

A COMPARISON OF PRACTICES AND APPROACHES
TO COACHING
BASED ON ACADEMIC BACKGROUND

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CHAPTER I

Introduction and Review of the Literature

Statement of the Problem

Coaching is a rapidly growing practice that is becoming increasingly popular among the general public. The International Coach Federation (1999) estimates that there are about 16,000 part-time and full-time coaches worldwide, and based on a survey conducted by the Manchester consulting firm, 45 percent of CEOs report their senior-level professionals needing coaching services (Morris, 2000). Although coaching and consultation type services have been offered in the past, coaching is today rapidly becoming more and more commercialized and is currently the fastest growing field within consulting (Eggers & Clark, 2000; Hall, Otazo & Hollenbeck, 1999). For every day that passes an increasing number of individuals are offering their services as coaches.

Based on a review of the extant literature, coaches come from a variety of educational backgrounds and range from high school graduates to PhD's. However, individuals with an academic background in Business or Psychology appear to dominate the market. Until this day, the differences in practices and approaches between different coaches are unclear, and the lack of empirical research leaves the field open for speculation. Furthermore, as Kilburg (1996) states "as yet, there has been no focused effort to describe or define this emerging area of consultation practice, even though it has developed an initial identity known as executive coaching." (p. 59).

There are a number of reasons as to why it is essential to establish a scientific foundation for the differences in services provided by the wide variety of individuals

having entered the coaching profession. First of all, there is an absence of information available for organizations to make informed choices when hiring a coach. Secondly, there is a vast amount of money invested in coaching services. Additionally, there are currently a lack of standards in training and quality assurance that can lead to an unpredictable variation in the quality of coaching services, which possibly could tarnish the credibility of the field. Lastly, "...as applied to the art and practice of management, limited empirical data are available to support the techniques and approaches coaches have used with business leaders." (p. 41, Brotman, Liberi & Wasylyshyn, 1998). It is the need for such standards that forms the motivating force for this study.

Thus, the purpose of the present study is to examine the differences in practices and approaches between coaches with an academic background in the field of Business, coaches with an academic background in Clinical psychology or related field, and coaches with an academic background in Industrial-Organizational psychology or related field.

Definition and History of Coaching

At present there are a few different definitions available to the word coaching. According to the Dictionary.com (2002), the word "coaching" means to train or tutor. Kilburg (2000) defines executive coaching as a helping relationship between a client who has managerial responsibilities in an organization, and a consultant who uses different behavioral techniques and methods in order to achieve mutually identified goals. The set goals will improve the client's effectiveness and personal satisfaction, and thus also improve the effectiveness of the client's organization. Additionally, as mentioned by Mobley (1999), "a coaching relationship helps people work out issues and find their own

answers through the skillful use of probing questions,” (p.57). Kampa-Kokesch and Anderson, (2001) in their comprehensive review of the coaching literature, point out the number of different individuals and different disciplines involved in providing coaching services as one possible reason for the difficulty in coming to an agreement on a definition.

Before coaching was a recognized term, executives were often sent to “charm school” where they could learn about employee relation skills or receive behavioral counseling in order to better fit their positions (Hall et al., 1999). Coaching as a tool is believed to first have been used by Myles Mace in 1958 for development of Executive skills (Merrill & Marting, as cited in Eggers & Clark, 2000). In the 1970s, some managers underwent intensive offsite training at National Training Laboratory locations, and by the early 1980s, some companies, such as General Electric, offered their managers personal effectiveness programs. Later in this same decade, 360° feedback models were implemented, although follow-up guidance was not readily available (Hall et al., 1999).

O’Hefferman (1986, cited in Judge and Cowell, 1997) believes that the first person who used the term “executive coaching” was Dr. Dick Borough from California, who in 1985 used the term to describe his leadership development practices. A few years later, in 1988, Forbes magazine featured an article on the topic entitled “Sigmund Freud Meets Henry Ford” (Machan, 1988). Coaching in many ways stems from executive development programs, and seems to have started simultaneously on the east and the west coasts of the United States. The mainstream adoption of executive coaching programs by human resource consultants began around 1990 (Judge & Cowell, 1997).

There is usually a large monetary investment involved in hiring and developing executives as well as general employees. Unfortunately, there is not always a good match between the individual hired and the position, and thus the performance of that particular person turns out to be below expectations. In these situations there are usually three options available to the firm. The firm can terminate the employee, the firm can move the individual into a less critical position, or the firm can utilize resources to improve the person's performance. The first two options often involve both time and the risk of losing considerable investments already made. Thus, more corporations and individuals are starting to consider the third option of trying to improve the individual's performance in order to recover or enhance the investments already made (Judge & Cowell, 1997). Coaching programs often serve as one of many interventions organizational consultants offer their clientele in order to improve the company's overall effectiveness and productivity.

Rapid Increase in Both the Supply and the Demand of Coaching Services

Changing Work Environment

There appear to be many different reasons as to why the field of coaching is growing at such a rapid pace. One reason for the rapid growth is the change in today's work environment, a milieu where change is a constant factor (Hudson, 1999). Hudson goes on to describe that individuals today do not make long term plans, but rather struggle to follow their schedules and obligations for the current week. Furthermore, current trends such as fast-paced technological changes, flattening of organizational hierarchies, and the continuing shift in emphasis from production to service-oriented

industries point toward the potential benefits of coaching in organizations (Cascio, 1999; Douglas & McCauley, 1999; Judy & D'Amico, 1999).

The improvements in technology and communications, such as the increased use and reliance upon email and cell phones, has completely changed how individuals work and function on an every day basis. Although technological advances have enhanced the general work environment, the constant access to information and interpersonal interactions is also contributing to a lifestyle where the individual always can be reached, which in turn creates higher demands and higher expectations. At such times, a professional coach can assist the individual in functioning more effectively in areas such as interpersonal communication, delegation or balancing work and personal life, to mention a few.

Major Transformation Within Coaching

Even though the field of coaching is relatively young, and in many ways resembles the stage in which psychotherapy was 50 years ago, there has already been one major transformation contributing to the increased demand of coaching services. Originally, coaching was implemented to save “derailed managers.” Today, coaches are often hired to boost the performance of an already successful individual (Judge & Cowell, 1997). The change from coaching “derailed” clients to “rising stars” makes a difference in how individuals view coaching services. At present it is often highly regarded to have a personal coach (Berglas, 2002), while it was a stigmatized topic in the past. As the stigma of psychological services decreases, the demand for such consulting services will continue to increase (Atella & Figgatt, 1998). Additionally, the role of the coach also appears to have changed, as described by Eggers and Clark

(2000), where "... the coach is not the expert, but instead a committed 'thought partner'." (p.67). Thus, based on these basic transformations within coaching, the change in perception of coaching services appears to contribute to an overall increase in the use of such services.

Broadening Target Market

Today coaching is not only offered to executives, but to a variety of other individuals. Basically, coaching is considered a helpful process that can be applied in different settings for a variety of engagements. A study including 1,364 coaches, (Gale, Liljenstrand, Pardieu & Nebeker, 2002), confirmed the belief that coaches are branching out their services to appeal to a variety of clients. Coaches were found to use titles that explicitly spell out the coach's main focus, ranging from Executive coach and Business coach, to Life coach and Personal coach, which prove that individuals hire coaches for a variety of reasons.

Perceived Effectiveness

Even though coaching is one of the fastest growing fields within consulting, little research has been done on it. Part of the increased demand for coaching services is due to positive reactions from companies that have implemented it. For example, as stated by Judge and Cowell (1997), Coca-Cola and Polaroid are two companies where coaching is used as the main executive development process, in favor of more traditional approaches. Other companies have even substituted the coaching process for all other sorts of executive training. For instance, a California utility company perceives coaching to be both more effective and cost efficient than other types of programs. Consequently, they had coaching services replace all other managerial development programs (Judge &

Cowell, 1997). However, although none of these examples actually demonstrates the effectiveness of coaching in a scientific manner, positive testimonials appear to significantly contribute to the increased demand of coaching services. Furthermore, McGovern, Lindemann, Vergara, Muphy, Baker and Warrenfeltz (2001) have found executive coaching to return 5.7 times the cost of the investment, and believe that executive coaching will be used even more extensively as empirical research supports the effectiveness of coaching interventions.

Low Barrier of Entry

Other reasons as to why the coaching profession is growing at such a rapid pace are the relatively low barrier of entry into the profession and the monetary rewards (Hellkamp, Zins, Ferguson, & Hodge, 1998) attached to it. Currently there are no recognized standards in place that prohibit individuals from offering coaching services. Thus, an individual's ability to solicit coaching clients essentially serves as the only barrier to entry (Garman, Whiston, & Zlatoper, 2000). For every day that passes there are new web pages appearing on the Internet, where individuals offer their services as coaches. Due to the increased use of technology and the Internet, coaches can easily offer their services to a global customer base. Furthermore, the rapid increase in the number of individuals who telecommute (Judy & D'Amico, 1999) makes it acceptable to work from a home office, which drastically decreases the overhead costs associated with owning one's own business. Even though the rapid increase in both the demand and supply of coaching services can be viewed as an attractive characteristic, it does not appear to have given the field enough time to develop and mature in a healthy fashion, with guidelines such as recommended educational standards and best practices.

Who Provides Coaching Services?

As implied above, the lack of standardization within the field as well as the increased demand for coaching services has contributed to a wide variety of people with varying qualifications and educational backgrounds entering the new profession. According to Judge and Cowell (1997) “psychologists, MBA’s, PhDs, even drama instructors – all are pitching in to help improve the work performance of top executives.” (p. 71). However, the same authors state that 90 percent of their sample reported holding master degrees in either business or the social sciences. Furthermore, data collected by Gale et al. (2002) also shows a concentration of coaches educated within the field of business and social sciences. However 41 percent of the sample reported their educational background being in fields other than business or the social sciences, such as education and life sciences among others. A difference in the level of education was also found as 31 percent of the coaches reported “bachelor” degree as their highest level of education earned, and 8 percent reported “some college or high school” to be their highest level of education earned. Important to point out is that these findings are specific to the samples used in the studies, and may not be representative of all coaches. However, these research findings point toward a lack of educational standardization within the profession, where a wide range of individuals have been able to enter the market and offer their services under the same occupational title. Although coaching has existed for quite some time there is a fear that recent influx of relatively untrained coaches could be decreasing the standardization and quality of services, and possibly tarnish the field’s reputation. (Brotman et al., 1998; Eggers & Clark, 2000; Filipczak, 1998; Garman et al., 2000; Harris, 1999).

As coaches possess different competencies and represent various disciplines and backgrounds, what constitutes an ideal coach is debatable (Brotman et al., 1998). Eggers and Clark (2000) point out that standards of training currently do not exist for coaches in order to guarantee quality and strive for consistency in the delivery of services. Furthermore, Brotman et al. (1998) state that it is very important for organizations to make an informed and competent decision when hiring a coach, especially when considering the high cost involved in such consulting services as well as the high level of work executive coaching consists of. Principally, the field of coaching needs standards of competency to maintain its integrity and the confidence of the customer. Along this same line fall the coaches' educational background, and the question of what the perfect professional coach looks like.

As mentioned above, a few different "camps" unfold when discussing the background of coaches. As Brotman et al. (1998) state, "we believe that psychologists are uniquely qualified to define what is required to be an executive coach when sustained behavior change is the desired outcome." (p. 40). Harris (1999) on the other hand is more specific and states that industrial-organizational (I/O) psychologists would have much to offer when serving as a coach, and be exceptionally well trained for the assessment and feedback phases of coaching. However, he goes on to say that I/O psychologists are less well trained for the planning, implementation and follow-up phases, which often are included in coaching services. Basically, as stated by Glaser (1958), and Maddi (1997), as psychologists who provide consulting services are educated within different sub-fields the difference in educational background makes

each consulting psychologist offer slightly different values and approaches to their work.

Garman et al. (2000) analyzed articles on the topic of coaching written between 1991 and 1998. The purpose was to sort out the level of importance of formal training in psychology to coaching practices. Sixty-seven percent of the articles were composed by editorial staff and freelance journalists while 33% were written by executive coaches or individuals who worked for firms offering such services. Out of those 33%, 15% reported having a background in psychology, 15% a background in business, and 70% did not report information regarding their background. From the articles that covered coaching, 88% presented it as a very favorable intervention. However, the articles on coaching mentioning something about coaches being psychologists, or trained in psychology or counseling, dropped substantially from 1993-1994 (67%) to 1997-1998 (30%). The reason for the drop was not elaborated upon. However, one reason for the drop in percentage may be due to the rapid infiltration of individuals from other fields than psychology. Garman et al. (2000) go on to state that when psychology was mentioned in relation to coaching, it was portrayed as adding a “unique and different skill base” 61 percent of the time (p. 203). Additionally, in 45% of the articles, psychological training was found to add clear value. However, it was portrayed as potentially favorable or unfavorable in 36% of the articles, and considered potentially harmful in 18% of the cases.

Based on the literature it is not clear which educational background is the most beneficial for providing coaching services. Perhaps a mix of different sub-fields of psychology would serve as the best educational background for a coach Or, possibly

educational training based on different subject fields, including business, would serve as the most beneficial training curriculum. Lowman (1998) asserts that an individual who is interested in developing his or her skills in consulting psychology, which takes place in an applied organizational setting, would benefit from training at many different levels and within a variety of subject fields.

How is Coaching Conducted?

At this point there are a number of different theories and models used by individuals practicing coaching. Kilburg (1996) recognizes that coaching is one field within consulting that is being built on methods used in organizational development, adult education, management training, I/O psychology, consultations skills, as well as clinical psychology. He goes on to state that “As it is currently practiced, executive coaching appears to be an eclectic mix of concepts and methods that are being applied by a variety of consultants who have accepted assignments to work with individual executives.” (p. 59). Different coaches appear to use slightly different coaching models as described by the following authors (Banning, 1997; Buzzotta, Lefton & Sherberg, 1977; Diedrich, 1996; Kiel, Rimmer, Williams & Doyle, 1996; Nowack & Wimer, 1997; Peterson, 1996; Saporito, 1996; Thach, 1998).

Following is an elaboration on a few of the examples. Diedrich (1996) of the Hay Group describes his coaching process through a case study where the coaching engagement was instigated by a referral from the client company’s senior executive. The process starts off with a coaching contract signed by the coaching client’s manager, outlining the goals and plans of the engagement. Following the contracting, the coach assesses the coachee’s competencies with a proprietary 360-degree tool, which assists

in understanding a client's managerial style, and more specifically the individual's effect on the organizational climate, and their social and unconscious motives driving their behavior. The initial assessment was further supplemented with the FIRO-B, the Strength Deployment Inventory, and a Picture story exercise, as well as an in-depth interview. The coaching client's manager and senior vice president were also interviewed. Diedrich saw the client for 2-hour coaching sessions; 16 times during the first year, 8 times during the second year, and 6 times during the last year. The initial meetings were spent reviewing the data collected through the assessment tools and the interviews. Following, the client's character, his impact on other coworkers, and other dominant themes were defined and discussed. Throughout the coaching engagement, additional 360-degree data was collected to document the client's positive improvements, and the developmental plan was continually updated and shared with the client's manager. Reading material such as books and articles were provided by the coach and later discussed with the client.

Saporito, senior Vice President with RHR International (1996), describes a four-stage Business-linked executive development model that he uses when providing executive coaching services. The first stage is referred to as setting the foundation during which a Profile of success is created based on the challenges facing the organization, the particular factors necessary for the individual to succeed as well as the personal qualities necessary based on the organizational context. The information needed to create the success profile is extracted from discussions and interviews with individuals affected by the executive's success.

The second stage of the process is referred to as Assessment of the individual. During this phase interviews are conducted to create a picture of the individual's managerial style, his or her view of current challenges, and how the individual aligns with the requirements mapped out in the Profile of success. Further information is extracted from 360-degree surveys and interviews with the coachee's boss, coworkers and subordinates. The information gathered in this stage sets the foundation for the Personal Development Guide, which describes the individual and his or her key developmental issues. This information also serves as feedback during the actual coaching intervention.

The third stage, referred to as Developmental planning, consists of providing feedback to the coachee based on the data collected and the coach's insight to the situation. The Leadership development plan, consisting of strengths, developmental needs, experiences, and the tailored type of coaching required to assist the coachee, is usually created in collaboration with the coachee and their supervisor to ensure ownership in the process. Implementation is the fourth stage of the process, serving as a continuation of what has already taken place, during which the coach starts to work closely with the coachee. The intervention is based on the data gathered throughout the previous steps, guiding both the coach and the coachee (Saporito, 1996). Even though the literature and previous examples describe slightly different approaches to coaching, it is possible to extract a general model that seems to capture the essence of what a coach does.

A general model seems to consist of a few different steps. The first step focuses on setting the foundation, defining the context and establishing the contract. Next, the

individual to be coached is assessed. Often times this process is conducted through the use of a 360° assessment, and other assessment tools, such as FIRO-B, Myers-Briggs Type Indicator, the NEO-PIR, the 16PF, the CPI, and the Adjective Checklist. Based on this information, the strategy of the coaching engagement is planned. Following, the actual coaching implementation commences according to plan. In some cases there is a final follow-up stage, where the situation is re-evaluated and plans are made to either continue or end the engagement, or basic follow-up consultation is provided regarding the initial coaching engagement.

While such a general model sounds credible, it is safe to say that a cookie-cutter approach does not necessarily translate into effective coaching. Also, the examples of models used in coaching mainly seem to describe the process in terms of assessing the areas of importance, rather than explaining what coaches actually do during the “implementation” stage. As understandable, there may be a number of skills necessary when attempting to provide coaching services.

Similarly to the characteristics of effective therapists covered in the psychotherapy literature, a number of authors have voiced their opinions about competencies and qualities of a coach (Brotman et al., 1998; Evered & Selman, 1989; King & Eaton, 1999; Mobley, 1999; Orth, Wilkinson & Benfari, 1987; Phillips, 1998; Zbar, 1999). First of all, a coach needs to be accessible and approachable (Brotman, et al., 1998; Zbar, 1999). This concept includes behaviors such as warmth, generosity, acceptance, patience, sensitivity, and the ability to build rapport. The coach needs to structure a partnership and a caring relationship (Evered & Selman, 1989). Speaking and listening skills, and the balance between the two, is another necessary competency

that is among the most recognized and also one quality that deserves further in-depth research (Evered & Selman; Mobley, 1999; Phillips, 1998)

It is important for a coach to be comfortable around top management, to speak the language that leaders speak and to understand how they think. Furthermore, the coach needs to be politically savvy and know how to relate to a variety of individuals within an organization, since he or she will work with a number of individuals, such as the coachees' coworkers, subordinates and executives. When coaching others, the individual should display genuine care about the person and be able to demonstrate true empathy. Creativity, flexibility and adaptability are other core competencies necessary in order to formulate unique ideas and be able to view problems and issues from a new perspective (Brotman et al., 1998). The coach must also be committed to making progress and producing results in order to meet the set expectations (Brotman et al.; Evered & Selman, 1989). Individuals need to be able to be honest with the coach, making it possible for the coach to present material in a direct and truthful fashion. At the same time, the coach should be sensitive and open to the coachee's responsiveness (Brotman et al.; Evered & Selman; Phillips, 1998). Intelligence is another important competence as a coach, as complex concepts and ideas are dealt with on a daily basis. Self-knowledge is another key trait. It allows the coach to understand his or her own strengths and weaknesses, limits and opportunities, which is necessary to maneuver situations in a healthy way and not take on responsibilities outside of one's area of expertise (Brotman et al.). However, these "soft skills" are not easily measured without closely observing a coaching relationship for an extensive period of time.

Besides the necessity of a well proven coaching model and the competent use of soft skills, Tobias (1996) states, “coaching is individually tailored to the person and the current issue or problem, as opposed to the ‘one-size-fits-all’ menu provided by many seminars.” (p. 87). This is one statement that appears difficult to argue. However, the essence of the question at hand is not if the coach tailors his or her services depending on the situation, but more importantly, do significant differences in practices and approaches exist between coaches?

The Fundamental Nature of Coaching Styles

Even though two coaching engagements are never the same, it is fair to assume that a coaching session is based upon the particular coach’s style of providing coaching services, no matter who the client is. What the coach’s style is based upon, however, is not clear at this point, but one possible explanation might be rooted in the type of services the coach is attempting to provide.

Types of Coaching

Throughout the literature coaches and researchers define coaching slightly different and a number of titles are used for these types of services. Since different titles are used as well as engagements taking different directions and focuses, a variety of different types of coaching exist, as introduced in the coaching literature (Douglas & McCauley, 1999; Hudson, 1999; Peterson, 1996; Thach and Heinselman, 1999; Witherspoon & White, 1996). Even though different types of coaching appear to resemble different approaches and models used when providing services, as described above, the literature tends to separate the two.

Peterson, Vice President at Personnel Decisions International (1996), who offers services to individuals involved in business and industry describes three different types of coaching offered by the firm. The first type of coaching is referred to as Targeted coaching and consists of minimal assessment such as interview, 360-degree survey and a discussion with the sponsor of the client's organization. Targeted coaching is focused on one or two skill areas, such as team leadership or communication, for example. The coachee is motivated and well aware of the objective of the intervention. The coach and the client meet for 4 or 5 half-day sessions during 3 to 4 months. The organizational sponsors are somewhat involved, and this sort of intervention only requires minimal follow-up on part of the coach.

Another type of coaching used by Personnel Decisions International is Intensive coaching, which requires in-depth assessment of the client's psychological and cognitive abilities, work simulations, interviews and 360-degree survey (Peterson, 1996). This type of coaching is used with clients who need assistance in behavioral changes and role changes. In these situations the need for change is obvious but the actual objectives of the engagement may not be spelled out. The client may, or may not be motivated to change. During Intensive coaching the coach and the coachee meet for 5 to 6 full-day sessions during a 6 to 9 month period. The organizational sponsors are involved through ongoing, in-depth consultation. The coach follows up within 3 to 6 months in order to make sure that the behavioral changes are sustained.

The third type of coaching offered by Personnel Decisions International is Executive coaching (Peterson, 1996). Under this type of coaching the assessment of the individual depends upon the needs of the coachee. The focus on the intervention is

on the challenges that face the coachee, and often involves discussions regarding options and effective implications. The coachee often has a clear goal he or she wants to obtain as a result of the intervention. The session takes place in the form of 1-2 hour meetings, either as needed or according to a schedule. The coachee is usually the one who communicates the progress to the organizational sponsors. With Executive coaching, follow-up and ongoing consultation is in response to the coachee's request.

Thach and Heinselman (1999) describe a few other coaching types, tailored to fit the needs of the client. Feedback coaching (Thach & Heinselman, 1999) is based on a format where the coach provides the coachee with feedback and helps create a developmental plan focused on specific areas. This coaching engagement can be conducted over the phone or face-to-face, and usually lasts from 1 to 6 months. The coaching activity is based on information gathered through a 360-degree assessment tool, which also forms the foundation of the engagement.

In-depth developmental coaching (Thach & Heinselman, 1999) consists of an engagement lasting up to 12 months. The intervention is based on an extensive data gathering using 360-degree tools, Myers-Briggs, and Firo-B, as well as interviews with staff, peers, managers and in some cases even family members. The coach and the coachee collaboratively create a developmental plan, which is shared with the coachee's manager. The coach meets with the client for 2 to 4 hours, at least once a month. Shadowing is common throughout this engagement, during which the coach provides immediate feedback.

Content coaching (Thach & Heinselman, 1999), or Coaching for skills (Witherspoon & White, 1996), which appears to resemble Targeted coaching, consists

of a coach providing specific knowledge and guidance to the coachee in a specific skill area, such as marketing or finance, for example. This type of engagement has clear and specific goals; the client agrees on the purpose and need of the intervention and believes that it is possible to learn such skills. Experts often provide this sort of coaching in certain cases through external seminars. However, considering time limitations often facing executives, one-on-one coaching can be a better alternative. Alternative sources, such as books, can also be used to assist the client.

In addition to the categories mentioned, Personal and Life coaching are types of approaches where the coach appears to focus more on the coachee's personal life, rather than on the individual's performance in relation to an organization. Personal and Life coaching seem to focus on a number of intra-personal issues such as life transitions, divorce, individual goal setting, and individual improvement within a number of different areas, which may appear to be more appropriately handled by a licensed psychologist. Although this type of coaching is widespread and provided by a variety of individuals, it lacks professional research and literature.

Since Personal and Life type coaching mainly focus on the individual independent from their job and professional context, the individual requesting the service hires the coach rather than an organization. If the coachee pays-out-of pocket for the services, it is very likely that these services are less expensive than coaching services offered to organizations, which in general have larger budgets devoted to employee development. Furthermore, if these services are less expensive it is also likely that this type of coaching is less competitive, which in turn leads to a pool of coaches whom on average have different experiences than coaches hired by organizations. For example, it is likely that a

coach hired by an organization, coaching Executive level individuals, often times have previous experience serving as a senior level professional within an organization. On the other hand, coaches hired by the individual receiving coaching often times have not held executive level positions within companies, but rather hold experiences based on other engagements.

Besides the supposedly more structured types of coaching, Olivero, Bane and Kopelman (1997) show that a variety of coaching approaches exist, such as the psychoanalytic perspective, which mainly focuses on relieving personal problems, and the more directive approach which is grounded in goal setting theory, feedback and problem solving. In addition to offering different “types” of coaching alternatives, coaches also tend to use a variety of titles when offering their services (Gale et al., 2002), which indirectly illustrates a particular approach.

Kampa-Kokesch and Anderson (2001) in their comprehensive review of the literature report the difficulty in distinguishing one type of coaching from another. An example of this would be that Executive coaching also is offered to professionals other than executives. Thus, even though one would assume that the name of a particular type of coaching would govern the parameters of the service provided, as well as the type of coachee involved in the engagement, that may not be the case. The statement by Kampa-Kokesch and Anderson, and the lack of quantitative research on the different types of coaching, point out the confusion and misuse of “names” and “titles” within this rapidly emerging field. In other words, the distinction between different types of coaching is at this point not clear, and based on opinions, narratives and a non-scientific understanding of the field rather than empirically derived information.

As reviewed above, it seems feasible that a coach would categorize his or her coaching style according to the type of service he or she is attempting to provide, just as one would assume that services provided by a coach using the title Executive coach differ from the services offered by a coach using the title Life coach. However, nothing keeps a coach from practicing within a number of different settings, alternating titles and their services in a fashion that fits the specific engagement at hand. Thus, the type of coaching an individual is attempting to provide does not necessarily serve as a good predictor of coaching practices.

As many slightly different models and approaches exist within coaching one can make the case that the field parallels that of psychotherapy. Within psychotherapy there is Cognitive Behavioral Therapy, Psychoanalytic theory, and Existential theory, to mention a few, and psychologists frequently tailor their services to their clients' needs. However, besides the conscious tailoring of services, it is very likely that the therapist's training, which influenced the individual during his or her extensive period spent in school, significantly impacts the individual's approach to practicing. Consequently, another explanation that may serve as the basis for a coach's style and model of practice is the type of training that the coach has received.

Coach Training Programs

Today a number of coaching programs exist. Most of the programs are based in the United States. However, due to technical advances, the training can in many cases be accessed anywhere in the world through the Internet and teleconferencing. The International Coach Federation (ICF Credentialing, 2003) offers credentialing programs at different levels such as Associate certified coach, Professional certified coach, and

Master certified coach. A number of other organizations, associations and institutes also offer similar training programs such as the Academy for Coach Training, Coach 21 Company, Coach for Life, The Hudson Institute of Santa Barbara, Coach University, and the Institute for Professional Empowerment Coaching, which also are accredited by the International Coach Federation (ICF Accredited Coach Training Programs, 2003).

Coach University offers one training program that originally started in 1992 by Thomas Leonard, an ex-financial planner. Coach University is today the largest coach training company in the world where individuals are taught how to coach other people. This coach training program, like many others, reaches individuals throughout the world through technological advances such as the Internet and teleconferencing (Wilson, 2002).

Even though the International Coach Federation certifies certain coach training programs, no single standard of training currently exists to regulate the overall consistency and quality of the services provided by coaches, as pointed out by Eggers and Clark (2000). Furthermore, since no specific coaching certification or licensure is required for an individual to practice coaching, a large number of coaches decide not to enroll in the coaching programs currently offered. It may also be the case that coaches with extensive educational backgrounds do not need a coach certification to attract clients, as their overall education and experience provide sufficient credibility and knowledge. Thus, the enrollment and completion of a coach training programs does not appear to serve as a good indicator of coaching practices.

Academic Background

Academic background is another type of training that is likely to influence a coach's practice. When an individual is engaged in studies for an extended period of time, such as 4-9 years, which is the amount of time it takes to earn anything from a bachelor degree to a doctoral level degree, it is reasonable to assume that the person is influenced and shaped significantly. Academic background is also a variable that stays constant from one coaching engagement to another. Although types of coaching and professional titles used, as well as specific coach training programs, are likely to influence coaching practices, these variables are not as stable and easily measured as an individual's academic background.

As stated earlier and supported by literature, coaches embody diverse educational backgrounds, ranging from high school graduates to PhD's within a multitude of fields. However, individuals with an educational background in Business or Psychology appear to dominate the market.

Individuals from a variety of sub-fields within psychology are providing consulting services, where coaching has become an increasingly important tool. The main reason for such a shift is the onset of managed care, which makes it financially unattractive for many psychologists to continue providing insurance-based psychotherapy services (Maddi, 1997; Atella & Figgatt, 1998). Garman, Zlatoper and Whiston (1998) point out that since the increasing attraction to the area of consulting is largely motivated by financial incentives, rather than solely based on consulting skills and interest, the need to develop educational and preparatory guidelines is vital. Furthermore, as a large number of clinical psychologists shift their focus to

organizational consulting services, it is important to explore concrete differences, not only between coaches with a business education and psychologists in general, but also between clinical and I/O psychologists (Maddi, 1997).

The Value of Psychology Programs. The skills necessary to coach have been explored by a number of researchers and are reviewed above. However, in the research article by Garman et al. (1998), "Graduate training and consulting psychology: A content analysis of doctoral-level programs," the authors explore how graduate programs prepare students to become consulting psychologists. Consulting psychology practice was defined through an occupational analysis and found to be made up of the following occupational tasks: test construction, individual and organizational assessment, research and evaluation, individual and group process consultation, education and training, employee selection and appraisal, general problem solving, organizational development, diversity, ethics and consulting skills (Robinson Kurpius, Fuqua, Gibson, Kurpius, and Froehle, 1995, as cited in Garman et al.). The 52 doctoral programs reviewed in the study clustered into: Individual-focused programs, such as clinical and counseling psychology; Education-focused programs, such as educational and school psychology; and Business-focused programs, such as industrial-organizational psychology (I/O), organizational behavior, human resources, and applied social psychology programs.

Clinical and counseling psychology programs grouped under the Individual-focused programs. Both clinical Ph.D. and Psy.D. programs were found to have a strong focus on individual assessment and processes. However, clinical Ph.D. programs differed from clinical Psy.D. programs in that they require extensive skills in

research design, statistics and test construction. Nevertheless, both programs require extensive supervised work experience.

Furthermore, clinically trained psychologists tend to focus the majority of their efforts on the client's personal development, where the individual always serves as the client, rather than the organization (Maddi, 1997). Even though an individual focus may be a valuable approach, advocating too strongly on the individual's behalf during consulting and never fully promoting the organizational needs can become a problem as organizational excellence is undermined. However, Maddi goes on to state, "Their help will not be limited to mere coaching about how to behave but will add to that fostering the manager's insight into the true nature of the problem." (p.213).

Even though it is important to focus on the individual when providing services in an organizational setting, it is also important to have adequate understanding of all the relevant pieces, such as the corporate culture, the company's strategic objective, the context in which the individual will be expected to succeed, and the human element (Somerville, 1998). The same author continues to explain that psychologists with a clinical background, practicing within corporations, often pathologize during the time of assessment, which in and of itself can be damaging to both the individual and the organization.

The extensive study by Garman et al., (1998) found that the drawback of the clinically oriented programs was the lack of training in organizational level diagnosis, such as organizational assessment, training, selection, appraisal, organizational development, and managerial issues. The lack of education in these areas could be attended to by courses in I/O psychology and business management (Garman et al.).

Harry Levinson, a psychoanalytically oriented clinician who mainly serves as a corporate psychologist, who by many clients is considered a “wise old man” (p. 115), emphasizes the importance for coaches to understand organizations and the business world (Levinson, 1996). Furthermore, Levinson states that it is important for coaches to avoid becoming too psychotherapeutically involved, as time constraints do not allow for such a thorough process. As Atella and Figgatt (1998) illustrate, an executive coaching consultation with a CEO, conducted by a clinical or counseling psychologist, can be in-depth and meaningful. However, due to a particular organizational context, such an approach may be inappropriate.

The study by Garman et al., (1998) also investigated counseling psychology programs, which can be found both within the field of education and the field of psychology. Most counseling programs were found to focus on both individual and group level interventions. Research and evaluation were also part of the curricula. The skills gaps resemble those found in clinical programs, see above.

Educational psychology and school psychology grouped under Educational-focused programs. Educational psychology programs were found to cover many skills and tasks related to consulting psychology, as well as research and problem conceptualization at many levels, including individuals and systems. Individual and group processes, as well as organizational assessments were not extensively covered.

School psychology programs were found to focus on multiple levels of analysis, including both individuals and groups, and effective consultation methods. The programs were also found to provide knowledge and training on individual assessment.

However, these programs lacked focus on the organizational level, such as organizational development and assessment (Garman et al., 1998).

I/O, organizational behavior, human resource, and applied social psychology programs clustered under the Business-focused programs in the study conducted by Garman et al. (1998). In the study, I/O programs rated as the most appropriate program for an individual interested in serving as a consulting psychologist, as they cover test construction, employee selection, appraisal, research and evaluation. Additionally, one study attempting to understand consultation training offered in graduate psychology programs (Hellkamp, Zins, Ferguson, & Hodge, 1998) reached a similar conclusion; that the curriculum and training opportunities in I/O programs, as well as school psychology programs, were better designed to prepare an individual for consultation than clinical and counseling psychology programs. In the same study, only 5% of the I/O psychology faculty rated their program as inadequate in terms of consultation preparation, relative to 57.2% of the clinical and counseling faculty respondents.

Although I/O programs reviewed in the Garman et al. (1998) study received such an exceptional rating, I/O programs still lack extensive training in preparing the person to work on the individual level with clients. As Maddi (1997) states, I/O psychologists do not necessarily understand individual differences and complexities, but rather the function and tasks related to the organization. Even though the business-oriented programs may appear to offer better training for individuals interested in providing consulting services, some people believe that extensive training in clinical or counseling oriented psychology is necessary to provide good coaching, which today is a widely used tool within consulting. Berglas (2002) states, "I believe that in an alarming

number of situations, executive coaches who lack rigorous psychological training do more harm than good.” Along the same lines, Levinson (1996) views a solid understanding of adult development, usually covered more extensively in individually focused programs, as very useful especially when coaching an individual on retirement issues. Furthermore, Garman et al. state that extensive coursework and applied experience is needed before the person is fully trained to provide work on the individual level.

Organizational behavior and human resource programs were found to overlap with the I/O programs, but also offer extensive focus on organizational problem solving, applied decision making, as well as the chance to receive supervised consulting experience. The skill gap for this category was found on the individual and process level. In order to acquire such skills the individual would need to study fundamental psychological principles and receive supervised practical experience (Garman et al., 1998).

Applied social psychology was yet another sub-field explored by Garman et al. (1998) that fell within the business focused programs. Social graduate programs are similar to I/O programs, providing test construction, organizational assessment, research and evaluation course work. However, this type of program also provides the student with an understanding of group processes. Furthermore, this training left the curriculum open to the student to choose elective courses from other sub-fields of psychology and business. Similarly to the I/O program, social psychology programs do not focus extensively on individual level work, or applied consulting tasks. Additionally, such programs do not cover the basic areas of human resource work. In

order to be fully prepared to offer consulting services, the individual would be wise to receive supervised experience on individual level work and enroll in classes covering practices relevant to human resources (Garman, et al.).

The Value of Business Administration Programs. As discussed above, the type of training that best prepares an individual to serve as a coach has not been determined. Considering that coaching often is offered through a one-on-one approach and is focused on performance improvement or behavioral change, one would expect that a coach with an educational background in psychology would be well suited. However, coaches offer their services for a variety of assignments, many where solid knowledge of the business world is valuable. Therefore, an understanding of the business world is often vital when providing coaching services. According to Levinson (1996), the most important thing that he learned serving as a consultant was to be well informed about management, economic and political issues. Saporito (1996) also emphasizes the importance of tying the coaching engagement to the business world, and the context in which the client functions.

In comparison to the educational curricula offered within the field of clinical psychology, an undergraduate business curriculum appears quite different, focusing on skill-oriented classes, such as accounting, finance, and marketing. However, other more process-oriented classes can also be part of the curricula. For example, the business school at the University of San Diego offers classes focused on the fundamental principles of economics, conveying an understanding of the existing forces in the business world, and softer skill sets, such as working together as a team (University of San Diego, January 2003). Graduate business administration programs

provide a slightly different curriculum, preparing the students to serve as mid and senior level managers. For example, part of the curriculum objectives of the MBA program at the University of San Diego is to provide students with both functional and in-depth skills. Conflict management, process design, leadership, and critical thinking are a few of the areas that the students are exposed to (University of San Diego).

Even though business students complete a particular curriculum, it is difficult to know how those concepts and experiences influence the individual's future performance. Kretovics (1999) conducted a study on the learning outcomes of an MBA program, using the Learning Skills Profile (LSP). According to the study, students who graduated from the program were found to have gained significant learning in goal setting skills, help skills, (i.e., an individual's ability to be sensitive to others), information gathering skills, leadership skills, quantitative skills, technology skills, and theory skills, (i.e., the ability to integrate ideas and conceptualize). However, action skills, (i.e., commitment and persistence), information analysis skills, initiative, (i.e., the ability to seek out opportunities), relationship skills, (i.e., the ability to create a trusting environment), and sense making skills, (i.e., the ability to adapt), did not significantly improve. Even though this study used a self-report instrument, it is indicative of the skill set that graduates of MBA programs have.

On the other hand, and in critique of the research design used in the study by Kretovics, the skills that did not improve following completion of the program appear to resemble personality traits. This indicates that the individuals in the study may already possess such characteristics prior to enrollment in the MBA program, which would explain the non-significant difference in the pre-post design.

As stated above, a person's educational background is a stable variable that can be used to categorize individuals into different groups. Kilburg's (1996) statement reminds us that the field of coaching is built on a multitude of methods used in organizational development, adult education, management training, industrial-organizational psychology, consultation skills, and clinical psychology. Additionally, if people representing particular backgrounds hold certain preferences, it is reasonable to expect that coaching practices vary between coaches with different academic backgrounds.

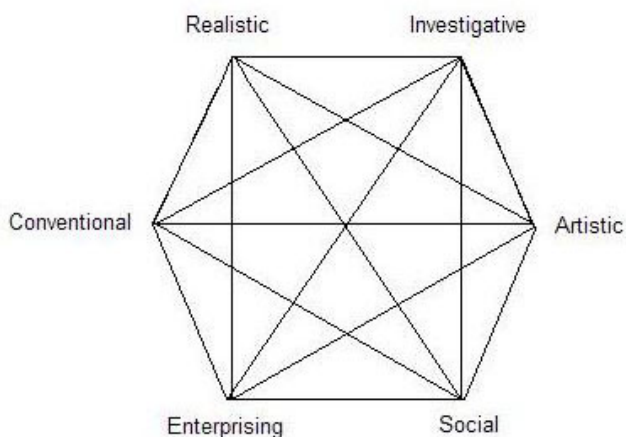
Nevertheless, to make directional hypotheses about differences in coaching practices, it is valuable to understand common characteristics of the different groups providing coaching services. Thus, an articulated and concrete theory, in addition to academic background, can help guide the hypotheses and provide justification and rationale for the expected differences. Upon exploration of a variety of theories and models, the Holland theory of vocational interests (1985) appears to serve well as a general heuristic. The current study does not serve as a validation of the Holland theory, but rather uses the theory as a guiding tool to help explain why certain differences may exist. Below is a relatively brief description of the theory.

Holland Theory of Vocational Interests

Holland's theory of vocational interests (1985) can be used to characterize individuals into different types in order to explain vocational behavior. Six different types exist: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The more similar an individual is to any one type, the more likely he or she is to exhibit traits and behaviors represented by that particular type. The different types can be

organized into a hexagonal model that maps out the relationships and similarities among the different types based upon the type's positioning in model, as well as the distances between them (Holland).

Figure 1. Holland's Hexagonal Model. Adapted from Holland (1985).



Holland states that most people can be grouped into one of the six types. For the purposes of the present study, the preferences associated with each type will be used to guide the hypotheses on coaching practices. As Holland (1985) states, “because people in a

vocational group have similar personalities, they will respond to many situations and problems in similar ways...” (p.10). The Holland typologies are supposedly based on an interaction of a variety of variables, such as heredity, environment and culture, social class, parents and peers. The combined influence from these different variables forms the person's preference for particular situations and activities.

According to Holland (1985) his theory has been the subject of study in more than 400 projects. Osipow, Ashby and Wall (1966) found supporting evidence for the relationship between student's personality type and their vocational decisions as the occupations chosen by students were consistent with the personality type selected to most accurately describe themselves, thus supporting Holland's theory as a valuable tool in projecting vocational behavior. Furthermore, Austin and Holland (1961, as cited

in Holland, 1985), found a correlation between the percentage of Realistic typologies represented at a college, and the students' pragmatic description of the college environment. These results support the notion that individuals within the same typology approach and respond to situations and problems in a similar fashion.

A variety of measures can be used when attempting to assign an individual to one of the six Holland types. Personality and interest scales appear to be the most common and reliable sources. However, as Holland (1985) states, "In short, a person's resemblance to each type may be defined by vocational interest as manifested in vocational and educational preferences, current employment, or scores on certain interest scales" (p. 24). Holland argues that no assessment method has been found to be the most beneficial for all situations. However, he goes on to state that, "Ideally, it is desirable to secure both inventory and occupational data." (p. 26).

As expected, the Holland theory is more complex than as presently described. However, as the research design in the present study uses the coach's academic background as the independent variable, rather than a quantitatively derived personality type, the theory is not discussed in great detail. Essentially, the Holland model is used to better recognize the likely characteristics of each group, and assist in understanding why differences between the three educational groups may exist.

Classification

The Dictionary of Holland Occupational Codes (Gottfredson & Holland, 1996) is one source that provides occupational classifications and information on the six different Holland types. These classifications, consisting of three letter codes, illustrate common characteristics of different individuals and are based on specific occupations. Codes can

also be assigned based on educational preferences. For individuals using the psychologist title, codes from the Dictionary of Holland Occupational Codes, derived from specific occupations seems feasible. On the other hand, for individuals holding a degree in business and who do not necessarily fall into a specific profession, but rather can be found in a variety of settings, a classification based on educational preference appears more fitting (Holland, 1985).

For the purposes of the present study, and as implied by research, the sub-fields of psychology and the field of business are of interest. Based on the Dictionary of Holland Occupational Codes (1996), Industrial-Organizational (I/O) Psychologists and Educational Psychologists hold the following three letter code: IES. Developmental and Engineering Psychologists group under the IRS letter code. Social and Experimental Psychologists' three letter code is IAE. Clinical and Counseling Psychologists' three letter code is SIA, and School Psychologists' three letter code is SEI. As expected, a few of the psychology oriented sub-fields hold the same three letter code, as many of the tasks and interests within those fields resemble and overlap one another. Individuals majoring in Business Administration are categorized as Enterprising, letter code E (Holland, 1985).

The principal differences between the Holland types occur in the first letter of the code (Holland, 1985). Considering that coaches' educational background serves as the independent variable rather than a specific code determined from an interest scale, only the first letter of the three letter code will be used to provide additional information about the groups. Furthermore, as aligned with the educational requirements of each psychology sub-field and the Holland classification, the sub-fields are merged into two groups for the purposes of the present study. Thus, Holland's Investigative type (I)

represents coaches with an academic background in the following sub-fields of psychology: I/O, Educational, Developmental, Engineering, Social or Experimental Psychology. For purposes of abbreviation, this group will be referred to as the I/O psychology group. Holland's Social type (S) represents coaches with a background in Clinical, Counseling, or School Psychology, and this group will be referred to as the Clinical group. As reported above, Holland's Enterprising type (E) represents coaches with an academic background in Business, and will simply be referred to as the Business group. Following are descriptions of each type as modified from Holland (1985).

The Investigative Type – Characteristics Related to the I/O group

The Investigative type has a preference for investigative situations and occupations, and they enjoy observational, symbolic, and systematic investigations. This type usually dislikes persuasive, social and repetitive activities, as well as enterprising occupations and activities. They tend to use investigative methods and skills when problem solving. The Investigative type views self as intellectual, scholarly, scientific, with a lack of leadership abilities. Overall, this type is likely to be analytical, cautious, critical, complex, curious, independent, intellectual, introspective, pessimistic, precise, rational, reserved, retiring, unassuming, and unpopular.

The Social Type – Characteristics Related to the Clinical group

The Social type has a preference for social situations and occupations, and they enjoy activities such as training, developing, curing and informing others. They tend to dislike systematic and ordered activities, including work with tools and machines. They often hold interpersonal skills and the ability to educate others, and lack technical skills and knowledge. The Social type uses social competencies to problem solve and views

self as helpful, understanding, being able to teach and lacking knowledge within the scientific and mechanical rounds. Overall, this type values ethical activities and is likely to be ascendant, cooperative, patient, friendly, generous, helpful, idealistic, emphatic, kind, persuasive, responsible, sociable, tactful, understanding, and warm.

The Enterprising Type – Characteristics Related to the Business group

The Enterprising type has a preference for enterprising situations and occupations, and enjoys the manipulation of others to reach organizational and economic goals. They also take pleasure in political and economic gain. This type possess persuasive, interpersonal and leadership abilities, and lacks scientific knowledge. They tend to dislike systematic, observational and symbolic activities, and avoid investigative occupations. The Enterprising type solves problems through enterprising competencies, and views self as aggressive, popular, self-assure, and lacking scientific ability. Overall, the Enterprising type is likely to be acquisitive, adventurous, agreeable, ambitious, domineering, energetic, exhibitionistic, excitement seeking, extroverted, flirtatious, optimistic, self-confident, sociable, and talkative.

Performance Expectations

Besides the specific type descriptions, Holland (1985) outlines expected performances for the different typologies. The Social and Enterprising types, respectively, are found to have more personal resources and cope more effectively with job changes, unemployment and job opportunities than the other types. The Investigative and Social types are found to hold higher educational aspirations and achievements than the other types, such as the Enterprising type, while the Enterprising and the Social type are found to hold higher vocational aspirations and achievements than the Investigative

type. Furthermore, individuals possessing the same personality pattern as their instructor benefit more from the teaching methods than individuals with different patterns. For example, an individual assessed as Enterprising will likely benefit more from an instructor with an Enterprising personality pattern than from an instructor with an Investigative style.

Social behaviors are also influenced by the different personality patterns. For example, the Social and Enterprising types are found to respond better to leadership roles, social interactions, and interpersonal relationships. In addition, an individual's personality pattern determines his or her responsiveness to others, where people with similar types are attracted to each other, and individuals with dissimilar types do not like each other as much (Holland, 1985).

Hypotheses

Following are directional hypotheses based on the three levels of the independent variable, academic background. Considering that the current study explores differences in practices and approaches to coaching, a large number of hypotheses, 23, are proposed. A brief rationale based on academic background or the Holland type characteristics is provided prior to each hypothesis. However, for a complete justification of the direction of the hypotheses, please refer back to each respective section covering the specific material more in-depth. Each hypothesis is numbered sequentially. As a reminder, for the purpose of abbreviation, each group is referred to as either I/O psychology, Clinical psychology, or Business even though they consist of a number of related academic backgrounds, as previously discussed.

Hypothesis 1

The use of title will be a function of academic background. Specifically, students enrolled in either a Clinical or I/O psychology curriculum generally receive in-depth training in human behavior. Thus,

Coaches with academic backgrounds in I/O or Clinical psychology refer to themselves as either Developmental coach or Personal coach significantly more often than coaches with academic backgrounds in Business.

Hypothesis 2

The perceived usefulness of previous training and experience will be a function of academic background. Specifically, students enrolled in an I/O psychology curriculum generally receive combined expertise in both the behavioral sciences and organizational studies, and often receive training in consulting skills. Thus,

H2a: Coaches with an academic background in I/O psychology perceive their academic background as significantly more useful than coaches with an academic background in Clinical psychology.

Students enrolled in a Clinical psychology curriculum receive training and supervision in the behavioral sciences, and interpersonal processes. Thus,

H2b: Coaches with an academic background in Clinical psychology perceive their academic background as significantly more useful than coaches with an academic background in Business.

Hypothesis 3

The frequency with which coaches participate in coaching seminars/lectures/workshops will be a function of academic background. Specifically, Holland's theory

(1985) states that the Enterprising type prefers enterprising situations, is extroverted, sociable, talkative, and self-confident. Furthermore, since students enrolled in a Business curriculum are unlikely to receive extensive training in the behavioral sciences, they are likely to experience a lack of expertise in that area. Thus,

H3a: Coaches with an academic background in Business participate in coaching seminars/lectures/workshops more frequently than coaches with an academic background in Clinical psychology.

Holland's theory (1985) states that the Social type prefers social situations and competencies, and values social activities. Furthermore, students enrolled in a Clinical psychology curriculum are unlikely to receive Business development training, often necessary if serving corporations. Thus,

H3b: Coaches with an academic background in Clinical psychology participate in coaching seminars/lectures/workshops more frequently than coaches with an academic background in I/O psychology.

Hypothesis 4

The means coaches use to obtain clients will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type prefers manipulation of others to attain organizational goals or economic gain, and generally uses enterprising competencies to solve problems at work. Thus,

H4a: Coaches with an academic background in Business advertise more often than coaches with an academic background in Clinical psychology in order to acquire clients.

H4b: Coaches with an academic background in Business use websites more

often than coaches with an academic background in Clinical psychology in order to acquire clients.

Holland's theory (1985) states that the Social type prefers manipulation of others to inform and enlighten, and possess educational competencies. Furthermore, Holland's theory states that the Investigative type is reserved and has an aversion to persuasion. Thus,

H4c: Coaches with an academic background in Clinical psychology advertise more often than coaches with an academic background in I/O psychology in order to acquire clients.

H4d: Coaches with an academic background in Clinical psychology use websites more often than coaches with an academic background in I/O psychology in order to acquire clients.

Hypothesis 5

The perceived competitiveness in the field of coaching will be a function of academic background. Specifically, Holland's theory (1985) states that the Social and the Enterprising types, respectively, have more personal resources and cope more effectively with job changes, unemployment, and opportunities than the Investigative type. Thus,

H5a: Coaches with an academic background in Clinical psychology perceive the field of coaching as less competitive than coaches with an academic background in Business.

H5b: Coaches with an academic background in Business perceive the field

of coaching as less competitive than coaches with an academic background in I/O psychology.

Hypothesis 6

By whom a coach is hired will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type prefers manipulation of others to attain organizational goals or economic gain, and generally uses enterprising competencies to solve problems. This type also perceives him or herself as aggressive, popular, self-confident, possessing speaking abilities, and extroverted. Furthermore, students enrolled in a Business curriculum are likely to receive extensive training in business development, focused on organizations. This combination is likely to make the Business group pursue contracts on the organizational level. Thus,

H6a: Coaches with an academic background in Business are more often hired by an employer than coaches with an academic background in I/O psychology.

Students enrolled in an I/O psychology curriculum generally receive combined training in organizational studies and consulting skills, while the Clinical psychology curriculum focuses on individual processes and lacks focus on business and industry. Thus,

H6b: Coaches with an academic background in I/O psychology are more often hired by an employer than coaches with an academic background in Clinical psychology.

Hypothesis 7

The frequency with which coaches are hired for specific coaching engagements will be a function of academic background. Specifically, Holland's theory (1985) states that the Social type prefers manipulation of others to inform and enlighten, and he or she

is empathetic and understanding. Furthermore, students enrolled in a Clinical psychology curriculum receive training on individual processes and personal development. However, organization-related training is not offered. Coaches with a background in I/O psychology on the other hand, hold expertise in both the behavioral sciences and organizational issues. However, the Investigative type tends to be analytical and reserved. The Enterprising type prefers organizational goals and economic gain, and is enterprising and social. Furthermore, individuals with a background in Business hold knowledge and understanding of business processes and concepts from past training. Thus,

H7a: Coaches with an academic background in Clinical psychology are more often hired for change adaptation engagements than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired for change adaptation engagements than coaches with an academic background in Business.

H7b: Coaches with an academic background in Clinical psychology are more often hired for balancing work and personal life engagements than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired for balancing work and personal life engagements than coaches with an academic background in Business.

H7c: Coaches with an academic background in Clinical psychology are more often hired to build trust in relationships than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to build trust in relationships than coaches with an academic background in Business.

H7d: Coaches with an academic background in Business are more often hired to clarify and pursue goals than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to clarify and pursue goals than coaches with an academic background in Clinical psychology.

H7e: Coaches with an academic background in Clinical psychology are more often hired to improve communication than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to improve communication than coaches with an academic background in Business.

H7f: Coaches with an academic background in Business are more often hired to improve delegation skills than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to improve delegation skills than coaches with an academic background in Clinical psychology.

H7g: Coaches with an academic background in Clinical psychology are more often hired to improve listening skills than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to improve listening skills than coaches with an academic background in Business.

H7h: Coaches with an academic background in Business are more often hired to improve strategic planning skills than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to improve strategic planning skills than coaches with an academic background in Clinical psychology.

H7i: Coaches with an academic background in Business are more often hired to increase sales than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to increase sales than coaches with an academic background in Clinical psychology.

H7j: Coaches with an academic background in I/O psychology are more often hired to manage career than coaches with an academic background in Business.

Coaches with an academic background in Business are more often hired to manage career than coaches with an academic background in Clinical psychology.

H7k: Coaches with an academic background in Clinical psychology are more often hired to manage stress than coaches with an academic background in I/O psychology.

Coaches with an academic background in I/O psychology are more often hired to manage stress than coaches with an academic background in Business.

Hypothesis 8

The definition of a “short-term” coaching engagement will be a function of academic background. Specifically, Holland’s theory (1985) states that the Enterprising

type is energetic, ambitious, and optimistic, values economic achievement, and has an aversion toward observational and systematic activities. Thus,

H8a: Coaches with an academic background in Business define a short-term coaching engagement as a shorter time period than coaches with an academic background in I/O psychology.

Holland's theory (1985) states that Investigative types have an aversion to social activities and prefer investigative activities, value science, and are cautious and analytic. The Social types on the other hand enjoy developing others, systematic activities, value social activities and problems, and are helpful and understanding. Furthermore, students enrolled in a Clinical psychology curriculum receive training in offering therapeutic sessions, which normally last at least 6 sessions and generally are believed to be too short to fully benefit the client. Thus,

H8b: Coaches with an academic background in I/O psychology define a short-term coaching engagement as a shorter time period than coaches with an academic background in Clinical psychology.

Hypothesis 9

The definition of a "long-term" coaching engagement will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type is energetic, ambitious, and optimistic, values economic achievement, and has an aversion toward observational and systematic activities. Thus,

H9a: Coaches with an academic background in Business define a long-term coaching engagement as a shorter time period than coaches with an academic background in I/O psychology.

Holland's theory (1985) states that the Investigative type has an aversion toward social activities and prefers investigative activities, values science, and is cautious and analytic. The Social type on the other hand enjoys developing others, systematic activities, values social activities and problems, and is helpful and understanding. Furthermore, students enrolled in a Clinical psychology curriculum receive training to offer sessions, which normally last at least 6 sessions and generally are believed to be too short to fully benefit the client. Thus,

H9b: Coaches with an academic background in I/O psychology define a long-term coaching engagement as a shorter time period than coaches with an academic background in Clinical psychology.

Hypothesis 10

The length of a typical coaching session will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type is energetic, ambitious, and optimistic, values economic achievement, and has an aversion toward observational and systematic activities. Thus,

H10a: Coaches with an academic background in Business hold shorter coaching sessions than coaches with an academic background in I/O psychology.

Holland's theory (1985) states that the Investigative type has an aversion to social activities and prefers investigative activities, values science, and is cautious and analytic. The Social type on the other hand enjoys developing others, systematic activities, values social activities and problems, and is helpful and understanding. Furthermore, students enrolled in a Clinical psychology curriculum receive training on offering sessions that usually lasts for 1 hour. Thus,

H10b: Coaches with an academic background in I/O psychology hold shorter coaching sessions than coaches with an academic background in Clinical psychology.

Hypothesis 11

The frequency of sessions will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type is energetic, ambitious, and optimistic, values economic achievement, and has an aversion toward observational and systematic activities. Thus,

H11a: Coaches with an academic background in Business hold sessions more frequently than coaches with an academic background in Clinical psychology.

Holland's theory (1985) states that the Investigative type has an aversion to social activities and prefers investigative activities, values science, and is cautious and analytic. The Social type on the other hand enjoys developing others, systematic activities, values social activities and problems, and is helpful and understanding. Furthermore, students enrolled in a Clinical psychology curriculum receive training on offering sessions on a regular basis, which usually consists of 1 session per week. Thus,

H11b: Coaches with an academic background in Clinical psychology hold sessions more frequently than coaches with an academic background in I/O psychology.

Hypothesis 12

The typical fee per session will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type prefers manipulation of others to attain organizational goals or economic gain, and generally uses enterprising competencies to solve problems at work. Furthermore, individuals with a

background in Business are likely to possess benchmarking skills, based on their academic background. Thus,

H12a: Coaches with an academic background in Business charge a higher fee per session than coaches with an academic background in I/O psychology.

Students enrolled in an I/O psychology curriculum generally receive training applicable to the business world and consulting, and the Social type is generous and helpful. Thus,

H12b: Coaches with an academic background in I/O psychology charge a higher fee per session than coaches with an academic background in Clinical psychology.

Hypothesis 13

The means used to conduct a coaching session will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type is energetic, ambitious, optimistic, values economic achievement, and has an aversion toward observational activities. Furthermore, students enrolled in a Business curriculum are likely to adopt business conduct and practices, using phone and email for efficiency purposes. Thus,

H13a: Coaches with an academic background in Business do less face-to-face coaching than coaches with an academic background in I/O psychology.

Holland's theory (1985) states that the Investigative type is rational and averse toward social activities. Furthermore, students enrolled in an I/O psychology curriculum receive training in organizational studies and consulting, making them likely to adopt business practices, such as using phone and email for efficiency purposes. Coaches with

a background in Clinical psychology are trained on individual processes and the Social type prefers and values social occupations and activities. Thus,

H13b: Coaches with an academic background in I/O psychology do less face-to-face coaching than coaches with an academic background in Clinical psychology.

Hypothesis 14

The position held by coaching clients will be a function of academic background. Specifically, Holland's theory (1985) states that an individual's personality pattern determines his or her responsiveness to others, where people with similar types are attracted to each other, and that individuals benefit more from instructors possessing the same personality pattern as themselves. Thus,

Coaches with an academic background in Business coach individuals holding an Entrepreneurial or equivalent position more often than coaches with an educational background in I/O or Clinical psychology.

Hypothesis 15

The use of assessment tools will be a function of academic background. Specifically, Holland's theory (1985) states that the Investigative type tends to be analytical, values science, prefers investigative tasks and uses such competencies to solve problems at work. Furthermore, students enrolled in an I/O psychology curriculum receive training in test construction and appraisal. Thus,

H15a: Coaches with an academic background in I/O psychology use assessment tools more often than coaches with an academic background in Clinical psychology.

Clinical psychology curricula have a strong focus on individual assessment, however the Social type has an aversion to systematic activities. Business programs do

not offer assessment related training and the Enterprising type dislikes systematic activities. Thus,

H15b: Coaches with an academic background in Clinical psychology use assessment tools more often than coaches with an academic background in Business.

Hypothesis 16

Referral of client to another source, if client no longer benefits from the coach's services, will be a function of academic education. Specifically, individuals trained in Clinical psychology generally hold sufficient training in termination issues, the importance of referrals, and the ethical component of not "treating" a client unless he or she benefits from the treatment. Furthermore, Holland's theory (1985) states that the Social type is empathetic, helpful, responsible, and values ethical activities. Thus,

H16a: Coaches with an educational background in Clinical psychology refer a client to another, more fitting, source more often than coaches with an academic background in I/O psychology.

Coaches with a background in Business have not received training in human behavior, and the Holland theory (1985) states that the Enterprising type values economic achievement, uses enterprising competencies to solve problems, is optimistic and self-confident. Thus,

H16b: Coaches with an educational background in I/O psychology refer a client to another, more fitting, source more often than coaches with an academic background in Business.

Hypothesis 17

The length of time between termination of a coaching assignment and follow-up with the clients/organizations will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type is excitement-seeking and avoids investigative situations. Thus,

H17a: Coaches with an academic background in Business let more time pass before follow-up than coaches with an academic background in I/O psychology.

Holland's theory (1985) states that the Social type enjoys developing others, systematic activities, values social activities and problems, and is helpful and understanding. Furthermore, students enrolled in a Clinical psychology curriculum receive training on termination issues and what to do if prior clients return. Thus,

H17b: Coaches with an academic background in I/O psychology let more time pass before follow-up than coaches with an academic background in Clinical psychology.

Hypothesis 18

Effectiveness evaluation methods used by coaches will be a function of academic background. Specifically, Holland's theory (1985) states that the Investigative type tends to be analytical, values science, and prefers investigative tasks. Furthermore, students enrolled in an I/O psychology curriculum receive training in organizational studies and consulting, making them likely to adopt business concepts. Thus,

H18a: Coaches with an academic background in I/O psychology use Return on Investment (ROI) methods more often than coaches with an academic background in Business.

Holland's theory (1985) states that the Enterprising type values economic achievement and uses enterprising competencies. Thus,

H18b: Coaches with an academic background in Business use ROI methods more often than coaches with an academic background in Clinical psychology.

Holland's theory (1985) states that the Social type values social activities, is patient and responsible, and has an aversion toward systematic activities involving tools. Furthermore, coaches with a background in Clinical psychology hold training in individual processes and one-on-one work. Thus,

H18c: Coaches with an academic background in Clinical psychology use feedback from the coaching client more often than coaches with an academic background in Business.

Holland's theory (1985) states that the Enterprising type is social, lacks scientific ability, and has an aversion toward systematic activities. Thus,

H18d: Coaches with an academic background in Business use feedback from the coaching client more often than coaches with an academic background in I/O psychology.

Holland's theory (1985) states that the Investigative type tends to be analytical, values science, and prefers investigative tasks. Thus,

H18e: Coaches with an academic background in I/O psychology use post-360-degree feedback more often than coaches with an academic background in Clinical psychology.

Holland's theory (1985) states that the Social type prefers activities that develop others. Furthermore, students enrolled in a Clinical psychology curriculum receive training in assessment. Thus,

H18f: Coaches with an academic background in Clinical psychology use post-360-degree feedback more often than coaches with an academic background in Business.

Hypothesis 19

The perception of unethical practices occurring within the field of coaching will be a function of academic background. In this case unethical practices include issues mainly due to a conflict of interest, such as coaches sharing personal information about the coachee with supervisors/ managers in the hope of receiving a good evaluation and increase business from the client at hand, as well as coaches conducting therapy under the coaching title. Specifically, students enrolled in a Clinical psychology curriculum generally receive in-depth training in applied interpersonal ethics, making it possible for them to detect unethical practices. Furthermore, licensed psychologist are trained on, and bound to follow, strict ethical guidelines. Thus,

H19a: Coaches with an academic background in Clinical psychology assume that unethical practices occur more often in the field of coaching than coaches with an academic background in I/O psychology.

Students enrolled in an I/O psychology curriculum generally receive some training in applied ethics. Furthermore, if licensed as a psychologist they are aware of, and bound by, ethical guidelines. On the other hand, coaches with a background in Business are not trained in one-on-one work, nor individual processes, and may thus not realize when unethical practices occur. Thus,

H19b: Coaches with an academic background in I/O psychology assume that unethical practices occur more often in the field of coaching than coaches with an academic background in Business.

Hypothesis 20

The belief that coaches should be required to adhere to ethical guidelines will be a function of academic background. Specifically, students enrolled in a Clinical psychology curriculum generally receive training on applied interpersonal ethics and the potentially harmful effects on clients, following unethical practices. Furthermore, licensed psychologists are bound to follow strict ethics. Thus,

H20a: Coaches with an academic background in Clinical psychology hold a stronger belief that coaches should be required to adhere to ethical guidelines than coaches with an academic background in I/O psychology.

Students enrolled in an I/O psychology curriculum generally receive some training in applied ethics. Furthermore, if licensed as a psychologist they are bound by ethical guidelines. Thus,

H20b: Coaches with an academic background in I/O psychology hold a stronger belief than coaches with an academic background in Business that coaches should be required to adhere to ethical guidelines.

Hypothesis 21

The extent to which coaches view coaching certification/licensure as an important quality control standard will be a function of academic background. Specifically, students enrolled in a Clinical psychology curriculum generally receive extensive training in applied interpersonal ethics, and the potentially harmful effects on clients following

unethical practices. Licensed psychologists, both Clinical and I/O, are bound to follow strict ethics in their professional work, distinguishing them from other professionals. However, coaches with an educational background in Business usually hold fewer credentials than coaches with a background in Clinical or I/O psychology, and may thus view coaching certification/licensure simply as a means to separate themselves from other individuals offering coaching services. Thus,

H21a: Coaches with an academic background in Business are more prone to view coaching certification/licensure as an important quality control standard than coaches with an academic background in I/O psychology.

H21b: Coaches with an academic background in I/O psychology are more prone to view coaching certification/licensure as an important quality control standard than coaches with an academic background in Clinical psychology.

Hypothesis 22

The extent to which coaches view the line between coaching and therapy to be blurred will be a function of academic background. Specifically, students enrolled in a Clinical psychology curriculum receive in-depth training in individually focused interventions and applied interpersonal ethics, making it possible for them to detect unethical practices. Furthermore, licensed psychologists are trained in, and bound to follow, strict ethical guidelines. Thus,

H22a: Coaches with an academic background in Clinical psychology are more prone to find the line between coaching and therapy blurred than coaches with an academic background in I/O psychology.

Students enrolled in an I/O psychology program curriculum generally receive some training in applied interpersonal ethics. Furthermore, if licensed as a psychologist, they hold knowledge of interpersonal ethical guidelines. Thus,

H22b: Coaches with an academic background in I/O psychology are more prone to find the line between coaching and therapy blurred than coaches with an academic background in Business.

Hypothesis 23

Annual income as a coach will be a function of academic background. Specifically, Holland's theory (1985) states that the Enterprising type prefers manipulation of others to attain organizational goals or economic gain. He or she also perceives him or herself as aggressive, popular, self-confident, possessing speaking abilities, and extroverted. Furthermore, students enrolled in a Business curriculum are likely to receive training in business development and benchmarking. Thus,

H23a: Coaches with an academic background in Business earn a higher annual income as a coach than coaches with an academic background in I/O psychology.

Students enrolled in an I/O psychology curriculum generally receive combined expertise in both the behavioral sciences and organizational studies (e.g. benchmarking) and often receive training in consulting skills. Thus,

H23b: Coaches with an academic background in I/O psychology earn a higher annual income as a coach than coaches with an academic background in Clinical psychology.

Demographic Analyses

In addition to the proposed hypotheses, demographic information will be provided to quantitatively describe the sample. Separate analyses for the three different groups of coaches will be conducted, as well as averages of the overall sample wherever appropriate. The sample will be analyzed based on the following parameters: years worked as a coach, hours per week working as a coach, hours per week working in areas other than coaching, prevalence of using a personal coach, prevalence of membership status to professional associations, gender, age, highest level of education achieved, and coach client's geographic location.

CHAPTER II

Method

This study was designed to compare different coaching practices and approaches. This chapter discusses in detail how the study was conducted, and consists of three sections. The first section describes the sample used in the study. The second section discusses the measure used to collect the quantitative data. The third segment, procedures, describes in detail the instructions provided to the participants, and reviews the statistical analyses used to compare the groups.

Participants

The study is based on a combination of archival data (the 2002 data collection) and data collected for the purpose of the present study (the 2003 data collection). The participating coaches accessed for the 2002 data collection were members or affiliates of the International Coach Federation (ICF), the Professional Coaches and Mentors Association (PCMA), the Executive Coaching Forum (TECF), or employed by Coaching.com, as well as a few coaches independent of these associations. The ICF is an international federation focusing on training and certification of coaches. The PCMA is a resource providing service, information and support for its members. TECF is a professional coaching association whose goal is to advance the profession by providing support to executives and their coaches. Coaching.com offers the services of coaches trained as Professional Certified Coaches (PCC) or Master Certified Coaches (MCC), as recognized by the ICF.

From these organizations, approximately 5,500 professional coaches were invited by email to participate in the study. Twenty-five percent, or 1,364 coaches

completed the survey. Twenty-six cases were removed due to duplicate online submissions or incomplete response sets. Therefore, the survey response rate was approximately 24%, totaling 1,338 respondents.

The coaches who participated in the 2003 data collection were members of a variety of Internet list services, associations, or employees of multinational companies. Participating list serve members belonged to the American Psychological Association - Division 13, and the Organizational Development Network (ODNet). National, regional and international associations, such as chapters of the American Society for Training and Development (ASTD), the ODNet, the International Association of Coaches, the Academy of Management, the Worldwide Association of Business Coaches, the European Coaching Association, the European Association of Work and Organizational Psychology, and the Association of Business Psychologists were approached to participate. The College of Executive Coaching, focusing on training individuals with graduate degrees, also participated. Companies such as The Center for Creative Leadership, The Executive Coaching Network, Personnel Decisions International, RHR International, and AON Consulting served as crucial resources during the data collection phase as they requested their employed coaches to participate in the online survey.

A total of 1036 coaches participated in the 2003 data collection. It is not possible to provide the specific response rate as a number of associations and organizations were approached, where some simply forwarded the invitation to coaches without informing the researcher, and some probably did not forward the invitation. Less than ten cases were removed due to incomplete response sets.

Measure

Description of the Survey

Based on a review of the literature (Brotman et al., 1998; Day, 2000; Douglas & McCauley, 1999; Eggers & Clark, 2000; Goldsmith, 2000; Harris, 1999; ICF's Credentialing Program, 1999; Judge & Cowell, 1997; Kilburg, 1996; King & Eaton, 1999; Levinson, 1996; Masciarelli, 1999; McGovern et al., 2001; Morris, 2000; Olivero et al., 1997; Peterson, 1996; Peterson & Hicks, 1999; Phillips, 1998; Richard, 1999; Saporito, 1996; Sharkey, 1999; Thach & Heinselman, 1999; Tobias, 1996; Wasyleyshyn, 2000; Witherspoon & White, 1996; TECF, 2001), Gale et al. (2002) revealed seven topics of importance which were established and implemented as the underlying themes of the Coaching Practices Survey.

The first theme of the survey covers questions regarding the coaches' Background Information, for example, "How many years have you worked as a coach?" The second theme focuses on Client Acquisition. An example of such a question is, "How frequently do you use advertising to obtain clients?" The third theme consists of questions focusing on Contracting, such as "By whom are you normally hired?" Actual Practices makes up the fourth theme, consisting of questions like "How often do you use the following assessment tool(s) when coaching?" The fifth theme covers Outcome Evaluation with questions such as, "How long after the completion of a coaching assignment do you usually wait to follow up with clients/organizations?" The sixth theme, Philosophical Issues, uses questions like, "To what extent do you believe that coaches should be required to adhere to ethical guidelines?" The seventh

and final theme, Demographics, covers items such as “Please indicate the highest level of education you have achieved.”

The survey (Appendix A) consists of 42 main items, 11 of which contain numerous subsets, totaling 120 items. The questions capturing information regarding practices and approaches to coaching serve as the dependent variables in the present study. The response options utilize multiple choice and semi open-ended format through multiple alternatives, Likert-type rating scales and yes-no questions, capturing the following areas: background information, client acquisition, contracting, actual practices, outcome evaluation, philosophical issues, and demographics.

Pilot Study

Once the first draft of the survey had been constructed, pilot studies were conducted. The participants of the first two pilot studies reviewed a hard copy of the survey. These studies served as a face validation and an informal item and content analysis to ensure that pertinent questions were being asked, that instructions and wording of the items were clear, and that the appropriate response options were provided. The purpose of the third pilot study was to review the complete online version of the survey. This study served as an operational analysis to ensure that the computer program functioned properly and did not allow for illegal operations. The participants of the third pilot study reported that the survey took 10-15 minutes to complete. The pilot samples consisted of subject experts such as professional coaches, graduate level instructors of executive coaching and survey construction courses, and students who had successfully completed these classes. Participants of each pilot study

were encouraged to contribute their input to the content and structure of the survey. Six individuals participated in each pilot study.

Independent Variable

As discussed in Chapter I, the field in which coaches earned their highest academic degree, consisting of three levels, serves as the primary independent variable for this research. In the 2002 data collection, survey question number 36 stated: “Please indicate the field in which you earned your highest degree,” and provided the following response options: Business, Education, Engineering, Law, Life sciences (e.g., medicine, biology, chemistry, etc.), Social sciences (e.g., psychology, anthropology, sociology, etc.), Other, and If Other, where the participants could type their answer (please see Appendix A). In order to compare differences in practice between coaches with an academic background in the field of Business, coaches that fall in the Clinical psychology group, and coaches that fall in the I/O psychology group, the response options had to be modified accordingly.

Thus, for the 2003 data collection, two extra questions, immediately following question number 36 were added, questions 37 and 38, making it possible to distinguish the specific academic background of each coach (please see Appendix A). The questions read as follows: “If you marked “Business” above, please select an emphasis below,” and “If you marked “Social Sciences” above, please select an emphasis below.” In the response section for question 37, the following options are available: Business Administration, Accounting, Economics, Finance, Management Information Systems, Marketing, Management, International Business, Human Resource Management, Other and, If Other, where participants can type their answer. In the

response section for question 38, the following options are available: Industrial-Organizational Psychology (e.g., Organizational psychology, organizational behavior, and organizational development), Educational Psychology, Developmental Psychology, Engineering Psychology, Social Psychology, Experimental Psychology, Clinical Psychology, Counseling Psychology (e.g., career counseling, marriage-family therapist), School Psychology, Anthropology, Sociology, Other and, If Other, where participants can type their answer.

Procedure

The data used in the study was collected through the use of a web-based survey programmed by the IT department at Alliant International University. The participants accessed the survey through a hyperlink provided in an email (discussed below), and the web based survey program automatically recorded the participants' responses, ensuring their anonymity. Both data collection phases used the same survey program.

In order to collect data from relevant sources a number of associations and organizations, further discussed in the participant section, were contacted via email or telephone. The introductory email message stated that the author at was contacting them in order to request their participation in a coaching survey. The participants were also informed that the study was part of a dissertation, exploring differences in practices and approaches to coaching, and that the survey should take about 10 minutes to complete. Furthermore, the participants were, upon request, offered a summary of the results following the completion of the study. The email also included information on how to contact the researcher, that the study had received approval by the Institutional Review Board and the dissertation committee, including Dr. Nebeker, Dr. Morton and Dr.

Grayson, and that the call for this research was supported by literature. At the end of the email message, the participants were encouraged to forward the email invitation to their coaching network.

As stated above, the participants accessed the survey by clicking on a hyperlink provided in the email. However, before accessing the actual survey the participants had to consent to the following paragraph, by checking a box, approved by the Institutional Review Board at Alliant International University:

Please respond to the following items to the best of your ability. Your responses will be anonymous, as the results will be electronically compiled in aggregate form. While you will not receive any personal benefits as a result of participating in the study, your candid responses will serve to enhance the future practices of Coaching. Furthermore, the only risks involved are those that you might find in everyday life, and you have the right to stop at any point in your participation with no resulting consequences. The entire survey should take about 10 minutes to complete. By checking the box below, you knowingly provide consent to participate. Your participation is greatly appreciated!

Throughout the data collection the researcher received a number of emails from participating coaches interested in receiving a summary of the results.

Data Analysis

The Statistical Package for Social Sciences (SPSS) computer program was used to analyze the collected data. Coaching practices, captured by the survey questions, were compared across the three levels of the independent variable, academic background. The proposed hypotheses were analyzed through planned comparisons, using One-way analysis of variance (ANOVA) with simple pair wise contrasts, for the continuous variables. The Chi-square test was used for the categorical variables, and the Bonferroni test was used to analyze post hoc, exploratory, analyses. The analyses were evaluated at the alpha .05 significance level. Cohen's *d* was used to indicate the

magnitude of the effect. The demographic information was analyzed using both descriptive statistics, providing means, standard deviations and percentages, as well as inferential statistics, wherever appropriate.

CHAPTER III

Results

This chapter reveals the findings of the study and is organized into four sections. The first section discusses the assumptions underlying the ANOVA test. The second section reviews the psychometric properties of the measure used in the present study. The third section covers demographic information of the sample in order to describe the group of individuals who participated in the study. The fourth section presents the results from the proposed hypotheses. Possible explanations of the differences between the three groups are also discussed in the third section, wherever appropriate.

Assumptions

Before analyzing the demographic data and the proposed hypotheses the underlying assumptions of the ANOVA test were explored. There are three essential assumptions to ANOVA: Independence, Normality, and Homogeneity of Variances (Keppel, 1991; Pallant, 2003, Tabachnick & Fidell, 1996). Independence means that the method of data collection is independent in such a way that the subjects are not influenced by anything but the condition of the experiment. This assumption is by many considered a serious problem if violated. Normality implies that the population from which the sample is taken is normally distributed. This assumption can be tested either by graphical methods or statistical analysis covering skewness and kurtosis. The ANOVA test is robust to violations of the normality assumption, particularly with samples larger than 30. The third and most important assumption is Homogeneity of variances, which is violated in cases where F_{\max} is larger than 3.0, which by many

researchers is considered a conservative number (Keppel, 1991). Tabachnick and Fidell (1996) recommend the ratio between the largest and smallest variance to be smaller than 10:1.

Each of the three assumptions was tested in the present study. The Independence and the Homogeneity of variances assumptions are not violated. Normality on the other hand, appears to be slightly violated as the scores on a few of the dependent variables appear to not be normally distributed. However, since the sample size is large, and non-normality does not have a considerable impact on the F test due to its robustness, the slight violation is not considered a problem. Furthermore, violation of the normality assumption is very common in social sciences research and not surprising in the present study, as it appears to be an artifact of the scale used and the questions posed.

Psychometric Properties

The measure used in the present study was created based on an extensive review of the literature, see Chapter II for a complete list, and produced in conjunction with the 2002 data collection. The measure, created by Gale et al. in 2002 and modified by the present author in 2003, consists of 42 main items, 11 of which contain sub-questions, totaling 120 items. The questions focus on practices and approaches to coaching, but also capture relevant background information of the individuals providing coaching services and their perspectives on this rapidly growing field. The survey is built on seven themes: coaches' background information, client acquisition, contracting, coaching practices, outcome evaluation, philosophical issues, and demographics. It

utilizes multiple-choice and semi open-ended questions through Likert-type rating scales, multiple alternatives and yes-no questions (please see Appendix A).

Reliability of the Coaching Practices Survey

In order to assess the reliability of a tool, internal consistency, also referred to as Cronbach's alpha, is commonly used. This type of reliability measures the consistency to which multiple items measure the same concept, and such dimensions should have internal consistency reliabilities of .70 (Edwards, Thomas, Rosenfeld & Booth-Kewley, 1997). In the case that the coefficient alpha is very low, such as .30, the measure is either too short, or the items do not have much in common (Nunnally & Bernstein, 1994).

Although it may appear feasible to assess the internal consistency of the complete measure used in the present study, the majority of the survey items do not belong to one dimension, but were rather created to gain a better understanding of coaching practices in general. For example, one would not expect the responses to "How do you define a 'short-term' coaching engagement?" to be highly correlated with "To what extent do you find the line between coaching and therapy blurred?" Furthermore, many of the questions inquire about demographics and are therefore not appropriate for such reliability analyses. Thus, a reliability analysis including all items is not applicable. However, as stated earlier, a few of the questions are built on a number of sub-items, one of which creates a scale. Those combined items are therefore appropriate for an internal consistency reliability analysis.

Question number 23 consists of 7 sub-items (see Appendix A), each measuring the extent to which different assessment tools are used in coaching. In order to explore

the overall use of assessment tools, the sub-questions were added to create one aggregate variable measuring the overall usage of assessment tools. These items were found to have a coefficient alpha of .80, indicating that items 23a-23g, assessing the use of different assessment tools, form a scale.

As touched upon above, the survey also consists of other questions built on multiple items, where internal consistency would not be expected. For example, questions 5a-5e which assess coaches' perception of useful preparations in becoming a coach, based on academic background, being mentored by others, coach training programs, prior career experience, and training seminars, were found to have a very low coefficient alpha, $\alpha=.28$, supporting the notion that those items are not built on a scale and thus have very little in common. As the majority of the items on the survey were not created to fit into pre-determined dimensions, the hypotheses were based on independent questions and thus also analyzed independently.

Following the data collection and analyses it became evident that significant differences exist between the three groups: coaches with a background in I/O psychology, coaches with a background in Clinical psychology and coaches with a background in Business. These differences support the reliability of the instrument, as significant findings argue for the reliability of the items.

Validity of the Coaching Practices Survey

As stated above, the content of the survey used in the present study was compiled following an extensive review of the coaching literature. The literature provided the researchers, Gale et al. (2002), with a wealth of information regarding practices and approaches to coaching, serving as a foundation for the items.

Once the survey had been written, three pilot studies of the measure were conducted. The first two studies, conducted on hard copies of the survey, served as a face validation and an informal content validation, ensuring that pertinent questions were being asked, that instructions and wording of the items were clear, and that the appropriate response options were provided. The third pilot study was conducted to review the online version of the survey, serving as an operational analysis, ensuring that the computer program functioned properly and did not allow for illegal operations. The pilot sample consisted of experts in coaching and survey design, such as professional coaches, graduate level instructors in executive coaching and survey design, as well as students who had successfully completed those courses. Six individuals participated in each pilot study. Throughout the three pilot studies the participants were encouraged to provide feedback and input.

Demographic Data

After merging the 2002 and the 2003 dataset, the total sample consists of 2,361 coaches. A total of 928 coaches fit the criteria for either one of the three levels of the independent variable, academic background, and were thus used for the analyses of the proposed hypotheses. One hundred sixty-three coaches were assigned to the I/O group, 111 of whom reported holding a degree in I/O psychology, 22 in Social psychology, 19 in Educational psychology, 10 in Developmental psychology, and 3 in Experimental psychology. Two hundred fourteen coaches were assigned to the Clinical group, consisting of 118 individuals who reported holding a degree in Counseling psychology, and 97 in Clinical psychology. The different sub-fields were assigned to the I/O or Clinical psychology group based upon their alignment with either group, founded upon

educational requirements and the Holland classification. The sub-fields included in the study are neither large, nor different enough to constitute independent groups. Five hundred fifty-one coaches were assigned to the Business group. Because the different sub-fields of Business were not specified in the 2002 dataset and irrelevant to the design of the present study, they are not reported.

Demographic information was collected from all participating coaches through a number of questions on the survey (Appendix A). In order to describe the sample, the demographic information was quantitatively analyzed. Descriptive statistics such as means, standard deviations and percentages were utilized. In addition, inferential statistics such as One-way ANOVA, with post hoc comparisons, Independent samples t-test, and Chi-Square, depending on if the data was continuous or categorical, will be provided for the three groups as well as for the total sample wherever appropriate. The Bonferroni post hoc test was used to adjust for multiple comparisons as it corrects for potential Type I errors and is appropriate when conducting a limited number of comparisons (Keppel, 1991). Cohen's d was calculated to provide the magnitude of the effect. This test assesses the practical significance of the findings, and can be interpreted as follows: $d=.2$ for a small effect size, $d=.5$ for a medium effect size, and $d=.8$ for a large effect size. An alpha level of .05 was used for all statistical tests. Wherever appropriate, possible explanations for the findings are elaborated upon.

The sample was analyzed on the following demographic variables: years worked as a coach, hours per week working as a coach, hours per week working in areas other than coaching, prevalence of using a personal coach, prevalence of membership status to professional associations, gender, age, highest level of education

achieved, and coach client's geographic locations. As a reminder, for the purposes of abbreviation, each group is referred to as the either I/O psychology, Clinical psychology, or Business even though they consist of a number of related academic backgrounds.

In addition to the more in-depth demographical information provided in the subsequent sections, the following table offers the reader a descriptive overview of the participants. The following abbreviations are used in the table: Industrial-Organizational psychology (I/O), Clinical psychology (Cli.), and Business (Bus.).

Table 1: Brief version of demographics. (* indicates significance at the alpha .05 level.)

Question	I/O Mean SD	Cli. Mean SD	Bus. Mean SD	Post hoc Comparison I/O v. Cli.	Post hoc Comparison I/O v. Bus.	Post hoc Comparison Cli. v. Bus.
Years worked as coach	8.25 6.96	7.15 6.72	4.81 4.91	$t(375)=1.83$	$t(712)=6.68^*$	$t(763)=5.03^*$
Hours per week work working as coach	11.46 10.30	12.84 12.40	17.85 12.65	$t(373)=-1.18$	$t(709)=-6.57^*$	$t(754)=-4.98^*$
Hours per week working in areas other than coaching	25.67 14.28	24.09 14.85	18.76 14.42	$t(372)=1.04$	$t(754)=4.56^*$	$t(754)=4.48^*$
Personal coach %	49.4	49.3	76.4			
Gender % female	61.5	59.8	59.9			
Age in years	48.87 14.28	49.91 9.68	46.51 9.48	$t(374)=-1.04$	$t(697)=2.75^*$	$t(697)=4.37^*$

Years Worked as a Coach

The number of years individuals have worked within the field of coaching is worth exploring as it provides an indication of which academic group has been involved with coaching for the longest period of time, and which of the groups has

entered the field more recently. Coaches with a background in I/O psychology report having worked as a coach for an average of 8.25 years, $SD=6.96$, Clinical psychology for an average of 7.15 years, $SD=6.72$, and Business for an average of 4.81 years, $SD=4.91$. Overall, the participating coaches who represent a variety of academic backgrounds, including the entire sample, report having worked 5.30 years as a coach, $SD=5.48$.

A one-way ANOVA was conducted to explore the impact of academic background on years worked as a coach. The difference between the groups was found significant, $F(2, 925)=28.24, p=.00$, indicating that significant difference exist. Post hoc comparisons revealed that coaches with a background in Clinical psychology, $t(763)=5.03, p=.00, d=.40$, report having worked significantly longer as coaches than those with a background in Business, with a mean difference of 2.33 years and a confidence interval of 1.22 to 3.45 years. Similar results were found between the I/O group and the Business group, as coaches with a background in I/O psychology, $t(712)=6.68, p=.00, d=.57$, report having worked significantly longer as a coach than those with a background in Business, with a mean difference of 3.43 years and a confidence interval of 2.20 to 4.66 years. There was not a significant difference between coaches with a background in I/O or Clinical psychology, $t(375)=1.83, p=.20, d=.19$, with a mean difference of 1.10 year and a confidence interval of -.34 to 2.53 years.

An Independent samples t-test revealed that coaches with a background in I/O or Clinical psychology report having worked as coaches for a significantly longer time than coaches in general, $t(2222)=7.43, p=.00, d=.46$. Coaches with a background in

Business report having worked as coaches for a significantly shorter time than coaches in general, $t(2222)=2.73$, $p=.01$, $d=.13$.

As stated above, coaches with a background in I/O or Clinical psychology were found to have worked the longest within coaching. Coaches with an academic background in Business on the other hand, were found to have worked a significantly shorter time within the field of coaching than both the two psychology groups and coaches in general. This finding is interesting as it reveals that coaches with a background in Business make up the youngest group of coaches. In the present study, this group also had the largest number of participants, 551 versus 163 and 214. Even though this sample size differential could have been influenced by the 2002 recruitment sources, it may indicate that coaches with a background in Business are rapidly penetrating the market.

Hours per Week Working as a Coach

Investigating the actual number of hours a person works as a coach should provide information regarding which group devotes the most time to coaching practice over other professional alternatives. Coaches with a background in I/O psychology report working an average of 11.46 hours per week as a coach, $SD=10.30$, Clinical psychology for an average of 12.84 hours, $SD=12.40$, and Business for an average of 17.85 hours, $SD=12.65$. Overall, coaches in general report working an average of 15.45 hours per week, $SD=12.56$, which is significantly more than coaches with an academic background in either I/O or Clinical psychology, $t(2213)= 5.95$, $p=.00$, $d=.33$. Coaches with a background in Business report working significantly more hours per week than

coaches representing a wide variety of academic backgrounds, $t(2213)=5.02$, $p=.00$, $d=.25$.

A one-way ANOVA indicates that significant difference exist between the groups, $F(2, 291)=24.06$, $p=.00$. Further exploratory analyses indicate that coaches with a background in Clinical psychology, $t(754)=-5.08$, $p=.00$, $d=.40$, report working significantly less hours than coaches with a background in Business, with a mean difference of -5.01 hours and a confidence interval of -7.37 to -2.65 . There was not a significant difference between coaches with a background in I/O or Clinical psychology, $t(373)=-1.08$, $p=.84$, $d=.12$, with a mean difference of -1.38 hours and a confidence interval of -4.43 to 1.67 .

Considering the average number of years a coach has worked within the field, and the number of hours the individual serves as a coach per week, it is possible that coaches with a background in Business have, to a greater extent, commercialized the concept of coaching, packaging it into a marketable and competitive service. Furthermore, considering the low barrier of entry, the supply of coaching services are likely to be appealing from a fundamental business standpoint, where one would likely see business entrepreneurs quickly adapting the concepts.

The significant difference in the number of years the different groups have worked as coaches, may be attributed to the idea that coaching is more closely related to I/O and Clinical psychology practice than to Business, and can be viewed as a mere extension of their current service portfolio. Thus, it may be common that a Clinical psychologist, or related professional, runs a coaching practice parallel to his or her more traditional work. The I/O psychologist may combine coaching services in his or

her portfolio of management consulting services, which appears to be a natural addition to such services. On the other hand, for an individual with a background in Business, working on a one-on-one level, such as in coaching, may be a comparatively longer stretch from traditional business practices. However, as coaching is currently the fastest growing field within consulting, with individuals from a wide variety of venues providing coaching services, coaches with a background in Business appear to be well positioned to build a profitable business in a short amount of time.

Hours per Week Working in Areas Other than Coaching

Hours per week working in areas other than coaching serves as confirmation of the previous question, as well as a measure of whether coaches are in fact involved in other professional activities besides coaching. Coaches with a background in I/O psychology report working an average of 25.67 hours per week in areas other than coaching, $SD=14.28$. Clinical psychologists averaged 24.09 hours, $SD=14.85$, while Business coaches averaged of 18.76 hours, $SD=14.42$. Overall, coaches in general report working an average of 19.70 hours per week in areas other than coaching, $SD=14.46$, which is significantly less than coaches with an academic background in either I/O or Clinical psychology, $t(2188)=7.55, p=.00, d=.43$. Coaches with a background in Business do not report working significantly more or fewer hours in areas other than coaching than coaches who represent a variety of academic backgrounds, $t(2188)=1.69, p=.09, d=.08$.

A One-way ANOVA revealed that the differences between the groups is significant, $F(2, 913)=19.53, p=.00$. Through post hoc exploratory analyses, the Bonferroni test revealed that coaches with a background in I/O psychology,

$t(754)=5.29, p=.00, d=.36$, report working significantly more in areas other than coaching than coaches with a background in Business, with a mean difference of 6.91 hours and a confidence interval of 3.78 to 10.04. There was not a significant difference between coaches with a background in I/O or Clinical psychology, $t(372)=1.04, p=.89, d=.11$, with a mean difference of 1.58 hours and a confidence interval of -2.06 to 5.21. These findings align nicely with the information reported by the three groups on the previous questions, hours per week working as a coach.

Prevalence of using a Personal Coach

Exploring the extent to which coaches utilize a personal coach themselves reveals which group, if any, uses the type of services it also provides. Following analysis it became evident that a surprisingly large number of coaches appear to have their own coach. Forty-nine point four percent of coaches with a background in I/O psychology, 49.3% of coaches with a background in Clinical psychology, 75.6% of coaches with a background in Business, and 70.6% of overall coaches report utilizing a coach of their own. A Chi-square, $\chi^2(2)=67.47, p=.00$, indicated a significant difference between the three groups of coaches. Coaches with a background in Business were also found to utilize a personal coach significantly more than coaches in general, $\chi^2(1)=9.03, p=.00$, as revealed by a Chi-square compensated by the Continuity correction.

Why coaches with a background in Business report having their own personal coach more often than coaches with other academic backgrounds is not clear. However, one possible reason may be that coaches with a Business background participate in coach training programs, which often include the use of a personal coach

as part of the training, more often than coaches with other backgrounds, $F(2, 819)=27.21, p=.00$, (I/O=3.41, Clinical=3.59, Business=4.15). Another possible reason could be that these coaches follow the “fad” and decide to practice what they preach. From a business perspective, this is also well aligned with the sales/marketing concept of “putting your money where your mouth is.” About half of the coaches with an academic background in either I/O or Clinical psychology report using a coach themselves, which is significantly less than the rate found for the Business group. One possible explanation for these results is the likelihood of coaches with a background in Clinical psychology receiving support through clinically based consultation, if actively practicing as a clinician. Despite the differences in the prevalence of using such services, the averages of the three groups appear to be quite high.

Membership Status to Professional Associations

In order to gain a better understanding of the coaches in each group, their interests and involvements in related fields, membership status serves as an informative indicator.

Table 2: Membership to professional associations in percentages.

<u>Association</u>	<u>I/O Psychology</u>	<u>Clinical Psychology</u>	<u>Business</u>	<u>General</u>
APA	34.3	44.4	1.8	10.0
APS	8.9	1.9	0.2	.9
ASTD	28.8	15.0	18.5	16.6
TECF	1.2	1.4	1.3	1.1
ICF	25.8	29.9	75.9	67.6
PCMA	7.4	6.5	15.1	11.0
SHRM	20.9	9.3	12.2	9.5
SIOP	29.4	9.3	0.9	3.7
Other	33.7	29.0	24.7	29.6

As evident from Table 2, coaches with a background in I/O and Clinical psychology report to be members of psychologically oriented associations, such as APA, APS, and SIOP more frequently than coaches with a background in Business. Coaches with a background in Business report to belong to the ICF and PCMA more often than coaches with a background in psychology. Overall, it is likely that coaches with a Business background belong to professional associations, not mentioned on the survey, that encourage the use of coaches with business training. However, caution should be used when interpreting these findings, as ICF, PCMA, APA and ASTD were directly contacted as viable participant pools.

Gender

Gender as a demographic difference between coaches contributes to an understanding of the composition of the target groups. According to the sample used in

the present study, 61.5% of coaches with an academic background in I/O psychology, 59.7% of coaches with a background in Clinical psychology, and 59.9% of coaches with a background in Business, report being female. Based on the results from a Chi-Square, $\chi^2(2)=.15$, $p=.93$, significant differences do not exist between the groups. Overall, 67.1% of coaches, including coaches from the three target groups, as well as coaches with other academic backgrounds, report being female, which indicates that coaching in general is a female dominated field.

Age

The average age of coaches is worth exploring as it suggests the maturity and experience level of individuals providing coaching services. Coaches with a background in I/O psychology report an average age of 48.87 years, $SD=14.28$, Clinical psychology an average age of 49.91 years, $SD=9.68$, and Business an average age of 46.51 years, $SD=9.48$. Thus, the assumption can be made that coaches in general are quite established individuals who have been in the workforce for an extensive period of time.

A One-way ANOVA indicated that significant differences in age exist between the groups, $F(2, 909)=10.94$, $p=.00$. Post hoc analyses revealed that coaches with a background in I/O psychology are significantly older than those with a background in Business, $t(697)=2.75$, $p=.02$, $d=.24$, with a mean difference of 2.37 years and a confidence interval of .30 to 4.43. There was not a significant difference in age between coaches with a background in I/O or Clinical psychology, $t(374)=-1.04$, $p=.90$, $d=.11$, with a mean difference of -1.04 years and a confidence interval of -3.44 to 1.37. Overall, coaches state an average age of 48.18 years, $SD=9.41$, which is significantly

less than coaches with an academic background in either I/O or Clinical psychology, $t(2133) = -2.97, p = .00, d = .17$, and significantly older than coaches with a background in Business, $t(2133) = 4.58, p = .00, d = .23$, as revealed through Independent samples t-tests. As indicated by the small effect sizes, the difference in age between the three groups is relatively unimportant even though the tests were found significant.

Highest Level of Education Achieved

Although the three levels of the independent variable, academic background, directly influence the average education level of the sample, this variable provides a general understanding of the characteristics of a coach. Coaches with an academic background in I/O or Clinical psychology report holding either a Master or Doctoral level degree, with means of 4.38 and 4.5, and standard deviations of .69 and .60, respectively. The Business group reports holding a bachelor degree and are likely to have enrolled in some graduate level education, with a mean of 3.39 and a standard deviation of .83. The mean educational level for coaches overall was found to be 3.68, $SD = .93$, indicating that coaches in general hold either a Bachelor or Master level degree. An Independent samples t-test revealed that coaches with an academic background in Business hold a significantly lower educational level than coaches in general, $t(2184) = 10.11, p = .00, d = .33$. A One-way ANOVA indicated that the differences between the three groups were significant, $F(2, 927) = 225.43, p = .00$.

Post hoc analyses indicated that the differences between the I/O and Clinical groups are non significant, $t(374) = -1.72, p = .26, d = .22$, as coaches with a background in I/O psychology hold similar levels of education as coaches with a background in Clinical psychology, with a mean difference of -.14 and a confidence interval of -.33 to

.05. A significant difference between the I/O and Business grouping was found, $t(709)=14.70, p=.00, d=1.30$, with a mean difference of 1.00 and a confidence interval of .83 to 1.16, demonstrating that coaches with an academic background in I/O psychology hold significantly higher level degrees than coaches with an academic background in Business.

Coach Client's Geographic Location

In order to recognize geographical differences in the supply of coaching services, the three groups were compared on the frequency to which they provide services in different geographic locations. Coaches with a background in I/O psychology, Clinical psychology, or Business, as well as coaches in general, report serving clients in similar locations. The results ranged from never to always, with average scores ranging between rarely to sometimes, except for Alaska and Hawaii which received lower scores. The results appear to be related to population density, as Alaska and Hawaii received the lowest ratings, and the Northeast and the Far West on average received the highest ratings.

Hypotheses Testing

Twenty-three hypotheses were analyzed in the present study. Coaching practices, captured by the survey questions, were compared across the three levels of the independent variable, academic background. Hypotheses 1 and 6 were tested using the non-parametric test, Chi-Square, as the data was categorical. The following twenty-one hypotheses were analyzed using One-way ANOVA, specifically simple pair wise contrasts. As the hypotheses are confirmatory in nature and the number of planned comparisons does not exceed the number of degrees of freedom associated with the

overall treatment mean square, an uncorrected alpha level was used as recommended by Keppel (1991). An alpha level of .05 was used for all statistical tests. Cohen's *d* was calculated to provide the magnitude of the effect, assessing the practical significance of the findings and evaluated as follows: .2=small effect size; .5=medium effect size; and .8=large effect size. Where appropriate, possible explanations of the findings are elaborated upon. Following are the results of the tested hypotheses.

Hypothesis 1

The first hypothesis, based on survey question number 4, concerns the title used by the coach, and it was hypothesized that coaches with an academic background in either I/O or Clinical psychology refer to themselves as either Developmental coach or Personal coach more often than coaches with an academic background in Business.

Through descriptive statistics it became evident that only 20.5% of coaches with an academic background in either I/O or Clinical psychology refer to themselves as either Personal or Developmental coach, while 31.2% of coaches with an academic background in Business use the titles Personal or Developmental coach, thus rejecting the hypothesis. In order to assess if the difference was significant a Chi-square analysis was conducted, $\chi^2(1)=11.83, p=.00$, revealing that coaches with a background in Business refer to themselves as Developmental coach or Personal coach significantly more often than coaches with an academic background in either I/O or Clinical psychology. The Chi-Square value was corrected for overestimation with Yates' Correction for Continuity, as recommended when used with a 2 by 2 table (Pallant, 2003).

Executive coach, Personal coach and Consultant were found to be the most popular titles used by the three groups. Thirty-two point five percent of coaches from the

I/O grouping, 33.5% of the coaches from the Clinical grouping, and 30.1% from the Business grouping, refer to themselves as Executive coaches. Eight point four percent of coaches from the I/O grouping, 20.3% of coaches from the Clinical grouping, and 25.7% of coaches from the Business grouping, call themselves Personal coach. Thirty-nine percent of coaches from the I/O group, 25.9% of the coaches from the Clinical grouping, and 12.6% from the Business grouping, refer to themselves as Consultants. Overall, including coaches from all backgrounds, 29.8% report calling themselves Personal coach, 25.7% use the title Executive coach and 14.9% refer to themselves as Consultants. A number of participants also chose the response option “other”: 9.1% from the I/O group, 16.2% of the Clinical group, and 24.9% of the Business group. As evident by the percentages, the I/O group was found to rarely use the title Personal coach, and often use the title Consultant. On the other hand, the Business group reported low usage of the Consultant title, and the most frequent use of the title Personal coach.

Hypothesis 2

The second hypothesis, based on survey question 5, examines coaches’ perception of the usefulness of their academic background. It was hypothesized that coaches with an academic background in I/O psychology perceive their academic background as more useful than coaches with an academic background in Clinical psychology, and that coaches with an academic background in Clinical psychology perceive their academic background as more useful than coaches with an academic background in Business.

Based on descriptive analyses, coaches with a background in I/O psychology report their academic background as very useful, 3.99, with a confidence interval of 3.83-4.15. Coaches with a background in Clinical psychology report their academic

background to be slightly more than very useful, 4.25, with a confidence interval of 4.13-4.38. Coaches with a background in Business find their academic preparation to be fairly useful, 3.33, with a confidence interval of 3.23-3.43. An overall significant difference between the groups was found $F(2, 898)=60.47, p=.00$. To explore the specific differences between the groups simple pair wise contrasts were conducted.

H2a: Analyses reveal that there are significant differences in how coaches with a background in I/O psychology or Clinical psychology perceive their academic background $t(368)=-2.21, p=.03, d=.27$, with a mean difference of -.26 and a confidence interval of -.49 to -.03. However, as the descriptive statistics indicate, the results fell in the opposite direction, thus refuting the proposed hypothesis.

H2b: As proposed, a second contrast indicates that coaches with an academic background in Clinical psychology perceive their academic background as significantly more useful than coaches with an academic background in Business, $t(739)=10.14, p=.00, d=.86$, with a mean difference of .92 and a confidence interval of .75 to 1.10.

Hypothesis 3

These hypotheses were based on survey question number 6 and proposed that coaches with an academic background in Business participate in coaching seminars/lectures/workshops more frequently than coaches with an academic background in Clinical psychology. Furthermore, it was proposed that coaches with an academic background in Clinical psychology participate in coaching seminars/lectures/workshops more frequently than coaches with an academic background in I/O psychology.

Descriptive statistics reveal that coaches with an academic background in I/O psychology report participating in coaching seminars/lectures/workshops between once

and twice a year, 1.81 years, with a confidence interval of 1.60-2.03. Coaches with a background in Clinical psychology report participating in coaching seminars slightly more than twice a year, 2.08, with a confidence interval of 1.89-2.27. Coaches with a background in Business report participating in coaching seminars almost three times a year, 2.75, with a confidence interval of 2.64-2.86. An overall significant difference between the groups was found $F(2, 911)=39.32, p=.00$. To explore the specific differences between the groups, simple pair wise contrasts were conducted.

H3a: Based on contrast analyses, coaches with an academic background in Business were found to participate in coaching seminars significantly more often than coaches with an academic background in Clinical psychology, $t(750)=6.15, p=.00, d=.49$, with a mean difference of .67 and a confidence interval of .46 to .88, thus supporting the hypothesis.

H3b: The results of a second contrast indicate that coaches with an academic background in Clinical psychology do not participate in coaching seminars significantly more often than coaches with an academic background in I/O psychology. The results were as follows, $t(374)=1.89, p=.06, d=.19$, with a mean difference of .27 and a confidence interval of -.01 to .54, thus refuting the hypothesis.

A number of findings align across the sub-categories measuring coaching practices and approaches. Findings from hypotheses 2 and 3 support each other nicely as coaches with a background in Business both report finding their academic background less useful than the other groups and participate in coaching seminars/lectures/workshops more frequently than the other groups. Thus, coaches with a background in Business report finding themselves academically less prepared for the field of coaching, but appear

to compensate by enhancing their skills and knowledge through educational workshops more often than the other groups. Another possible explanation for the significant variance is that licensed psychologists are required to attend continued education classes as part of the licensing requirements, thus creating comparatively less incentive for additional training in an area that may be perceived as quite similar.

Hypothesis 4

The means coaches use to obtain clients is the focus of hypothesis 4, which was based on survey question number 8. This hypothesis proposed that coaches with an academic background in Business advertise and use websites more often than coaches with an academic background in Clinical psychology, in order to acquire clients. Furthermore, it was hypothesized that coaches with an academic background in Clinical psychology advertise and use websites more often than coaches with an academic background in I/O psychology.

Descriptive analyses reveal that coaches with a background in I/O psychology report never to rarely using advertising as a means to obtain clients, 1.56, with a confidence interval of 1.41-1.71. Coaches with a background in Clinical psychology, report rarely using advertising as a means to obtain clients, 2.04, with a confidence interval of 1.86-2.21, and coaches with a background in Business, 1.74, with a confidence interval of 1.65-1.83, report slightly less than rarely using advertising as a means to obtain clients. Results from a One-way ANOVA, $F(2, 828)=9.12, p=.00$, indicate that significant differences exist between the three groups. Furthermore, coaches with an academic background in I/O psychology and coaches with a background in Clinical psychology report rarely using a website as a means to obtain clients, 2.14, with a

confidence interval of 1.93-2.35; and 2.37, with a confidence interval of 2.16-2.58, respectively. Coaches with a background in Business, report rarely to sometimes using a website as a means to obtain clients, 2.47, with a confidence interval of 2.36-2.58. The results from an ANOVA, $F(2, 827)=3.58, p=.03$, indicate significant differences between the groups.

H4a: As indicated by the descriptive statistics this hypothesis was refuted, as coaches with an academic background in Business do not advertise significantly more often than coaches with an academic background in Clinical psychology. Surprisingly, as the contrast analyses point out, $t(686)=-3.33, p=.00, d=.26$, with a mean difference of -.30 and a confidence interval of -.48 to -.12, the hypothesized outcome fell in the opposite direction, indicating that coaches with a background in Clinical psychology use advertising significantly more often than coaches with a degree in Business.

H4b: Simple contrasts reveal that coaches with an academic background in Business report not using websites significantly more often than coaches with an academic background in Clinical psychology, $t(684)=.87, p=.38, d=.07$, with a mean difference of .10 and a confidence interval of -.12 to .32, thus disproving the hypothesis.

H4c: Further contrast analyses examining the use of advertising demonstrate that coaches with an academic background in Clinical psychology report using advertising significantly more often than coaches with an academic background in I/O psychology. The results indicate that the proposed hypothesis was supported, $t(324)=4.09, p=.00, d=.45$, with a mean difference of .48 and a confidence interval of .25 to .71.

H4d: Coaches with an academic background in Clinical psychology report not using websites significantly more often than coaches with an academic background in I/O

psychology, $t(326)=1.59$, $p=.11$, $d=.17$, with a mean difference of .23 and a confidence interval of -.05 to .52, refuting the hypothesis.

Hypothesis 5

This hypothesis, based on survey question 9, examines the perceived competitiveness in the field of coaching. It was proposed that coaches with an academic background in Clinical psychology perceive the field of coaching as less competitive than coaches with an academic background in Business. Furthermore, it was proposed that coaches with an academic background in Business perceive the field of coaching as less competitive than coaches with an academic background in I/O psychology.

Based on descriptive analyses, coaches with an academic background in I/O or Clinical psychology report finding the field of coaching above average in terms of competitiveness, with means of 3.39 and 3.28, and confidence intervals of 3.24-3.53 and 2.80-2.96, respectively. Coaches with an academic background in Business report finding the field of coaching slightly below average in terms of competitiveness, 2.88, with a confidence interval of 2.80 to 2.96. An overall One-way ANOVA indicates that significant differences exist between the groups, $F(2, 918)=24.22$, $p=.00$.

H5a: As indicated by the descriptive statistics, coaches with an academic background in Clinical psychology report not perceiving the field of coaching as significantly less competitive than coaches with an academic background in Business, $t(758)=5.10$, $p=.00$, $d=.42$, with a mean difference of .40 and a confidence interval of .25 to .55. Surprisingly, the contrast analysis was found significant, as coaches with a background in Business perceive the coaching field as significantly less competitive than coaches with an academic background in Clinical psychology.

H5b: Coaches with an academic background in Business report to perceive the field of coaching as significantly less competitive than coaches with an academic background in I/O psychology, $t(706)=-5.88$, $p=.00$, $d=.53$, with a mean difference of $-.51$ and a confidence interval of $-.68$ to $-.34$, thus supporting the hypothesis.

Hypothesis 6

The hypotheses based on question number 10 examine the source through which a coach is hired. Specifically it was hypothesized that coaches with an academic background in Business are more often hired by an employer than coaches with an academic background in I/O psychology. Furthermore, it was assumed that coaches with a background in I/O psychology are more often hired by an employer than coaches with an academic background in Clinical psychology.

Through descriptive statistics it became evident that coaches with an academic background in I/O psychology are hired 54.5% of the time by the client's employer. Coaches with a background in Clinical psychology report to be hired 46.1% of the time by the client's employer, and coaches with a background in Business report to be hired 13.2% of the time by the client's employer. A Pearson Chi-Square, $\chi^2(2)=135.51$, $p=.00$, reveal overall significant differences between the groups.

H6a: As evident by the descriptive indicators, coaches with an academic background in Business do not report to be hired significantly more often by an employer than coaches with an academic background in I/O psychology, thus refuting the hypothesis. The descriptive statistics indicate that the results fell in the opposite direction, and as recommended by Pallant (2003) a more specific Chi-Square with a correction for continuity, reveal that those differences are significant, $\chi^2(1)=107.31$,

$p=.00$. This indicates that coaches with a background in I/O psychology report to be hired significantly more often by an employer than coaches with a background in Business.

H6b: As indicated above, the differences between coaches with an academic background in I/O psychology and those with a background in Clinical psychology is quite small. A Chi-Square, with continuity correction, indicate that the difference is non significant, $\chi^2(1)=2.01$, $p=.16$, thus refuting the hypothesis as coaches with a background in I/O psychology do not report being hired significantly more often by an employer than coaches with a background in Clinical psychology.

The findings from hypothesis 5 (see above) reveal that coaches with an academic background in Business find the field of coaching significantly less competitive than both the I/O and Clinical psychology groups. The reason for this is unclear. However, considering that coaches with a background in either I/O or Clinical psychology are more often hired by an employer than by the actual individual receiving coaching (hypothesis 6), coaching for organizations is likely to be more competitive. For instance, it is conceivable that organizations pay more for coaching services than an individual coachee, and that they compare bids from numerous coaches, which in turn makes it more competitive to provide services to organizations. Also, one would expect the prospective service provider to make a serious and convincing case, proving their track record, in order to become a preferred provider to an organization since organizations usually consider opportunity cost, ROI, and liability issues when making an investment. Another possible explanation is that coaches with an academic background in either I/O or Clinical psychology perceive the business world as more

intense and competitive due to not holding a degree in business than coaches with an academic background in Business.

As mentioned, hypothesis 6 reveals interesting findings. Coaches with a background in Business report being hired significantly less often by the client's employer than coaches from either of the psychology groups. These findings are consistent with hypothesis number 1, where 25.7% of the Business group uses the title personal coach, in comparison to 8.4% of the I/O psychology group, and 20.3% of the Clinical psychology group. Furthermore, 39.0% of the I/O and 25.9% of the Clinical psychology groups report referring to themselves as Consultants, in comparison to only 12.6% of the Business grouping, taking into account that such a title may be more appropriate when providing services for organizations rather than for private individuals.

Hypothesis 7

The hypotheses based on survey question 11 examine, through a number of sub-hypotheses, the frequency of which coaches are hired for specific coaching engagements. Simple pair wise contrasts were used to analyze the proposed differences between the three groups.

H7a: The first sub-hypothesis proposed that coaches with an academic background in Clinical psychology are more often hired for change adaptation engagements than coaches with an academic background in I/O psychology. Furthermore, it was hypothesized that coaches with an academic background in I/O psychology are more often hired for such engagements than coaches with an academic background in Business.

Analyses reveal that coaches with an academic background in either I/O psychology, Clinical psychology, or Business report to be hired slightly more often than sometimes for change adaptation engagements. The results are as follows: I/O psychology with a mean of 3.23, and a confidence interval of 3.07-3.39, Clinical psychology, 3.32, with a confidence interval of 3.19-3.45, or Business, 3.13, with a confidence interval of 3.03-3.22. Results from a One-way ANOVA, $F(2, 858)=2.69$, $p=.07$, indicate non significant differences between the groups.

H7b: The hypotheses based on survey question number 11b examine how often a coach is hired to assist in balancing work and personal life. Specifically it was hypothesized that coaches with an academic background in Clinical psychology are more often hired to balance work and personal life than coaches with an academic background in I/O psychology. Furthermore, it was proposed that coaches with an academic background in I/O psychology are more often hired for such engagements than coaches with an academic background in Business.

Based on descriptive statistics it became evident that coaches with an academic background in I/O psychology, 2.91, with a confidence interval of 2.73-3.08, report sometimes to be hired for balancing work and personal life. Coaches with a background in Clinical psychology, 3.15, with a confidence interval of 3.00-3.29, report slightly more than sometimes to be hired for such engagements, and coaches with a background in Business, 3.47, with a confidence interval of 3.38-3.56, report sometimes to often to be hired for balancing work and personal life. Overall ANOVA results indicate that significant differences exist between the groups, $F(2, 867)=19.53$, $p=.00$.

Coaches with an academic background in Clinical psychology report to be hired significantly more often for balancing work and personal life than coaches with an academic background in I/O psychology, $t(349)=2.11$, $p=.04$, $d=.22$, with a mean difference of .24 and a confidence interval of .02 to .46.

Coaches with an academic background in I/O psychology do not report to be hired to balance work and personal life significantly more often than coaches with an academic background in Business, as indicated by the descriptive analyses. However, contrast analysis reveals significant findings, $t(668)=-5.80$, $p=.00$, $d=.53$, with a mean difference of -.56 and a confidence interval of -.75 to -.37, where coaches with a background in Business are significantly more often hired for balancing work and personal life than coaches with an academic background in I/O psychology.

The findings from hypothesis 7b can also be connected to the results found in hypothesis 1, where the Business group refers to themselves as Personal coaches more often than the other groups. One possible reason for the direction of the results is that, again, coaches who provide their services under the title Personal coach are probably more likely to touch upon personally oriented engagements than coaches using other, less related, titles.

H7c: These hypotheses stated that coaches with an academic background in Clinical psychology are more often hired to build trust in relationships than coaches with an academic background in I/O psychology. Additionally, coaches with an academic background in I/O psychology were hypothesized to be hired more often to build trust in relationships than coaches with an academic background in Business.

Following descriptive statistics, coaches with an academic background in either I/O or Clinical psychology report to sometimes be hired for building trust in relationships, with means of 3.08 and 3.04, and confidence intervals of 2.90-3.25 and 2.88-3.19, respectively. Coaches with a background in Business report to be hired slightly less than sometimes, 2.81, with a confidence interval of 2.70-2.91, for this type of coaching engagement. A One-way ANOVA indicates, $F(2, 845)=5.02, p=.01$, overall significant differences between the groups. Simple pair wise contrasts were used to analyze the specific differences between the groups.

The first sub-hypothesis was refuted, $t(343)=-.34, p=.73, d=.04$, with a mean difference of -.04 and a confidence interval of -.28 to .20. The finding indicate that coaches with an academic background in Clinical psychology do not report to be hired significantly more often to build trust in relationships than coaches with an academic background in I/O psychology

The second sub-hypothesis was confirmed as coaches with an academic background in I/O psychology report to be hired significantly more often to build trust in relationships than coaches with an academic background in Business, $t(654)=2.6, p=.01, d=.24$, with a mean difference of .27 and a confidence interval of .07 to .48.

H7d: This hypothesis, based on survey question 11d, predicted that coaches with an academic background in Business are more often hired to clarify and pursue goals than coaches with an academic background in I/O psychology. Furthermore, it was hypothesized that coaches with an academic background in I/O psychology are hired for such engagements more often than coaches with an academic background in Clinical psychology.

Descriptive statistics reveal that there are differences between the three groups, where coaches with an academic background in I/O psychology report to be hired less than often to clarify and pursue goals, with a mean of 3.69 and a confidence interval of 3.53-3.85. The clinical group indicate to be hired slightly less than often for similar engagements, with a mean of 3.90 and a confidence interval of 3.79-4.01. Lastly, coaches with a background in Business report to often be hired to clarify and pursue goals, 4.02, with a confidence interval of 3.95-4.09. The results from a One-way ANOVA, $F(2, 886)=9.15, p=.00$, indicate that the differences are significant.

The differences between the groups were assessed using simple pair wise contrasts. The results indicate that coaches with an academic background in Business report to be hired significantly more often to clarify and pursue goals than coaches with an academic background in I/O psychology, $t(682)=4.20, p=.00, d=.35$, with a mean difference of .33 and a confidence interval of .18 to .49.

Coaches with an academic background in I/O psychology do not report to be hired significantly more often to clarify and pursue goals than coaches with an academic background in Clinical psychology, as indicated by the descriptive statistics. However, the contrast analysis was found significant, $t(358)=-2.30, p=.02, d=.23$, with a mean difference of -.21 and a confidence interval of -.39 to -.03, as coaches with a background in Clinical psychology report to be hired significantly more often for such an engagement than coaches with a background in I/O psychology.

H7e: The hypotheses based on question 11e proposed that coaches with an academic background in Clinical psychology are more often hired to improve communication than coaches with an academic background in I/O psychology.

Furthermore, coaches with an I/O psychology background were hypothesized to be hired more often to improve communication than coaches with an academic background in Business.

Descriptive statistics reveal that coaches with an academic background in either I/O or Clinical psychology report to be hired less than often to improve communication, with means of 3.79 and 3.68, and confidence intervals of 3.65-3.94 and 3.55-3.81, respectively. Coaches with a background in Business report to sometimes be hired for such an engagement, with a mean of 3.54 and a confidence interval of 3.45-3.63. ANOVA results indicate that the differences between the groups are significant, $F(2, 879)=4.34, p=.01$.

Simple contrasts reveal that coaches with an academic background in Clinical psychology do not report to be hired significantly more often to improve communication than coaches with an academic background in I/O psychology, $t(362)=-1.06, p=.29, d=.12$, with a mean difference of -.11 and a confidence interval of -.32 to .10.

The second sub-hypothesis was confirmed as coaches with an academic background in I/O psychology report to be hired significantly more often to improve communication than coaches with an academic background in Business, $t(672)=2.77, p=.00, d=.26$, with a mean difference of .25 and a confidence interval of .07 to .43.

H7f: This hypothesis examines the type of coach hired to improve delegation skills. The hypotheses state that coaches with an academic background in Business are more often hired to improve delegation skills than coaches with an academic background in I/O psychology. Additionally, coaches with a background in I/O psychology were

proposed to be hired more often for such engagements than coaches with an academic background in Clinical psychology.

Descriptive statistics reveal that coaches from all three groups report to sometimes be hired for improving delegation skills. The descriptive statistics indicate only miniscule differences: I/O psychology with a mean of 2.97 and a confidence interval of 2.80-3.14, Clinical psychology, 3.02, with a confidence interval of 2.87-3.18, and Business, 2.85, with a confidence interval of 2.75-2.95. A One-way ANOVA indicates that there are no significant differences between the groups, $F(2, 853)=1.85, p=.16$.

H7g: The hypotheses based on survey question 11g examine how often a coach is hired to improve listening skills. Specifically, it was hypothesized that coaches with an academic background in Clinical psychology are more often hired to improve listening skills than coaches with an academic background in I/O psychology. Additionally, the I/O group was proposed to be hired more often to improve listening skills than coaches with an academic background in Business.

Descriptive statistics reveal that coaches with an academic background in either I/O psychology, 3.37, with a confidence interval of 3.19-3.54, or Clinical psychology, 3.23, with a confidence interval of 3.08-3.38, report to be hired slightly more than sometimes to improve listening skills. Coaches with a background in Business report to sometimes be hired for such engagements, 2.99, with a confidence interval of 2.88-3.09. An ANOVA, comparing the three groups, was found significant, $F(2, 853)=7.81, p=.00$. Therefore, simple contrasts were conducted to analyze the specific differences among the means.

As evident by the descriptive findings, the first sub-hypothesis is refuted. Coaches with an academic background in Clinical psychology do not report to be hired significantly more often to improve listening skills than coaches with an academic background in I/O psychology, $t(350)=-1.08$, $p=.28$, $d=.13$, with a mean difference of $-.13$ and a confidence interval of $-.38$ to $.11$.

The second sub-hypothesis is confirmed as the I/O group report to be hired significantly more often for improving listening skills than the Business group, $t(652)=3.56$, $p=.00$, $d=.33$, with a mean difference of $.38$ and a confidence interval of $.17$ to $.59$.

H7h: This hypothesis explores the frequency to which the different groups of coaches are hired to improve strategic planning skills. The hypotheses specifically spell out that coaches with an academic background in Business are hired more often to improve strategic planning skills than coaches with an academic background in I/O psychology. Furthermore, coaches within the I/O group were proposed to be hired more often to improve strategic planning skills than coaches with an academic background in Clinical psychology.

Descriptive analyses reveal that coaches from all three groups report to sometimes be hired to improve strategic planning; I/O psychology group with a mean of 3.03 and a confidence interval of 2.84-3.21, Clinical psychology, 3.07, with a confidence interval of 2.92-3.23, or Business, 3.15, with a confidence interval of 3.04-3.25. Thus, only small differences exist between the groups, and an ANOVA indicates that the differences are non-significant, $F(2, 866)=.69$, $p=.50$.

H7i: This hypothesis explores increasing sales engagements. The two sub-hypotheses state that coaches with an academic background in Business are hired more often to increase sales than coaches with an academic background in I/O psychology. Also, coaches with an academic background in I/O psychology were proposed to be hired more often to increase sales than coaches with an academic background in Clinical psychology.

Calculating the descriptive statistics reveals that coaches with an academic background in I/O psychology report less than rarely to be hired for increasing sales, 1.82, with a confidence interval of 1.64-1.99. Coaches with a background in Clinical psychology report to rarely be hired to increase sales, 2.17, with a confidence interval of 2.02-2.32, and coaches with a background in Business report to slightly less than sometimes be hired for such engagements, 2.71, with a confidence interval of 2.60-2.82, for similar engagements. These results indicate that the Business group is most often hired for such engagements, and an ANOVA reveals that the differences are significant, $F(2, 849)=37.81, p=.00$.

As expected, coaches with an academic background in Business report to be hired significantly more often to increase sales than coaches with an academic background in I/O psychology, $t(654)=7.99, p=.00, d=.75$, with a mean difference of .90 and a confidence interval of .67 to 1.12.

Coaches with an academic background in I/O psychology do not report to be hired significantly more often to increase sales than coaches with an academic background in Clinical psychology, $t(341)=-2.69, p=.01, d=.33$, with a mean difference of -.35 and a confidence interval of -.61 to -.09. As indicated by the analyses, the

hypothesis is refuted, but demonstrates that coaches with a background in Clinical psychology are hired significantly more often to increase sales than coaches with an academic background in I/O psychology. This finding is interesting. However, both the I/O and Clinical psychology groups report to only rarely be hired for increasing sales.

H7j: This hypothesis examines the type of coach hired to manage ones career. The sub-hypotheses state that coaches with an academic background in I/O psychology are more often hired to manage career than coaches with an academic background in Business. Furthermore, it was hypothesized that coaches with a Business background are more often hired for managing career engagements than coaches with an academic background in Clinical psychology.

Descriptive analyses reveal that coaches with an academic background in either I/O or Clinical psychology report to be hired slightly more than sometimes to manage career, with means of 3.12 and 3.36, and confidence intervals of 2.92-3.31, and 3.21-3.51, respectively. Coaches with a background in Business to report sometimes to often, 3.57, with a confidence interval of 3.48-3.67, be hired for such engagements. An ANOVA, comparing the three groups, was found significant, $F(2, 875)=10.88, p=.00$. Thus, simple contrasts were conducted to analyze the specific differences among the means.

Coaches with an academic background in I/O psychology do not report to be hired significantly more often for managing career than coaches with an academic background in Business, $t(675)=-4.50, p=.00, d=.39$, with a mean difference of -.46 and a confidence interval of -.65 to -.26. As indicated by the descriptive statistics, the hypothesis is refuted, and the contrast shows that coaches with a background in Business

are significantly more often hired to manage career than coaches with an academic background in I/O psychology.

The second sub-hypothesis is confirmed, as coaches with an academic background in Business report to be hired significantly more often to manage career than coaches with an academic background in Clinical psychology, $t(724)=2.36, p=.02, d=.19$, with a mean of difference of .22 and a confidence interval of .04 to .39.

H7k: The last hypothesis exploring coaching engagements focuses on stress management. These sub-hypotheses specifically propose that coaches with an academic background in Clinical psychology are more often hired to manage stress than coaches with an academic background in I/O psychology. Also, it was proposed that coaches with a background in I/O psychology are more often hired to manage stress than coaches with an academic background in Business.

Descriptive statistics reveal that coaches with an academic background in I/O psychology report to sometimes be hired to manage stress, 3.00, with a confidence interval of 2.83-3.17. Coaches with a background in Clinical psychology or Business report to be hired slightly more than sometimes for managing stress, with means of 3.35 and 3.26 and confidence intervals of 3.20-3.50 and 3.16-3.36, respectively. The result from a One-way ANOVA was significant, $F(2, 854)=4.56, p=.01$, indicating the need to explore specific differences between the groups.

The first sub-hypothesis is confirmed as coaches with an academic background in Clinical psychology report to be hired significantly more often to manage stress than coaches with an academic background in I/O psychology, $t(349)=2.93, p=.00, d=.33$, with a mean difference of .35 and a confidence interval of .12 to .59.

As indicated by the descriptive statistics, this sub-hypothesis is refuted, as coaches with an academic background in I/O psychology do not report to be hired significantly more often to manage stress than coaches with an academic background in Business. However, as indicated by statistical contrast analysis, coaches with a background in Business are hired significantly more often for managing stress than coaches with an academic background in I/O psychology, $t(653)=-2.51, p=.01, d=.24$, with a mean difference of -.26 and a confidence interval of -.46 to -.06.

The reason coaches with a Business background report to be hired for, particularly, managing career, but also for managing stress, more often than the other groups may be related to the source of hire. As revealed in hypothesis 6, coaches with a Business background report to mainly be hired by the individual receiving coaching, rather than by an employer. In other words, topics such as managing career and managing stress may be considered inappropriate reasons for an organization to hire a coach, as these topics in certain cases can be viewed as “career suicide” if too overtly discussed with ones employer. Thus, coaches with a background in Business may not necessarily be better trained for these topics, but indirectly more often hired for such engagements due to their main source of hire.

Hypothesis 8

The hypotheses based on survey question number 14 proposed that the definition of a ”short-term” coaching engagement would be a function of academic background. Specifically, it was proposed that coaches with an academic background in Business will define a short term coaching engagement as a shorter time period than coaches with an academic background in I/O psychology. Furthermore it was proposed that coaches with

an academic background in I/O psychology will define a short term coaching engagement as a shorter time period than coaches with an academic background in Clinical psychology.

Analyses reveal that coaches with an academic background in either I/O psychology, 2.51, with a confidence interval of 2.29-2.72, Clinical psychology, 2.74, with a confidence interval of 2.55-2.93, or Business, 2.49, with a confidence interval of 2.38-2.61, report defining a short term coaching engagement as slightly longer than 1-3 months. An ANOVA reveals that the differences between the groups are non-significant, $F(2, 888)=2.66, p=.07$, refuting both sub-hypothesis.

Hypothesis 9

The hypothesis based on survey question 15 proposed that the definition of a "long-term" coaching engagement would be a function of academic background. The first sub-hypothesis specifically proposed that coaches with an academic background in Business will define a long term coaching engagement as a shorter time period than coaches with an academic background in I/O psychology. Additionally, it was proposed that coaches with an academic background in I/O psychology will define a long term coaching engagement as a shorter time period than coaches with an academic background in Clinical psychology.

Descriptive analyses reveal that coaches with an academic background in either I/O psychology, Clinical psychology or Business, report defining a long term coaching engagement as lasting between 9-12 months. The descriptive statistics are as follows: I/O psychology with a mean of 11.09 and a confidence interval of 10.63-11.56, Clinical psychology, 11.46, with a confidence interval of 11.11-11.82, and Business, 10.79, with a

confidence interval of 10.55-11.04. A One-way ANOVA indicates that some differences between the groups are significant $F(2, 814)=4.33, p=.01$. Simple contrasts are used to explore if the hypotheses specifically proposed are supported.

H9a: Based on the above findings, the first sub-hypothesis is refuted. Coaches with an academic background in Business report not defining a long term coaching engagement as a significantly shorter time period than coaches with an academic background in I/O psychology, $t(625)=1.17, p=.24, d=.11$, with a mean difference of -.30 months, and a confidence interval of -.81 to .21.

H9b: Coaches with an academic background in I/O psychology report not defining a long-term coaching engagement as a significantly shorter time period than coaches with an academic background in Clinical psychology, $t(330)=-1.24, p=.22, d=.14$, with a mean difference of -.37 months and a confidence interval of -.96 to .22. Since the Omnibus F was found significant, but not the proposed sub-hypotheses, it is apparent that significant differences exist between a combination of groups not proposed.

Hypothesis 10

The belief that the length of a typical coaching session will be a function of academic background is explored in hypothesis 17. Specifically, coaches with an academic background in Business were proposed to hold shorter coaching sessions than coaches with an academic background in I/O psychology. Furthermore, coaches with an academic background in I/O psychology were hypothesized to hold shorter sessions than coaches with an academic background in Clinical psychology.

Exploring the means and the confidence intervals reveal that coaches with an academic background in I/O psychology report their typical coaching session lasting

between 1-2 hours, 81.63 minutes, with a confidence interval of 75.02-88.23. Coaches with a background in Clinical psychology report their sessions lasting slightly longer than 1 hour, 66.04 minutes, with a confidence interval of 61.62-70.47. Coaches with a background in Business report their sessions lasting 1 hour, 58.93 minutes, with a confidence interval of 56.23-61.62. An ANOVA reveals that the differences between the groups are significant, $F(2, 896)=27.94, p=.00$. Simple pair wise contrasts are used to explore where the differences exist.

H10a: In support of the proposed hypothesis, coaches with an academic background in Business report holding significantly shorter coaching sessions than coaches with an academic background in I/O psychology, $t(686)=-7.45, p=.00, d=.61$, with a mean difference of -22.70 minutes and a confidence interval of -28.68 to -16.72 minutes.

H10b: As coaches with an academic background in I/O psychology do not report holding significantly shorter coaching sessions than coaches with an academic background in Clinical psychology, this sub-hypothesis is refuted. However, as evident by the simple contrast, $t(372)=4.40, p=.00, d=.41$, with a mean difference of 15.58 minutes and a confidence interval of 8.63 to 22.54 minutes, the hypothesis fell in the opposite direction. Thus, coaches with an academic background in Clinical psychology report holding significantly shorter sessions than coaches with a background in I/O psychology.

One possible reason for the Business group offering shorter sessions than the other groups may be due to coaches with a Business background using the telephone as a means to conduct sessions more often than the other groups, where sessions longer

than 1 hour may be considered too long. Descriptive statistics reveal that coaches with a background in Business conduct their coaching sessions over the phone slightly less than often ($M=3.83$) in comparison to coaches with a background in Clinical psychology (sometimes to often, $M=3.57$) and I/O psychology (slightly more than sometimes, $M=3.23$). A one-way ANOVA reveals that the differences are significant $F(2, 912)=22.45, p=.00$. Pair wise comparisons reveal significant differences between the Business group and the I/O group $t(704)=6.52, p=.00$, as well as between the Business group and the Clinical group $t(753)=3.10, p=.00$.

Considering the actual length of the session, the Clinical group reports offering sessions that last on average 66.04 minutes, which falls in-between the length offered by the Business and I/O group and also nicely parallels the reported frequency of using the telephone as a means to conduct the sessions. As hypothesized, coaches with a background in Business hold the shortest sessions. However, as revealed below, these coaches appear to compensate their shorter sessions with a higher frequency.

Hypothesis 11

The frequency of sessions is the focus of the present hypothesis, based on survey question number 18. Specifically, the two sub-hypotheses state that coaches with an academic background in Business hold sessions more frequently than coaches with an academic background in Clinical psychology. Furthermore it was hypothesized that coaches with an academic background in Clinical psychology hold sessions more frequently than coaches with an academic background in I/O psychology.

The analyses uncover that coaches with an academic background in either I/O psychology or Clinical psychology report engaging in coaching sessions between 2 and 3

times a month with a particular client, with means of 2.61 and 2.69, and confidence intervals of 2.37-2.85 and 2.51-2.86, respectively. Coaches with a background in Business report engaging in sessions slightly more than 3 times a month, with a mean of 3.10, and a confidence interval of 3.00-3.19. A One-way ANOVA indicates that significant differences exist between the groups, $F(2, 862)=13.86, p=.00$. Simple contrasts were used to explore the specific differences.

H11a: The first sub-hypothesis is confirmed. Coaches with an academic background in Business report engaging in sessions significantly more often than coaches with an academic background in Clinical psychology, $t(714)=4.05, p=.00, d=.35$, with a mean difference of .41 months and a confidence interval of .21 to .61.

H11b: As evident, the second hypothesis is refuted as coaches with an academic background in Clinical psychology report not engaging in coaching sessions significantly more often than coaches with an academic background in I/O psychology, $t(348)=.58, p=.56, d=.06$, with a mean difference of .08 months and a confidence interval of -.18 to .33.

Hypothesis 12

The hypotheses based on survey question number 19 examine the typical fee per session. The proposed hypotheses state that coaches with an academic background in Business will charge a higher fee per session than coaches with an academic background in I/O psychology. Furthermore, coaches with a background in I/O psychology will charge a higher fee per session than coaches with an academic background in Clinical psychology.

Examination of the three groups reveals that coaches with an academic background in I/O psychology report charging the highest fee, almost \$200 per session, with a mean of \$198.10 and a confidence interval of \$183.22-\$212.98. Coaches with a background in Clinical psychology report charging between \$151-\$200 per session, with a mean of \$172.12, and a confidence interval of \$158.30-\$185.93. Coaches with a background in Business report charging the lowest fee per session, slightly above \$150, with a mean of \$156.13, and a confidence interval of \$148.74-\$163.52. To explore if the differences between the groups are significant, a One-way ANOVA was conducted. The results, $F(2, 893)=13.17, p=.00$ reveal significant differences.

H12a: As evident by the analyses, sub-hypothesis 12a is refuted as coaches with an academic background in Business report not charging significantly higher fees per session than coaches with an academic background in I/O psychology, $t(686)=-5.06, p=.00, d=.46$, with a mean difference of $-\$41.97$ and a confidence interval of $-\$58.26$ to $-\$22.68$. However, as the simple contrasts reveal, coaches with an academic degree in I/O psychology report charging significantly higher fees than a coach with an academic background in Business.

H12b: In support of the prediction, coaches with an academic background in I/O psychology report charging significantly higher fees per session than coaches with an academic background in Clinical psychology, $t(364)=2.69, p=.01, d=.27$, with a mean difference of $\$25.99$ and a confidence interval of $\$7.02$ to $\$44.95$.

The findings revealed by hypothesis 12 are very interesting, as coaches with an academic background in I/O psychology were found to charge significantly higher fees per session than the other two groups. One explanation for the difference in fees per

session may stem from the titles coaches use, as the I/O psychology group uses the Consultant title more often than the other groups, and is also hired by the client's employer more often than coaches with a background in Business. Similar reasoning applies to coaches with a background in Clinical psychology, as they were found to charge the second highest fees per session and also use the Consultant title and are hired by the client's employers more often than coaches with a background in Business. Other explanations to these findings may be due to the number of years the individual has worked as a coach, as coaches representing the psychology groups report having served as coaches significantly longer than those with a background in Business. The level of education, as well as the person's experience within the field may also serve as possible explanations.

Yet another explanation to these results can be attributed to the findings in hypothesis number 10, as coaches with a background in I/O also report holding longer sessions than the other two groups. When the rate is broken down based on the length of the session, the means from hypothesis 10, one will find that the ranking is reversed, with the Business group charging the highest hourly rate (\$158.96), the Clinical group charging the second highest (\$156.38), and the I/O group charging the lowest hourly rate (\$145.61). These findings also imply that longer coaching sessions are on average less expensive than shorter sessions. Further discussion regarding fees per session and annual income estimates can be found following hypothesis 23, annual income as a coach.

Hypothesis 13

These hypotheses are based on survey question number 21 and examine the means used to conduct a coaching session. Specifically, it was hypothesized that coaches with an academic background in Business conduct less face-to-face coaching than coaches with an academic background in I/O psychology, and that the I/O group conducts less face-to-face coaching than coaches with an academic background in Clinical psychology.

To determine if the groups differ, descriptive statistics were conducted. Coaches with an academic background in either I/O or Clinical psychology were found to report sometimes to often conducting face-to-face coaching sessions, with means of 3.86 and 3.49 and confidence intervals of 3.72-4.00 and 3.35-3.63, respectively. Coaches with a background in Business were found to report conducting sessions face-to-face slightly more than sometimes, 3.30, with a confidence interval of 3.21-3.39. An ANOVA, comparing the three groups, was found significant, $F(2, 912)=17.85, p=.00$. Simple contrasts were conducted to analyze the specific differences among the means.

H13a: The first sub-hypothesis was confirmed, as coaches with an academic background in Business report conducting significantly less face-to-face coaching than coaches with an academic background in I/O psychology, $t(703)=-5.96, p=.00, d=.55$, with a mean difference of $-.56$ and a confidence interval of $-.75$ to $-.38$.

H13b: As indicated by the descriptive statistics, coaches with an academic background in I/O psychology report not conducting significantly less face-to-face coaching than coaches with an academic background in Clinical psychology, thus refuting the hypothesis. However, the simple contrast was found significant,

$t(371)=3.39, p=.00, d=.38$, with a mean difference of .37 and a confidence interval of .16 to .59, indicating that coaches with a background in Clinical psychology report conducting significantly less face-to-face coaching than coaches with a background in I/O psychology,

Hypothesis 14

The position held by coaching clients was hypothesized to be a function of academic background. Specifically, coaches with an academic background in Business were predicted to coach individuals holding an Entrepreneurial or equivalent position, meaning small business owners or staff, more often than coaches with an educational background in I/O or Clinical psychology.

Analyses reveal that coaches with an academic background in either I/O or Clinical psychology report sometimes coaching individuals in entrepreneurial or equivalent positions, with a mean of 3.06, and a confidence interval of 2.93-3.19. Coaches with an academic background in Business report sometimes to often coaching individuals in entrepreneurial or equivalent positions, with a mean of 3.54, and a confidence interval of 3.44-3.63. Through an Independent sample t-test the hypothesis was confirmed, $t(878)=5.77, p=.00, d=.41$, with a mean difference of .48 and a confidence interval of .31 to .64, as coaches with an academic background in Business were found to coach entrepreneurs more often than other coaches.

One possible reason coaches with a Business background coach entrepreneurs, besides that people with similar types may be attracted to each other as proposed by the Holland theory, may be that coaches with a Business background are less expensive. It is clear that fee per session is difficult to estimate. However, as revealed by analyses on

page 90 and page 141, coaches with a Business background are significantly more often hired by the individual receiving coaching, who in turn also charge less than coaches hired by an employer. Furthermore, coaches who to a significant extent coach individuals in organizations, such as coaches with backgrounds in I/O or Clinical psychology, may not hold expertise about how to run small businesses.

Hypothesis 15

Hypothesis 15, based on survey question number 23, explores the extent to which coaches use assessment tools when coaching. It was hypothesized that coaches with an academic background in I/O psychology overall use assessment tools more often than coaches with an academic background in Clinical psychology. Furthermore, it was proposed that the Clinical group utilize such tools more often than coaches with an academic background in Business.

There are eight sub questions to survey question number 23 (see Appendix A), each measuring the extent to which different assessment tools are used in coaching. In order to explore the overall usage of assessment tools, the eight sub-questions were added creating one aggregate variable measuring the overall usage of assessment tools. Based on this aggregation, coaches with a background in I/O or Clinical psychology were found to use tests slightly less than rarely, with means of 1.92 and 1.79, and confidence intervals of 1.81-2.02 and 1.69-1.89, respectively. Coaches with a background Business reported never to rarely using tests, with a mean of 1.39, and a confidence interval of 1.69-1.89. An overall One-way ANOVA indicates that significant differences exist between the groups, $F(2, 898)=58.90, p=.00$. Simple contrasts were conducted to explore where the specific differences exist.

H15a: Coaches with an academic background in I/O psychology report not using assessment tools significantly more often than coaches with an academic background in Clinical psychology, $t(364)=1.88$, $p=.18$, $d=.06$, with a mean difference of .13 and a confidence interval of -.06 to .26, thus refuting the hypothesis.

H15b: The second contrast was found significant as coaches with an academic background in Clinical psychology report using assessment tools significantly more often than coaches with an academic background in Business, $t(743)=7.83$, $p=.00$, $d=.60$, with a mean difference of .41 and a confidence interval of .31 to .51.

Hypothesis 16

Referral of client to another source if the client no longer benefits from the coach's services, is the focus of this hypothesis. Specifically, the sub-hypotheses proposed that coaches with an educational background in Clinical psychology refer a client to another, more fitting source, more often than coaches with an academic background in I/O psychology. Furthermore, it was hypothesized that coaches with an educational background in I/O psychology are more likely to refer a client to a more fitting source, than coaches with an academic background in Business.

Descriptive statistics reveal that the groups approach referrals in a similar fashion. Coaches with an academic background in either I/O psychology, Clinical psychology, or Business report referring one's client to another coach or resource slightly less than sometimes when he or she is no longer benefiting from one's services. The statistics are as follows: where the mean of the I/O group was 2.72, with a confidence interval of 2.54-2.89, Clinical psychology, with a mean of 2.89 and a confidence interval of 2.77-3.01, and Business, with a mean of 2.76 and a confidence interval of 2.68-2.84. A One-way

ANOVA reveals that the overall differences are non-significant, $F(2, 899)=1.71, p=.18$, thus refuting the proposed sub-hypotheses.

Hypothesis 17

This hypothesis concerns the length of time between termination of a coaching assignment and follow up. It was hypothesized that coaches with an academic background in Business let more time pass before follow up than coaches with an academic background in I/O psychology. Furthermore, coaches with a background in I/O psychology let more time pass before following up than coaches with an academic background in Clinical psychology.

Descriptive analyses point out that the three groups report following up with clients/organizations between 1-3 months following completion of a coaching assignment. Coaches with an academic background in I/O psychology reported following up on average 74.31 days after completion of the assignment, with a confidence interval of 63.95-84.68, Clinical psychology, with a mean of 68.21 days and a confidence interval of 60.04-76.39, and Business, with a mean of 63.58 days and a confidence interval of 57.89-69.28. Results from a One-way ANOVA, $F(2, 765)=1.71, p=.18$, indicate that the differences between the groups are non significant, thus refuting the proposed hypotheses.

Hypothesis 18

H18a & b: Hypothesis 18, based on survey question number 26, focuses on the frequency with which coaches use specific approaches to evaluate the effectiveness of their coaching. Specifically, the proposed hypotheses state that coaches with an academic background in I/O psychology use Return on Investment (ROI) methods more

often than coaches with an academic background in Business. Furthermore, coaches with an academic background in Business were proposed to use ROI methods more often than coaches with a background in Clinical psychology.

Descriptive statistics reveal that coaches from all three groups report rarely using ROI to evaluate the effectiveness of their coaching. Coaches with a background in I/O report a mean of 2.07 and a confidence interval of 1.86-2.28, Clinical psychology, 2.10 with a confidence interval of 1.91-2.30, and Business, 2.19 with a confidence interval of 2.07-2.31. A One-way ANOVA reveals that the differences between the groups are not significant, $F(2, 824)=.54, p=.58$, thus refuting the hypotheses.

H18c & d: Secondly it was proposed that coaches with an academic background in Clinical psychology use feedback from the coaching client more often than coaches with an academic background in Business. Additionally it was proposed that those with a Business background use feedback from the coaching client more often than coaches with an academic background in I/O psychology.

Demonstrated through descriptive analyses the three groups report often to always using feedback from the coaching client to evaluate the effectiveness of their coaching. Coaches with an academic background in I/O psychology report a mean of 4.67 and a confidence interval of 4.57-4.76, Clinical psychology, a mean of 4.54 and a confidence interval of 4.46-4.63, and Business, a mean of 4.62 and a confidence interval of 4.57-4.68. An ANOVA indicates that the differences are non-significant, $F(2, 917)=1.96, p=.14$, thus refuting the proposed hypotheses.

H18e & f: Lastly, coaches with an academic background in I/O psychology were proposed to use post-360-degree feedback more often than coaches with an academic

background in Clinical psychology, and the Clinical group was hypothesized to use post-360-degree feedback more often than coaches with an academic background in Business.

According to descriptive analyses, coaches with an academic background in I/O psychology report rarely to sometimes using post-360 degree feedback to evaluate the effectiveness of their coaching with a mean of 2.62 and a confidence interval of 2.41-2.82. Coaches with a background in Clinical psychology report slightly more than rarely using post-360 degree feedback with a mean of 2.22 and a confidence interval of 2.04-2.41. Coaches with a background in Business were found to rarely use post-360 degree feedback, with a mean of 1.98 and a confidence interval of 1.86-2.09. An ANOVA indicates that significant differences exist between the groups, $F(2, 831)=15.16, p=.00$.

As revealed above, coaches with an academic background in I/O psychology report using post-360 degree feedback as an effectiveness measure significantly more than coaches with a background in Clinical psychology, $t(346)=2.87, p=.00, d=.31$, with a mean difference of .39 and a confidence interval of .13 to .66.

Coaches with a background in Clinical psychology report using post-360 degree feedback as an effectiveness measure significantly more than coaches with a background in Business, $t(681)=2.30, p=.02, d=.19$, with a mean difference of .25 and a confidence interval of .04 to .46, thus confirming the proposed hypothesis.

As reported above, significant differences between the groups were only found on the use of post-360 degree feedback. Overall, coaches do not tend to use neither post-360 degree feedback nor ROI on a regular basis, but rather, often to always report using feedback from the coaching client. Considering that such feedback is very subjective, especially if delivered face-to-face, it is essential to emphasize that other

more objective evaluation techniques are worth exploring within the field of coaching. Even though ROI and post-360 degree feedback are considered objective means of measuring effectiveness, it is important to point out that such interventions are likely to present a number of measurement and analysis issues and also involve a cost, which the client may not be interested in paying for. In the present study, the lack of particularly post-360 degree feedback usage within the Business group may be attributed to the fact that the majority of their clients are individuals, and not organizations, and it is presumably more difficult to assign quantitative values to the derived utility of a personal coaching engagement than an engagement in an organizational setting.

Hypothesis 19

Unethical practices within the field of coaching are the focus of hypothesis 19, based on survey question number 28. Specifically, the hypotheses state that coaches with an academic background in Clinical psychology assume that unethical practices occur more often in the field of coaching than coaches with an academic background in I/O psychology. Furthermore, coaches with an academic background in I/O psychology were hypothesized to believe that unethical practices occur more often in the field of coaching than coaches with an academic background in Business.

Descriptive statistics reveal that coaches with an academic background in either I/O or Clinical psychology report unethical practices occurring slightly less than sometimes in the field of coaching, with means of 2.77 and 2.78, and confidence intervals of 2.65-2.88 and 2.69-2.86, respectively. Coaches with a background in Business report unethical practices occurring rarely to sometimes in the field of coaching, with a mean of

2.43 and a confidence interval of 2.37-2.50. The results from a One-way ANOVA, $F(2, 859)=25.06, p=.00$, indicate significant differences between the groups.

H19a: As indicated by the small difference between the mean scores, the hypothesis was refuted. Coaches with an academic background in Clinical psychology report that unethical practices do not occur significantly more in the field of coaching than coaches with a background in I/O psychology, $t(346)=-.17, p=.87, d=.02$, with a mean difference of .01 and a confidence interval of -.14 to .16.

H19b: The difference in scores was larger between the I/O and Business group, supporting the proposed hypothesis. Coaches with an academic background in I/O psychology were found to perceive unethical practices occurring in the field of coaching significantly more than coaches with a background in Business, $t(657)=5.11, p=.00, d=.48$, with a mean difference of .33 and a confidence interval of .20 to .46.

Based on the results it became evident that coaches with a background in Business report unethical practices occurring less frequently than the other two groups. These findings align with the proposed hypotheses and highlight the possibility that coaches with a background in Business may not notice when unethical practices occur, or simply have a different reference to what constitutes unethical practices. On the other hand, perhaps unethical practices occur less in the coaching provided by coaches with a background in Business.

Hypothesis 20

The requirement to adhere to ethical guidelines as a coach is explored in this hypothesis. The hypotheses specifically propose that coaches with an academic background in Clinical psychology hold stronger beliefs than coaches with an academic

background in I/O psychology that coaches should be required to adhere to ethical guidelines. Additionally, coaches with an academic background in I/O psychology are hypothesized to hold stronger beliefs than coaches with a background in Business.

Descriptive statistics reveal only minor differences between the groups. Coaches from all the three groups reported believing that coaches should be required to adhere to ethical guidelines between a large to a very large extent. The specific statistics were as follows: I/O psychology, with a mean of 4.67 and a confidence interval of 4.58-4.76, Clinical psychology, with a mean of 4.62 and a confidence interval of 4.52-4.72, and Business, with a mean of 4.58 and a confidence interval of 4.51-4.64. The results from a One-way ANOVA indicate that there are no significant differences between the groups, $F(2, 915)=.99, p=.37$.

The results reveal that all three groups believe, from a large extent to a very large extent, that coaches should be required to adhere to ethical guidelines. Although these findings are very encouraging, it may also be the case that the three groups are referring to different guidelines, provided by different regulatory parties. It is likely that coaches with a background in either I/O or Clinical psychology refer to ethical guidelines provided by the American Psychological Association, while coaches with a background in Business refer to guidelines provided by other, more business oriented associations, or an association such as the International Coach Federation. Thus, even though the results appear to be measuring the same concept, there may be differences in what coaches consider unethical behavior. Furthermore, following the Enron and Worldcom headlines, ethics has received considerable attention in the media and

academic institutions, which may contribute to an increase in coaches' awareness of the importance to abide by ethical guidelines.

Hypothesis 21

This hypothesis concerns the extent to which coaches view coaching certification/licensure an important quality control standard. Based on the hypotheses, it was proposed that coaches with an academic background in Business are more prone to view coaching certification/licensure an important quality control standard than coaches with an academic background in I/O psychology. Furthermore, coaches with an I/O background were hypothesized as more prone to view coaching certification/licensure an important quality control standard than those with a background in Clinical psychology.

Following descriptive analyses, coaches with an academic background in either I/O psychology, with a mean of 3.11 and a confidence interval of 2.91-3.30, or Clinical psychology, with a mean of 3.16 and a confidence interval of 2.98-3.33, were found to report coaching certification/licensure to some extent an important quality control standard. Coaches with a background in Business on the other hand reported coaching certification/licensure an important quality control standard from some extent to a large extent, with a mean of 3.47 and a confidence interval of 3.37-3.58. The results from an ANOVA, $F(2, 916)=8.48, p=.00$, indicate significant differences between the groups.

H21a: As evident from the difference in means, the hypothesis is confirmed. Coaches with an academic background in Business report finding coaching certification/licensure significantly more important than coaches with a background in I/O psychology, $t(707)=3.35, p=.00, d=.29$, with a mean difference of .37 and a confidence interval of .15 to .59.

H21b: This hypothesis is refuted, as coaches with an academic background in I/O psychology report not finding coaching certification/licensure significantly more important than coaches with a background in Clinical psychology, $t(369)=-.40$, $p=.69$, $d=.04$, with a mean difference of $-.05$ and a confidence interval of $-.31$ to $.20$.

Hypothesis 21 may be connected to hypothesis 20, as the results point out how coaches view the field of coaching and what they believe should be required to serve as a competent coach. As proposed, coaches with a background in Business report coaching certification/licensure an important quality control standard to a significantly larger extent than coaches with a background in I/O or Clinical psychology. The reason for this finding may be that coaches who represent either of the psychology groups generally hold higher credentials due to having gone through more extensive academic training than the Business group, and thus may not feel pressured to use coach certifications to control their standards of practice, or to distinguish themselves from other coaches.

Furthermore, one might assume that since coaches with a background in Business believe certification is more important than the other groups, they may also be more likely to get certified than the other groups, as confirmed by hypothesis 21. This finding can be tied to hypothesis 5, which examines the perceived competitiveness in the field of coaching. Considering that coaches with a background in Business were found to perceive the field of coaching less competitive than the other groups, perhaps certified coaches attract more work in comparison to non-certified coaches, and thus find the field less competitive.

Hypothesis 22

The extent to which coaches find the line between coaching and therapy blurred is the focus of this hypothesis. Specifically, the sub-hypotheses state that coaches with an academic background in Clinical psychology are more prone to find the line between coaching and therapy blurred than coaches with an academic background in I/O psychology. Furthermore, coaches with an academic background in I/O psychology are more prone to find the line between coaching and therapy blurred than coaches with an academic background in Business.

Descriptive statistics reveal that coaches with an academic background in either I/O psychology, with a mean of 2.76 and a confidence interval of 2.62-2.90, or Clinical psychology, with a mean of 2.76 and a confidence interval of 2.62-2.89, find the line between coaching and therapy blurred slightly less than to some extent. Coaches with a background in Business, on the other hand report finding the same concepts blurred slightly more than rarely, with a mean of 2.30 and a confidence interval of 2.22-2.38. A One-way ANOVA reveals significant differences existing between the groups, $F(2, 909)=27.12, p=.00$.

H22a: As there was no difference between the two psychology groups, coaches with an academic background in Clinical psychology report not finding the line between coaching and therapy significantly more blurred than coaches with a background in I/O psychology. The results from the contrast indicate that the proposed hypothesis is refuted, $t(371)=-.04, p=.97, d=.00$, with a mean difference of -.00 and a confidence interval of -.19 to .19.

H22b: This hypothesis is confirmed as coaches with an academic background in I/O psychology report finding the line between coaching and therapy blurred to a significantly larger extent than coaches with a background in Business, $t(700)=5.54$, $p=.00$, $d=.50$, with a mean of .46 and a confidence interval of .30 to .62.

Hypothesis 23

The last proposed hypothesis explores differences in annual income. The sub-hypotheses specifically state that coaches with an academic background in Business earn a higher annual income than coaches with an academic background in I/O psychology. Furthermore, it was hypothesized that coaches with a background in I/O psychology earn a higher annual income than coaches with an academic background in Clinical psychology.

According to descriptive statistics, coaches with an academic background in I/O psychology, Clinical psychology or Business report their annual income as a coach to be between \$50,001-\$75,000. The specific descriptive results are as follows: I/O psychology with a mean of \$63,592.72 and a confidence interval of \$54,591.13-\$72,594.30, Clinical psychology, with a mean of \$63,502.48 and a confidence interval of \$55,676.32-\$71,328.63, and Business, with a mean of \$58,241.28 and a confidence interval of \$53,624.82-\$62,839.74. An ANOVA reveals that the differences between the groups are non significant, $F(2, 866)=.99$, $p=.37$, thus refuting the proposed sub-hypotheses.

Taking into consideration the findings from hypothesis 12, fee per session, and hypothesis 23, annual income, it becomes clear that it is difficult to make income estimates based on self-reported data. Considering the reported annual income as a coach

and the number of hours coaches report working per week, it becomes clear that the I/O group charges the highest hourly fee, \$110.89 per hour, the Clinical group charges \$98.91 per hour, and the Business group charges \$62.26 per hour (reported annual income / hours per week working as a coach x 50 weeks per year). However, when the fee is broken down based on the average length of session, (average fee per session / average length of session x 60 minutes x hours per week x 50), the I/O group is found to charge \$146.74 per session, \$1,682.65 per week, and earn an annual income as a coach of \$84,082.44. The Clinical group is found to charge \$156.38 per session, \$2,007.89 per week, and \$100,394.65 annually, and the Business group is found to charge \$158.96 per hour, \$2,837.52 per week and \$141,876.15 annually.

There are a number of potential reasons for the difficulty in estimating coaching costs and charges. First of all, participants in the present study may include preparation time when reporting their annual income as a coach, which thus explains the smaller hourly fee when calculations are based on annual income rather than reported fee per session. A second reason for the difficulty in estimating costs may be due to the possibility of session costs doubling when the coach visits the coachee's office, in comparison to sessions held in the coach's office. Lastly, a number of coaches are likely to charge a "package fee" for their services, lasting over a certain period of time, rather than per session fees, which may be more common in traditional clinical settings.

Additional Analyses

Assessment Tools

Survey question number 23, inquiring about how often different assessment tools are used in coaching, consists of 8 sub-questions (Appendix A). In hypothesis 15,

explored above, it was hypothesized that coaches with an academic background in I/O psychology overall use assessment tools more often than coaches with an academic background in Clinical psychology. Furthermore, it was proposed that the Clinical group overall utilize such tools more often than coaches with an academic background in Business. In order to gain a better understanding of the specific tools used in coaching the three target groups are compared, using post hoc analyses, across each assessment tool. The Bonferroni test is used as it corrects for potential Type I errors, and is appropriate when conducting a limited number of comparisons (Keppel, 1991). Following the analyses of the sub-questions, the findings will be elaborated upon.

Survey question 23

Q23a: Question 23 a inquires about the use of cognitive ability tests. Based on descriptive statistics, coaches with an academic background in I/O or Clinical psychology report never to rarely using cognitive ability tests when coaching, with means of 1.51 and 1.66, and confidence intervals of 1.34-1.67 and 1.49-1.82, respectively. Coaches with an academic background in Business report never using cognitive ability tests, with a mean of 1.11 and a confidence interval of 1.07-1.15. The overall ANOVA results reveal significant differences between the three groups, $F(2, 836)=40.88, p=.00$.

Based on the descriptive statistics, coaches with an academic background in I/O psychology report not using cognitive ability tests significantly more often than coaches with a background in Clinical psychology, $t(342)=-1.77, p=.23, d=.14$, with a mean difference of -.15 and a confidence interval of -.35 to .05.

Although there was no significant difference between the psychology groups, coaches with an academic background in Clinical psychology report using cognitive

ability tests significantly more often than coaches with a background in Business $t(691)=8.38, p=.00, d=.62$, with a mean difference of .55 and a confidence interval of .39 to .70.

Q23b: This question explores the use of emotional intelligence inventories. Descriptive statistics reveal that coaches with an academic background in I/O or Clinical psychology report almost rarely using emotional intelligence inventories when coaching, with means of 1.95 and 1.79, and confidence intervals of 1.77-2.14 and 1.63-1.95. Coaches with an academic background in Business report never-to-rarely using such inventories, with a mean of 1.51 and a confidence interval of 1.42-1.59. The Omnibus ANOVA result was significant, $F(2, 859)=13.19, p=.00$, indicating significant differences between the groups.

Similarly to the cognitive ability tests, coaches with an academic background in I/O psychology report not using emotional intelligence inventories significantly more often than coaches with a background in Clinical psychology, $t(355)=1.47, p=.42, d=.14$, with a mean difference of .16 and a confidence interval of -.10 to .43.

Again, a significant difference between the Clinical and Business group was found, as coaches with an academic background in Clinical psychology report using emotional intelligence inventories significantly more often than coaches with a background in Business $t(708)=3.30, p=.00, d=.42$, with a mean difference of .28 and a confidence interval of .08 to .49.

Q23c: Group interpersonal assessments are the topic of this question. Mean analyses reveal that coaches with an academic background in I/O or Clinical psychology report slightly more than rarely using group interpersonal assessments when coaching,

with means of 2.23 and 2.07, and confidence intervals of 2.02-2.44 and 1.89-2.25, respectively. Coaches with an academic background in Business report using such inventories never to rarely, with a mean of 1.45 and a confidence interval of 1.37-1.54. A One-way ANOVA reveals that significant differences exist between the groups, $F(2, 847)=40.22, p=.00$.

These findings are similar as the ones above, with only small differences between the psychology groups. Results indicate that there is no significant difference in the use of group interpersonal assessments between coaches with an academic background in I/O psychology and coaches with a background in Clinical psychology, $t(353)=1.36, p=.53, d=.12$, with a mean difference of .16 and a confidence interval of -.12 to .45.

A significant difference in use was found following analysis as coaches with an academic background in Clinical psychology report using group interpersonal assessments significantly more often than coaches with a background in Business $t(696)=6.65, p=.00, d=.54$, with a mean difference of .61 and a confidence interval of .39 to .84.

Q23d: Question 23 d inquires about the use of interest inventories. Based on descriptive statistics, coaches with an academic background in I/O psychology, with a mean of 2.03 and a confidence interval of 1.84-2.21, or Clinical psychology, with a mean of 1.91 and a confidence interval of 1.75-2.08 report rarely using interest inventories when coaching. Coaches with an academic background in Business report never-to-rarely using such inventories, with a mean of 1.42 and a confidence interval of 1.34-1.50. An ANOVA indicates significant differences between the groups, $F(2, 840)=30.96, p=.00$.

As evident by the means, coaches with an academic background in I/O psychology report not using interest inventories significantly more often than coaches with a background in Clinical psychology, $t(343)=1.04$, $p=.89$, $d=.14$, with a mean difference of .11 and a confidence interval of -.15 to .37.

Significant differences between the Clinical group and the Business group were found as coaches with a background in Clinical psychology report using interest inventories significantly more often than coaches with a background in Business $t(695)=5.94$, $p=.00$, $d=.47$, with a mean difference of .49 and a confidence interval of .30 to .69.

Q23e: Multisource assessments are the topic of this question. According to the descriptive results, coaches with an academic background in I/O psychology report using multisource assessments slightly more than sometimes when coaching, with a mean of 3.27 and a confidence interval of 3.06-3.49. Coaches with a background in Clinical psychology, with a mean of 2.76 and a confidence interval of 2.54-2.97, report using such assessment slightly less than sometimes. Coaches with an academic background in Business, with a mean of 2.09 and a confidence interval of 1.98-2.21, report rarely using such assessments. The results from the overall ANOVA, $F(2, 854)=49.98$, $p=.00$, indicate that the differences are significant.

As evident by results from the exploratory analyses, $t(352)=3.53$, $p=.00$, $d=.36$, with a mean difference of .52 and a confidence interval of .17 to .87, coaches with an academic background in I/O psychology report using multisource assessments significantly more often than coaches with a background in Clinical psychology.

The second sub-hypothesis was also found significant, as coaches with an academic background in Clinical psychology report using multisource assessments significantly more often than coaches with a background in Business $t(701)=5.80, p=.00, d=.47$, with a mean difference of .66 and a confidence interval of .39 to .94.

Q23f: This question explores the use of objective personality inventories in coaching. Descriptive statistics reveal that coaches with an academic background in I/O or Clinical psychology report sometimes using objective personality tests when coaching, with means of 3.10 and 2.92, and confidence intervals of 2.88-3.32 and 2.72-3.12, respectively. Coaches with a background in Business report rarely using these assessments, with a mean of 2.13 and a confidence interval of 2.01-2.25. ANOVA results indicate that significant differences exist between the groups, $F(2, 872)=40.66, p=.00$.

Based on a post hoc analysis, $t(357)=1.20, p=.69, d=.13$, with a mean difference of .18 and a confidence interval of -.18 to .54, coaches with an academic background in I/O psychology report not using objective personality tests significantly more often than coaches with a background in Clinical psychology,

Similar to the prior comparisons between the Clinical and the Business group, the results are significant. Coaches with an academic background in Clinical psychology report using objective personality test significantly more often than coaches with a background in Business $t(719)=6.77, p=.00, d=.55$, with a mean difference of .79 and a confidence interval of .51 to 1.07.

Q23g: Projective personality assessments are the topic of question 23g. Descriptive analyses reveal that coaches with an academic background in either I/O

psychology or Business report never using projective personality tests when coaching, with means of 1.16 and 1.12, and confidence intervals of 1.08-1.23 and 1.08-1.17.

Coaches with a background in Clinical psychology report slightly more than never using such assessments, with a mean of 1.22 and a confidence interval of 1.13-1.31. A One-way ANOVA indicates that the differences are non-significant, $F(2, 823)=2.40, p=.09$.

Q23h: The last comparison is exploring the use of “other” assessment tools, not mentioned on the survey. Descriptive statistics reveal that coaches from all three groups report slightly less than sometimes using “other” assessment tools when coaching. The descriptive statistics are as follows: I/O psychology, with a mean of 2.74 and a confidence interval of 2.18-3.29, Clinical psychology, 2.78, and a confidence interval of 2.29-3.27, and Business, 2.62, with a confidence interval of 2.39-2.86. Omnibus ANOVA results indicate that the differences between the groups are non-significant, $F(2, 267)=.20, p=.82$.

Surprisingly enough, coaches from all the three groups report to slightly less than sometimes use “other” assessment tools than the ones mentioned on the survey. This finding is remarkable, as most tests and assessments should fit into one of the categories provided. The reason for this is unclear. However, perhaps coaches self train or attended condensed training seminars for testing tools, thus lacking basic knowledge of overarching assessment categories.

As hypothesized and reported above, coaches from either of the psychology groups were found to use assessment tools significantly more than coaches with a background in Business. This finding is not at all surprising as those two groups often hold extensive training in areas such as psychometrics and assessment, and are more

likely to have legal access to purchase such tools. Although these findings are interesting, it is important to emphasize that only multisource assessments and objective personality tests were reported to be used significantly, meaning sometimes to slightly more than sometimes.

As evident by the findings, cognitive ability tests, emotional intelligence inventories, group interpersonal assessments, interest inventories and projective personality tests do not appear to be used within coaching. Cognitive ability tests, as well as projective tests are likely to be considered too clinically oriented, and many coaches, particularly from the Business and I/O psychology groups, are neither trained in, nor able to legally purchase such tests. However, the usage of emotional intelligence assessments in coaching may increase, as many consider it a fairly new, emerging area.

Impact of Source of Hire

Based on the results from the hypothesis exploring source of hire it became evident that certain coaches report to be hired significantly more often by the client's employer than by the individual receiving coaching. As revealed by the analyses, 54.5% of coaches with a background in I/O psychology and 46.1% of coaches with a background in Clinical psychology report to be hired by an employer, in comparison to 13.2% of coaches with a background in Business. Considering these differences and the general findings where the two psychology groups were found to have much in common regarding practices, it would be interesting to explore the impact of source of hire on coaching practices and approaches. To explore this impact, a two-way ANOVA is used to investigate the main effects of the two independent variables, coaches' academic

background (I/O psychology, Clinical psychology or Business) and source of hire (the individual receiving coaching versus the client's employer), as well as the possibility of an interaction effect. The importance of the findings will be analyzed using partial eta squared where a small effect size=.01, a moderate effect=.06, and a large effect=.14. In some of the analyses the main effects from a two-way ANOVA will be slightly different than the results based on a one-way ANOVA due to differences in sample size and the use of two independent variables rather than one. For analyses where these differences impact the significance of the findings, both results are presented. However, the results from the two-way ANOVA provide a more accurate representation of the real effects, and are thus emphasized.

Hypothesis 1

Based on Chi-Square analyses, corrected for overestimation by Yates' Correction for Continuity, it becomes evident that coaches hired by the individual receiving coaching use titles such as personal or developmental coach (41.8%) significantly more often than coaches hired by an employer (8.1%), $\chi^2(1)=131.55, p=.00$.

Additional analyses reveal that 46.3% of coaches hired by an employer use the title Executive coach, and 34.2% use the Consultant title. Personal coach is found to be the most popular title used by coaches hired by the individual receiving coaching, 36.4%. The Executive coach title was used 21.6%, and the Consultant title 11.1% of the time by coaches hired by the individual coachee. Based on these results it becomes evident that employers who hire coaches more often hire coaches who use the titles Executive coach or Consultant, and less often coaches who use the title Personal coach.

Hypothesis 2

The main effect for source of hire on utility of academic background is not significant, $F(1, 804)=2.19, p=.14$. However, the main effect for academic background is significant, $F(2, 804)=31.55, p=.00$, with a medium effect size of .07, (I/O=3.99, Clinical=4.27, Business=3.41). The effect of the interaction, $F(2, 804)=.99, p=.37$, does not reach statistical significance as the effect of academic background on utility of academic background does not depend on source of hire.

Hypothesis 3

A two-way ANOVA was conducted to explore the impact of source of hire and academic background on participation in coaching seminars/lectures/workshops. The main effect for source of hire is significant, $F(1, 814)=27.17, p=.00$, with a small effect size of .03, indicating that coaches hired by the individual client receiving coaching participate in coaching seminars two to three times per year ($M=2.44$), which is significantly more often than coaches hired by the client's employer who participate less than twice a year ($M=1.85$). As revealed earlier, there was a statistically significant main effect for academic background, $F(2, 814)=21.02, p=.00$ (I/O=1.78, Clinical=2.02, Business=2.63) with a small to moderate effect size of .05. The interaction effect, $F(2, 814)=1.75, p=.18$, does not reach statistical significance. Based on the analyses it becomes evident that coaches hired by an employer participate in coaching seminars less often than coaches hired by the individual receiving coaching.

Hypothesis 4

A 2-way ANOVA indicates that there is a main effect for source of hire on advertisement, $F(1, 742)=7.88, p=.01$, where coaches hired by the individual receiving

coaching rarely advertise ($M=1.89$). However, this is nevertheless significantly more often than coaches hired by the client's employer, who report advertising never to rarely ($M=1.62$). The effect size was small, .01, and the descriptive statistics indicate that both groups do not advertise on a regular basis. There is also a main effect for academic background on advertisement, $F(2, 742)=8.86, p=.00$ (I/O=1.56, Clinical=2.04, Business=1.67) with a small effect size of .02. The interaction effect do not reach statistical significance, $F(2, 742)=.01, p=.99$.

A main effect for source of hire on use of website is found, $F(1, 741)=10.75, p=.00$, with a small effect size of .01. Descriptive statistics reveal that coaches hired by the individual coachee rarely to sometimes use websites ($M=2.50$), which is significantly more often than coaches hired by an employer, who report to rarely use websites ($M=2.10$). There is not a main effect for academic background on use of websites, $F(2, 741)=1.30, p=.27$, and no interaction effect, $F(2, 741)=.85, p=.43$.

Hypothesis 5

Based on a two-way ANOVA there is a main effect for source of hire on perceived competitiveness, $F(2, 820)=19.33, p=.00$, with a small effect size of .02. The results indicate that coaches hired by the client's employer report to find the field of coaching average to very competitive ($M=3.42$), which is significantly more competitive than coaches hired by the individual receiving coaching, who finds the field to be average in competitiveness ($M=3.06$). There is also a main effect for academic background, $F(2, 820)=5.97, p=.00$ (I/O=3.39, Clinical=3.28, Business=3.06), with a small effect size of .01. The interaction effect, $F(2, 820)=1.08, p=.34$, does not reach statistical significance.

(As source of hire in this case serves as a second independent variable, hypothesis 6 will not be analyzed).

Hypothesis 7

H7a: There is a main effect for source of hire on adapting better to change engagements, $F(1, 766)=7.36, p=.01$, as coaches hired by an employer report to be hired more than sometimes for such engagements ($M=3.36$), which is significantly more often than sometimes as reported by coaches hired directly by the coachee ($M=3.11$).

However, the effect size is small, .01. The main effect for academic background is non significant, $F(2, 766)=.60, p=.55$, as well as the interaction effect, $F(2, 766)=.07, p=.93$.

H7b: Using a two-way ANOVA there is a main effect for source of hire on balancing work and personal life engagements, $F(1,775)=92.49, p=.00$, with a moderate to large effect size of, .11. Coaches hired by the individual client receiving coaching report sometimes to often being hired for balancing work and personal life ($M=3.53$), which is significantly more often than rarely to sometimes as reported by coaches hired by an employer ($M=2.67$). Using a two-way ANOVA there is almost a main effect for academic background, $F(2, 775)=2.97, p=.05$, with a small effect size of .01. However, as revealed earlier in the hypothesis testing section, when using a one-way ANOVA significant differences between the groups exist, $F(2, 867)=19.53, p=.00$, (I/O=2.91, Clinical=3.15, Business=3.47). As discussed earlier, the results from the two-way ANOVA serves as a more accurate representation of the real effects, indicating that source of hire impacts the type of coach hired for balancing work and personal life engagements more than academic background. There is no interaction effect, $F(2, 775)=1.23, p=.29$.

H7c: There is a main effect for source of hire on building trust in relationships engagements, $F(1, 753)=12.45, p=.00$, however the effect size was small, .02. Coaches hired by an employer report to be hired slightly more than sometimes for building trust in relationships ($M=3.15$), which is significantly more often than less than sometimes as reported by coaches hired by the individual coachee ($M=2.79$). Using a two-way ANOVA there is not a main effect for academic background, $F(2, 753)=.45, p=.64$, but as revealed earlier, the results based on a one-way ANOVA are significant $F(2, 845)=5.02, p=.01$, (I/O=3.08, Clinical=3.04, Business=2.81). The interaction effect is not significant, $F(2, 753)=.18, p=.83$.

H7d: There is a main effect for source of hire on clarifying and pursuing goals engagements, $F(1, 792)=35.54, p=.00$, as coaches hired by the individual receiving coaching report to often be hired for clarifying and pursuing goals ($M=4.03$), which is significantly more often sometimes to often as reported by coaches hired by an employer ($M=3.61$). However, the effect size is small, .04. There is also a main effect for academic background, $F(2, 792)=3.37, p=.04$ (I/O=3.68, Clinical=3.87, Business=3.91), with a small effect size of .01. The interaction is non significant, $F(2, 792)=1.15, p=.32$.

H7e: Using a two-way ANOVA there is a main effect for source of hire on improving communication engagements, $F(1, 784)=23.76, p=.00$, where coaches hired by the client's employer report to often be hired for improving communication ($M=3.89$), which is significantly more often than sometimes to often as reported by coaches hired by the individual receiving coaching ($M=3.48$). However, the effect size is small, .03. Using a two-way ANOVA, the main effect of academic background is found non significant, $F(2, 784)=.35, p=.70$. Though, as revealed earlier, the results from a one-way

ANOVA were significant, $F(2, 879)=4.34, p=.01$, (I/O=3.79, Clinical=3.68, Business=3.54). The interaction effect is non significant, $F(2, 784)=.96, p=.38$.

H7f: There is a main effect for source of hire on improving delegation skills engagements, $F(1, 762)=22.81, p=.00$, however, the effect size is small, .03. Coaches hired by an employer report to more than sometimes be hired to improve delegation skills ($M=3.21$), which is significantly more often than less than sometimes as reported by coaches hired by the individual receiving coaching ($M=2.73$). The main effect for academic background, $F(2, 762)=.45, p=.64$, is non significant, as well as the interaction, $F(2, 762)=2.23, p=.11$.

H7g: There is a main effect for source of hire on improving listening skills engagements, $F(1, 761)=39.32, p=.00$, with a small to moderate effect size, .05. Coaches hired by the client's employer report sometimes to often be hired for improving listening skills ($M=3.53$), which is significantly more often than less than sometimes as reported by coaches hired by the individual receiving coaching ($M=2.90$). The main effect for academic background is found non significant using a two-way ANOVA, $F(2, 761)=1.17, p=.31$, however significant when using a one-way ANOVA, $F(2, 853)=7.81, p=.00$, (I/O=3.37, Clinical=3.23, Business=2.99). The interaction effect is not significant, $F(2, 761)=1.47, p=.23$.

H7h: There is no main effects for source of hire, $F(1, 772)=.69, p=.41$, or academic background, $F(2, 761)=.77, p=.47$, on the frequency of which coaches are hired to improve strategic planning skills. The interaction effect is also non significant, $F(2, 772)=.29, p=.74$.

H7i: Using a two-way ANOVA the main effect for source of hire on increasing sales engagements is found non significant, $F(1, 758)=1.68, p=.20$. However, when using an Independent samples t-test the main effect is significant, $t(1894)=4.43, p=.00$, indicating that coaches hired by the individual coachee rarely to sometimes are hired for increasing sales engagements ($M=2.45$) in comparison to rarely as reported by coaches hired by an employer ($M=2.11$). The main effect of academic background is found significant using a two-way ANOVA, $F(2, 758)=18.44, p=.00$ (I/O=1.84, Clinical=2.21, Business=2.64), with a small to moderate effect size of .05. The interaction effect is non significant, $F(2, 758)=.80, p=.45$.

H7j: A two-way ANOVA is also used to analyze the impact of source of hire and academic background on the frequency of which coaches are hired for managing career engagements. A main effect for source of hire is found, $F(1, 778)=21.17, p=.00$, with a small effect size of .03, as coaches hired by the individual receiving coaching report sometimes to often be hired for managing career ($M=3.56$), which is significantly more often than sometimes as coaches hired by an employer report ($M=3.12$). There is also a main effect for academic background, $F(2, 778)=5.44, p=.00$ with a small effect size of .01. Furthermore, the interaction is significant, $F(2, 778)=3.19, p=.04$, with a small effect size of .01, indicating that larger differences exist between the three academic groups for coaches hired by an employer (Business=3.47, Clinical=3.12, I/O=2.79), than for coaches hired by the individual receiving coaching (Business=3.60, Clinical=3.59, I/O=3.50). More specifically, the frequencies for which coaches with backgrounds in Clinical or I/O psychology are hired for managing career engagements depend more on the source of hire than for the Business group.

H7k: A main effect for source of hire on managing stress engagements is found significant, $F(1, 760)=14.04, p=.00$, as coaches hired by the individual receiving coaching report to more than sometimes be hired for managing stress ($M=3.38$), which is significantly more often than sometimes as reported by coaches hired by an employer ($M=3.01$). However, the effect size is small, .02. The main effect from a two-way ANOVA on academic background is found non significant, $F(2, 760)=1.71, p=.18$. However, as revealed earlier the one-way ANOVA was significant, $F(2, 854)=4.56, p=.01$, (I/O=3.00, Clinical=3.35, Business=3.26). The interaction effect is non significant, $F(2, 760)=.99, p=.37$.

Hypothesis 8

A two-way ANOVA analyzing the impact of source of hire and academic background on the definition of a short term coaching engagement was conducted. The main effect for source of hire is significant, $F(1, 800)=5.11, p=.02$, with a small effect size of .01. The results indicate that coaches hired by the client's employer report defining a short term coaching engagement to be significantly longer (slightly longer than 1-3 months) than the definition coaches hired by the individual receiving coaching report, with a small effect size of .01. The main effect for academic background is significant, $F(2, 800)=3.44, p=.03$ (I/O=2.49, Clinical=2.75, Business=2.41), as well as the interaction effect, $F(2, 800)=5.09, p=.01$. However, both have small effect sizes, .01. The interaction indicates that coaches with backgrounds in I/O or Clinical psychology who are hired by an employer report defining a short term coaching engagement as a longer time period than coaches with similar backgrounds who are hired by the individual receiving coaching. On the other hand, for the Business group the results fell in the

opposite direction as coaches with backgrounds in Business, hired by the individual receiving coaching report defining a short term coaching engagement as longer than coaches hired by an employer.

Hypothesis 9

The impact of source of hire and academic background on the definition of a long term coaching engagement is also explored. The main effect for source of hire is non significant, $F(1, 734)=.41, p=.52$, while the main effect of academic background is significant, $F(2, 734)=3.06, p=.047$, (I/O=10.97, Clinical=11.53, Business=10.87). However, the effect size is small, .01. The interaction effect, $F(2, 734)=.07, p=.93$, is found non significant.

Hypothesis 10

A two-way ANOVA reveals a significant main effect for source of hire on length of session, $F(1, 800)=57.91, p=.00$, with a moderate effect size of .07, as coaches hired by the individual coachee report holding significantly shorter sessions (60.26 minutes) than coaches hired by employer (81.50 minutes). The two-way ANOVA also reveals a main effect for academic background, $F(2, 800)=7.32, p=.00$ (I/O=78.71, Clinical=67.95, Business=65.98), with a small effect size of .02. The interaction effect is not significant, $F(2, 800)=1.34, p=.26$.

Hypothesis 11

A main effect for source of hire on session frequency is revealed, $F(1, 773)=101.69, p=.00$, with a moderate to large effect size of .12. Coaches hired by the individual coachee report offering sessions significantly more often (3.24 times per month) than coaches hired by and employer (2.21 times per month). Using a two-way

ANOVA there is not a significant main effect for academic background, $F(2, 773)=.25$, $p=.78$. However, as revealed earlier, using a one-way ANOVA significant results were found, $F(2, 862)=13.86$, $p=.00$ (I/O=2.61, Clinical=2.69, Business=3.10). The interaction effect is non-significant, $F(2, 862)=.30$, $p=.74$.

Hypothesis 12

There is a main effect for source of hire on fee per session, $F(1, 805)=143.58$, $p=.00$, with a large effect size of .15, as coaches hired by the individual coachee (\$137.12) report charging significantly less per session than coaches hired by the client's employer (\$224.63). Using a two-way ANOVA, the main effect for academic background is not significant, $F(2, 805)=1.44$, $p=.24$. However, as revealed earlier, the effect of a one-way ANOVA was found significant, $F(2, 893)=13.17$, $p=.00$, (I/O=\$198.10, Clinical=\$172.12, Business=\$156.13). The interaction effect is also significant, $F(2, 805)=8.81$, $p=.00$, with a small effect size of .02, indicating that the effect of source of hire on fee per session depends on the level of academic background. More specifically, even though all three academic groups report charging a higher fee when hired by an employer, the difference based on source of hire is larger for coaches with a background in Clinical psychology than for the other groups (Clinical: \$241.47 vs. \$116.75, I/O: \$230.84 vs. \$148.02, Business: \$201.56 vs. \$146.60).

Hypothesis 13

A two-way ANOVA indicates that there is a main effect for source of hire on face-to-face coaching, $F(1, 813)=66.72$, $p=.00$, with a moderate effect size of .08. Coaches hired by the individual coachee report to coach slightly more than sometimes face-to-face ($M=3.26$), which is significantly less than coaches hired by an employer,

who report to often coach face-to-face ($M=3.97$). The main effect for academic background on face-to-face coaching is also significant, $F(2, 813)=4.56, p=.01$, with a small effect size of .01, (I/O=3.81, Clinical=3.51, Business=3.51), as well as the interaction effect, $F(2, 813)=3.31, p=.04$, with a small effect size of .01. In particular, even though all three academic groups report coaching face-to-face more often when hired by an employer, the difference based on source of hire is larger for coaches with a background in Clinical psychology than for the other groups (Clinical: $M=4.02$ vs. $M=3.00$, I/O: $M=4.04$ vs. $M=3.58$, Business: $M=3.84$ vs. $M=3.18$).

Hypothesis 14

There is a main effect of source of hire on coaching an individual in an entrepreneurial position, $F(1, 787)=79.20, p=.00$, with a moderate to large effect size of .09, as coaches hired by the individual coachee sometimes to often coach entrepreneurs ($M=3.58$), which is significantly more often than coaches hired by employer, who report to less than sometimes coach entrepreneurs ($M=2.71$). The main effect for academic background was not significant using a two-way ANOVA, $F(1, 787)=1.74, p=.19$. However, the results were significant using an Independent sample t-test as revealed earlier, $t(878)=5.77, p=.00$, (I/O and Clinical=3.06, Business=3.54). The interaction effect is not significant, $F(1, 787)=.20, p=.66$.

Hypothesis 15

Founded on prior analyses it became evident that multisource and objective personality tests were the only assessment tools coaches use to a significant extent. Based on these results it thus seems more relevant to explore differences in the use of these two tests, rather than exploring the use of overall assessment tools. Following a

two-way ANOVA it became evident that there is a main effect of source of hire on use of multisource assessment tools, $F(1, 762)=135.46, p=.00$, with a large effect size of .15. Coaches hired by the individual receiving coaching report rarely using multisource tools ($M=2.15$), and coaches hired by an employer report sometimes to often using such tools ($M=3.42$). A main effect of academic background is also found, $F(2, 762)=13.84, p=.00$, with a small to moderate effect size of .04, (I/O=3.16, Clinical=2.74, Business=2.45). The interaction effect is also significant, $F(2, 762)=6.10, p=.00$, with a small effect size of .02. More specifically, even though all three academic groups report using multisource assessment tools more often when hired by an employer, the difference based on source of hire is larger for coaches with a background in Clinical psychology than for the other groups (Clinical: $M=3.64$ vs. $M=1.84$, I/O: $M=3.58$ vs. $M=2.73$, Business: $M=3.03$ vs. $M=1.86$).

Following another two-way ANOVA it became evident that there is a main effect of source of hire on the use of objective personality tests, $F(1, 779)=50.19, p=.00$, with a moderate effect size of .06. Coaches hired by an employer report using objective personality tests slightly more than sometimes ($M=3.21$), which is significantly more often than slightly more than rarely ($M=2.36$) as reported by coaches hired by the individual receiving coaching. There are a few possible reasons as to why coaches hired by an employer report using these assessment tools more often than coaches hired by the individual receiving coaching. First of all, in a corporate setting, the organization at hand is likely to pay for the assessment tools, which makes it less expensive for the coach to use such tests. Secondly, the meaningfulness of a 360-degree feedback tool is questionable outside of the work setting. Lastly, as revealed earlier in this particular

sample, coaches who report to be hired by an employer may also be more experienced using such tests due to their training. A main effect of academic background is also found, $F(2, 779)=9.54, p=.00$, with a small effect size of .02, (I/O=3.01, Clinical=2.91, Business=2.43). The interaction effect is found non significant, $F(2, 779)=.24, p=.78$.

Hypothesis 16

A two-way ANOVA reveals a main effect of source of hire on referral of client to another source if client no longer benefits from the coach's services, $F(1, 801)=12.50, p=.00$, with a small effect size of .02. Coaches hired by the individual receiving coaching report sometimes referring to other source ($M=2.92$), which is significantly more often than coaches hired by the employer, who report rarely to sometimes referring to other source ($M=2.63$). There is not a significant main effect for academic background, $F(2, 801)=2.02, p=.13$, nor a significant interaction effect, $F(2, 801)=1.42, p=.24$.

Hypothesis 17

The results from a two-way ANOVA indicate that the main effect for source of hire on the length of time between termination and follow up is non significant, $F(1, 692)=2.13, p=.15$, as well as the main effect of academic background, $F(2, 692)=.24, p=.79$. However, the interaction of the two independent variables is significant, $F(2, 692)=4.97, p=.01$, with a small effects size of .01, indicating that the effect of source of hire on length of time for follow up is dependent upon the level of academic background. More specifically, coaches with backgrounds in I/O psychology or Business who are hired by an employer report waiting longer before follow up, than coaches with similar backgrounds who are hired by the individual receiving coaching. On the other hand, for the Clinical group the results fell in the opposite direction as coaches with backgrounds in

Clinical psychology, hired by the individual receiving coaching report waiting longer before follow up than coaches hired by an employer.

The results from an Independent samples t-test reveal that coaches hired by an employer report waiting significantly longer before follow up (74.49 days) than coaches hired by the individual coachee (64.87 days), $t(1675)=2.38, p=.02$.

Hypothesis 18

Based on a two-way ANOVA it became evident that the main effects of either source of hire, $F(1, 733)=2.31, p=.13$, or academic background, $F(2, 733)=1.02, p=.36$, on the use of ROI as an effectiveness measure are non significant. The interaction effect is also non significant, $F(2, 733)=1.25, p=.29$.

The results are similar for the use of feedback from the coaching client, as the main effect of either source of hire, $F(1, 817)=.15, p=.70$, or academic background, $F(2, 817)=2.41, p=.09$, are non significant. The interaction effect is also non significant, $F(2, 817)=.92, p=.40$.

A two-way ANOVA indicates a main effect for source of hire on the use of post-360 degree feedback for effectiveness evaluation, $F(1, 742)=75.43, p=.00$, with a medium to large effect size of .09. Coaches hired by the individual receiving coaching report rarely using post-360 degree feedback ($M=1.90$), while coaches hired by an employer report much higher usage ($M=2.84$). The main effect for academic background is significant using a two-way ANOVA, $F(2, 742)=3.00, p=.05$, however the effect size is small, .01. As the results from a one-way ANOVA were found significant at the .00 level, $F(2, 831)=15.16, p=.00$, as previously stated, (I/O=2.62, Clinical=2.22, Business=1.98), it becomes clear that the effect of background is confounded with source

of hire, where the strongest impact is from source of hire. The interaction effect is non significant, $F(2, 742)=1.14, p=.32$.

Hypothesis 19

The main effect for source of hire on the perception of unethical practices occurring in the field of coaching is not significant, $F(1, 773)=2.01, p=.16$. However, based on an Independent samples t-test, the differences are significant, $t(1884)=5.26, p=.00$, where coaches hired by an employer report perceiving unethical practices occurring more ($M=2.71$) than coaches hired by the individual coachee ($M=2.48$). The main effect for academic background on the other hand is significant using a two-way ANOVA, $F(1, 773)=11.02, p=.00$, with a small effect size of .03, (I/O=2.76, Clinical=2.77, Business=2.48). The interaction effect is not significant, $F(1, 773)=.07, p=.93$.

Hypothesis 20

Based on a two-way ANOVA, the main effects of source of hire and academic background on the requirement to adhere to ethical guidelines are both non significant, $F(1, 817)=.00, p=.98$, and $F(2, 817)=.95, p=.39$. The interaction effect is also non significant, $F(2, 817)=.81, p=.45$.

Hypothesis 21

Using a two-way ANOVA the main effects for source of hire and academic background on the view of certification/ licensure as an important quality control standard are found non significant $F(1, 816)=3.55, p=.06$, and $F(2, 816)=3.01, p=.05$, as well as the interaction between the two variables, $F(1, 816)=2.72, p=.07$. However, using an Independent samples t-test the main effect for source of hire is significant,

$t(2010)=18.40, p=.00$, with a small effect size of .01, as coaches hired by the individual receiving coaching sometimes to often view certification as an important quality control standard ($M=3.45$), while coaches hired by an employer sometimes view certification as an important quality control standard ($M=3.13$). As revealed earlier, using a one-way ANOVA the main effect of academic background is significant, $F(2, 916)=8.48, p=.00$, (I/O=3.11, Clinical=3.16, Business=3.47).

Hypothesis 22

The main effect for source of hire on the perception of finding the line between coaching and therapy blurred is not significant, $F(1, 810)=.61, p=.44$. However, the results from an Independent samples t-test reveal that coaches hired by an employer find the line blurred rarely to often ($M=2.62$) which is significantly more often than coaches hired by the individual receiving coaching ($M=2.45$), $t(2010)=2.99, p=.00$. The main effect for academic background on the other hand is significant, $F(1, 810)=14.99, p=.00$, with a small to moderate effect size of .04, (I/O=2.75, Clinical=2.76, Business=2.32). The interaction effect is not significant, $F(1, 810)=.17, p=.84$.

Hypothesis 23

Based on a two-way ANOVA, the main effects of source of hire on annual income is significant, $F(1, 774)=72.55, p=.00$, with a moderate to large effect size of .09, as coaches hired by the individual receiving coaching (\$43,990.90) report a significantly smaller annual income than coaches hired by the employer (\$82,983.47). The main effect for academic background is not significant, $F(2, 774)=.94, p=.40$. In addition, the interaction effect is significant, $F(2, 774)=6.39, p=.00$, with a small effect size of .02, indicating that the effect of source of hire on annual income depends on the level of

academic background. More specifically, even though all three academic groups report a higher annual income when hired by an employer, the difference based on source of hire is larger for coaches with a background in Clinical psychology than for the other groups (Clinical: \$96,604.94 vs. \$37,600.00, I/O: \$77,263.51 vs. \$40,927.42, Business: \$75,081.97 vs. \$53,445.27).

CHAPTER IV

Discussion

This study was conducted to gain an understanding of the differences in practices and approaches to coaching among coaches trained in I/O psychology or related field, Clinical psychology or related field, and Business. Based on the results, it became evident that source of hire also serves as a variable which influences practices and approaches, thus additional analyses were conducted. Chapter IV, a discussion of the study, is organized into five sections. The first section reviews overarching comments and reflections on the findings based on the results from the original hypotheses and from the additional analyses. The second section discusses the theoretical implications of the current study. The third section reviews practical implications of the findings, focusing on how the results can be used in an applied fashion. The fourth section covers limitations to the study, especially important when generalizing the findings or replicating the study. The last section provides suggestions for future research on the topic of coaching and coaching practices.

Comments and Reflections on the Findings

Considering the purpose of the present study, the main conclusion that can be made from the findings is that each of the three groups brings something unique to the table. They all contribute to shaping and coloring the coaching profession, adding elements from their respective academic backgrounds and training. Even though the specific results from the tested hypotheses are reported and elaborated upon in Chapter III, overall impressions and reflections of the findings will also be shared in this chapter.

In view of the study being based on a survey, a large number of hypotheses were tested. The hypotheses were based on 23 main questions. However, these questions were also comprised of sub-questions. Each question consisted of 2 parts, comparing one group against another, as the independent variable is composed of three levels, totaling 70 sub-hypotheses. From these hypotheses, 36 were found significant, 13 of which were refuted as the results fell in the opposite direction of the proposed directional hypotheses. The large number of non-significant hypotheses can mainly be attributed to small, yet non-significant differences between the I/O and Clinical psychology groups. Although an extensive number of hypotheses were non-significant, the results yield interesting findings, discussed below as well as in Chapter III.

As evident by the results, significant differences in coaching practices exist, and can be attributed to the coach's academic background. The main significant differences in practices and approaches to coaching were primarily found between the Business group and the two psychology groups, which tended to be quite similar in their practices and approaches.

Based on the findings, coaches report using different titles. It is noteworthy that coaches with a background in I/O psychology label themselves Consultant (39%) to a greater extent than any other group or title used, which suggests that these coaches view coaching as one of several services in their portfolio. One-third of the coaches within the I/O group were also found to call themselves Executive coach (32.5%). Coaches with a Clinical psychology background were found to call themselves Executive coach (33.5%), Consultant (25.9%), Personal coach (20.3%), and 16.2% were found to use the "other" response option. Coaches with a background in Business reported either referring to

themselves as Executive coach (30.1%) or Personal coach (25.7%), and 18.2% of coaches with this background chose the “other” response option. Based on a content analysis, the title Life coach was found to be quite prevalent within the “other” category. Interestingly enough, the title Personal coach and the “other” response option were reported by coaches with a background in Business 43.9% of the time, coaches with a background in Clinical psychology 36.5% of the time, and by the I/O group 17.5% of the time. This indicates that almost half of the coaches with a background in Business offer coaching services using the Personal coach title or “other” title. This finding is noteworthy as it was hypothesized that the psychology groups would more likely adopt such titles given their training, mainly focused on human behavior and interpersonal issues. However, using this particular sample, it became evident that 86.8% of the coaches with a background in Business reported to be hired by the individual receiving coaching, which in turn fits the title Personal coach. Based on the titles, it appears that coaches with a background in Business focus more on personal type coaching than the other groups. This could possibly enable these coaches to take on a pseudo psychology role, which may in turn have ethical implications.

Derived from the number of coaches participating in the survey, people with an academic background in Business appear to constitute a large portion of coaches today even though they report having practiced for a shorter amount of time on average than the two other groups. It is also remarkable that coaches with an academic background in Business were significantly more often hired by the actual client receiving coaching rather than by an employer as expected in an organizational setting, in comparison to coaches with backgrounds in psychology.

Significant differences in the type of engagements the coach reported to be hired for were found. For example, the Business group reported being hired significantly more often for “balancing work and personal life”, “managing career” and “increasing sales” than the psychology groups, and significantly more often than the I/O group for “clarifying and pursuing goals.” The I/O and Clinical psychology groups reported to be hired significantly more often for “building trust in relationships” than the Business group. The I/O group reported being hired more often than the Business group on engagement such as “improving communication” and “improving listening skills”. The Clinical group was found to be the group most often hired for “improving communication” and “managing stress” engagements. Furthermore, the Clinical psychology group reported to be hired for “balancing work and personal life” engagements more often than the I/O group.

As expected, there were differences between the Business group and the psychology groups when it comes to the use of assessment tools, as coaches with a background in either I/O or Clinical psychology were found to use assessment tools significantly more than coaches with a background in Business. However, important to point out is that multisource assessments and objective personality tests were the only two types of tests commonly found used by coaches. The differences between the psychology groups and the Business group suggest that psychologists use these types of tools and resources, which they have been exposed to in their training and traditional settings, to add value to the coaching engagement.

Referral of client to another source when the client is no longer benefiting from the coaching engagement, was surprisingly found to be done less than sometimes across

the three groups. There may be a couple of reasons underlying this finding. First of all, there may be a lack of knowledge of where to refer the client. Secondly, as many individuals involved in the nature of commerce refrain from referring clients to a competitor, in comparison to the health care industry, coaches may not refer their clients to competitors. Lastly, it may also be the case that coaches with a background in Clinical psychology alternate the coaching intervention to a more therapeutic intervention in cases where the issue is clinically oriented. In the case of coaches with a background in I/O psychology or Business attempting to provide such services, practices outside the traditional and ethical bounds are likely to follow. After termination of an engagement, coaches from the three groups were found to follow up with the client within a 1-3 month period.

Beside the differences in the use of objective assessment tools for the purpose of initial assessment of a coachee, the I/O group was also found to use post-360 degree tools, as an effectiveness measure, significantly more often than the Clinical psychology group. The Clinical group was in turn found to use such assessments more often than the Business group. However, these types of assessment tools were found used less than sometimes. Feedback from the coaching client on the other hand was found used often to always by all three groups. These findings point out a lack of objectively measuring the effectiveness of the coaching intervention, and highlight the need for more resources, information and research in this area.

Perceptions regarding coaching certification/licensure and competitiveness within the field of coaching were found to differ between the groups. The Business group reported certification as an important quality control standard to a significantly greater

extent than the other groups, and also considered the field less competitive. As elaborated upon in Chapter III, one possible reason for their interest in certification may be due to an attempt in distinguishing themselves and their services from other providers. Furthermore, the Business group perceiving the field of coaching as significantly less competitive than the other groups, may be due to a difference in standards and competitiveness in being hired by the individual receiving coaching rather than by the client's employer.

As coaches with a background in Business report having worked on average fewer years as a coach than the other groups, but work more hours per week as a coach, it is possible that coaches with a background in Business have to a greater extent commercialized the concept of coaching, packaging it into a marketable and competitive service. The significant difference in the number of years the different groups have worked as coaches, may be attributed to the idea that coaching is more closely related to I/O and Clinical psychology practice and can be viewed as a mere extension of their current service portfolio. Perhaps coaches with a Business background are pushing their coaching practice harder than the other groups, as they are likely to have had to set up a new "shop," rather than simply adding on services to an already established business. Based on the findings it appears likely that coaches who specialize solely on coaching services and use Coach as the main description of their work title, will continue to rise in the years ahead.

Due to the results from hypothesis 6, where coaches with a background in I/O or Clinical psychology were found to be hired by the client's employer to a much larger extent than coaches with a background in Business and since the two psychology groups

also were found to approach coaching in a similar fashion, it was proposed that source of hire may have a significant impact on coaching practices and approaches. Based on the results from the additional analyses it became evident that source of hire impacts a coach's practices and approaches to a large extent. Even though the results from the specific analyses are reported in depth in the additional analyses section in Chapter III, an overall discussion and impression of the findings is presented below.

In general terms the results reveal that coaches hired by an employer tend to use the titles Executive coach and Consultant more often than coaches hired by the individual receiving coaching services, who reported using the title Personal coach more than any other title. Coaches hired by an employer also advertise their services less, use less websites, and participate in coaching seminars less often than coaches hired by the individual coachee. Overall they report being hired for adapting better to change, improving communication, listening skills, and delegation skills engagements more often than coaches hired by the individual coachee. They report offering face-to-face and longer sessions, use more multisource and objective personality tests, as well as post-360 degree tests, and also perceive the field of coaching as more competitive than coaches hired by the individual receiving coaching services. Furthermore, coaches hired by an employer report charging higher fees per session (\$225 vs. \$137), and also report a higher annual income as a coach (\$82,983 vs. \$43,991).

Coaches hired by the individual coachee on the other hand report focusing on balancing work and personal life, clarifying and pursuing goals, as well as managing career and stress engagements more often than coaches hired by an employer. Furthermore, these type of coaches report holding their sessions more frequently, charge

less, and coach entrepreneurs more often than coaches hired by an employer. In addition, these coaches report finding coaching certification and licensure a more important quality control standard than coaches hired by an employer, and also report referring a client to another source more often if client no longer benefits from the coach's services.

The results from the present study point toward an existence of two, or possibly more, markets, with different engagements, clients, settings, approaches and levels of competitiveness. Based on the findings, coaches with a background in Business and coaches hired by the individual receiving coaching services appear to be more involved in the Personal coaching market, while coaches hired by an employer, obviously, and coaches with a background in I/O psychology appear to be more involved in coaching engagements within Business and Industry. Coaches with a background in Clinical psychology appear to target their services to both markets, even though they are more similar in their practices and approaches to the I/O group than the Business group. Overall, coaches with a background in either I/O or Clinical psychology, emerge as more seasoned in their roles as they report having served as coaches for a longer time, are more often hired by the client's employer, use assessment tools more often, find their academic background more useful and attend less seminars on coaching than coaches with a background in Business. However, as the field of coaching is rapidly growing, there appears to be a demand both for different types of coaching and for different types of coaches.

Theoretical Implications

On a number of practices, coaches with a background in I/O psychology differed more from coaches with a background in Business than from coaches with a background

in Clinical psychology. As evident by the findings, coaches with a background in Clinical psychology mainly fell in between the two groups, being more similar to the I/O group.

Although the similarities in findings between the I/O and Clinical psychology groups reported above are not startling, as coaches with such backgrounds have received rigorous training within the same overarching field of psychology, it is worth noting since it deviates slightly from what Holland proposes in the Hexagonal model. As reviewed in Chapter I, relationships and similarities among the different types are dependent upon the positioning of each type in the model, please see Figure 1 on page 32. According to the model, the Social type (S), representing the Clinical group, is supposed to be more similar to the Enterprising type (E), representing the Business group, than to the Investigative type (I), representing the I/O group. However, as based on the findings in the present study, and aligned with the Holland model, the main differences exist between coaches with a background in I/O psychology (I) and coaches with a background in Business (E) supporting the model where I and E are opposites. As previously discussed, the present study does not serve as a validation of the Holland theory, but rather uses the theory as a guiding tool to help explain why certain differences may exist, alongside the independent variable, academic background.

It is possible that individuals who enter the field of coaching are more similar to one another than professionals who do not provide coaching services but rather choose to practice within the more traditional rounds of their respective field. Even though coaches represent a number of academic backgrounds, the individuals who decide to enter the field of coaching may have fairly similar interests, such as working one-on-

one with an individual to improve his or her performance. To fully illustrate this point, an example is needed. It appears logical that coaches who hold an academic background in Business are likely to be interested in the people side of business. These individuals are likely to be more similar to Clinical psychologists, and other professionals who choose people-oriented professions, than a person mainly interested in finance or accounting, which encompasses the “technical and mathematical” side of business. The same reasoning applies to the I/O psychology group. Coaches with this educational background are more likely to be interested in the softer side of the profession, interacting and improving individuals’ performance, rather than conducting research and analyzing hard data. This assumption can also be applied to the Clinical grouping, as they diverge from what is considered traditional clinical work. Individuals from the Clinical group who enter into coaching are probably more interested in business and industry, as well as working with a high-functioning population, than conventional clinicians employed in traditional clinical settings. Yet, significant differences in practices were found between the groups, suggesting that a person’s training and personality type, even if only minor real differences exist between the groups, appear to guide the person in applied work situations.

Practical Implications

Consumer Assistance

There are a number of areas where the results from the present study can be applied. First of all, considering the high cost involved in purchasing coaching services, as well as the level of clients that especially executive coaches often work

with, it is very important for organizations to make an informed and competent decision when hiring a coach.

The results from the present study can serve as an indication of the existing differences in practices and approaches of coaches, and thus assist potential clients, including organizations and individuals, in making an educated decision about the type of coach to hire. The breakdown of practices and approaches can also assist a potential client, aware of the type of service he or she is looking for, in finding the appropriate coach based on the objective of the engagement. For example, if a client is looking for a coach able to assist in the growth and development necessary for a successful promotion into a predetermined professional role, one type of coach is likely to be better suited than another. In such a case, the person about to hire a coach may view the perceptions of others, as well as the client's personality characteristics, as important sources of information to assist and guide the transition. Considering that coaches with a background in particularly I/O psychology, but also in Clinical psychology, report using Multisource assessments and Objective personality tests significantly more often than coaches with a background in Business, those coaches are more likely to provide the preferred services. Likewise, one would anticipate coaches with a Business background to be comparatively better suited to provide guidance and development to a sales executive who is dealing with issues pertaining to sales and business development strategies.

The study can also serve as a guideline for potential clients in areas of coaching approaches and competencies. For example, as the results from the present study reveal, coaches "often to always" evaluate the effectiveness of their coaching based on

feedback from the coaching client. Since the field of coaching is fairly young and rapidly growing, it is logical to assume that many coaching clients are first time users of coaching services, and thus not able to compare their experiences to past coaching engagements. However, the results from the present study can possibly educate the consumer on other plausible evaluation approaches and provide them with concrete parameters to evaluate their coach on, which in turn ensure adequate value for services purchased. Additionally, the descriptive statistics serve as a baseline for the appropriate range of each variable, such as fees per session, length of session, type of coaching engagements, and so forth.

Added Credibility through Quantitative Indicators

Based on the literature, the coaching profession has seen a recent influx of individuals eager to serve as coaches, often without related education or experience. In order for the field to maintain its integrity and the confidence of the consumer, it is necessary to attempt to establish parameters of the tasks that coaches actually conduct. Since the results from the current study provide a quantitative overview of key descriptors and indicators as to how coaches approach their work, credibility is added to the field of coaching. The descriptive statistics assist in the assurance of the overall consistency of coaching practices, and enable the general public and potential customers to form an educated impression of the profession as a whole.

Empirically Derived Parameters for Practicing Coaches

As a practicing coach, and for individuals considering adding coaching to their professional toolbox, it is not only interesting but also necessary to benchmark one's services and fees to stay competitive. The findings from the present study provide

means and ranges of what is generally considered appropriate based on the coaches' academic credentials. In the initial study by Gale et al. (2002), general averages on coaching practices were provided, but not distinguished based upon the coaches' academic credentials. For benchmarks to be useful and accurate they need to be specific, making it possible for individuals to utilize them through precise and defined comparisons. Basically, it is essential to compare and contrast ones services against similar services. Thus, benchmarking within coaching is made possible by comparing and contrasting practices provided by coaches holding similar credentials. One would also anticipate such information to be valuable to professional organizations catering to coaches. Industry trends, demographics, and general membership information are usually relevant to the organizations whether it be for internal or external use.

Curriculum for Coach Training Programs

Reviewed in Chapter I, training programs in coaching are becoming an integral part of the coaching profession. These programs often provide set courses for the incoming "students," despite the person's prior expertise and competence level. By distinguishing between practices and approaches, training programs can be tailored to the incoming students based on the individual's prior academic background, thus making it possible for coaching schools and institutes to offer more attractive and efficient programs.

Training programs for coaches also exist within the area of academics, where certain schools and programs are adding courses on executive coaching, or coaching in general, to their curricula. Considering the large number of institutions offering MBA programs, as well as the vast number of coaches with a background in Business,

offering new opportunities for specialization such as a coaching emphasis is likely to differentiate the program. This added feature is in turn likely to attract new applicants, and thus possibly improve the profitability and popularity of the program.

Additionally, integrating coaching into graduate level courses and academically accredited programs is likely to further enhance the field's credibility. This application can also be taken one step further since newly started curricula often require marketing to ensure success of the program. Thus, the demographics derived from this study can serve as an excellent source for identifying and targeting prospective students.

Limitations

A widely accepted notion within academic research is that no study is free of limitations. Even though data collected through the use of a self-report survey is widely used and may be viewed as one of the most efficient means of gathering large amounts of information, recognized drawbacks exist.

First of all, it is very difficult to capture all the aspects of a coaching engagement by simply asking concrete questions, and not observing the actual interaction. Although the survey used in the present study has been face and content validated, it is possible that there are other variables, tangible or intangible, which significantly influence the coaching engagement.

As reported in Chapter II, the participating parties were ensured anonymity when invited to complete the online survey. Nevertheless, social desirability is likely to have played a role in several of the questions, which in turn may have either inflated or deflated the participants' responses, possibly distorting the results. However, compared

to other collection methods, such as interviews and observations, surveys are probably less likely to generate socially desirable answers.

For a number of coaches, but most likely for those who practice under the title Consultant, coaching as an intervention can be part of a broader organizational development project or other similar interventions. Since it is quite likely that these professionals supplement coaching services to their ongoing consulting projects, there is a risk that the two concepts become blurred. Thus, it may have been difficult for individuals integrating consulting and coaching services to respond to certain questions on the survey.

Survey question number 11 inquires about the extent to which a coach is hired for different types of coaching engagements. Although the question implies that the coaching client states the type of issues the coach is hired for, this might not be the case as clients may be unclear as to the specific needs. Also, in cases where the presenting problem is unclear, or the coach is unable to reveal the true issue, the coach may choose a “diagnosis” based upon his or her experience and comfort level. Thus, the responses to question 11 are likely to represent topics or issues coaches usually coach people on, rather than engagements that the coach is specifically hired for.

Furthermore, question 11 inquires about the extent to which a coach is hired for “other” coaching engagements than the ones mentioned on the survey. The results reveal that all three groups report sometimes to often being hired for other engagements, indicating that some of the engagements coaches actually are hired for have not been reported. Additionally, considering that the engagements mentioned on the survey are situations and activities more likely related to issues within the

workplace than outside the professional setting, matters that appear more pertinent to Personal coaches may not have been reported.

Since the sample population was recruited through a variety of coaching associations, organizations and Internet list serves, the sample is unique in the fact that it consists of individuals who to some extent are part of one or more of the above mentioned sources, please see Participants section in Chapter II. It is thus possible that the results of the present study would be different if coaches independent of the recruitment sources used in the present study were accessed. For example, the majority of coaches with a background in Business, 75.9%, were members of the International Coach Federation (ICF), in comparison to coaches with a background in I/O psychology, 25.8%, or Clinical psychology, 29.9%. The large percentage of coaches with a background in Business, belonging to the ICF, could possibly influence the results one way or another. For instance, perhaps coaches who belong to ICF hold certain characteristics, such as an interest in targeting individual coaching clients rather than organizations, in comparison to coaches who do not belong to ICF. Thus, it is impossible at this time to state if the results would be different if coaches from, for example, particular consulting firms likely to employ coaches with a Business background, had participated in the study. However, even though a different sample might render different results, it is important to note that there are obviously a large number of coaches with backgrounds in Business that approach coaching as described by the results in the present study.

Considering questions number 19, 32, 39, 40 and 42, the survey was mainly geared toward coaches practicing within the United States. Participating coaches outside

of the United States are likely to have had to translate their currency into the US dollar, may have been unfamiliar with the professional associations mentioned on the survey, are likely to have chosen “international” as geographic location for their coaching clients, and were asked to report a city and a country in the area provided for city and state, due to the lack of more fitting response options. Thus, the data gathered from those questions, such as “typical fee per session” and “annual income,” and the prevalence of coaches within the US actually conducting coaching on an international level, may be slightly biased.

Suggestions for Future Research

Since this is the first study exploring differences in practices and approaches, further research on the topic is strongly recommended. This area of research can be approached from a number of angles. For example, it would be interesting to explore differences in coaching practices between psychologists as a group, and people holding degrees in other areas such as education or engineering. Exploring the possible differences in practices based on educational levels (e.g., High school degree, some college education, a Bachelor degree, a Masters degree or a Doctorate level degree) is also needed, as there are a wide variety of individuals offering their services as coaches. Furthermore, investigating practices based on the type of coach, determined by title, who is generally engaged with particular types of clients, would reveal differences in practices and approaches based upon the coaches’ self determined area of specialty.

In the present study, titles such as Personal and Executive coach were never defined. As reported in Chapter III, the title Personal coach was found extensively used by both coaches with a background in Business and Clinical psychology. However, the

meaning behind that title, as well as the practices within personal type coaching have not yet been explored, and are thus open for speculation. Based on the name, personal coaching could include a variety of services, such as mentorship, or counseling outside the professional rounds. Considering that discussions focused on personal life rather than professional life make it possible for clinically oriented issues to emerge, coaches that do not have a background in Clinical psychology may be touching upon matters that could possibly harm the client if not correctly addressed. Thus, exploration of personal coaching, and the variables related to it, is recommended.

As reviewed in the limitations section, certain data, including both tangible and intangible activities, are difficult to collect through the use of a self-report survey. Thus, another suggestion for future research is to observe actual coaching practices to detect differences in coaching behavior by academic discipline.

Based on the findings from the present study, it is possible to make the statement that differences in coaching practices depend upon the coach's academic background and on source of hire. However, the most effective type of coach, or the most effective type of client, as well as the characteristics of an effective coaching relationship have not yet been determined. These dynamics are interesting but also complex, as what is considered effective in one coaching engagement may not be effective in another. Although the above question is engaging, the overall effectiveness of coaching, as well as methods used to measure effectiveness need to be explored.

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Appendix A: Coaching Practices Survey

1. First, we would like to ask you some questions about your background as a coach. How many years have you worked as a coach?
 - a. 0-2 years
 - b. 3-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16-20 years
 - f. 21 + years

2. How many hours a week do you work as a coach?
 - a. 1-5 hours a week
 - b. 6-10 hours a week
 - c. 11-15 hours a week
 - d. 16-20 hours a week
 - e. 21-25 hours a week
 - f. 26-30 hours a week
 - g. 31-35 hours a week
 - h. 36-40 hours a week
 - i. 41-45 hours a week
 - j. 46-50 hours a week
 - k. 51 + hours a week

3. How many hours a week do you work in areas other than coaching?
 - a. 0-5 hours a week
 - b. 6-10 hours a week
 - c. 11-15 hours a week
 - d. 16-20 hours a week
 - e. 21-25 hours a week
 - f. 26-30 hours a week
 - g. 31-35 hours a week
 - h. 36-40 hours a week
 - i. 41-45 hours a week
 - j. 46-50 hours a week
 - k. 51 + hours a week

4. Which of the following titles do you use to describe yourself regarding the services you provide most frequently?
 - a. Executive Coach
 - b. Mentor
 - c. Personal Coach
 - d. Developmental Coach
 - e. Consultant
 - f. Other

- g. If Other: _____
5. In becoming a coach, how useful have you found the following? (1=Not at all, 2=A little, 3=Fairly, 4=Very, 5=Extremely, N/A=Not applicable)
- Academic background
 - Being mentored by others
 - Coach Training program
 - Prior career experience
 - Training seminars
 - Other
 - If other: _____
6. How often do you participate in coaching seminars/lectures/workshops?
- Never
 - Once a year
 - Twice a year
 - Three times a year
 - More than 3 times a year
7. How often do you coach in the following industries? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- Agriculture
 - Energy
 - Consulting Services
 - Entrepreneurs
 - Government
 - Healthcare
 - Hospitality Services
 - Manufacturing
 - Non-Profit
 - Technology
 - Transportation
 - Utilities
 - Other
 - If Other: _____
8. Now, we would like to ask you some questions about client acquisition and contracting. How frequently do you use the following means to obtain clients? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- Advertising
 - Assigned by my firm
 - Website
 - Professional Referrals
 - Word of mouth
 - Other
 - If Other: _____

9. How competitive is the field of coaching?
- Not at all
 - A little
 - Average
 - Very
 - Extremely
10. By whom are you normally hired?
- The individual client receiving coaching
 - The client's employer
 - Other
 - If Other: _____
11. How frequently are you hired for each of the following coaching engagements?
(1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- Adapting better to change
 - Balancing work and personal life
 - Building trust in relationships
 - Clarifying and pursuing goals
 - Improving communication
 - Improving delegation skills
 - Improving listening skills
 - Improving strategic planning skills
 - Improving technical skills
 - Increasing sales
 - Managing career
 - Managing stress
 - Other
 - If Other: _____
12. We would now like to learn more about your coaching practices. How often are your coaching services partnered with the following? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- Assessment Centers
 - Employee Assistance Programs
 - Outplacement Services
 - Performance Appraisal Programs
 - Training Programs
 - Other
 - If Other: _____
13. Approximately how many of your coaching clients are male?
- 0-4 %
 - 5-14 %
 - 15-24 %
 - 25-34 %

- e. 35-44 %
- f. 45-54 %
- g. 55-64 %
- h. 65-74 %
- i. 75-84 %
- j. 85-94 %
- k. 95-100 %

14. How do you define a "short-term" coaching engagement?

- a. 1 month or less
- b. 1-3 months
- c. 3-6 months
- d. Other
- e. If Other: _____

15. How do you define a "long-term" coaching engagement?

- a. 3-6 months
- b. 6-9 months
- c. 9-12 months
- d. 12-15 months
- e. Other
- f. If Other _____

16. Approximately what percent of your coaching engagements are long term, as defined by the previous question?

- a. 0%
- b. 1-10%
- c. 11-20%
- d. 21-30%
- e. 31-40%
- f. 41-50%
- g. 51-60%
- h. 61-70%
- i. 71-80%
- j. 81-90%
- k. 91-100%

17. How long is your typical coaching session?

- a. Less than 15 minutes
- b. 15-30 minutes
- c. 30-45 minutes
- d. 45-60 minutes
- e. 1-2 hours
- f. 2-3 hours
- g. 3 or more hours

18. Generally speaking, how frequently do you engage in coaching sessions with a particular client?
- Twice a week
 - Once a week
 - 3 times a month
 - 2 times a month
 - Once a month
 - Other
 - If Other: _____
19. Recognizing there are different pricing options, please estimate your typical fee per session.
- Less than \$50 per session
 - \$51-100 per session
 - \$101-150 per session
 - \$151-200 per session
 - \$201-250 per session
 - \$251-300 per session
 - More than \$300 per session
20. How many coaching clients do you typically have at a given point in time?
- 4 or less
 - 5-8
 - 9-12
 - 13-16
 - 17-20
 - 21 or more
21. How often do you use the following to conduct a coaching session? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- Telephone
 - Face to face
 - Email
 - Teleconferencing
22. How often do you coach individuals in the following positions? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- CEO or equivalent
 - President or equivalent
 - Vice President or equivalent
 - Mid-level Manager or equivalent
 - 1st Line Supervisor or equivalent
 - Line Worker or equivalent
 - Nonsupervisory Professional or equivalent
 - Entrepreneur or equivalent
 - Other

j. If Other: _____

23. How often do you use the following assessment tool(s) when coaching?

(1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

- a. Cognitive Ability Tests (i.e. Wonderlic)
- b. Emotional Intelligence Inventories (i.e. EQ-I, Meyer-Salovey)
- c. Group Interpersonal Assessments (i.e. Firo-B)
- d. Interest Inventories (i.e. Holland, Strong-Campbell)
- e. Multisource Assessments (i.e. 360-degree, Benchmark)
- f. Objective Personality Tests (i.e. 16 PF, CPI, Hogan PI, MBTI, MMPI, NEO-PI)
- g. Projective Personality Tests (i.e. Rorschach, TAT)
- h. Other
- i. If Other: _____

24. How often is a client referred to another coach or resource if he or she no longer benefits from a coach's services?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

25. How long after the completion of a coaching assignment do you usually wait to follow up with clients/organizations?

- a. Within 1 month
- b. Between 1 and 3 months
- c. Between 3 and 6 months
- d. Between 6 and 9 months
- e. Between 9 months and 1 year
- f. After 1 year
- g. I usually do not follow up once the contract has been terminated.

26. How frequently do you use each of the following to evaluate the effectiveness of your coaching? (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

- a. Feedback from the coaching client
- b. Feedback from the coaching client's supervisor
- c. Return on Investment (ROI)
- d. Post-360 Degree feedback
- e. Other
- f. If Other: _____

27. Do you have your own personal coach?
- Yes
 - No
28. How often do unethical practices occur in the field of coaching?
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
29. To what extent do you believe that coaches should be required to adhere to ethical guidelines?
- Not at all
 - To a slight extent
 - To some extent
 - To a large extent
 - To a very large extent
30. To what extent is coaching certification/licensure an important quality control standard?
- Not at all
 - To a slight extent
 - To some extent
 - To a large extent
 - To a very large extent
31. To what extent do you find the line between coaching and therapy blurred?
- Not at all
 - To a slight extent
 - To some extent
 - To a large extent
 - To a very large extent
32. Finally, we would like to ask you a few demographic questions. Please indicate your membership(s) to the following professional associations.
- American Psychological Association (APA)
 - American Psychological Society (APS)
 - American Society for Training and Development (ASTD)
 - The Executive Coaching Forum (TECF)
 - International Coach Federation (ICF)
 - Professional Coaches and Mentors Association (PCMA)
 - Society for Human Resource Management (SHRM)
 - Society for Industrial and Organizational Psychology (SIOP)
 - Other
 - If Other: _____

33. Please indicate your gender.
- Male
 - Female
34. Please indicate your age.
- 21-30
 - 31-40
 - 41-50
 - 51-60
 - 61-70
 - 71 +
35. Please indicate the highest level of education you have achieved.
- High School Diploma
 - Some College
 - Bachelor Degree
 - Master Degree
 - Doctoral Degree
36. Please indicate the field in which you earned your highest degree.
- Business
 - Education
 - Engineering
 - Law
 - Life sciences (e.g., medicine, biology, chemistry, etc.)
 - Social sciences (e.g., psychology, anthropology, sociology, etc.)
 - Other
 - If Other: _____
37. If you marked "Business" above, please select an emphasis below.
- Did NOT mark "Business" above
 - Business Administration
 - Accounting
 - Economics
 - Finance
 - Management Information Systems (MIS)
 - Marketing
 - Management
 - International Business
 - Human Resource Management
 - Other
 - If Other
38. If you marked "Social sciences" above, please select an emphasis below.
- Did NOT mark "Social sciences" above
 - Industrial-Organizational Psychology (e.g., Organizational psychology,

- organizational behavior, and organizational development)
- c. Educational Psychology
 - d. Developmental Psychology
 - e. Engineering Psychology
 - f. Social Psychology
 - g. Experimental Psychology
 - h. Clinical Psychology
 - i. Counseling Psychology (e.g., career counseling, marriage-family therapist)
 - j. School Psychology
 - k. Anthropology
 - l. Sociology
 - m. Other
 - n. If Other: _____
39. What is your annual income as a coach?
- a. Under \$10,000
 - b. \$10,001-\$25,000
 - c. \$25,001-\$50,000
 - d. \$50,001-\$75,000
 - e. \$75,001-\$100,000
 - f. \$100,001-\$125,000
 - g. \$125,000-\$150,000
 - h. \$150,001-\$175,000
 - i. \$175,000 +
40. How frequently do you coach clients in the following geographic locations?
(1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)
- a. US/Northeast
 - b. US/Southeast
 - c. US/Northwest
 - d. US/Southwest
 - e. US/Far West
 - f. US/Midwest
 - g. US/Rocky Mountain
 - h. Alaska
 - i. Hawaii
 - j. International
41. Please indicate the percentage of your clients (past and present) who reside within a 50-mile radius of you.
- a. 0%
 - b. 1-10%
 - c. 11-20%
 - d. 21-30%
 - e. 31-40%

- f. 41-50%
- g. 51-60%
- h. 61-70%
- i. 71-80%
- j. 81-90%
- k. 91-100%

42. Please provide the City and State in which you reside.