealt with the differences in transformational leadership as reported by the coach and by the rater (H3). It was found

that peers, supervisors, and direct reports (raters) rated the coach higher on transformational leadership and leadership outcomes in all but one transformational leadership subscale (individualized consideration). However, significant differences were not found in the scores for transformational leadership measured by the coach and transformational leadership assessed by the raters. Similarly, there was not a significant difference in the scores for leadership outcomes measured by the coach and leadership outcomes assessed by the raters.

A second component of the third hypothesis was that the relationship between transformational leadership (assessed by raters) and coaching dimensions would differ when compared against the relationship between transformational leadership (assessed by the coach) and key coaching dimensions (H3A). Furthermore it was also hypothesized that the relationship between leadership outcomes measured by raters and key coaching dimensions would differ when compared to leadership outcomes measured by the coach and key coaching dimensions (H3B). Both of these hypotheses were supported as the correlations between the six coaching dimensions and transformational leadership and the coaching dimensions and the leadership outcomes variables were drastically different depending on the assessor (raters vs. coach). When the coach was the rater there was a significant correlation between three coaching dimensions (emotional support, active learning, and learning orientation) and transformational leadership. Similarly these three coaching dimensions were also positively correlated with leadership outcomes. It was also found that emotional support and active learning could significantly predict changes in the transformational leadership and emotional support and learning orientation could predict changes in leadership outcomes. These results were not found when the assessor

for transformational leadership and leadership outcomes was the raters. When the raters were assessing the coach on transformational leadership and leadership outcomes the only significant correlation found was between challenge the status quo and transformational leadership. However, when a linear regression was run and the six coaching dimensions were loaded as predictor variables and transformational leadership and leadership outcomes (assessed by raters) were loaded as criterion variables non-significant models resulted. These non-significant models indicate that the six coaching dimensions could not predict changes in transformational leadership or leadership outcomes when the assessor was the raters.

Analyzing the Results of Hypothesis Testing

Combined, the results of this study do not support the original theory that dimensions of executive coaching are related to transformational leadership. The results of this study also do not support the theory that dimensions of executive coaching are related to leadership outcomes. Alternatively a far more nuanced relationship between the coaching dimensions and transformational leadership and leadership outcomes emerges.

As a result of these findings a revised theory is proposed. The original theory proposed in this study was that six executive coaching dimensions would be related to transformational leadership. The results of this study do not support this theory. Coaches who were transformational leaders do engage in two coaching dimensions (emotional support and active learning-learning orientation). However coaches who are transformational leaders do not frequently engage in tactical support, challenge the status quo, and challenge to stretch.

Transformational leadership is an important leadership style and one that has been linked to a number of outcome and performance criteria (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). However while transformational leadership is an important leadership theory, transformational leadership is only one component of the full range leadership (FRL) theory (Avolio & Bass, 2004). Furthermore, while Avolio and Bass (2004, p.1) see transformational leadership as the most important component of FRL, they recognize that it is still necessary to include a “‘full range’ of leadership styles in models and measures to adequately assess leadership styles.” This full range of leadership styles includes transactional leadership as well as transformational leadership.

Transactional leadership is broken down into two categories: active transactional leadership and passive transactional leadership. Avolio and Bass (2004) describe active transactional leadership as:

In its more constructive form, transactional leadership is supplemented by working with individuals and/or groups, setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals’ capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks.

Active transactional leadership includes two components: contingent reward and management-by-exception: active. Contingent reward involves establishing expectations and giving rewards when expectations are met. Management-by-exception: active includes providing standards of compliance for the follower, describing what would be considered ineffective performance, and penalizing followers who don’t meet

expectations (Avolio & Bass, 2004). Passive transactional leadership is a more reactive and less systematic way of resolving problems. Passive transactional leadership includes two components: management-by-exception: passive and laissez-faire. Management-by-exception: passive involves the leader engaging in problems only after they've become serious and typically does not involve setting standards or expectations. Laissez-faire involves the leader avoiding important decisions and not becoming involved in issues that arise (Avolio & Bass, 2004).

Avolio and Bass (2004) suggest that transformational leaders use transactional leadership when the situation calls for it. Specifically transactional leadership can solve issues involving lower level performance and non-significant change. Avolio and Bass (2004, p.20) also recognize that transactional leadership is “an essential component of the full range of effective leadership.” The transactional leadership process involves highlighting the roles and activities needed for followers to reach specified outcomes and details the requirements for the follower. This instruction gives the follower the confidence needed to give the appropriate amount of effort for the task. Furthermore transactional leaders identify follower's compulsions and desires and explain how the compulsions and desires will be fulfilled if the follower exerts the effort needed for the task. By explaining the requirements of a task and the rewards for completion of the task transactional leaders provide motivation and a sense of purpose that will energize and engage the follower (Avolio & Bass, 2004). Additionally, Avolio and Bass (2004, p.20) state “focusing on preventing mistakes and catching those that are most critical is essential to effective leadership, particularly in work contexts where risks of failure are associated with high costs.” Finally, transactional leadership (specifically contingent

reward) has been correlated with leadership outcomes (extra effort, Effective, and satisfaction) (Avolio & Bass, 2004).

The alternative leadership theory relating to key coaching dimensions is that coaches engage in transformational leadership and transactional leadership in both their activities as an executive coach and in their roles as leaders in their organization. With regard to the coaching dimensions, the results of this study indicate that coaches engage in transformational leadership behaviors when their coaching calls for providing encouragement and acceptance for the client (emotional support) and promoting self-efficacy and advice on development (active learning-learning orientation). Furthermore the results of this study may indicate that coaches engage in transactional leadership behaviors when their coaching involves providing advice on job performance (tactical support), challenging the client's assumptions and existing ways of doing things (challenge the status quo), and getting the client to set difficult goals for themselves by trying new experiences and embracing new ideas (challenge to stretch). This could explain why these coaching dimensions could not predict transformational leadership.

The alternative theory that coaches utilize both transformational and transactional leadership may also explain why coaches and raters did not see a relationship between leadership outcomes and certain coaching dimensions. As suggested previously the results of this study may indicate that coaches engage in transactional leadership when their coaching involves tactical support, challenge the status quo, and challenge to stretch. Leadership outcomes are significantly correlated with all five components of transformational leadership, however leadership outcomes are only significantly correlated with one component of transactional leadership (contingent reward) (Avolio &

Bass, 2004). Furthermore tactical support, challenge the status quo, and challenge to stretch due appear to have similarities to aspects of transactional leadership. Tactical support involves providing advice on job performance that is similar to the aspect of transactional leadership that deals with discussing standards of compliance and what should be considered effective and ineffective performance (Avolio & Bass, 2004; Gettman, 2008). Challenge the status quo deals with challenging the client's assumptions which may be a result of the transactional leadership behavior that focuses attention on "irregularities, mistakes, exceptions, and deviations from standards" (Avolio & Bass, 2004, p.96). Finally, challenge to stretch involves getting the client to set difficult goals for themselves. Setting standards of compliance and establishing goals are two important aspects of the transactional leadership components of management-by-exception: active and contingent reward (Avolio & Bass, 2004). The strong similarities and overlaps between transactional leadership and tactical support, challenge the status quo, and challenge to stretch provide further evidence for the proposed theory that coaches engage in full range leadership. Additionally, the weak association between transactional leadership and leadership outcomes provides preliminary evidence for why tactical support, challenge to stretch, and challenge the status quo did not correlate with leadership outcomes.

Finally, the alternative theory that coaches utilize both transformational and transactional leadership may also explain why raters did not see a relationship between coaching dimensions and transformational leadership. It may be that executive coaches utilize transformational leadership behaviors exclusively or more frequently in their roles as executive coaches and use transactional leadership in their roles as leader in their

organization. One reason for this explanation may be due to the fact that many of the other individuals in a coach's organization might already be transformational leaders. The results of this study indicate that both coaches and raters believe that most coaches are transformational leaders. If this is true and many of the coach's colleagues are other coaches it would stand to reason that coaches may not need to utilize transformational leadership behaviors to get the results they need out of their colleagues. Transactional leadership may be all that is required in an organization that is filled with transformational leaders who are already performing. Avolio and Bass (2004, p.20) write "This is particularly true if a leader relies heavily on passive management by-exception, intervening only when procedures and standards for task accomplishment are unmet." Avolio and Bass (2004) also state that transactional leadership is all that is required for small changes

The first order of change—change of degree—can be handled adequately by the current emphasis on leadership as an exchange process, a transactional relationship in which individuals' needs are met if their performance measures up to their contracts with their leader.

Avolio and Bass (2004, p.20) also believe that transformational leadership augments transactional leadership, "transformational leadership accounts for unique variance in ratings of performance above and beyond that accounted for by active transactional leadership." However, transactional leadership appears to be a good fit in an organization filled with other transformational leaders who are performing or in an organization where only small changes are needed.

Implications of Findings for the Research Community

The results of this study have several important implications for researchers. Specifically the following implications will be examined in this section: the correlation between three coaching dimensions and transformational leadership and leadership outcomes, the covariance in the active learning and learning orientation scales, the non-significant results for challenge the status quo, challenge to stretch, and tactical support, and the differences in transformational leadership and leadership outcomes when measured by the coach as opposed to the rater.

The primary finding of this study was that three coaching dimensions (emotional support, active learning, and learning orientation) are positively correlated with transformational leadership and leadership outcomes. Furthermore emotional support and active learning could predict variance in transformational leadership and emotional support and learning orientation could predict variance in leadership outcomes.

It is important to discuss the primacy of emotional support as the one coaching dimension that both correlated with and successfully predicted changes in transformational leadership and leadership outcomes. Emotional support seems to be at the very core of the behaviors of both executive coaches and transformational leaders. Emotional support has to do with providing support, encouragement, sympathy, and empathy that can strengthen the client's emotional state and decrease negative emotional states (Gettman, 2008). The very first stage in executive coaching has to do with building a positive relationship with the client (Falla, 2006). Similarly the author asserts that emotional support is directly linked with at least three transformational leadership constructs including idealized influence – attributed, inspirational motivation, and

individualized consideration. Emotional support also sees many parallels with Kouzes and Posner's (2002) leadership practice of encouraging the heart. Specifically the two leadership commitments attached to this practice (recognizing contributions by showing appreciation for individual excellence and celebrating the values and victories by creating a spirit of community) appear to be very similar to the emotional support activities of providing encouragement and acceptance (Kouzes and Posner, 2002).

Gettman (2008, p.36-37) also made six propositions regarding the emotional support during the creation of the scale that seem consistent with transformational leadership and leadership outcomes including (a) higher levels of emotional support displayed by the coach will be related to lower levels of executive discouragement regarding their developmental progress, (b) emotional support will be related to greater executive persistence in engaging in development activities (e.g., practicing behaviors, reading relevant books, taking training, engaging in special on-the-job projects, seeking advice from coworkers), (c) emotional Support will be positively related to executive satisfaction with their job and satisfaction with their career, (d) emotional Support will be positively related to greater executive satisfaction with their coach, (e) emotional support will be related to increased executive development in the areas focused on in coaching, (f) emotional support will be related to a stronger positive personal relationship between coach and executive.

Gettman's six propositions largely revolve around helping the client develop which will result in increased satisfaction with their job. The transformational leadership process also revolves round getting the associate (or client) to do more than they originally conceived as possible by increasing their developmental potential and changing

the associate's perceptions of self-efficacy and confidence (Avolio & Bass, 2004). The emphasis on development in emotional support and transformational leadership supports the results of this study indicating that emotional support is highly correlated with and predicts variation in transformational leadership. Finally, previous research comparing the Coaching Dimension Scales to executive coaching client's perceptions found emotional support was most important to outcomes that were influenced by client perceptions (Gettman, 2008). In summary, Gettman (2008) suggested that there may be a differential impact of the coaching dimensions on outcomes, which is clearly indicated in the current studies results regarding emotional support.

While emotional support was correlated with and could predict changes in transformational leadership and leadership outcomes, two other variables (active learning and learning orientation) also deserve mention for their relationship with transformational leadership and leadership outcomes. One of the more puzzling results of this study revolves around the covariance of active learning and learning orientation. While both variables were significantly correlated with transformational leadership and leadership outcomes, they diverged in their ability to predict either. Active learning could predict changes in transformational leadership but not in leadership outcomes and learning orientation could predict changes in leadership outcomes but not in transformational leadership. This is particularly odd given the strong correlation between transformational leadership and leadership outcomes.

One plausible explanation for the results of the active learning and learning orientation scales likely has to do with the covariance of these variables. These scales were shown to be significantly correlated in the present study and in Gettman's (2008)

research. The variables were subsequently combined to form a single active learning-learning orientation as a result of the significant correlation and the perceived covariance evidenced by the linear regression results. When linear regression analysis was run using the active learning-learning orientation variable, the variable was both significantly correlated with and could predict variance in both transformational leadership and leadership outcomes. These results strongly suggest that these two variables may be examining overlapping content.

Another implication of this study has to do with the three coaching dimensions that did not correlate and could not predict variance in transformational leadership or leadership outcomes. As discussed previously the original theory that all six coaching dimensions should correlate with transformational leadership is not supported by the results of this study. However a revised theory has been unveiled suggesting that executive coaches use transformational leadership and transactional leadership in both their coaching practice and their roles as leaders in their organizations. More specifically it has been suggested that the three coaching dimensions that did not correlate with transformational leadership or leadership outcomes (tactical support, challenge the status quo, and challenge to stretch) may be correlated with and may be able to predict transactional leadership behaviors. Future research will need to determine whether or not this hypothesis is correct and if so what components of transactional leadership (contingent reward, management-by-exception: active, management-by-exception: passive, and laissez-faire) are correlated with tactical support, challenge the status quo, and challenge to stretch.

One final area of consideration from the results of this study is the significantly different results between the coaching dimensions and transformational leadership and leadership outcomes when controlling for the rater. When the coach rated themselves on transformational leadership and leadership outcomes there were significant correlations found between these two variables and emotional support, active learning, and learning orientation. Furthermore when the six coaching dimensions were included as predictor variables a significant model emerged for transformational leadership and active learning (significant variables included emotional support and active learning). A significant model also emerged when the dimensions were compared to leadership outcomes (significant variables included emotional support and learning orientation). When additional multiple linear regression analyses were run with the six coaching dimensions as the predictor variables and transformational leadership (rated by peers, supervisors, and direct reports) none of the six coaching dimensions were found to be correlated with transformational leadership and the linear model was not significant. The same results were found with the leadership outcomes variable (when peers, supervisors, and direct reports were the raters).

These results suggest that raters did not believe there was a relationship between transformational leadership and coaching dimensions while coaches believed there was an important link between transformational leadership and some coaching dimensions (specifically emotional support and active learning – learning orientation). One implication of this finding is that many executive coaches may not have the level of self-awareness they believe they possess. Executive coaches may need to solicit more frequent feedback from their peers, supervisors, and direct reports in order to ensure that

their perceptions about their practice are in fact true. Alternatively coaches may need to spend more time with their colleagues explaining the dimensions of their coaching practice as they see them and discussing the connection they see between those coaching practices (dimensions) and their leadership style.

Implications of Findings for the Coaching Community

The results of this study also have several important implications for the coaching field. The single most important finding of this study for the coaching community is that two coaching dimensions (emotional support and active learning-learning orientation) are significant predictors of transformational leadership and leadership outcomes. One of the recurring gaps in the research is a strong need to understand the most important aspects of coaching. Studies have been done on the important aspects of coaching however there is still much ambiguity regarding the value of individual coaching practices and components (Schnell, 2005; Passmore, 2010). Furthermore Joo (2005) states:

Although executive coaching has been proposed as an intervention to help executives improve their performance and ultimately the performance of the overall organization, whether or not it does what it proposes remains unknown due to the lack of empirical evidence for what happens, why it happens, and what makes it effective or ineffective.

This study has provided preliminary evidence for two important aspects of coaching as the results of this study have found that emotional support and active learning-learning orientation are associated with and can predict leadership outcomes. Specifically these outcomes include extra effort (the ability of the leader to motivate the follower to go above and beyond their job description), effectiveness (the follower's belief in the

leader's strategies and guidance the leader provides to make them more effective at their jobs), and satisfaction (the follower's satisfaction with the leader).

Furthermore there are a number of implications to be drawn from the ability of emotional support and active learning-learning orientation to predict transformational leadership. The primary implication is that a case can be made that a link should also be found between these coaching dimensions and objective and subjective performance criteria. Transformational leadership has been found to correlate with a number of performance criteria include organizational and group effectiveness, perception of leader's performance, innovation and creativity, sales efforts, work attitudes, leadership satisfaction, follower commitment, ethics, and turnover intention across management level, work environments, and national cultures (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009). The correlation between these performance criteria and transformational leadership and the ability of key coaching dimensions to predict transformational leadership behaviors provides preliminary evidence that these coaching dimensions should also correlate with many of the performance criteria (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009).

A final implication for the coaching field regarding these findings is the emergence of a potential new leadership theory for executive coaching. Joo (2005, p.463) stated that "executive coaching is one of the areas that the practice is way ahead of the theory." The results of this study show that two key coaching dimensions (emotional support and active learning-learning orientation) create a significant model that predicts transformational leadership providing introductory evidence that behaviors coaches

already engage in overlap in many ways with the behaviors of transformational leaders. Furthermore it has been theorized that the coaching dimensions that did not relate to transformational leadership may be linked to transactional leadership. Taken together transformational leadership and transactional leadership create a leadership theory known as full range leadership (FRL). The significant relationship found between some key coaching dimensions and transformational leadership and the hypothesis that other key coaching dimensions relate to transactional leadership provide good evidence for full range leadership theory being an appropriate leadership theory for executive coaches to utilize in their practice and as leaders in their organizations.

Limitations

There are several limitations identified in the current study. These limitations include a low response rate, a small sample size, limitations of the modified MLQ, the limitations of the Coaching Dimensions Scales, the unclear instructions for raters, and limitations of the outcome variables.

The first limitation of this study was a low response rate. Of 2313 coaches contacted only 64 ultimately completed the research instruments. There are several important considerations to note regarding this low response. This is the first study to the researcher's knowledge where LinkedIn was the primary vehicle used in identifying participants for inclusion in the study and also for sending an initial contact message. LinkedIn was chosen as the primary vehicle for identifying coaches for participation in this study due to prior complications with obtaining and using contact information from the membership directories of a number of coaching organizations. The principal researcher was able to join a number of coaching-related groups on LinkedIn and

membership in these groups allowed for messages to be sent to fellow group members. These messages were the primary means used to introduce the current study to prospective participants. One major downfall of the LinkedIn messaging tool is that currently each member must be contacted separately which results in a tremendous time investment in sending a generic message that could otherwise be sent to hundreds or thousands of individuals in one e-mail. Another limitation of the LinkedIn messaging system is that the principal researcher cannot be certain of how many potential participants actually received the invitation to the study. By default a LinkedIn group message will be sent to a user's LinkedIn inbox (which can only be accessed by logging into their LinkedIn account) and a reminder will also be sent to the user's primary e-mail account letting them know they have a new message in their LinkedIn inbox. However, users are free to change the options on their account so that they do not receive a notification when new messages are received in their LinkedIn inbox. Therefore it is difficult to know how many of the 2313 potential participants actually saw or read the invitation.

The second limitation of this study has to do with the small sample size. Brace, Kemp and Snelgar (2009) suggest that the minimum number of participants needed to run linear regression is five times the number of predictor variables. Given there were six predictor variables in this study, a minimum of 30 participants was needed (64 participants were included in the final sample). However, while five times the number of predictor variables is the minimum number needed for regression, Brace, Kemp and Snelgar (2009) suggest that a more acceptable level is a 10:1 or even a 40:1 ratio which

would have required a sample size of between 60 and 240. Therefore a higher number of participants would have benefited the analysis.

A third limitation related to the low response rate and the small sample size is the short data collection window. Coaches were contacted between June 19th, 2011 and July 3rd, 2011 and had until July 11th to complete the instruments. Ideally a longer data collection window would have resulted in a higher response rate and a great number of participants. The number of completed informed consent forms received after the data collection period had ended provided evidence that a greater number of participants would have been possible with a longer data collection period.

A fourth limitation has to do with participant overlap from a previously unsuccessful dissertation study. The vast majority of the individuals contacted for participation in the present study were also contacted at least once and in many cases twice for a previous, unsuccessful study design between May 2nd, 2011 and May 13th, 2011. Therefore it is possible that many of the individuals who would have otherwise participated in present study did not do so out of fatigue from being contacted too frequently in a short period of time.

The two-tiered data collection process is the fifth limitation identified for the present study. It was not possible to include the informed consent form as part of the survey instruments due to limitations in the Mind Garden Transform data collection tool. As a result a two-tiered data collection process was imposed. In the first step the coach agreed to participate in the study and input their name and e-mail address into an electronic form attached to the informed consent document. For the second step the principal researcher loaded the name and e-mail address of the participant into the Mind

Garden system, at which point an automated e-mail (containing a link to the study instruments) was sent to the participant. This methodology likely caused a number of problems. First, there was a significant drop-off from the number of coaches who agreed to participate in the study (170) to the number that actually completed the instrument (64). This was likely due to the fact that the coach had to wait to receive the automated e-mail from Mind Garden after agreeing to participate in the study. Another potential problem was that it was impossible to discern whether coaches ever received the automated e-mail from Mind Garden or if the email was caught in the coach's spam filter. These methodological problems likely explain a large amount of the unusually low response rate and small sample size.

Another limitation has to do with the modified version of the MLQ used in this study. The full MLQ 5x Short Form contains 45 items that measure transformational leadership, transactional leadership, and leadership outcomes. The modified MLQ used in this study only contained 29 items that measured transformational leadership and leadership outcomes as these were the only dimensions of the MLQ that were related to the hypotheses in this study. However one consequence of using this modified MLQ was that the coaching dimensions could only be compared to transformational leadership as opposed to full range leadership. This is particularly unfortunate given that an analysis of the results reveals that the Coaching Dimensions Scales may better predict the full range leadership behaviors than transformational leadership behaviors alone.

A seventh limitation of this study has to do with the limitations of the Coaching Dimensions Scales. This research represents the second study performed using these scales. Additionally, the previous study (Gettman, 2008) required changes from the

original factor structure in order to achieve appropriate levels of internal reliability. The final factor structure from the original study also did not hold for some of scales in the current study. A final limitation revolving around the Coaching Dimensions Scales has to do with the utilization of only six of the nine final dimensions proposed by Gettman (2008). While these six dimensions did result in a model that could predict transformational leadership and leadership outcomes, there is a question remaining about whether the model could have been stronger with the three missing scales.

An eighth limitation of this study has to do with the leadership outcomes variable. One of the important findings of this study was that three coaching dimensions (emotional support, active learning, and learning orientation) were correlated with leadership outcomes and two (emotional support and active learning-learning orientation) could predict variance in leadership outcomes. These results present important implications for future research, however their practical importance is more difficult to decipher. The three subscales of the leadership outcomes variable include extra effort (does the leader motivate the follower to go above and beyond their job description), effectiveness (does the follower believe the leader's strategies and guidance make them more effective at their jobs), and satisfaction (how satisfied is the follower with the leader) (Avolio & Bass, 2004). While these measures could certainly be marketed to potential coaching clients as potential outcomes of coaching, they fail to excite in the same way as research that has shown a return on investment in dollars for the time spent in executive coaching.

A final limitation of this study has to do with the unclear or misinterpreted instructions regarding who were appropriate raters for the coach. The instructions

included in the informed consent form for executive coaches stated “You’ll also be asked to (optionally) input the names and e-mail addresses of any raters (peers, supervisors, or direct reports) to rate you on the Multi-Factor Leadership Questionnaire (29 questions) similar to a 360 degree assessment.” However it appears as if many coaches either misunderstood this instruction or did not read this instruction as evidenced by some of correspondences from coaches. The following quote highlights this confusion: “I deduce from your email below that it should not be coaching clients but individuals (which could be fellow coaches) who are familiar with my coaching and leadership style” (Personal Communication, June 30th, 2011). In addition to the coaches who either misunderstood or misread the instructions it appears as if a fairly large number of raters may have been someone other than the coach’s peers, supervisors, or direct reports. When invitations were sent out to raters they were asked to select their relationship with the coach and the options available included “higher organizational level”, “same organizational level”, “lower organizational level”, and “other”. Peers, supervisors, and direct reports should have fallen into one of the first three categories, however almost a third of the raters (27%) listed their relationship as “other”. This group of raters could have significantly altered the results of the study. One final issue of consideration has to do with the context that the raters were rating the coach in. The following quote sums up this problem: “Do I assess you based on your coaching style or on your leadership style when you are in a leadership position related to coaching?” (Personal Communication, July 5th, 2011). The confusion regarding the instructions, the high number of raters who had an unclear relationship with the coach, and the unclear context in which the raters were supposed to

assess the coach all suggest that the instructions could have been more prominent and more clearly written.

Recommendations

Out of the limitations highlighted from this study a number of recommendations emerge for future research including a larger sample size and a higher response rate, using a single-tiered data collection process, gathering additional demographic information, utilizing a different raters, using the full MLQ instrument, adding additional coaching dimensions, providing clearer, more concise instructions on the guidelines for raters, comparing the Coaching Dimensions Scales to a different leadership theory, and finally comparing the Coaching Dimensions Scales to different outcome or performance measures.

The first recommendation for future studies would be to include a much larger sample size through a corresponding higher response rate. This could be done by identifying participants through membership directories in coaching-related organizations and using e-mail as the primary form of communication. Alternatively, future studies could also be done using LinkedIn to determine the viability of this instrument as a data collection tool for researchers. Future studies should also allow for a greater period of time for data collection. This is particularly important if LinkedIn is used as a tool for identifying and contacting potential participants as existing limitations to the LinkedIn system only allow for messages to be sent to one person at a time. For the current study approximately 300-500 participants were contacted every day for two weeks at an estimated time consumption of at least 80 hours.

A second recommendation for future research is to ensure a single-tiered data collection process. Participants should not have to wait for any length of time to complete the instruments from the moment they agree to participate in the study. This could be done by working more closely with Mind Garden (if the MLQ was being used) or by ensuring that the electronic data collection tool being used allows the participants to immediately access the survey instruments upon agreeing to participate.

A third recommendation would be to collect additional demographic information on coaches and raters. The demographic information collected for coaches in the current study included gender, ethnicity, degree level, discipline of highest degree, total work experience, total years experience as a coach, and certifications held. Future studies should also examine variables such as the coach's practice size (solo vs. group practice), approaches to coaching, preferred instruments or tools, and theories that guide their coaching practice. Furthermore demographic information should be collected on any raters used for assessing the coach. This information could include gender and ethnicity, the exact relationship of the rater to the coach, the number of years the rater has known the coach, and number of years of work experience.

Future research could also utilize coaching clients as the assessors of the coach's transformational leadership behaviors and leadership outcomes instead of peers, supervisors, and direct reports. Coaching clients would offer a different angle on the coach when compared to the data from peers, supervisors, and direct reports. Furthermore coaching clients could also rate coaches on their coaching dimensions as the Coaching Dimensions Scales has been designed and tested with coaching clients in previous research (Gettman, 2008). This data might hold important clues for the explanation

behind the difference in results on transformational leadership and leadership outcomes when the rater was the peer, supervisor, and direct reports. Gathering data from another source on coaching dimensions could either confirm that coaches don't see themselves in the same light as others or alternatively show that the results of the present study were due to other confounding variables.

A fifth recommendation for future research would be to use the full 45 item MLQ 5x Short Form that measures the full range leadership theory. An analysis of the results in this study led to a revised theory suggesting that executive coaches use both transformational and transactional leadership behaviors in their coaching practices and in their roles as leaders in their organizations. This theory could not be tested in the current study as the modified version of the MLQ being used only measured transformational leadership. Future studies employing the full MLQ could validate or invalidate the full range leadership theory as an appropriate leadership theory for executive coaching.

A sixth recommendation for future research would be to use all nine Coaching Dimensions Scales. This would include the three coaching dimensions (assessment, constructive confrontation, and motivational reinforcement) that were not included in the current study as these scales may be predict variance in transformational leadership and leadership outcomes. Another advantage of using all nine Coaching Dimensions Scales would be to further the proposed theory involving the relationship between coaching dimensions and full range leadership. An examination of all nine Coaching Dimensions Scales compared to the full 45 item MLQ (measuring FRL) would give the most complete picture of the relationship between executive coaching dimensions and full range leadership.

Future research could also improve upon the current study by providing clearer, more concise instructions on the guidelines for who should be considered a rater for the coach in a number of different places in the study. In addition to highlighting this information in the informed consent form, future research should include these instructions in the data collection instrument to minimize any confusion over who should be rating the coach.

An eighth recommendation for future research would be to explore the relationship of the Coaching Dimensions Scales to other leadership theories. While transformational leadership has been widely examined and utilized in a large number of articles for over 25 years some researchers believe that new leadership paradigms are emerging. In discussing the prominence of articles published on neo-charismatic leadership styles (which includes transformational leadership) Gardner et al. (2010) state:

While the absolute number of articles reflecting these approaches rose over the amount reported in the prior decade (68), the proportion of articles declined from 34% to 12.6%. Thus, while Neo-charismatic Approaches remain the single-most dominant paradigm, a plethora of competing perspectives has emerged over the past decade to challenge these perspectives, suggesting that diverse seeds for a potential paradigm shift have been planted.

Gardner et al. (2010, p.951) also suggest that future research should rely less on “retrospective” survey measures (such as the MLQ) and focus more on real time measurements (such as public opinion polls) and direct measurements (including content analyses of leader’s speeches). Additionally, the past ten years have seen a number of new leadership theories and paradigms emerging, which has led to the period being

dubbed a “particularly fertile time for the development of new theories and perspectives on leadership” (Gardner et al., 2010, p.935). In performing a review of the articles published in *The Leadership Quarterly* between 2000 – 2009, Gardner et al. (2010) found that the broad group of new directions theories has seen the largest increase in the proportion of articles published from the previous decade (14% to 44.4%). The most frequently cited new directions theories include contextual approaches to leadership, development and identification of leaders and leadership, and ethical, servant, spiritual and authentic leadership. Each of these theories examines different subject matter when compared to transformational leadership and would provide interesting areas of future research.

Another recommendation for future research would be to examine different outcome variables as opposed to the leadership outcomes variable used in the MLQ. One variable that has received little attention is return on investment measures (Trathen, 2007). This is an important measurement as it can provide an approach to determining the monetary impact of executive coaching (Parker-Wilkins, 2006). Additionally, no empirical studies to date have attempted to calculate the return on investment of a coaching engagement (Bougae, 2005). Other outcome variables to consider might include turnover and retention rates, measures of team performance, measures of workplace culture, organizational performance measures, measures of interpersonal dynamics, and behavioral measures such as the DISC assessment tool.

A final recommendation for future research would be to employ an experimental design examining changes in coaching dimensions, transformational leadership behaviors, and leadership outcomes when controlling for variables such as certification.

Creswell (2009) defines the purpose of experimental design as a study that tests the consequences of an intervention on results while having charge of any other factors that could impact results. Experimental designs have a number of advantages over quasi-experimental and non-experimental designs (Chambliss & Scutt, 2006). First, true experimental design results in stronger internal validity than quasi-experimental designs. Second, an experimental design is the most powerful design for testing a causal hypothesis in consequence of the fact that experiments allow researchers to firmly establish causality through three criteria: association, time order, and nonspuriousness (Chambliss & Scutt, 2006). Finally, an experimental design could conclusively show that any correlations found between key coaching dimensions and transformational leadership behaviors were in fact due solely due to key coaching dimensions as opposed to some unknown third variable (Chambliss & Scutt, 2006). Specifically, a pretest-post test design is envisioned where the participants are coaches who have enrolled in a certification program. The Coaching Dimensions Scales and MLQ could be administered to these coaches and raters upon enrollment in the certification program and again immediately after completing the certification program (follow-up tests could be administered at fixed or variable intervals after completion of the certification program to determine longer-term changes in the variables). This type of design would add significant value to these certification programs by indicating whether enrollment in and graduation from certification programs causes changes in scores on coaching dimensions and on transformational leadership behaviors.

Conclusion

Executive coaching has established itself as a lucrative business, however it is one where the service is largely undefined and where the value is largely unknown (Joo, 2005). Falla (2006, p.98) stated “executive coaching needs to be grounded in scientific methodology and a framework with more clear definitions and boundaries in order to become widely accepted.” Brian Joo (2005, p.485) asserted:

There has been little agreement about which executive coaching approach should be followed and there has been wide disagreement about necessary or desired professional qualifications for coaches. The problem is not the practice per se, but the lack of theory and research to advance the field.

Finally, Hilary Gettman (2008, p.1) declared “there is limited empirical evidence regarding the methods of efficacy of executive coaching.” This study addressed many of the gaps in the current literature by discerning whether six key coaching dimensions (emotional support, tactical support, challenge the status quo, challenge to stretch, active learning, and learning orientation) could accurately predict transformational leadership and leadership outcomes as measured by the Multi-Factor Leadership Questionnaire.

This study is significant to the fields of executive coaching and transformational leadership for several reasons including the examination of the relationship between key coaching dimensions and transformational leadership and the relationship between key coaching dimensions and leadership outcomes.

The research design selected for this study was a non-experimental, survey design. To test the research questions several analyses were performed including multiple linear regression, a paired samples *t*-test, and a Pearson correlation test. Four multiple

linear regression analyses were run to test the predictor variables (six coaching dimensions) against the dependent variables. A paired samples *t*-test was performed to examine the relationship between the ratings of the coach and their rater for transformational leadership and leadership outcomes. A Pearson *r* correlation test was run to determine the correlation between transformational leadership (measured by the coach and by the raters) and leadership outcomes (measured by the coach and the raters).

The primary vehicle used for identifying executive coaches for inclusion in this study was LinkedIn.com, a social networking website with approximately 100 million professionals (LinkedIn, 2011). Coaches who met the criteria for inclusion were sent a message through LinkedIn which included a link to the informed consent form. Coaches who completed the informed consent form and agreed to participate in the study were loaded into the online data collection instrument being housed by Mind Garden, Inc. Coaches who agreed to participate and followed the link to the research instrument were given the option to input the names and e-mail addresses of any peers, supervisors, and direct reports (raters) into the data collection tool to rate them on the Multi-Factor Leadership Questionnaire. Raters were sent an e-mail to the research instrument immediately upon being entered by the coach.

Two groups of participants were included in this study: executive coaches and their raters (who included peers, supervisors, and direct reports of the coach). 2313 coaches were contacted to participate in this study and of those contacted 170 agreed to participate, signed the informed consent form, and were subsequently sent the research instruments. However, of the 170 that agreed to participate only 64 completed the research instruments. Executive coaches were also asked to input the names of raters

(peers, supervisors, and direct reports) to rate the coach on their transformational leadership behaviors. Only 29 of 64 coaches (45%) who completed the research instruments had one or more raters. A total of 109 of approximately 262 raters responded and the number of raters for an individual coach ranged from 1 to 12 with an average of 3.9 raters per coach (excluding coaches without raters). The response rate for raters was approximately 42%.

Combined the results of this study do not support the original theory hypothesizing that all six coaching dimensions are related to transformational leadership. However, the significant relationship between some key coaching dimensions and transformational leadership and the perceived relationship between other key coaching dimensions and transactional leadership has given rise to an alternative theory suggesting that key coaching dimensions are related to the full range leadership theory.

The results of this study are significant as they begin to explain the relationship of executive coaching dimensions to transformational leadership and leadership outcomes. Preliminary evidence has surfaced suggesting that some key coaching dimensions can predict transformational leadership. Evidence has also revealed that some key coaching dimensions can predict leadership outcomes. More specifically emotional support and active learning-learning orientation were found to be significant predictor variables of transformational leadership and leadership outcomes suggesting the effectiveness of these two coaching dimensions.

Several limitations were identified in the current study. These limitations include

a low response rate, a small sample size, limitations of the modified MLQ, the limitations of the Coaching Dimensions Scales, the unclear instructions for raters, and limitations of the outcome variables.

Executive coaching is still a field in dire need of theoretical direction and it is hoped that the results of this study can be replicated, improved upon, and expanded in the future to help ground executive coaches in the dimensions they utilize in their practice. Firm theoretical grounding combined with results backed by strong methodological underpinnings will be the only way that the coaching profession will be able to truly understand the value of this work. To this end a number of suggestions for future research have been offered including utilizing a larger sample size and a higher response rate, using a single-tiered data collection process, gathering additional demographic information from coaches and raters, utilizing a different type of raters, adding additional coaching dimensions, providing clearer, more concise instructions on the guidelines for raters, comparing the Coaching Dimensions Scales to a different leadership theory, and finally comparing the Coaching Dimensions Scales to different outcome or performance measures. Future research that implements these recommendations should be able to conclusively show a causal relationship between executive coaching and a wealth of outcome and performance measures moving the field forward exponentially.

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Appendix A

Executive Coach Demographic Questionnaire

1. Gender_____
2. Race/Ethnicity:_____
3. Highest Degree Earned:_____
4. Discipline of highest degree:_____
5. Total years of Work Experience:_____
6. Number of years of experience as a coach:_____
7. Please select any certifications held:
 - a. International Coaching Federation (ICF)
 - i. PCC
 - ii. MCC
 - iii. ACC
 - b. The *Association for Professional Executive Coaching and Supervision* (APECS)
 - i. Accredited Executive Coaching
 - c. International Association for Coaching (IAC)
 - i. IAC certified coach
 - d. Other Organization_____
 - i. Accreditation_____
8. Would you like to receive a copy of this dissertation when finished? (Yes/No)

Appendix B

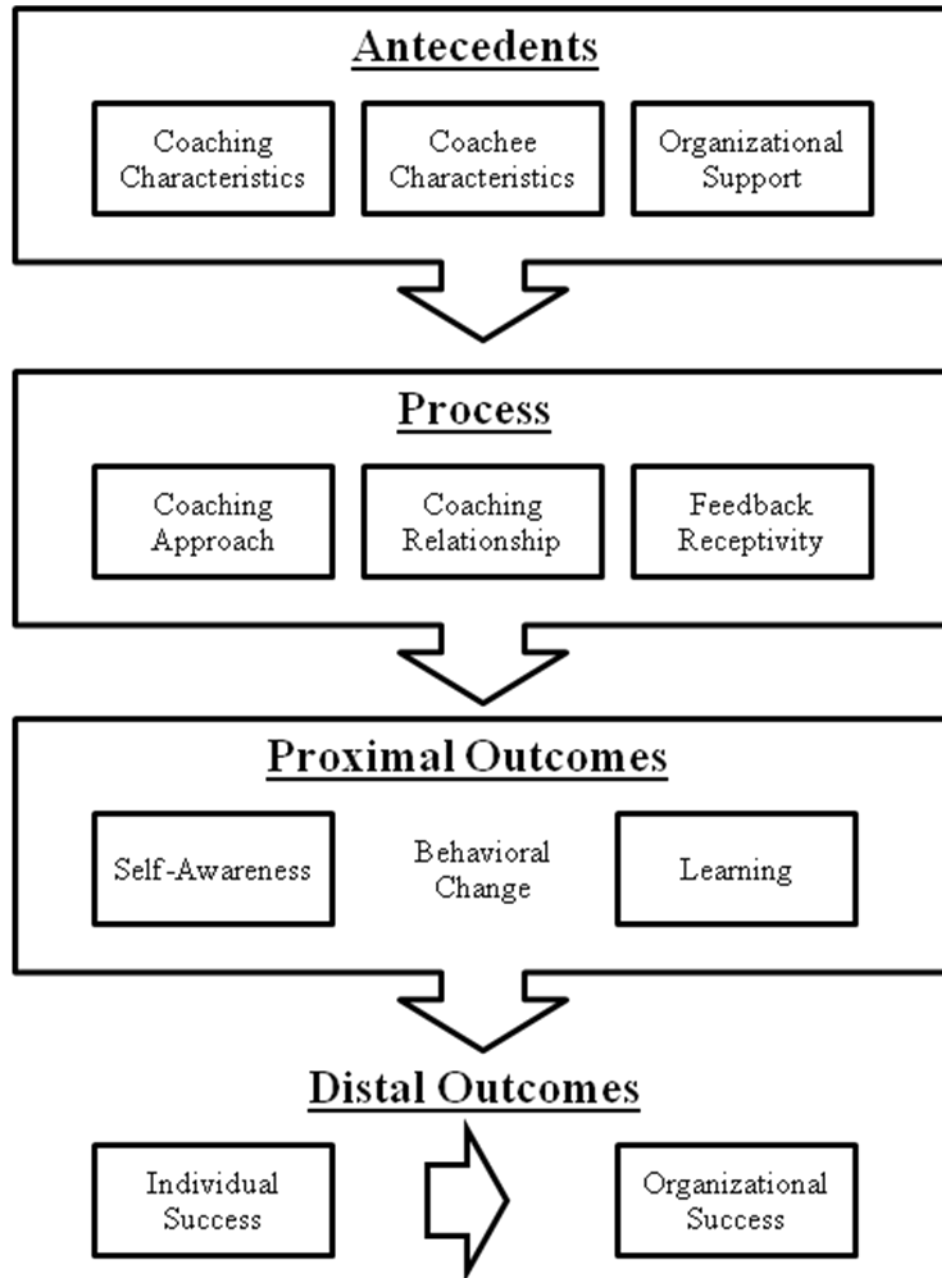
The Five Practices and the Accompanying Commitments Presented in The Leadership

Challenge (Kouzes & Posner, 2002, p. 22)

Five Practices	Accompanying Commitments
Modeling the way	1) Find your voice by clarifying your personal values
	2) Set the example by aligning actions with shared values
Inspire a shared vision	3) Envision the future by imagining exciting and ennobling possibilities
	4) Enlist others in a common vision by appealing to shared aspirations
Challenge the process	5) Search for opportunities by seeking innovative ways to change, grow, and improve
	6) Experiment and take risks by constantly generating small wins and learning from mistakes
Enable others to act	7) Foster collaboration by promoting cooperative goals and building trust
	8) Strengthen others by sharing power and discretion
Encourage the heart	9) Recognize contributions by showing appreciation for individual excellence
	10) Celebrate the values and victories by creating a spirit of community

Appendix C

Conceptual Framework for Executive Coaching (Joo, 2005)



Appendix D

Dissertation Data Collection Campaign Timeline

- 1) Executive Coaches identified for inclusion in this study are sent a group message through LinkedIn.com that includes a link to the informed consent form.
 - a. Coaches who agree to participate in the study will be asked to provide their name and e-mail address which will be uploaded into the online data collection instrument by the Principal Researcher.
 - b. Coaches who do not respond to the group message will be sent a reminder message at 1 and 2 weeks (Appendix J) from the date of the initial message and then not contacted again.
 - c. Coaches who do not agree to participate in the study will not be contacted again.

- 2) Coaches who agree to participate in the study will be sent an e-mail to the Mind Garden transform online data collection tool (Appendix I). After creating an account coaches will be asked to input the names of any potential raters (peers, supervisors, and direct reports) and then will be asked to complete the Executive Coach Demographic Questionnaire, Coaching Dimensions Scales, and Multi-Factor Leadership Questionnaire.
 - a. Coaches who do not respond to the e-mail invitation will be sent an e-mail reminder and 1 and 2 weeks (Appendix H) and then not contacted again.
 - b. Coaches who begin the data collection instruments but do not complete them will be sent a reminder at 1 and 2 weeks and then not contacted again (Appendix H).
 - c. Coaches who complete the data collection instruments but do not input the names of raters will be sent a reminder at 1 and 2 weeks and then not contacted again (Appendix H).

- 3) Raters (who have been input into the Mind Garden system by the client) will be sent an invitation to participate in the study with a link to the Informed Consent Form for Raters (Appendix G) and the MLQ.
 - a. Non-responsive raters who have not begun the study will be sent a reminder e-mail (Appendix K) and 1 and 2 weeks and then not contacted again.

- b. Raters that respond to the Informed Consent Form and do not agree to participate in the study will not be contacted.

Appendix E

Linkedin Group Message

Dear Coaching Professional,

I would like to invite you to participate in a study on the relationship between key coaching dimensions and Transformational Leadership behaviors.

By clicking on the following link <insert link> you'll be able to participate in the study and you'll also be able to see the purpose of the study, details of participation, and risks and benefits to participating. You'll be sent an electronic copy of the survey within 24-48 hours of agreeing to participate. The survey should take approximately 30 minutes to complete. Any additional information you may require on this study is available below or by clicking the link above.

Purpose of Study

The primary purpose of this study is to determine the relationship between key coaching dimensions and Transformational Leadership behaviors as measured by the Multi-Factor Leadership Questionnaire (MLQ).

Transformational Leadership behaviors have been linked to subjective and objective performance criteria including organizational commitment, satisfaction with supervision, extra effort, turnover intention, organizational citizenship, and overall employee performance across management levels, work environments, and national cultures¹. Therefore, if a correlation is found between specific coaching dimensions and leadership behaviors - a link should also be found between specific coaching dimensions and objective and subjective performance criteria.

Overview of the Study

There are two groups of participants in this study: executive coaches and raters

Executive Coach Details of Participation

- Complete and sign an informed consent document and provide name and e-mail to for the Principal Research to load into the online data collection instrument (1 minute).
- Approximately 24-48 hours after completing the informed consent document you will be sent an e-mail invitation to complete the Coaching Dimensions Scales (36

- multiple choice items) and the Multi-Factor Leadership Questionnaire (29 multiple choice items) along with eight demographic questions (30 minutes)
- You'll also be asked to (optionally) input the names and e-mail addresses of any raters (peers, supervisors, or direct reports) to rate you on the Multi-Factor Leadership Questionnaire (29 questions) similar to a 360 degree assessment. Rater's responses will be kept confidential and only made available to the Principal Investigator.
 - Coach and Raters identifying information will be removed from the data prior to analysis

Rater Details of Participation

- Complete the Multi-factor Leadership Questionnaire (10 minutes)
- Rater's identifying information will be removed from the data prior to analysis and will not show up in the results.

Data Collection Tools

- All data from clients and raters will be collected using Mind Garden's Transform online campaign system. Details regarding this system can be seen in the following guide: <http://www.mindgarden.com/docs/Transform-Multirater.pdf>
- Data will be held by Mind Garden according to their privacy policy which can be seen at: <http://www.mindgarden.com/how.htm#privacy>.

Benefits of Participation

Your participation will be most helpful to me and will also have benefits to you:

- 1) You will receive a customized report detailing your scores on the Coaching Dimensions Scales and the Multi-Factor Leadership Questionnaire. The MLQ score will show the average of your rater's scores as well.
- 2) Upon completion of this dissertation (December, 2011), you will receive a complete copy of the dissertation.
- 3) You will make a significant contribution to the professional knowledge regarding executive coaching.

Endorsement

Please be aware this study is not endorsed or supported by any regional or national coaching organization including the International Coaching Federation. This study has been approved by the St. John Fisher College Institutional Review Board.

If you have any questions or would like a more complete overview of this study please contact me.

Sincerely,

Christopher R. Pels, M.A.
Doctoral Candidate
St. John Fisher College
crp09133@sjfc.edu
585-230-8791

Appendix F

Follow-up to LinkedIn Invitation

(Insert Date)

(Insert Address)

Dear Coaching Practitioner,

I am writing to follow-up on a message you recently received regarding your interest in a study about the relationship of executive coaching key dimensions and Transformational Leadership behaviors. By clicking on the following link <insert link> you'll be able to participate in the study and you'll also be able to see the purpose of the study, details of participation, and risks and benefits to participating. You'll be sent an electronic copy of the survey within 24-48 hours of agreeing to participate. The survey should take approximately 30 minutes to complete.

Please be aware I will follow-up in approximately 7 days and will then cease to contact you if you chose not to participate. Thank you again for your time and consideration. If you would like further information on this study please contact me at crp09133@sjfc.edu.

Sincerely,

Christopher R. Pels, M.A.
Doctoral Student

Guillermo Montes, Ph.D.
Doctoral Committee Chair

Appendix G

Follow-up to Informed Consent/Executive Coach Demographic Questionnaire

(Insert Date)

(Insert Address)

Dear Coaching Practitioner,

You were recently sent an e-mail link to participate in a study on the relationship between executive coaching key dimensions and Transformational Leadership behaviors. I am sending out this e-mail to follow-up this information.

If you are still willing to participate in this study I would kindly ask you to complete the questionnaire found by clicking the link to participate in the study.

I will follow-up by e-mail at approximately 7 days and will then cease to contact you if you chose not to participate. Thank you again for your time and consideration. If you would like further information on this study please contact me at (585-230-8791) or crp09133@sjfc.edu.

Sincerely,

Christopher R. Pels, M.A.
Doctoral Student

Guillermo Montes, Ph.D.
Doctoral Committee Chair

Appendix H

Mind Garden E-mail Invitation - Coach Participants

Dear Sample Participant,

I would like to invite you to participate in an important study on the effectiveness of executive coaching. This study is being conducted as part of my doctoral dissertation and will examine the relationship between executive coaching key dimensions and Transformational Leadership behaviors. If you choose to participate in this study you will be asked to rate yourself on 65 multiple-choice questions concerning your coaching dimensions and Transformational Leadership behaviors. You will then be asked to select raters (peers, supervisors, and direct reports) to anonymously rate you on your Transformational Leadership behaviors as well.

I hope that you will see the value of participating in this study as I understand that your time is very valuable. To complete your self rating and select raters to evaluate your leadership behaviors, please:

[Click or copy into your browser address bar to access Web page:](https://www.mindgarden.com/welcome/2/1/SAMPLE_)

https://www.mindgarden.com/welcome/2/1/SAMPLE_

If you are new to Mind Garden, you will be asked to create a password.

Use the email address to which this message was sent.

It is important that you respond by: ASAP

You should save this email to get back to this important page or bookmark it in your browser. All questions about this process should be addressed to

Christopher Pels, crp09133@sjfc.edu. If you have technical problems, [please contact Mind Garden, Inc.](#)

Sincerely,

Christoper R. Pels
Doctoral Candidate
St. John Fisher College
crp09133@sjfc.edu
585-230-8791

Appendix I

Mind Garden E-mail Invitation - Rater Participants

Dear Sample Rater,

I would like to invite you to participate in an important study on the relationship between executive coaching key dimensions and Transformational Leadership behaviors.

You have been identified as someone who can provide ratings for developmental purposes for Sample Participant (sample.participant@email.address). There are other raters also completing this survey for Sample Participant. Your ratings will be aggregated with the other ratings which will provide development feedback to Sample Participant.

This aggregation is to assist you in providing direct and honest feedback to Sample Participant since you will not be identified with your ratings. Note that usually higher level ratings (e.g., supervisor) consist of only one person and so are not aggregated. Note also that the textual input questions will not be edited. The report to Sample Participant will contain exactly what you enter. For purposes of confidentiality, an independent company, Mind Garden, Inc. manages this process.

[To complete your rating of Sample Participant, please click or copy into your browser address bar to access the Web page rating form:](#) you can also use https://www.mindgarden.com/welcome/2/1/SAMPLE_ in most email programs or by a copy and paste into your browser address bar.

For the purposes of this evaluation, you should respond by: ASAP.

All questions about this process should be addressed to the Principal Researcher, Christopher Pels (crp09133@sjfc.edu). If you have technical problems, [please contact Mind Garden, Inc.](#)

Sincerely,
Christoper R. Pels
Doctoral Candidate
St. John Fisher College
crp09133@sjfc.edu
585-230-8791

Guillermo Montes, Ph.D.
Doctoral Committee Chair

Appendix J

Reminder E-mail for Rater Participants

(Insert Date)

(Insert Address)

Dear Participant,

I am writing to follow-up on an e-mail invitation you recently received regarding your interest in a study about the relationship between executive coaching key dimensions and Transformational Leadership behaviors. This e-mail is just a reminder to complete the questionnaire found by clicking on the link to participate.

I will follow-up by e-mail in approximately 7 days and will then cease to contact you if you chose not to participate. Thank you again for your time and consideration. If you would like further information on this study please contact me at crp09133@sjfc.edu.

Sincerely,

Christopher R. Pels
Doctoral Candidate
St. John Fisher College
crp09133@sjfc.edu
585-230-8791

Guillermo Montes, Ph.D.
Doctoral Committee Chair

Appendix K

Permission from Author to use Coaching Dimensions Scales

Hi Chris, sorry for the delay in getting back to you – I've been on a "writing retreat" since Monday and just got back to the office, and really limited my email use to keep my focus. You certainly have my permission to use the scales, and I'd love to chat about what you're doing for your dissertation. We have actually used a shorter version of the scale in some work at UMD, though we haven't analyzed it yet (it's a longitudinal study – last data collection is next week).

What's your timeframe like with regard to this (aside from getting permission to use them – I know that was time sensitive). I've got a busy couple of weeks ahead of me (I'm moving) so if we could talk after that it would be great. But if it would be good for you to talk before then I'm happy to make the time (and it's more fun than moving!)

Best regards,

Hilary

From: Pels, Christopher R [mailto:crp09133@sjfc.edu]

Sent: Tuesday, May 24, 2011 9:31 AM

To: Gettman, Hilary

Subject: Coach Survey from 2008 Dissertation

Good Morning Dr. Gettman,

I am a doctoral student in Rochester New York working on my dissertation in the area of executive coaching. I am currently in the process of finalizing possible research questions and would like to ask your permission to use your coach survey (found in Appendix A of your dissertation) in my study. I am looking to survey executive coach's on their transformational and charismatic leadership in relationship to coaching dimensions and one research question that I find highly appealing is:

What is the relationship between coaching core competencies/dimensions and transformational and charismatic leadership behaviors?

The rationale for looking at this relationship is to answer a question in the research literature regarding the link between coaching competencies/dimensions and outcomes. I plan to answer this question in my proposed study in two ways. The first is by comparing coaching dimensions to the outcome variables in the Multi-Factor Leadership Questionnaire (The premier instrument for measuring Transformational Leadership Behaviors). Specifically these outcome variables include leadership effectiveness, leadership satisfaction, and extra effort. Furthermore if a relationship between some coaching dimensions and transformational and charismatic leadership behaviors is found this provides preliminary evidence for a relationship between these coaching dimensions and a host of subjective and objective performance criteria that have been linked to transformational and charismatic leadership behaviors including organizational and group effectiveness, perception of leader's performance, innovation and creativity, sales efforts, work attitudes, leadership satisfaction, follower commitment, ethics, and turnover intention (Antonakis, 2001; Bommer, Rubin, Baldwin, 2004; Rowold & Heinitz, 2007; Toor & Ofori, 2009).

In order for me to examine the relationship between coaching dimensions and transformational and charismatic leadership behaviors I need a survey that has been empirically tested to measure coaching dimensions. Of all of the work I've examined your dissertation stood out as being the most rigorously researched and tested. Therefore I wanted to ask for your permission to use your coaching survey in Appendix A of your dissertation (EXECUTIVE COACHING AS A DEVELOPMENTAL EXPERIENCE: A FRAMEWORK AND MEASURE OF COACHING DIMENSIONS) in my study. If you could respond to this e-mail with a confirmation of this request I would greatly appreciate it. Alternatively if you would like to hear more about my study or design please let me know and I would be happy to share it with you. Sincerely,

Christopher Pels
Doctoral Candidate

Appendix L

Comparison of Transformational Leadership Scales to Coaching Core Competencies and
ICF Core Competencies

Transformational Leadership Behavior/Scale	Description of Transformational Scale	Associated Coaching Core Competencies/ Dimensions in Research	ICF Core Competencies
Inspirational Motivation (IM)	Articulation and representation of a vision; leader's optimism and enthusiasm (Rowold & Heinitz, 2007)	Positive energy (Evans, 2007), Communicating effectively (Evans, 2007), Motivational reinforcement (Gettman, 2008)	Direct, clear, expressive in sharing and dispensing feedback, Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action (ICF, 2009)
Idealized Influence Attributed (IIa)	Instilling pride in and respect for the leader; the followers identify with the leader (Rowold & Heinitz, 2007)	Express compassion or empathy with others (Dawdy), partnering and influence (Evans, 2007), builds confidence-inspiring and respectful relationships (Hale, 2008), Emotional support (Gettman, 2008)	Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings and action, Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them (ICF, 2009)
Idealized Influence Behavior (IIb)	Representation of a trustworthy and energetic role model for the follower	Needs to be trusting (Dawdy, 2004), integrity (Evans, 2007), can speak the	Continuously demonstrates personal integrity, honesty and sincerity, Expresses insights to clients in ways

	(Rowold & Heinitz, 2007)	truth in diplomatic and responsive manner (Hale, 2008), establish persona interest and involvement (Gonzalez, 2003), Constructive confrontation (Gettman, 2008)	that are useful and meaningful for the client, Celebrates client successes and capabilities for future growth (ICF, 2009)
Intellectual Stimulation (IS)	Followers are encouraged to question established ways of solving problems (Rowold & Heinitz, 2007)	Be able to view problems and issues from new perspective (Liljenstrand, 2003), facilitate learning and results (Evans, 2007), Challenge the status quo, Challenge to stretch (Gettman, 2008), asks thought-provoking questions that pull out information from clients, thrusts client to new levels (Hale, 2008)	Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action (ICF, 2009)
Individualized Consideration (IC)	Understanding the needs and abilities of each follower, developing and empowering the individual follower (Rowold & Heinitz, 2007)	Need to encourage accountability and goal achievement (Dawdy, 2004), interpersonal sensitivity, openness and flexibility (Evans, 2007), Sensitive and open to client's responsiveness, Tactical support (Gettman, 2008), client focused (Hale, 2008)	Encourages stretches and challenges but also a comfortable pace of Learning, Develops the client's ability to make decisions, address key concerns, and develop himself/herself (ICF, 2009)