THE IMPACT OF MOTIVATION ON PERCEPTIONS OF COACH EFFECTIVENESS

by

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ABSTRACT

Organizations are willing to spend large amounts of money on executive coaches to guide employees through developmental stages or improve their skill sets. Minimal research has investigated the impact a client's characteristics have in the coaching process. The present study focuses on identifying perceptions individuals have about an Executive Coach's characteristics (e.g., experience, effectiveness, and qualifications) and method of communication (Face-to-Face vs Telephone), and determine how they select a coach. Fictitious Executive Coach profiles were evaluated by individuals. Results indicated that while an Executive Coach's preferred method of communication did not reveal a difference in how individuals rank an Executive Coach's experience, effectiveness, and qualifications, it does seem to have an impact on how they select a coach. Specifically, individuals were more likely to want to work with an Executive Coach who preferred Face-to-Face communication. Similarly, an individual's motivation did not reveal a difference in how individuals rank an Executive Coach's experience, effectiveness, and qualifications, but did seem to have an impact on how they select a coach. Specifically, individuals with higher Motivation to Lead (MTL) scores seemed to influence how they select a coach as well.

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CHAPTER I

INTRODUCTION

Executive Coaching has become such a widespread phenomenon that some

believe it is more effective and cost-efficient than traditional training programs. In 2004,

two different studies were conducted to show the growing relevance of coaching in the

United States and the United Kingdom. The results from the United Kingdom indicate

64% of the organizations surveyed use external coaches. While the Harvard Business

Review, determined the business coaching or mentoring industry was around $2 billion in

the United Kingdom and $1 billion in the United States (De Haan, Duckworth, Birch, &

Jones, 2013). Organizations assume that spending time and money on the development of

top executives will eventually pay compounded dividends down the line (Peltier, 2001).

The prevailing wisdom is that if the organization performs more effectively, profits will

increase, and everyone in the organization will be more relaxed and happy. Not only will

the organization gain these benefits, but the organization's reputation will be enhanced,

and importantly, talented people will be retained (Peltier, 2001).

Every organization has its own unique definition of success. Regardless of how

the dimensions of success are expressed in the organization, coaching will help create a

developmental path to progress (Goldsmith, Lyons, & McArthur, 2012). The Center for

Creative Leadership provides the following description of Executive Coaching:

Reduced to its essence, executive coaching is the process of equipping people

with the tools, knowledge, and opportunities they need to develop themselves and

become more effective (Peterson, 1996). Executive coaching involves the teaching of skills in the context of a personal relationship with the learner, and providing feedback on the executive's interpersonal relations and skills (Sperry, 1993). An ongoing series of activities tailored to the individual's current issues or relevant problem is designed by the coach to assist the executive in maintaining a consistent, confident focus as he or she tunes strengths and manages short-comings (Tobias, 1996). (Peltier, 2001, p. xx)

Executive Coaches provide opportunities to executives by engaging in a dialogue of development. In many ways, Executive Coaching supports executive and organizational learning (Goldsmith, et. al., 2012).

Today, Executive Coaching carries positive implications in the corporate world. Competent people want coaching and high-performers seek it out (Peltier, 2001). For a successful coaching process to take place, an executive's commitment, willingness, motivation, and view of the problem are necessary to determine the extent of change possible. Therefore, the executives who are ready to be coached and do what is needed to accomplish the goals are the individuals who will benefit the most from the coaching experience (Kombarakaran, Yang, Baker, & Fernandes, 2008). Individuals who are considered "coachable" are committed to change, have a strong motivation to improve their competencies, and take responsibility for outcomes (Ratiu & Baban, 2012). Motivation to learn is commonly conceptualized as exerting its influence through a participant's decision-making process considering the direction, level, and focus of their

effort to participate in the developmental activity (Harris & Cole, 2007). Thus,

motivational factors that influence the learning experience through coaching should be

studied with a close connection to developmental readiness, readiness for change, and

commitment. Coaching readiness does not only refer to change and development, but also

the need and readiness to change. The executive's motivation becomes a major predictor

of change through coaching (Ratiu & Baban, 2012).

CHAPTER II

LITERATURE REVIEW

Organizations are consistently faced with challenges that may disrupt their normal operating systems, which in turn can affect organizational goals, strategies, standard procedures, and expectations. These disruptions can arise from the external environment (e.g., failing to keep up with competitors or the economy) or from internal factors (e.g., performance issues or leadership changes). In either case, the responsibility of effectively dealing with an organization's challenges falls to the leadership of the organization and the outcome is often determined by the developmental experiences, training, and coaching that the organizational leadership has received. Therefore, the developmental programs in which an organization chooses to invest are paramount. These development programs can vary greatly and may incorporate classroom or on-line training programs, structured or self-taught professional development programs, and Executive Coaching to name a few.

Executive Coaching has become a major development tool over the last few decades. Many organizations provide programs and initiatives to employees in the form of Executive Coaching. Executive Coaches may be provided to employees in an effort to advance career opportunities or improve personal skills and performance. As the practice of Executive Coaching has become more prevalent, the research on coaching has increased from 93 published articles between 1937 and 1999 to 335 published articles between 2000 and 2008 (Passmore, Holloway, & Rawle-Cope, 2010). This indicates a

relative growth in the coaching industry and an attempt to fill the gaps in the research literature to investigate Executive Coaching and its effectiveness.

Many organizations have adopted a strategy of Executive Coaching to fill a developmental need for competent employees, managers, and executives. An Executive Coach may be an external individual who is contracted by the organization to improve performance issues (Judge & Cowell, 1997). The essence of Executive Coaching involves a relationship between a client and a coach, with the purpose of assisting the client to learn a new skill, reach a goal, address a performance problem, and transition or prepare for a new role. (Kombarakara, et. al., 2008; Sperry, 2013). The attributes of both the client and the coach are important in determining how the coaching relationship will unfold. Both parties must be aware of their own individual attributes and find the best way to collaborate during the coaching process in order to have a successful coaching relationship. Ignoring this exploratory and discovery phase of individual attributes, will lead to issues later on in the coaching process that could potentially diminish the overall outcome of performance development. The best coaching outcomes start with individuals who are motivated to learn or experience a behavior change, and this suggests that coaches should not begin the engagement process of coaching without first conducting a needs analysis (Waslyshyn, 2003).

An executive's day-to-day activities are becoming much more broad and complex as markets expand internationally. As the demands and workload of an executive have expanded, executives have often been forced to embrace self-development and learning

to be successful (Goldsmith, et. al., 2012). More often than not, executives deal with ambiguous situations, such as difficult colleagues or new assignments. Their focus is not on their own performance, but on the performance, productivity, and success of the individuals and teams within the organization. At this point, executives realize or become self-aware of the fact that they need to develop and change to have an impact on the organization. In order to achieve overall success, executives need to establish a balance between these components. An Executive Coach can provide the appropriate knowledge and skills to deal with these situations effectively. They assist executives with adjusting to different situations by finding suitable approaches. This method allows executives to learn as they transition into new roles and novel situations.

Most of the research on coaching attempts to determine the effectiveness of coaching. Kombarakara et. al., (2008) highlight successful coach-client relationships and coaching process characteristics. Passmore, et. al., (2010) focus on personality characteristics used to compare coaching and counseling. De Haan et. al., (2013) give attention to factors effecting coaching outcomes in certain environments for particular individuals. Wasylyshyn (2003) concentrates on coach and executive perceptions about coaching. The issue with these studies is the lack of evidence to support the findings due to inconclusive results.

Research highlights the characteristics of clients and coaches, and the approach each coach utilizes in order to make the coaching experience successful. The relationship between the coach and the client are one-on-one interactions that involve assessments,

meetings, telephone conversations, and emailing (Judge & Cowell, 1997). The coach's

role is to be a facilitator or trainer. They help clients grow and perform through

motivational techniques, providing insight, and remaining flexible and creative in their

engagements (Kombarakara, et. al., 2008). A study by De Haan, et. al., (2013) suggest

the effectiveness of coaching comes from a combination of the characteristics of the

coach and the client, including personality traits of each. This combination of

characteristics can affect outcomes in terms of goal-setting intervention, and the

prediction of those outcomes based on the client's self-efficacy. Coaches with the most

success possess a quality relationship with their client, maintain ethical standards and

confidentiality, and have the ability to add their own personal style with each client

(Kombarakara, et. al., 2008). Each coach has his or her own personal niche to coaching,

but must be aware of political and economic realities surrounding the client, and be

knowledgeable about business and human motivation. In addition, they must also have

the ability to collect multisource feedback from peers and internal colleagues

(Wasylyshyn, 2003). Other aspects of successful coaching involve the coach's approach

and the coaching environment. Passmore et. al., (2010) reports a significant indication of

individuals becoming less engaged in the coaching process. To compensate for this issue

and other individual differences, Wasylyshyn (2003) suggests that coaches should gear

their coaching to support the learning style of their client. Likewise, McCormick and

Burch (2008) suggest that organizations move away from the "one-size-fits-all approach"

and instead transition toward a flexible solution tailored to the developmental level of the

client. In this paper, we attempt to determine the effectiveness of coaching by examining

the perceptions related to coaching engagements and motivational aspects associated with coach and client relationships.

Perceptions

Perceptions within the organization and about the coaching engagement are critical to the perceptions about the executive (i.e., client) who is receiving coaching. Similarly, research on self-fulfilling prophecy indicates that any positive and negative expectations about circumstances, events, or people may affect a person's behavior toward others in a manner that causes those expectations to be fulfilled (Jones, 1977). Wasylyshyn (2003) recommends that perceptions of coaching be managed and communicated throughout the organization as a developmental resource and an investment in individuals. Executive Coaches should also be aware of the perceptions their work has in guiding the thought process of individuals. To counteract potential negative opinions about coaching, the Executive Coach, along with the CEO and HR professionals, should preface the coaching engagement by providing clear and detailed information about what coaching is, why it will add value to employees, and how the engagement will work. Defining the activities, roles, and time commitment for employees will allow them to be more open and interested about the idea of receiving coaching (Wasylyshyn, 2003).

Regarding the client's environment, he or she needs to have the chance to reflect on issues, opportunity for feedback, and interactive learning (Kombarakara, et. al., 2008). In order to design an effective coaching approach and understand the environment

surrounding the individual, a needs analysis or coaching analysis should be conducted to

gain as much information as possible. A needs analysis will determine the developmental

areas essential to client improvement during the coaching engagement and the individual

differences that may influence that need (Waslyshyn, 2003). McCormick and Burch

(2008) recommend personality profiling (or personality analysis) as an objective measure

of the individual's strengths, weaknesses, and development areas, and it also provides an

action-oriented framework to coaching. Avolio and Hannah (2009) suggest the

developmental readiness of an individual is determined by the nature of one's goals, their

confidence for development, self-awareness, self-complexity, and second-order thinking.

The importance of these five factors has been identified by multiple realms of psychology

and is critical to individual motivation and ability. In their research, they compare

developmental readiness to the context of a therapist. They illustrate the two contexts as

sharing similar aspects in regards to a positive climate and culture for development, and

the quality of relationships or interactions (Avolio & Hannah, 2009). McKenna and Davis

(2009) also have comparable suggestions for including expectancy and hope as active

ingredients in the process of improvement. When the Executive Coach begins with a

needs or coaching assessment, he or she can identify the client's needs, for

developmental purposes, as well as the client's general motivation (willingness or

readiness), and the environment surrounding the client. Then together, they can decide

the best approach to implement for that particular person, instead of utilizing one specific

model or approach for every client, as this could potentially lead to unsuccessful

coaching. By conducting a needs or coaching analysis before the intervention takes place,

the Executive Coach will understand how the individual's perceptions and environment

will affect the motivation and readiness level of the coaching process.

Motivation

Motivation is a process that determines human behavior by predicting the

direction, intensity, and persistence of behavior over time (Chan & Drasgow, 2001).

Motivation can be classified in terms of a process or as a need. For this paper, we only

focus on need based theories of motivation. Needs based theories do not rely on an

exchange between the employee and the organization in order to increase or decrease

motivation. Needs based theories assume that motivation is derived from the

characteristics possessed by an individual and can be classified as internal or external

processes. Internal processes focus more on cognitive aspects of goals, self-efficacy, and

expectancy that occur before or during a task. External processes are primarily focused

on situational aspects of the task, such as job design, that influence an individual's effort

(Mitchell & Daniels, 2003). Focusing on McClelland's (1965) needs theory, there are

three types of needs associated with motivation, which include need for achievement,

need for affiliation, and need for power. The need for achievement relies on persistent

determination to meet certain standards or to succeed. The need for affiliation is

dependent on having good relationships with others. The need for power is centered on

accomplishing tasks by controlling individuals who perform those tasks. Each need has

its own strength and weakness for defining an individual and how he or she is motivated.

For this particular study, when we address motivation, we are referring to the internal processes of motivation, specifically achievement motivation.

      Achievement Motivation. Achievement motivation is defined as behavior characterized as a standard of excellence that is important to an individual (Lang & Fries, 2006). McClelland (1965) asserted that individuals, who have high achievement motivation, prefer situations that include a challenge or risk, an opportunity to receive feedback on their performance, and have personal responsibility over work goals. The achievement motivation scale is separated by two opposite distinctions, the hope of success (HS) and the fear of failure (FF). The hope of success distinguishes individual differences on approaches to achievement motivation, while the fear of failure distinguishes individual differences on avoidance tendencies to achievement motivation. These two distinctions reveal that individuals can differ on how they strive for success, but also how they can avoid failure (Lang & Fries, 2006). In McClelland's (1965) attempt to develop the motive of achievement, he states that entrepreneurs and business executives demonstrate a high need for achievement. In his article, McClelland (1965) highlights the design for developing the achievement motive as offering a training program to executives in a single company, a self-improvement program to executives from multiple companies, or as an institute or school program that provides training to managers. The theoretical background of the need for achievement supplements the motivational tendencies we hope to find in individuals searching for a coach.

      Motivation to Lead (MTL). Motivation to lead lies within the theoretical framework for understanding the individual differences among leader behavior. It is most commonly defined as a construct of individual differences that affects a leader's or potential leader's decisions to pursue leadership training, roles, and responsibilities and also affects their intensity of effort at

leading and persisting as a leader (Chan & Drasgow, 2001). Within any group, there are individual differences in MTL and these individual differences may be interrelated in an individual's interest and abilities to predict leadership behaviors, such as participating in leadership roles or leadership training in a particular life activity or area of work. This approach assumes that individual differences in MTL can change with exposure to leadership training and experiences. There are three components associated with individual differences in MTL. The three components are affective-identity MTL, noncalculative MTL, and social-normative MTL. Affective-identity MTL suggests it is possible that some people like to lead others. Noncalculative MTL suggests that people may only lead if they do not calculate the costs of leading relative to the associated benefits. In other words, there are certain responsibilities and costs involved in leadership roles, and the less calculative one is about leading others, the less one would wish to avoid leadership roles. Social-normative MTL suggests that individuals will lead because of a sense of duty or responsibility (Chan & Drasgow, 2001). The exposure to leadership development opportunities can have an immediate outcome for an individual's self-efficacy and overall leadership experience (Chan & Drasgow, 2001). One key element to this approach is that leadership skills and styles are learned and MTL can be changed. Even though there is not an assumption of MTL directly relating to leadership effectiveness, it could be a better predictor of alternate criteria such as morale, job satisfaction, and withdrawal (Chan & Drasgow, 2001).

Training and Development

Motivation is a quality often used to identify individuals who will contribute positively to the organization. Organizations may use selection procedures, performance evaluations, and training practices to target highly motivated individuals. In the realm of training and development, Sahinidis and Bouris (2008) suggest that organizations who

are willing to invest in employee skill development will lead to higher levels of motivation and organizational commitment within their employees. This could mean that training has an impact on employee motivation. Training and development practices are utilized by organizations to enhance and improve employee skills and abilities. These practices increase the chances that individuals, work groups/teams, departments, and the overall organization will achieve its goals (Sahinidis & Bouris, 2008). However, due to the various reasons why a change may be occurring, training interventions sometimes cause negative feelings and attitudes to arise. Swart, Mann, Brown, and Price (2005) suggest that an individual's improvement will be dependent on the individual's motivation and needs and also the quality of the training program. In line with other researchers (i.e., Sirota, Mischkind, & Meltzer, 2005; Pool & Pool, 2007), Sahinidis and Bouris (2008) had similar findings demonstrating that motivation, commitment, and job satisfaction have a significant correlation with training and development. Further, motivation is directly related to McClelland's need for achievement, which is a result of pursuing training and learning (McClelland, 1965). As previously mentioned, the quality and effectiveness of training programs seem to have an impact on an individual's motivation. The role that motivation has in a similar training and development practice of coaching is relatively vague and uncertain for both the client and the coach. Therefore, determining a client's motivation prior to a coaching engagement could provide information about the potential effectiveness of coaching.

The coaching process can begin with a variety of arrangements. Some organizations select individuals for coaching and assign them a coach. When individuals are assigned a coach, the coach is usually someone who is an internal consultant to the organization or has a contract of coaching individuals within that particular organization. Other organizations select individuals for coaching and provide them with the opportunity to select from a pool of coaches. While many coaching arrangements begin with the organizations selecting individuals for change and development purposes, some individuals choose to seek coaching on their own. Individuals who seek coaching tend to realize they need to grow and change in some area in order to advance their career or to ultimately become a better employee and make an impact in their organization.

The method behind a client selecting a coach is different depending on the particular developmental needs of the client. A study conducted by Liljenstrand and Nebeker (2008) found that coaches, depending on his or her educational background, use a variety of professional titles and different approaches. Their study revealed that coaches from different educational backgrounds serve different industries. Coaches with a business background coach more entrepreneurs, individuals within consulting organizations, and technology firms. They report being hired to coach individuals on task skills, such as sales. The coaches with a background in I/O and clinical psychology are more likely to coach individuals from the health care, government, energy, and utilities. They report being hired for improving skills that enhance work relationships to make them more effective, such as communication and listening skills and building trust.

Coaches with a business, education, or general background coached more entrepreneurs, while coaches with a background in I/O psychology coached midlevel and top managers more often. They report being hired for assisting with work-life balance, clarifying and pursuing personal goals, and managing stress and careers. Their study also found a significant interaction between a coach's academic background and client goals, revealing that coaches with different backgrounds are hired to achieve different objectives based on the client's and organization's needs. Furthermore, clients may choose a coach differently than an organization based on certain criteria and the needs of the client (Liljenstrand & Nebeker, 2008). Becoming familiar with the coach's techniques and determining the client's needs and motivation will ultimately effect how a coach will be chosen. A link is know about how people select coaches. We propose the following research questions.

Research Questions

RQ1: Does the method of coaching (Face-to-Face vs telephone) used by an Executive Coach impact participants' rankings of the Executive Coach?

> **RQ1a:** Does the method of coaching (Face-to-Face vs telephone) used by an Executive Coach impact participants' rankings of the Executive Coach's experience?

> **RQ1b:** Does the method of coaching (Face-to-Face vs telephone) used by an Executive Coach impact participants' rankings of the Executive Coach's effectiveness?

> **RQ1c:** Does the method of coaching (Face-to-Face vs telephone) used by an Executive Coach impact participants' rankings of the Executive Coach's qualifications?

RQ2: Does the method of coaching (Face-to-Face vs telephone) used by an Executive Coach impact participants' selection of an Executive Coach?

RQ3: Does the participant's Motivation to Lead impact their rankings of an Executive Coach?

> **RQ3a:** Does a participant's Motivation to Lead score impact their rankings of an Executive Coach's experience?

> **RQ3b:** Does a participant's Motivation to Lead score impact their rankings of an Executive Coach's effectiveness?

RQ3c: Does a participant's Motivation to Lead score impact their rankings of an Executive Coach's qualifications?

RQ4: Does a participant's Motivation to Lead score impact participants' selection of an Executive Coach?

RQ5: Does the participant's Achievement Motivation impact their rankings of an Executive Coach?

RQ5a: Does a participant's Achievement Motivation score impact their rankings of an Executive Coach's experience?

RQ5b: Does a participant's Achievement Motivation score impact their rankings of an Executive Coach's effectiveness?

RQ5c: Does a participant's Achievement Motivation score impact their rankings of an Executive Coach's qualifications?

RQ6: Does a participant's Achievement Motivation score impact participants' selection of an Executive Coach?

CHAPTER III

METHOD

Participants

Participants with a variety of backgrounds were invited to participate in the current study. The sample included participants from across the United States including, graduate students pursuing an MBA degree, alumni of MBA programs, and full-time managers. Participates were recruited through professors, who agreed to partner with researchers in this study, social media outlets, and a panel created by the Qualtrics database. Current students pursuing their MBA degree were offered extra credit for participating in the study. The participants who were recruited through the Qualtrics panel were compensated for participating through the Qualtrics team in the form of "points", which could be exchanged for gift cards, sky miles, etc.

The total participant count was cut down from an initial 234 participants to 129 participants. The 129 participants completed all relevant portions of the current study, which included providing responses to the MTL and AMS-R motivation measures, reviewing and evaluating four coach profiles, and finally selecting a coach they would want to work with and explaining why they chose that particular coach. Due to a coach's method of communication (face-to-face vs. telephone) and perceptions of participants being the focus of the present study, it was important for participants to be attentive to each coach's preferred method of communication. The specific quality assurance questions related to a coach's preferred method of communication was stated in their

coach profile. One quality assurance question about the coach's preferred method of communication was asked after viewing each coach profile. Therefore, participants must have correctly answered all four quality assurance questions regarding each of the four coaches preferred method of communication in order to remain in the sample (see Appendix F, item 7). Thus, the final sample size was 129 participants.

Procedure

An on-line study was created using a web based survey tool (Qualtrics) and made accessible to graduate students enrolled in MBA (or similar) programs. The present study is part of a larger research project that is exploring multiple dimensions of selecting an Executive Coach. The current project focused on the motivational aspects of a client and their beliefs about potential coaches. The on-line study was distributed to students who chose to voluntarily participate. Participants accessed the on-line study through a link provided. Once directed to the Qualtrics web-site, participants were provided with information regarding the purpose of the study and background information on coaching. Participants were then prompted to provide consent to participate in the study and were asked to confirm that they are over 18 years of age before beginning the study.

Participants were asked to complete self-report questions including the Motivation to Lead (MTL; Chan & Drasgrow, 2001) and the Revised Achievement Motives Scale (AMS-R; Lang & Fries, 2006). They were asked to what extent they are familiar with business coaching and asked to indicate the types of activities in which coaches might engage. Once familiarity and activities of business coaching were

complete, participants were provided with information about coaching in general, and were also asked to evaluate several Executive Coach Profiles.

Participants were randomly assigned to one of eight survey conditions. For each condition, participants were presented with four different fictitious coach profiles, one at a time, with each profile being followed by items that verified that the participant read and understood the information presented (manipulation check items) and items in which the participant is asked to rate that coach's experience, qualifications, effectiveness, and interpersonal skills. After being presented with all four coaches (and the manipulation check items and rating items associated with each), participants were presented with the coach rating forms and asked to rank order the coaches based on who they consider to be the most experienced (1 most experienced to 4 least experienced), most effective (1most effective to 4 least effective), and most qualified (1 most qualified to 4 least qualified). Finally, participants selected only one coach that they would work with if they had the opportunity and provided an explanation for choosing that particular coach.

Independent Variable Measures

Motivation to Lead (MTL). Leadership potential criteria were assessed using the Motivation to Lead (MTL) self-report measure. The MTL measures individual differences of leadership. The individual differences were assessed through 27-item measure comprised of three correlated MTL scales each containing nine items, which include affective-identity MTL, noncalculative MTL, and social-normative MTL (Chan

& Drasgrow, 2001). The MTL is a self-report measure that predicts potential candidates for leadership selection systems by assessing leader performance, non-task performance behaviors, and contextual performance behaviors in leadership training and development (Chan & Drasgow, 2001). Respondents indicated the extent to which they agree with each item on a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

The MTL measure demonstrates good internal consistency reliabilities on all three scales, with alpha coefficients ranging between .65 and .91 (Chan & Drasgow, 2001). Each of the three scales has their own set of antecedents remaining consistent across gender groups and occupational and cultural contexts, demonstrating construct and external validity. Personality, values, past leadership experience, and leadership self-efficacy were direct antecedents of the MTL (Chan & Drasgow, 2001). For affective-identity MTL, findings demonstrate that people who see themselves as having leadership qualities are usually more outgoing and sociable in nature, value competition and achievement, generally have more past leadership experience, and are confident in their leadership abilities. For noncalculative MTL, findings demonstrate that people usually value harmony and are not argumentative in their relationships with others. For social-normative MTL, findings demonstrate that people are motivated by a sense of social duty or obligation and are accepting of social hierarchies, but reject social equality (Chan & Drasgow, 2001). The MTL measure can be found in Appendix B.

Revised Achievement Motives Scale (AMS-R). Achievement motivation was assessed using the Revised Achievement Motives Scale developed by Gjesme and Nygard (1970) and revised by Lang and Fries (2006). The AMS-R measures achievement motivation through the hope of success and fear of failure. The original AMS was a 30-item self-report measure that included 15 items related to hope of success and 15 items related to fear of failure. The AMS-R was revised to include 10 items, with five items related to hope of success and five items related to fear of failure. The AMS-R demonstrates good internal consistency with a Cronbach's alpha of .70 for both hope of success and fear of failure scales (Lang & Fries, 2006). The AMS-R was compared to the original AMS, after the hope of success scale was reduced and the fear of failure scale shortened, and found strong correlations between the scales. The studies demonstrating relevant psychometric properties can be found in Lang and Fries (2006) article. Respondents indicated the extent to which they agree with each item on a 4-point Likert scale ranging from 1 = Strongly Disagree to 4 = Strongly Agree. The measure can be found in Appendix C.

Stimulus Materials

Familiarity with Business Coaching. Participants were asked about their familiarity with Executive Coach practices and processes. The items were related to engagement activities and interactions they believe to be accurate for coaches. Items included selecting one or more statements describing what an Executive Coach does or should do. Possible response items for these two questions ranged from a clinical

psychologist perspective to a business executive perspective. An example item is, " Which of the following describes what you think an Executive Coach does? Choose all that apply." Some sample response options for this question included, "Diagnose and treat dysfunctional people", "Tell a person how to fix their behavioral problems", and "Help people discover their own path to success". Then, participants were presented with general information regarding executive coaches that can be found in Appendix J.

Coach Profiles. There were a total of four (4) different fictitious coach profiles, each of which were similar in previous experience, philosophy, style, expertise, and coaching. While gender was not a central question in this study, there were two female coaches (i.e., Jane and Lisa) and two male coaches (i.e., David and James) presented to each participant. The fictitious coach profiles were created by the current researchers and reflect coach profiles on professional coaching websites. A pilot test was conducted with undergraduate students enrolled in an Introduction to I/O Psychology course to confirm that the four coach profiles were similar in the areas listed above. In an effort to minimize the potential impact of carryover effects and/or contrast effects each participant rated four coaches, two of which used the same method of coaching and education. Each of the four coach profiles was one of eight survey conditions. Each gender had opposite education levels and communication styles. In other words, one male and one female coach had the same level of education of Ph.D., while the other male and female had a Master's degree. For communication styles, one female coach had a face-to-face communication, while the other female coach communicated via telephone. The coach's communication style was

also opposite for coaches with the same level of education. For example, the coaches with a Ph.D., one communicated via telephone, while the other communicated face-to-face. The coach profiles were presented to participants in random order. See Appendix D for the different coach profile combinations and Appendix E for information included in each of the coach profiles.

Manipulation Check Items. In order to determine whether or not the participants read and understood each of the coach profiles, manipulation check items were completed prior to the rating of each coach. These manipulation check items ensured quality responses from participants. An example of a manipulation check item is, "What was the coach's preferred method of communication." Participants were asked to provide a response to statements and questions related to demographic information about the coach profile. For the present study, the coach's preferred method of communication item must have been answered correctly for each of the four coach profiles participants were presented. A total of 105 participants were removed from the sample due to failure to answer the communication method manipulation check item accurately. All manipulation check items can be found in Appendix F.

Dependent Variable Measures

Coach Rankings. After answering the manipulation check items, participants were instructed to provide rankings for the coaches they reviewed. The questions asked participants to provide personal opinions and preferences about the coach such as:

- Of the four coaches that you evaluated, whom do you consider to be the most experienced coach? Rank Order them from most experienced (1) to least experienced (4).

- Of the four coaches that you evaluated, whom do you consider to be the most effective coach? Rank Order them from most effective (1) to least effective (4).

- Of the four coaches that you evaluated, whom do you consider to be the most qualified coach? Rank Order them from most qualified (1) to least qualified (4).

- Of the four coaches that you evaluated, which one would you select if you were given the opportunity to have one of them as your Coach? (Please explain why you selected the individual that you did.)

This allowed participants to provide an overall evaluation of the four coaches by ranking them (i.e., 1 is the top choice, 4 is the last choice) based on the participant's perceptions of the coach's experience, effectiveness, and qualifications. After ranking the four coaches, participants selected one individual as the best potential coach (i.e., 1=David, 2=Jane, 3=James, 4=Lisa), and chose if they would like to contact the selected potential coach (0=No, 1=Yes).

Demographics. Participants were presented demographic items after completing stimulus materials (i.e., familiarity with business coaching, and coach evaluation materials). Age, gender, race, geographic location, education, career aspirations, and employment information were the items included in the demographic section. A response

scale was provided for each item to collect quality data from each participant and for

analysis purposes.

CHAPTER IV

RESULTS

As previously mentioned, 129 participants completed all relevant portions of the survey and were qualified to be included in the analyses. The 129 participants were randomly assigned to one of the four conditions. Participation varied across each condition. Condition A had 27 participants, followed by condition B having 31 participants, condition C having 37 participants, and condition D having 34 participants.

The majority of the sample was male (53.5%), with ages ranging from 19-74 (with the majority falling between 26-37 – about 47.5%). The primary ethnicity reported was White (69.5%), followed by Asian/Pacific-Islander (9.4%), African American (8.6%), Hispanic (8.6%), Other Ethnicities (2.3%), and Native American (1.6%). Most of the participants (55.5%) reported being currently enrolled in an academic program, with the majority enrolled in an MBA program (60.6%), followed by Executive MBA program (12.7%), Bachelors degree program (9.9%), Masters of Science or Arts program (8.5%), Doctoral/Professional Degree program (7.0%), and Other program (1.4%) reported as Masters in Accounting. Most of the participants reported their highest level of completed education as a Bachelors degree (49.2%), followed by MBA (26.6%), Masters of Science or Arts (10.2%), Doctoral/Professional Degree (6.3%), Executive MBA (5.5%), and Other levels of education (2.3%) reported as Associates Degree and High School. The majority of participants reported being currently employed (89.8%). Although there were

a variety of responses for their current employer's area of business, Health

Care/Medicine (9.8%), Education (9.0%), and Fuel (7.4%) were mostly reported.

Participants also represented a variety of organizational levels, with the majority

reporting that they do not manage other employees (25.2%), followed by First Line

Management (20.3%), Upper Middle Management (20.3%), Senior Executive (13.8%),

Executive (9.8%), and Top Management (6.5%).

Preliminary Analyses

Six items were used to evaluate an Executive Coach's effectiveness, experience,

and qualifications. These six items were analyzed to determine if there were differences

between coach rankings with the same preferred method of communication across all

four conditions. One-way ANOVAs were run for each type of coach profile and the item

of measurement. The results of the one-way ANOVAs were not significant, indicating

that coach profiles with the same preferred method of communication were ranked by

participants similarly across all conditions. This led the researchers to collapse all the

conditions with similar communication methods and evaluate them together (Face-to-

Face Coaches and Telephone Coaches; See Appendix D for the collapsed condition

matrix). One-way ANOVAs were also run for the selection of the coach participants'

would want to work with and that particular coach's preferred method of communication.

Another set of one-way ANOVAs were run for the selection of the coach participants'

would want to work with and both of the participant's MTL and AMS-R motivation

scores. Results from the one-way ANOVAs indicated that a coach's preferred method of

communication and a participant's MTL scores influenced the participants' selection of a coach.

Participants' MTL was a composite average score from all three scales (i.e., Affective-identity, Non-calculative, and Social-normative) in the 27-item measure. Achievement motivation was also a composite average score determined from both the hope of success and fear of failure scales in the 10-item measure. Both the MTL score and AMS-R score was used to determine effects on rankings of coach experiences, effectiveness, and qualifications. Participants' selection of a coach was determined based on who they chose as having the most or best potential, if they were given the opportunity to attend coaching.

Research Question 1

Unless otherwise stated, a familywise alpha of .05 was used for all analyses. Linear regression analyses were run to determine whether an Executive Coach's preferred method of communication (Face-to-Face vs telephone) impacted participants' rankings of a coach, specifically a coach's rankings on the Executive Coach's experience, effectiveness, and qualifications. The results indicated that a coach's preferred method of communication does not significantly impact participants' rankings of a coach. Thus, participants' ranked Executive Coaches, who preferred Face-to-Face communication, similarly on the coach's experience, effectiveness, and qualifications. Likewise, participants' ranked Executive Coaches, who preferred telephone communication, similarly on the coach's experience,

effectiveness, and qualifications. See Table 1 for descriptive statistics for participants'

rankings of an Executive Coach's preferred communication method.

Table 1

Descriptive Statistics for Perceived Rankings of Coach Communication Method

Variable	Face-to-Face			Telephone		
	M	*SD*	*N*	*M*	*SD*	*N*
Experience	2.44	0.68	120	2.56	0.68	120
Effectiveness	2.45	0.65	116	2.55	0.65	116
Qualifications	2.50	0.64	111	2.50	0.64	111

Research Question 2

Linear regression analyses were run to determine whether an Executive Coach's

method of communication (Face-to-Face vs telephone) impacted participants' selection of

a coach. The results indicated that method of communication accounts for 16% of the

variance (R^2_{Adj} = .14, F (3, 99) = 6.44, p = .001 in selecting a coach. For Coaches that

communicated primarily via Face-to-Face interactions, experience (β = .153, t = 2.08, p =

.04) and effectiveness (β = .16, t = 2.10, p = .038) were statistically significant predictors

of participants' selection of an Executive Coach. Even though an Executive Coach's

experience and effectiveness were predictors in influencing participants' selection of a

coach, this was not the same for an Executive Coach's qualifications. As previously

mentioned, the coach profiles with the same communication methods were ranked

similarly on experience, effectiveness, and qualifications causing these variables to be

collapsed. Rankings of the Executive Coaches who preferred Face-to-Face communication

were ranked lower, which in this case means they were viewed as better and therefore led

participants' to choose to work with these coaches. However, none of the rankings were statistically significant predictors of coach choice for those that selected an Executive Coach that preferred telephone communications. It appears that how participants' rank order a coach's experience and effectiveness for Face-to-Face and Telephone communication methods does factor into how they select a coach. Although, we do not know what is leading participants' to select a coach who prefers telephone communication. See Table 2 for a summary of linear regression analyses for selecting a coach.

Table 2

Summary of Linear Regression for Coach Selection

Variable	M	SD	β	t	p
Face-to-Face Experience	2.50	0.70	0.15	2.08	.040*
Face-to-Face Effectiveness	2.47	0.66	0.16	2.10	.038*
Face-to-Face Qualifications	2.54	0.64	0.09	1.07	.287
Telephone Experience	2.50	0.70	--	--	--
Telephone Effectiveness	2.53	0.66	--	--	--
Telephone Qualifications	2.46	0.64	--	--	--
MTL Score	3.61	0.53	0.18	2.10	.038*
AMS-R Score	3.06	0.47	0.12	1.35	.180

*$p < .05$

Research Question 3

Linear regression analyses were run to determine whether a participant's Motivation to Lead (MTL) score would have an impact on their rankings of an Executive Coach. The results indicated that a participant's MTL score does not significantly impact participant's rankings of an Executive Coach. Thus, participants' ranked Executive Coaches similarly on their experience, effectiveness, and qualifications. Regression

analyses were also run for MTL subscales to determine if there was an impact on Executive Coach rankings and results were not significant. See Table 3 for descriptive statistics of participants' MTL scores.

Table 3
Descriptive Statistics for Participants' Motivational Scores

Variable	*M*	*SD*	*N*	Cronbach's α
MTL Score	3.61	0.52	129	0.889
Affective Identity	3.55	0.69	129	0.826
Non-Calculative	3.54	0.77	129	0.864
Socal Normative	3.72	0.62	129	0.837
AMS-R Score	3.07	0.47	129	0.837
Hope of Success	3.49	0.44	129	0.818
Fear of Failure	2.64	0.71	128	0.875

Research Question 4

Linear regression analyses were run to determine whether a participant's Motivation to Lead (MTL) score would have an impact on their selection of an Executive Coach. The results indicated a participants' MTL score accounts for 3% of the variance (R^2_{Adj} = .03, F (126, 127) = 4.40, p = .038 in selecting a coach. Thus, an individual's MTL score seems to predict their selection of a coach. Individuals who have higher MTL scores are more likely to select a coach who prefers telephone conversations as a means for communication. Regression analyses were also run for MTL subscales to determine if there was an impact on the selection of an Executive Coach and results were not significant. See Table 2 for a summary of linear regression analyses for selecting a coach.

Research Question 5

Linear regression analyses were run to determine whether a participant's Achievement Motivation (AMS-R) score would have an impact on their rankings of an Executive Coach. The results indicated that a participant's Achievement Motivation score does not significantly impact participant's rankings of an Executive Coach. Thus, participants' ranked Executive Coaches similarly on their experience, effectiveness, and qualifications. Regression analyses were also run for AMS-R subscales to determine if there was an impact on Executive Coach rankings and results were not significant. See Table 3 for descriptive statistics of participants' AMS-R scores.

Research Question 6

Linear regression analyses were run to determine whether a participant's Achievement Motivation (AMS-R) score would have an impact on their selection of an Executive Coach. The results indicated that a participant's Achievement Motivation score does not significantly impact participant's selection of an Executive Coach. Thus, participants' Achievement Motivation scores did not influence how they choose an Executive Coach. Regression analyses were also run for AMS-R subscales to determine if there was an impact on the selection of an Executive Coach and results were not significant. See Table 2 for a summary of linear regression analyses for selecting a coach.

CHAPTER V

DISCUSSION

In the present research study, we explored the effectiveness of coaching by examining the perceptions related to coaching engagements and motivational aspects associated with coach and client relationships. The research on coaching has revealed a variety of methods and procedures that coaches use when working with clients. Likewise, there are several factors that influence individuals' perceptions about what defines a "good" coach. Since it is difficult to identify the best coaching method and coach characteristics, we decided to focus on an Executive Coach's preferred method of communication, previous experiences, effectiveness, and qualifications. We also wanted to explore the impact motivation would have for the client and the coach. Specifically, the current research project evaluated individuals' perceptions of an Executive Coach's experience, effectiveness, and qualifications, while also determining who they would select as an Executive Coach. In order to evaluate a client's perceptions on an Executive Coach's characteristics, the researchers created fake coach profiles similar to those found on coaching websites displaying valuable information regarding the Executive Coach's educational background, coaching style, communication methods, previous clients, areas of expertise, and common coaching practices. As for the motivational aspects of the project, individuals' recorded their responses to two different motivational measures.

The first research question investigated whether a coach's preferred method of communication (Face-to-Face vs Telephone) influenced perceptions of the coach's experiences, effectiveness, and qualifications. The results suggested that coaches who prefer Face-to-Face meetings are ranked similarly to the coaches who prefer telephone conversations. Thus, individuals who are likely to seek coaching would not view coaches differently based on that particular coach's communication methods.

The second research question investigated an individual's selection of an Executive Coach when considering the Executive Coach's preferred method of communication. Due to individuals ranking Executive Coaches similarly, regardless of whether the Executive Coach communicates via Face-to-Face meetings or over the telephone, it is plausible to assume that there would be no difference in how they select a coach. However, this was not the case. Results suggested that individuals are more likely to select an Executive Coach who communicates via Face-to-Face meetings rather than communicating over the telephone. Specifically, individuals were more likely to choose an Executive Coach who held Face-to-Face meetings when they also ranked the same coach high on their experiences and effectiveness. A coach's qualifications showed no significant impact in being ranked highly by individuals or hold any weight in selecting a coach. Thus, a coach's experience and effectiveness seem to matter, but a coach's qualifications do not predict.

The third and fourth research questions focused on whether an individual's Motivation to Lead score would influence their rankings of an Executive Coach's

experience, effectiveness, and qualifications and their final selection of a coach. Regarding the third research question, results suggested that there was no significant difference in an individual's Motivation to Lead score and the rankings of an Executive Coach. Specifically, individuals with both low and high Motivation to Lead scores ranked the Executive Coaches similar on their experiences, effectiveness, and qualifications. Thus, it is likely that an individual's motivation does not play a significant role in their perceptions of an Executive Coach's characteristics. However, an individual's Motivation to Lead score did reveal a significant difference when selecting a coach. Results suggested that individuals with higher Motivation to Lead scores would have an impact on who they selected as a coach, specifically coaches who prefer telephone communication methods. Although the results indicate Motivation to Lead scores appear to be related to an individual's choice of selecting a coach who prefers telephone communication methods, it could be an anomaly. It is possible that people who are focused on leading may not take as much time out of their normal daily activities to schedule Face-to-Face meetings, and resort to limiting their efforts to phone calls.

The fifth and final research questions also focused on motivation, but with an emphasis on an individual's achievement motivation. Specifically, whether an individual's motivation to achieve was derived from the hope of being successful or fear that they would fail. The fifth research question focused on whether and individual's Achievement Motivation score would influence their rankings of an Executive Coach's experience, effectiveness, and qualifications. Results suggested that there was no

significant difference in individuals' rankings of an Executive Coach based on their personal motivation to achieve. This means that regardless of whether individuals had a high or low level of motivation to achieve, they ranked an Executive Coach's experience, effectiveness, and qualifications all similarly. Thus, an individual's motivation to achieve does not influence their perceptions of an Executive Coach's characteristics. Additionally, for the final research question, an individual's Achievement Motivation score did not produce a significant difference in their final selection of a coach. These results suggest that an individual's personal motivation to achieve does not play a significant role in coach selection.

Limitations and Future Research

Overall, the results of the current research project were not as the researchers had originally expected. The researchers had hoped to provide useful and meaningful results on the topic of coaching since it has recently received much attention in the workplace. Since the research project consisted of several unique aspects, it was evident that the study would encounter some limitations. A noticeable limitation was the amount of time the survey took for participants to complete. The survey required participants to maintain focus for approximately 45 minutes. Even though this was a significant limitation, there was no way to avoid the length of the survey since it included a sufficient amount of information. The current study is part of a larger research project and it was necessary to collect multiple sources of data from participants before they were allowed to evaluate

the coach profiles. Future research should consider only including the portions of this

project that produced significant results in order to eliminate some of the time constraints.

A second limitation of the current research project was the amount of information

presented to participants in the coach profiles. The researchers intended to provide

relevant and valuable information actual clients would want to know when searching for

potential coaches. This information was similar to the information a client would find on

a coaching website and can be seen in Appendix E. Although the coach profiles were

quite comprehensive, it is likely that participants were distracted from focusing their

attention on the researchers' primary research. Future research should consider providing

less comprehensive profiles and possibly include irrelevant information in order for

participants to acknowledge the differences in the profiles.

A final limitation in the current study also deals with the coach profiles. After

reviewing each profile and providing rankings on the coach's experience, effectiveness,

and qualifications, participants were instructed to select a coach and provide an

explanation for their selection. Even though the coaches' communication method and

participants' Motivation to Lead scores did influence which coach they chose, it is likely

that some participants were drawn more to the appearance of the coach as reasoning for

selecting them. Some comments focused on the attractiveness factor of the coach and the

personal demeanor of the coach, without commenting on the coach's experience,

effectiveness, and qualifications at all. Future research should possibly consider

eliminating a picture of the coach in order for participants to focus only on relevant
information.

Research Implications

Although the current research project did not produce the results the researchers
had hoped for, it is an initial step in identifying whether a coach's communication
methods and an individual's motivation to receive coaching impacts their perceptions of a
coach. As it often happens with research, we have more questions than answers. It would
be valuable for future research to better understand how different means of
communication and motivational aspects of the potential client influence how they
perceive Executive Coaches having similar characteristics regarding their experiences,
effectiveness, and qualifications.

Though the findings were limited, there is evidence that Face-to-Face meetings
and motivation do play a role in how individuals select a coach. This evidence suggests
that we should continue researching how various communication methods and motivation
impact potential clients coach selection. Although there is no clear indication regarding
which communication methods clients prefer, future research studies should review these
aspects. Maybe it is not about the preferred communication method at all, but the
frequency and duration of the meetings. Additionally, in the future, researchers could
begin to learn how these factors create an effective coaching engagement between the
client and coach. It would be interesting if researchers used Face-to-Face vs Telephone

communication methods to see if individuals would want to work on different topics, skills, or developmental aspects. Overall, the results from this project indicate that further research is needed and could provide information for bridging the gap for determining the selection process from a potential client's perspective.

Practical Implications

Due to the limited knowledge we gained from this research project, it is challenging to provide practical implications to Executive Coaches. The results from the study should provide organizations with knowledge that it is important to find a good fit between the coach and the client. It is important to consider not only the personal characteristics of the coach, but to also the potential client's motivation for a leadership role and their preferred method of communication. This information could assist organizations identify employees who could be wanting to take the next step in their career and/or improve their skill set. Additionally, there needs to be a good fit between the client and the coach due to each of their personal preferences. During the contracting phase, it is essential to determine how the majority of the communication between the two will take place. Stevenson (2004) states that during the contracting phase there should be a policy devoted to the amount of hours a client will allotted for coaching. This policy can include an assortment of phone calls, face-to-face meetings, emails, or assessments that can count towards the agreed upon hours (Stevenson, 2004). Clarifying the means of communication at the beginning of the coaching engagement will allow both the coach and client to acknowledge what will and will not work throughout the

coaching process. It is likely that individuals will choose one method over another or even a combination of options to fit their busy schedules. Again, since the results were limited, it is important to take these suggestions carefully until further research provides more evidence.

Conclusion

The current study is the initial step in learning about perceptions potential clients have about Executive Coaches. The study provides some evidence of the communication method potential clients are most likely to prefer when selecting a coach. There is also some evidence of a potential client's motivation to have an impact on the coach they choose to work with as well. Although this study did not produce conclusive results, the information we gained from the study provided a little understanding into an area of coaching that has not been widely researched. Future research should expand on the results of this study in order to have a more complete understanding of the impact communication methods and motivational characteristics have on the perceptions and selection of Executive Coach characteristics.

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APPENDICES

APPENDIX A

STUDY INTRODUCTION

Project Title:

Which executive coach could best serve you?

Purpose of Project:

To gain a better understanding of the factors that lead to selecting an executive coach.

Procedures:

Participants will be asked to answer questions about themselves, their, beliefs, their values, and review four resumes to determine the best executive coach. The study will take approximately 30-45 minutes.

Risks/Benefits:

There are no expected risks to participants. While it is unlikely, it is possible that some participants may find that some questions in the study could illicit feelings of discomfort. Participants' involvement will help researchers gain a better understanding of the factors that lead to more accurate selection of executive coaches.

Confidentiality:

Every attempt will be made to see that your study results are kept confidential. A copy of the records from this study will be securely stored in the Department of Psychology for at least three (3) years after the end of this research. The results of this study may be published and/or presented at meetings without naming you as a subject. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the MTSU IRB, and personnel particular to this research (Dr. Mark Frame) have access to the study records. Your responses, informed consent document, and records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

Principal Investigator / Contact Information:

If you should have any questions or concerns about this research study, please feel free to contact Mark Frame, Ph.D. at Mark.Frame@mtsu.edu or at (615) 898-2565.

Participating in this project is voluntary, and refusal to participate or withdrawing from participation at any time during the project will involve no penalty or loss of benefits to which the subject is otherwise entitled. All efforts, within reason, will be made to keep the personal information in your research record private but total privacy cannot be promised, for example, your information may be shared with the Middle Tennessee State University Institutional Review Board. In the event of questions or difficulties of any

kind during or following participation, the subject may contact the Principal Investigator as indicated above. For additional information about giving consent or your rights as a participant in this study, please feel free to contact the MTSU Office of Compliance at (615) 494-8918.

Consent

I have read the above information and my questions have been answered satisfactorily by project staff. I believe I understand the purpose, benefits, and risks of the study and give my informed and free consent to be a participant.

APPENDIX B

MOTIVATION TO LEAD (MTL) FROM CHAN & DRASGOW (2001)

Directions: Please carefully read the following statements and select the button that corresponds to your level of agreement with the statement. Please answer every statement, even if you are sure of your response.

How to Score: The MTL is a 27-item measure divided into three scales containing nine items. Respondents will indicate the extent to which they agree with each item on a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

Items:

Affective-Identity MTL

1. Most of the time, I prefer being a leader rather than a follower when working in a group.

2. I am the type of person who is not interested to lead others.

3. I am definitely not a leader by nature.

4. I am the type of person who likes to be in charge of others.

5. I believe I can contribute more to a group if I am a follower rather than a leader.

6. I usually want to be the leader in the groups that I work in.

7. I am the type who would actively support a leader but prefers not to be appointed as leader.

8. I have a tendency to take charge in most groups or teams that I work in.

9. I am seldom reluctant to be the leader of a group.

Non-calculative MTL

10. I am only interested to lead a group if there are clear advantages for me.

11. I will never agree to lead if I cannot see any benefits from accepting that role.

12. I would only agree to be a group leader if I know I can benefit from that role.

13. I would agree to lead others even if there are no special rewards or benefits with that role.

14. I would want to know "what's in it for me" if I am going to agree to lead a group.

15. I never expect to get more privileges if I agree to lead a group.

16. If I agree to lead a group, I would never expect any advantages or special benefits.

17. I have more of my own problems to worry about than to be concerned about the rest of the group.

18. Leading others is really more of a dirty job rather than an honorable one.

Social-Normative MTL

19. I feel that I have a duty to lead others if I am asked.

20. I agree to lead whenever I am asked or nominated by the other members.

21. I was taught to believe in the value of leading others.

22. It is appropriate for people to accept leadership roles or positions when they are asked.

23. I have been taught that I should always volunteer to lead others if I can.

24. It is not right to decline leadership roles.

25. It is an honor and privilege to be asked to lead.

26. People should volunteer to lead rather than wait for others to ask or vote for them.

27. I would never agree to lead just because others voted for me.

APPENDIX C

REVISED ACHIEVEMENT MOTIVES SCALE (AMS-R) FROM LANG & FRIES (2006)

Directions: Please carefully read the following statements and select the button that corresponds to your level of agreement with the statement. Please answer every statement, even if you are not completely sure of your response.

How to score: The AMS-R is adapted from the original German Version of the AMS from Göttert and Kuhl (1980) consisting of 30 items. Respondents will indicate the extent to which they agree with each item on a 4-point Likert scale ranging from 1 = Strongly Disagree to 4 = Strongly Agree.

Items:

Hope of Success

1. I like situations, in which I can find out how capable I am.

2. When I am confronted with a problem, which I can possibly solve, I am enticed to start working on it immediately.

3. I enjoy situations, in which I can make use of my abilities.

4. I am appealed by situations allowing me to test my abilities.

5. I am attracted by tasks, in which I can test my abilities.

Fear of Failure

6. I am afraid of failing in somewhat difficult situations, when a lot depends on me.

7. I feel uneasy to do something if I am not sure of succeeding.

8. Even if nobody would notice my failure, I'm afraid of tasks, which I'm not able to solve.

9. Even if nobody is watching, I feel quite anxious in new situations.

10. If I do not understand a problem immediately I start feeling anxious.

APPENDIX D

EXPERIMENTAL CONDITION MATRIX

	Condition	Coach		Coach		Coach		Coach		Overall Rankings
		Stimulus	Ratings	Stimulus	Ratings	Stimulus	Ratings	Stimulus	Ratings	
MTL and AMS-R Measures	**A**	David Ph.D	*Experience Effectiveness Qualifications*	Jane Ph.D	*Experience Effectiveness Qualifications*	James MS	*Experience Effectiveness Qualifications*	Lisa MS	*Experience Effectiveness Qualifications*	**Rank Coaches**: - experience - effectiveness - qualifications **Select a Coach**
	B	David Ph.D	*Experience Effectiveness Qualifications*	Jane Ph.D	*Experience Effectiveness Qualifications*	James MS	*Experience Effectiveness Qualifications*	Lisa MS	*Experience Effectiveness Qualifications*	
	C	David MS	*Experience Effectiveness Qualifications*	Jane MS	*Experience Effectiveness Qualifications*	James PhD	*Experience Effectiveness Qualifications*	Lisa PhD	*Experience Effectiveness Qualifications*	
	D	David MS	*Experience Effectiveness Qualifications*	Jane MS	*Experience Effectiveness Qualifications*	James PhD	*Experience Effectiveness Qualifications*	Lisa PhD	*Experience Effectiveness Qualifications*	
MTL and AMS-R Measures	**Collapsed**	Face-to-Face Communication			*Experience Effectiveness Qualifications*	Telephone Communication			*Experience Effectiveness Qualifications*	**Rank Coaches**: - experience - effectiveness - qualifications **Select a Coach**

APPENDIX E

SAMPLE COACH PROFILE

David Reynolds
Ph.D., Villanova University
Executive MBA, Washington University
15+ years of coaching experience

Current Employment:
Partner at Talent Management Services

Previous Experience (Abbreviated):
August 2010-December 2014: Certified Management Consultant at OMRI
May 2003-August 2010: HR Talent Management Supervisor at Build It, Inc.
February 2000-April 2003: External Consultant at Oracle

Coaching Summary or Philosophy:
"I see coaching as a relationship. A relationship between the coach the person being coached. Good coaches know how to balance giving direct feedback and input with asking questions and seeking clarity of understanding. I believe that achieving this balance is one of my core strengths."

Coaching Style:
I evaluate the effectiveness of my coaching based upon the results obtained by my clients. Sometimes those results are relational, other times they are more planning and operational in nature. I aim to find the right balance of these relationship and execution improvements for each of my clients.

Areas of Expertise:
- Talent management
- Strategic planning
- Conflict resolution
- 360-degree feedback
- Goal setting
- Coaching

Common Coaching Practices:
- Psychology of change training
- Conflict resolution training
- Work/life balance strategies
- Work burnout interventions
- Communication workshops

Preferred Coaching Method:
Remotely (Over the Phone)

Dr. Reynolds has successfully worked with clients at the following organizations:

- Goodwill
- Nestle
- Richardson Technology Inc.
- Hickman University

APPENDIX F

MANIPULATION CHECK ITEMS

1. Which of the following best describes this coach's gender?
   Man   Woman

2. This coach had one or more graduate degrees.
   True   False

3. This coach had one or more years of hands-on coaching experience.
   True   False

4. Where does this coach currently work?
   Talent Management Services

   NNIT

   Leadership Foundation, Inc.

   Growth Consulting, Inc.

5. Name one of this coach's areas of expertise.

o 360-degree feedback	o Performance management
o Change management	o Project management
o Coaching	o Rebranding
o Conflict resolution	o Recruiting
o Emotional intelligence	o Strategic planning
o Employee branding	o Talent management
o Goal setting	o Training
o HR consulting	

6. Select one of this coach's commonly used coaching practices.

o Coaching assessment centers	o On the job training
o Communication workshops	o Psychology of change training
o Conflict resolution training	o Role-playing exercises
o Cultural awareness workshops	o Strategic planning workshops
o Delegation strategies	o Time management and planning workshops
o Individual and team goal setting	o Training needs analyses
o Leaderless group exercises	o Work burnout interventions
o Leadership modeling	o Work/life balance strategies

   o Executive and leadership coaching assessment centers

7. What was this coach's preferred method of communication?
    Face to Face

    Remotely (Over the Phone)

    Other

APPENDIX G

COACH RATING ITEMS

Experience

1. Please select the degree to which you consider the individual's work experience relevant to their role as a professional coach.

Very irrelevant	Irrelevant	Slightly irrelevant	Neutral

Slightly relevant	Relevant	Very relevant

2. Please select the degree to which the coach's experiences are relevant to your experiences.

Very irrelevant	Irrelevant	Slightly irrelevant	Neutral

Slightly relevant	Relevant	Very relevant

Effectiveness

1. I am confident in this individual's ability to help me.

Strongly Disagree	Disagree	Neither Agree nor Disagree
Agree	Strongly Agree	

2. I believe the way that this individual would work on my development would be correct.

Strongly Disagree	Disagree	Neither Agree nor Disagree

Agree	Strongly Agree

Qualifications

1. Please select the degree to which you would consider this individual to be a qualified coach.

Very unqualified	Unqualified	Slightly unqualified	Neutral

Slightly qualified	Qualified	Very Qualified

2. Please select the individuals to whom you would consider this coach qualified to give professional coaching. (More than one can be selected.)
    - ☐ Entry-level employee
    - ☐ Manager/Director
    - ☐ Mid-level executive
    - ☐ Vice-President or a company
    - ☐ CEO of a company

APPENDIX H

COACH RANKING ITEMS

1. Of the four coaches that you evaluated, whom do you consider to be the most experienced coach? Rank Order them from most experienced (1) to least experienced (4).
    _____ Lisa Gregory
    _____ David Reynolds
    _____ Jane Thompson
    _____ James Knott

2. Of the four coaches that you evaluated, whom do you consider to be the most effective coach? Rank Order them from most effective (1) to least effective (4).
    _____ Lisa Gregory
    _____ David Reynolds
    _____ Jane Thompson
    _____ James Knott

3. Of the four coaches that you evaluated, whom do you consider to be the most qualified coach? Rank Order them from most qualified (1) to least qualified (4).
    _____ Lisa Gregory
    _____ David Reynolds
    _____ Jane Thompson
    _____ James Knott

4. Of the four coaches that you evaluated, which one would you select if you were given the opportunity to have one of them as your Coach? (Choose ONLY one)
    ○ Lisa Gregory
    ○ David Reynolds
    ○ Jane Thompson
    ○ James Knott

APPENDIX I

FAMILIARITY WITH COACHING ITEMS

1. How familiar are you with Executive Coaching (or Executive Coaches)?
   - ❍ I have an Executive Coach
   - ❍ I am very familiar with Executive Coaching and Executive Coaches
   - ❍ I know someone who has benefited from Executive Coaching
   - ❍ I have heard of Executive Coaching but I'm not sure what an Executive Coach does
   - ❍ I am not at all familiar with Executive Coaching and Executive Coaches

2. Which of the following describes what you think an Executive Coach does? Choose all that apply.
   - ❑ Diagnose and treat dysfunctional people
   - ❑ Motivate people in large sessions or events
   - ❑ Keep poor performers from losing their job
   - ❑ Tell a business person what to do in a given situation
   - ❑ Tell a person how to fix their behavioral problems
   - ❑ Be an adviser on business issues and problems
   - ❑ Help people discover their own path to success
   - ❑ Focus on helping people chance ineffective behavior
   - ❑ Other (please specify) _____

3. Which of the following describes what you think an Executive Coach *should* do? Choose all that apply.
   - ❑ Diagnose and treat dysfunctional people
   - ❑ Motivate people in large sessions or events
   - ❑ Keep poor performers from losing their job
   - ❑ Tell a business person what to do in a given situation
   - ❑ Tell a person how to fix their behavioral problems
   - ❑ Be an adviser on business issues and problems
   - ❑ Help people discover their own path to success
   - ❑ Focus on helping people chance ineffective behavior
   - ❑ Other (please specify) _____

APPENDIX J

EXECUTIVE COACHING ITEMS

Today's business leaders often have advisers called Executive Coaches.

To understand what an Executive Coach does, Harvard Business Review (Coutu & Kauffman, 2009) conducted a survey of 140 leading coaches. They found that most coaching is about developing the capabilities of high-potential performers. As a result there is ambiguity around how coaches define the scope of coaching relationships, how they measure and report on progress, and the credentials a coach should have in order to be considered qualified.

Did you know...

Top 3 reasons coaches are engaged
Coaches are no longer most often hired to usher toxic leaders out the door.

1. Develop high potentials or facilitate transition **48%**
2. Act as a sounding board **26%**
3. Address derailing behavior **12%**

Who is involved?
Though they acknowledged that confidentiality was central to successful coaching, respondents said that in most cases, they gave updates on coachees' progress to other stakeholders in the organization.

How much it costs
Most often you can expect to pay about $500 an hour – the cost of a top psychiatrist in Manhattan.

Median hourly cost of coaching
$500
LOW $200   HIGH $3,500

Who typically initiates the coaching relationship?
Manager 23%
HR 29.5%
Other 18.7%
Coachee 28.8%

Is coaching personal?
Companies may not hire coaches to attend to issues in executives' personal lives, but more often than not, personal matters creep in.

Are you frequently hired to address personal issues?
Yes 3%   No 97%

Have you ever assisted executives with personal issues?
Yes 76%   No 24%

Who is kept apprised of progress?
Coachee 87.9%
Manager 67.9%
HR 55.7%
Other 27.1%

What to look for in a coach
Respondents had mixed views on what qualifications are important.

How necessary is certification?
Very 29.2%
Not at all 28.5%

How necessary is psychological training?
Very 13.2%
Not at all 45.9%

How long it takes

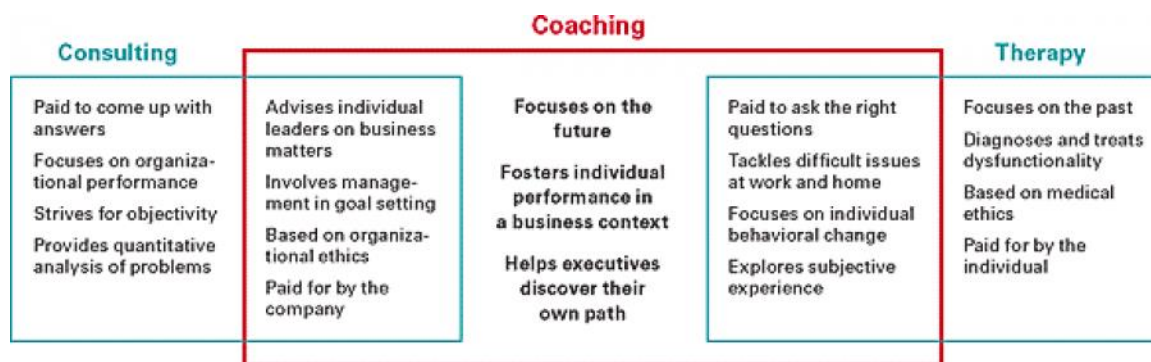Typical duration
7 mos.   12 mos.

As the business environment becomes more complex, business leaders will increasingly turn to coaches for help in understanding how to act. Twenty years ago, coaching was mainly directed at talented but abrasive executives who were likely to be fired if something didn't change.

Today, coaching is a popular and effective method for ensuring top performance from an organization's most critical talent.

Almost half the coaches surveyed in this study reported that they are hired primarily to work with executives on the positive side of coaching—developing high-potential talent and facilitating a transition in or up. Another 26% said that they are most often called in to act as a sounding board on organizational dynamics or strategic matters. Relatively few coaches said that organizations most often hire them to address a derailing behavior.

While it can be difficult to draw explicit links between coaching intervention and an executive's performance, it is certainly not difficult to obtain basic information about improvements in that executive's managerial behaviors. Coaching is a time-intensive and expensive process, and organizations that hire coaches should insist on getting regular and formal progress reviews, even if they are only qualitative.

Consulting

- Paid to come up with answers
- Focuses on organizational performance
- Strives for objectivity
- Provides quantitative analysis of problems

Coaching

- Advises individual leaders on business matters
- Involves management in goal setting
- Based on organizational ethics
- Paid for by the company

- Focuses on the future
- Fosters individual performance in a business context
- Helps executives discover their own path

- Paid to ask the right questions
- Tackles difficult issues at work and home
- Focuses on individual behavioral change
- Explores subjective experience

Therapy

- Focuses on the past
- Diagnoses and treats dysfunctionality
- Based on medical ethics
- Paid for by the individual

APPENDIX K

DEMOGRAPHIC ITEMS

1. In what year were you born?
   _____

2. Which of the following do you identify with most?
   Man   Woman

3. What is your race?
   White

   Black

   Hispanic

   Asian/ Pacific-islander

   Native American

   Other _____

4. What is your cumulative GPA:
   Below 2.0

   2.0 and 2.49

   2.5 and 2.99

   3.00 and 3.49

   3.5 to 3.99

   4.00

5. What is the highest level of education your parents (mother and father) have completed:
   Less than High School/ GED

   High School/GED

Associates Degree

Bachelors Degree

Masters Degree

Doctoral/Professional Degree (PhD, MD, JD)

I don't know

6. Highest level of education YOU have completed:
    High School/GED

    Associates Degree

    Bachelors Degree

    Masters Degree

    Doctoral/Professional Degree (PhD, MD, JD)

7. Are you taking this survey in order to earn credit for a course in which you are
    currently enrolled?
    Yes

    No

APPENDIX L

IRB APPROVAL LETTER

IRB

INSTITUTIONAL REVIEW BOARD

Office of Research Compliance,

010A Sam Ingram Building,

2269 Middle Tennessee Blvd

Murfreesboro, TN 37129

EXEMPT APPROVAL NOTICE

9/25/2015

Investigator(s): Grant Batchelor; Kallie Revels; Colbe Wilson
Department: Psychology
Investigator(s) Email: gb2t@mtmail.mtsu.edu; ksr3p@mtmail.mtsu.edu;
csw4k@mtmail.mtsu.edu
Protocol Title: "Which Executive Coach could best serve you? "
Protocol ID: 16-1061

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above and this study has been designated to be EXEMPT.. The exemption is pursuant to 45 CFR 46.101(b) **(2) Educational Tests, Surveys, Interviews, or Observations**

The following changes to this protocol must be reported prior to implementation:
- Addition of new subject population or exclusion of currently approved demographics
- Addition/removal of investigators
- Addition of new procedures
- Other changes that may make this study to be no longer be considered exempt

The following changes do not have to be reported:
- Editorial/administrative revisions to the consent of other study documents
- Changes to the number of subjects from the original proposal

All research materials must be retained by the PI or the faculty advisor (if the PI is a student) for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University
NOTE: All necessary forms can be obtained from www.mtsu.edu/irb