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# **Executive Coaching:**

## **A State-of-the-Art & Practice Report**

**June 2007**

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## □ Executive Summary

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The present survey was conducted to determine how today's leading organizations utilize executive coaching initiatives by examining differences in the purpose of coaching, coaching practices, and perceived organizational benefits. Survey data was collected in 2006, from a variety of large and mid-size organizations. The following is a summary of the major findings:

### Coaching Inputs

- Over 70% of the organizations surveyed reported that executive coaching is most frequently used to target opportunities for managerial and interpersonal skill improvement.
- The top three coachee characteristics assessed during the coaching process are management style, performance, and ability.

### Coaching Process

- Over 50% of organizations reported that the coaching process is most often initiated by a Human Resources representative or a senior executive.
- To gain an accurate representation of the coachee, coaches may interview others both internal and external to the organization.

### Evaluation and Outcomes of Coaching

- Less than 50% of the organizations surveyed evaluate the coaching process. However, organizations that do evaluate tend to utilize more than one method of assessment.
- Approximately 50% of respondents viewed coaching as successful at improving coachee performance and as beneficial to the organization.

### Internal vs. External Coaches

- Organizations, on average, are employing more than twice as many internal as external coaches. Over 70% of respondents indicated that the advantage of internal coaches include organizational knowledge, accessibility, cost effectiveness, and momentum.
- In over 80% of organizations, external coaches are selected on the basis of their coaching experience and reputation, in comparison to less than 25% using graduate training and instrument certification as selection criteria.

### Best Practices

- High-benefit organizations spend more monetary and human resources assessing and developing the management style and competencies of their people.
- The selection criteria most often used by high-benefit organizations include coaching experience, reputation, and experience in business.
- High-benefit organizations assess coachee characteristics associated with management style, potential, and competencies.
- Coaches employed by high-benefit organizations interview a coachee's supervisor, peers, subordinates, and customers significantly more than low benefit organizations.

## □ Preface

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In an effort to understand, target, and cultivate employee talent, organizations are partnering with executive coaches to better identify and proactively enhance skill development opportunities on the job. Coaching initiatives are being used as the foundation for leadership development programs, succession planning, and performance appraisals now more than ever. But the question that remains is how did executive coaching climb to its unprecedented level of utility in today's leading, best-practice organizations?

The turning point seems to have occurred in the early 1990's when research on return on investment indicated the high performing executive was 15% superior to average executive performance, equating to a worth of \$25 million for a Fortune 500 company. Despite the profound wake up call for organizations to allocate more time and resources to cultivating high potential employees, contemporary research also indicates that:

- Only 7% of firms hold managers accountable for developing their people.
- Developing talent is often one of the last competencies to be assessed.
- Only 3% of firms said they do a good job filling the bench with viable candidates for increased responsibility.

Although organizations recognized the value of developing executives, they also realized that they did not have the resources, skills, or abilities to solve this problem alone. Coaches served as the appropriate answer to the growing organizational trend of the "Here and Now" and began providing the answers to identifying the "Leaders of Tomorrow."

To provide an objective point of view regarding executive coaching's application and utility today, the following study surveyed the core coaching purposes, processes, and procedures that are applied by best practicing organizations. The purpose of the research was to provide an overview of how organizations are utilizing coaching initiatives so that their strategic guidelines for developing talent would be made more evident.

## ☐ **Table of Contents**

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☐	Introduction: Method and Demographics.....	pg. 5
☐	Survey Results	
■	Section 1: Coaching Inputs.....	pg. 6
■	Section 2: The Coaching Process.....	pg. 8
■	Section 3: Evaluation and Outcomes of Coaching.....	pg. 12
■	Section 4: Internal versus External Coaches.....	pg. 15
☐	Best Practices in Coaching.....	pg. 18
☐	Appendices	
■	Appendix A: Survey Questionnaire.....	pg. 26
■	Appendix B: Survey Results: Detailed Response Data.....	pg. 34

## □ Introduction: Methods and Demographics

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Executive coaching is a practice utilized by organizations to unlock performance potential and maximize continued executive performance through targeted developmental opportunities. The current study investigated how key variables, such as the criteria used to select coaches, resources allocated to coaching, and the procedures used by coaches specifically relate to coaching success and perceived organizational outcomes including overall organizational satisfaction, behavioral change, and return on investment for the organization.

In order to identify the best practices and trends employed in industry today, E. Rogers Associates, Inc. and Hofstra University collaborated on the design, administration, and analysis of a survey. 104 large and mid-sized organizations, chosen from a sample provided by Lominger International, Inc., responded to the survey. The survey consisted of several items representing the general areas of coaching inputs, processes, and outcomes.

To assess the extent to which the organizations utilized particular coaching practices, many of the questions were answered on a five-point scale, ranging from 1 – ‘Not at All’ to 5 – ‘Very Great Extent’. These items were analyzed as the percent of organizations who responded that they used the practice to a ‘Great Extent (4)’ or ‘Very Great Extent (5)’. The remaining questions were either fill-in or utilized a ‘check all that apply’ response scale, analyzed simply as the number of organizations who checked a particular response.

The organizational outcome items were used to divide respondents into three groups in terms of the perceived benefits of coaching (high, moderate, and low). These three groups were then analyzed to determine best practices by identifying differences in the way that they practiced executive coaching.

The following tables represent the demographics of the organizations surveyed:

### Organization Types:

• Manufacturing	• Construction	• Transportation
• Professional Services	• Engineering	• Service Industry
• Legal	• Education	• Federal Government
• Consulting	• Consumer Products	• Sales
• Media Services	• Defense Industry	• Information Services

### Total Annual Organizational Revenue (*in millions*):

• < 5.0.....	13%
• 5.1 – 10.0.....	.02%
• 10.1 – 20.0.....	.08%
• 20.1 – 50.0.....	.08%
• 50.1 – 100.0.....	.12%
• 100.1 – 200.0.....	.12%
• 200.0 +.....	.44%

### Total Number of Employees Represented:

• < 50,000.....	.89%
• 50,001 – 75,000.....	.04%
• 75,001 – 100,000.....	.04%
• 100,001 – 250,000.....	.03%

### Questions Answered on Behalf Of:

• Entire Organization.....	.57%
• Respondent’s Division.....	.37%
• Other.....	.06%

## □ Survey Results

### ■ Section 1: Coaching Inputs

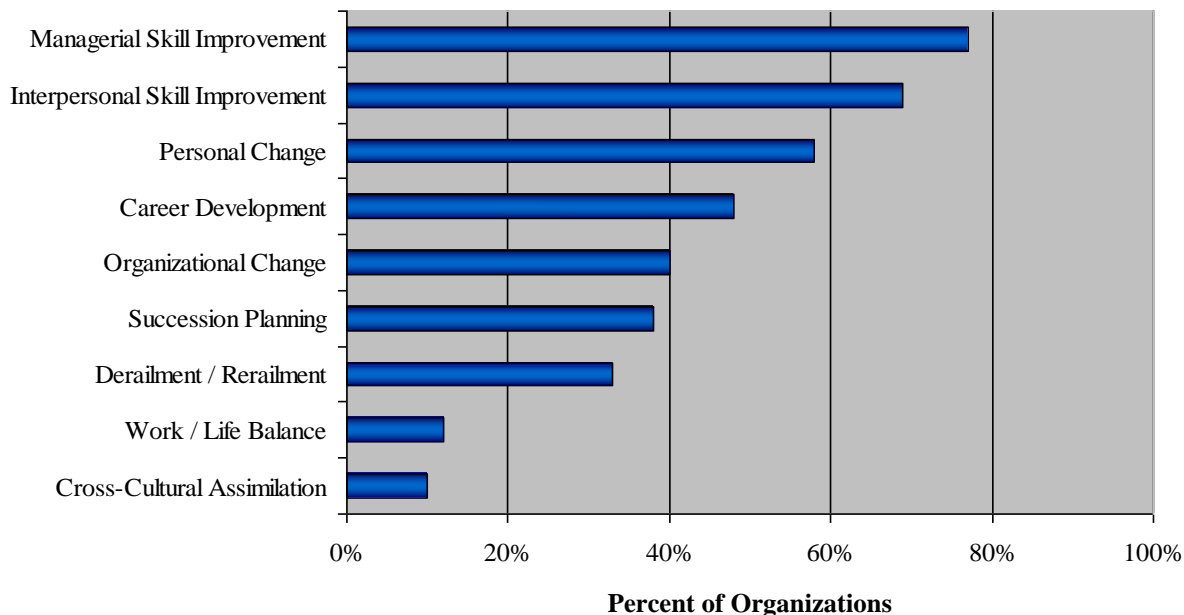
Executive coaching continues to be utilized to execute strategic business initiatives through the traditional processes of identifying opportunities for skill improvement, organizational / personal change, and career development. Over the past few years, however, the use of coaching has broadened to include the evolving business needs of succession planning, derailment / rerailment, and cross-cultural assimilation. The present study explored the following questions to determine the common purposes of and practices used in the initial stages of executive coaching:

- *What is the purpose of executive coaching?*
- *What coachee characteristics are assessed during coaching?*
- *What information is provided to coaches prior to coaching?*

#### *1.1 What is the purpose of executive coaching?*

When asked to report the extent to which they used executive coaching for several purposes, a large percentage of organizations reported using coaching most often for managerial skill improvement (77%), interpersonal skill improvement (69%), and personal change (58%). Executive coaching was also used, to a much lesser extent, for the purposes of work / life balance (12%) and cross-cultural assimilation (10%) (See Figure 1.1).

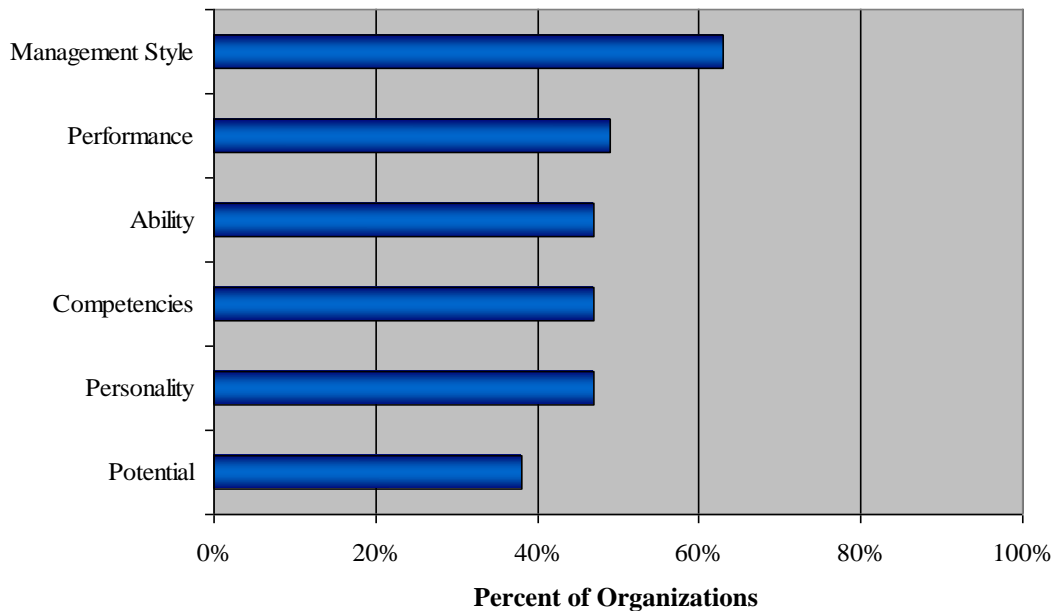
**Figure 1.1**



#### *1.2 What coachee characteristics are assessed during coaching?*

As part of the overall coaching process, organizations assess a number of employee characteristics including performance, personality, and management style. This information is often used to identify individuals who may benefit from coaching as well as areas for coachee development. Consistent with the finding that coaching is most often used for managerial and interpersonal skill improvement, the organizations reported assessing a coachee's management style (63%) more than any other measure (See Figure 1.2). Further, approximately 60% of the organizations surveyed reported assessing all of the coachee characteristics reported in Figure 1.2, at least to some extent. The practice of measuring multiple characteristics has the potential to yield more meaningful and objective information to provide to coaches.

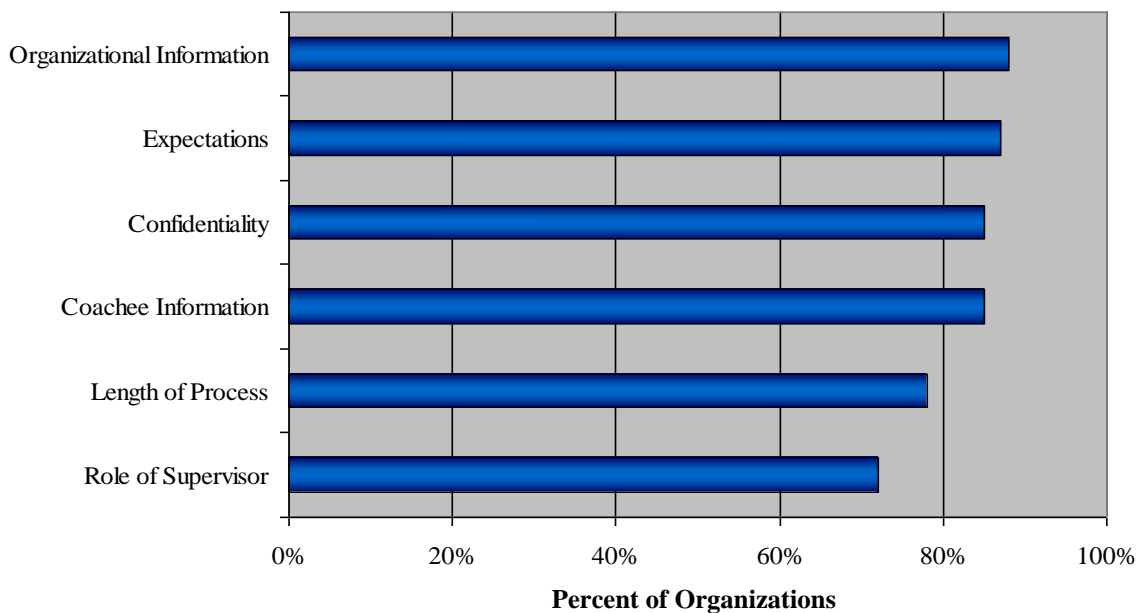
**Figure 1.2**



**1.3 What information is provided to coaches prior to coaching?**

In addition to the results of coachee assessment, organizations provide additional information to executive coaches prior to the beginning of coaching. Survey results suggest that coaches often receive a wide variety of information about the organization, the coachee, and the coaching process in preparation for coaching an individual. Over 85% of the organizations surveyed reported providing coaches with information about the organization, discussing the expectations of the coaching process, providing additional information about the coachee, and informing the coach of confidentially procedures (See Figure 1.3). Interestingly, information regarding the length of coaching process (78%) and the role of the coachee’s supervisor (72%) were the least communicated sources of information prior to the initiation of the coaching process.

**Figure 1.3**



## ■ Section 2: The Coaching Process

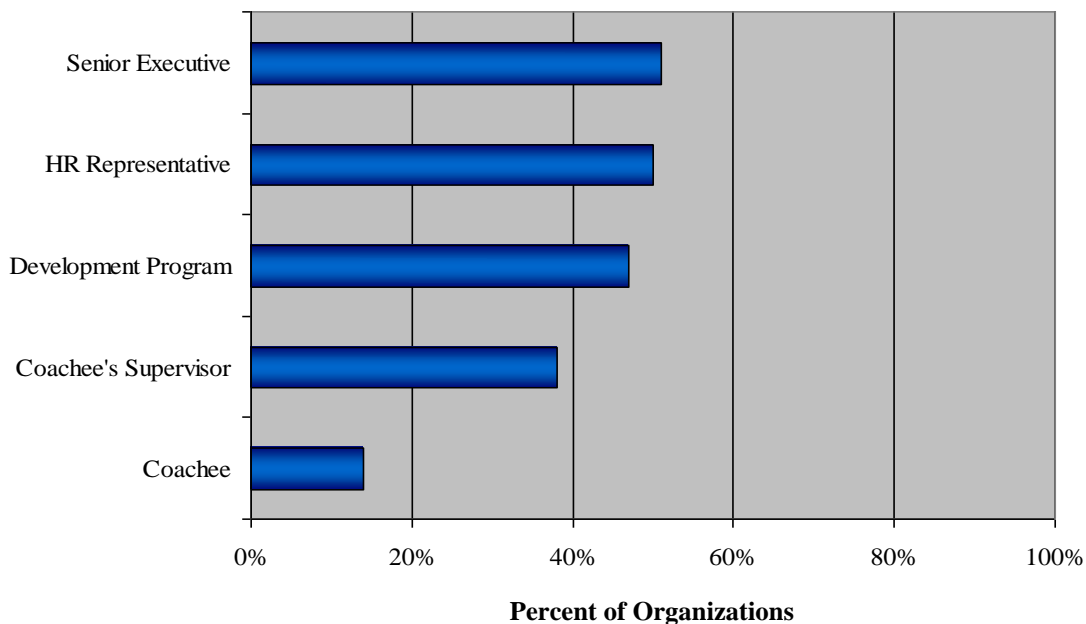
The coaching process can be initiated by a number of individuals and /or organizational programs. Irrespective of the originating source, the primary focus is aimed at identifying potential executives who would most likely benefit from the coaching process. In the present study, the coaching process was investigated using the following component questions:

- *Who initiates the coaching process?*
- *What involvement do others have in the coaching process?*
- *Who is interviewed by the coach?*
- *To what extent is coaching provided?*
- *What communication modes are used to interact with the coachee?*
- *Who is involved in the development planning process?*
- *When is coaching terminated?*

### **2.1 Who initiates the coaching process?**

The organizations surveyed reported that the coaching process is most often initiated by a senior executive (51%), an HR representative (50%), or as part of a development program (47%). On the other hand, only 14% of executive coaching is initiated by the coachee (See Figure 2.1).

**Figure 2.1**

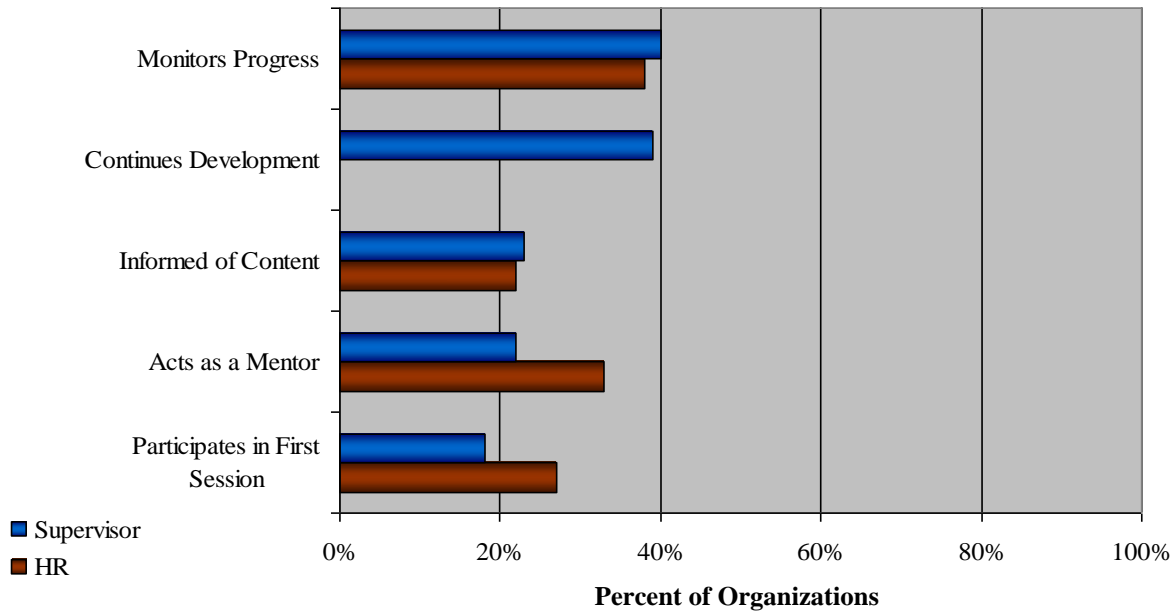


### **2.2 What involvement do others have in the coaching process?**

Once coaching has been initiated, various members of the organization continue to be actively involved in the coaching process. Approximately 80% of the organizations reported that, to some extent, an HR representative and / or the coachee's supervisor plays an integral role by monitoring the continued progress of the coachee over time. While some level of involvement is evident, the responses indicate that this involvement is, on average, moderate. In general, the percentage of organizations in which an HR representative or the coachee's supervisor are involved to a great or very great extent does not exceed 40%, as seen in Figure 2.2. It is interesting to note, however, that 39% of the organizations reported that the coachee's supervisor remains involved in the development process even following the termination of coaching. This question was not asked regarding human resources representatives.



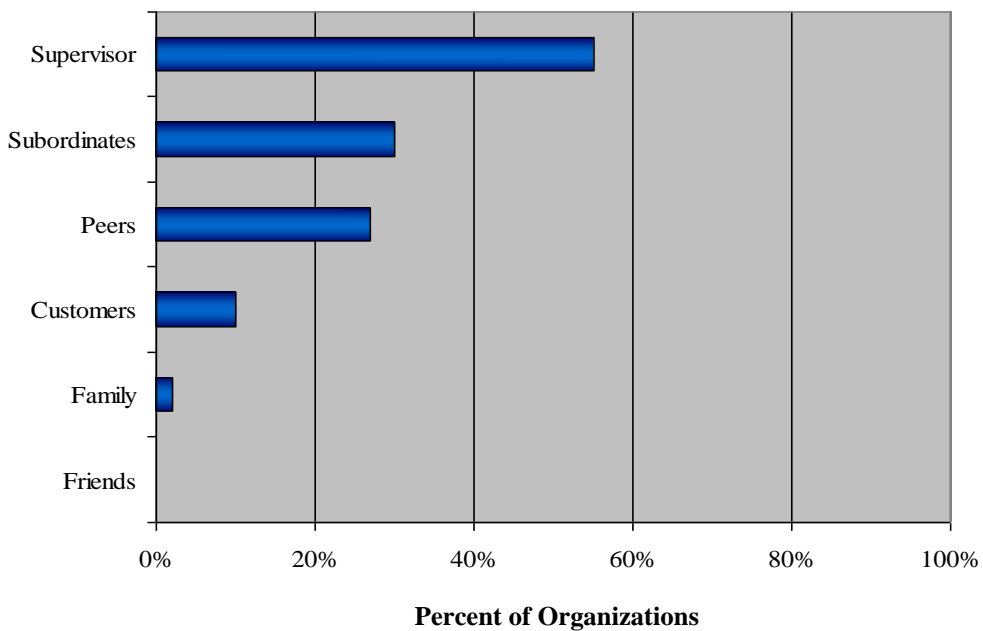
**Figure 2.2**



**2.3 Who is interviewed by the coach?**

In some instances, as part of the coaching process, an executive coach will interview individuals both internal and external to the organization in an effort to gain greater clarity regarding the coachee’s strengths, developmental needs, and background. Of all the individuals interviewed by a coach, the vast majority are internal to the organization; most often the coachee’s supervisor (55%). It is less common for a coach to obtain information from individuals external to the organization such as the coachee’s customers (10%), family (2%), or friends (0%) (See Figure 2.3).

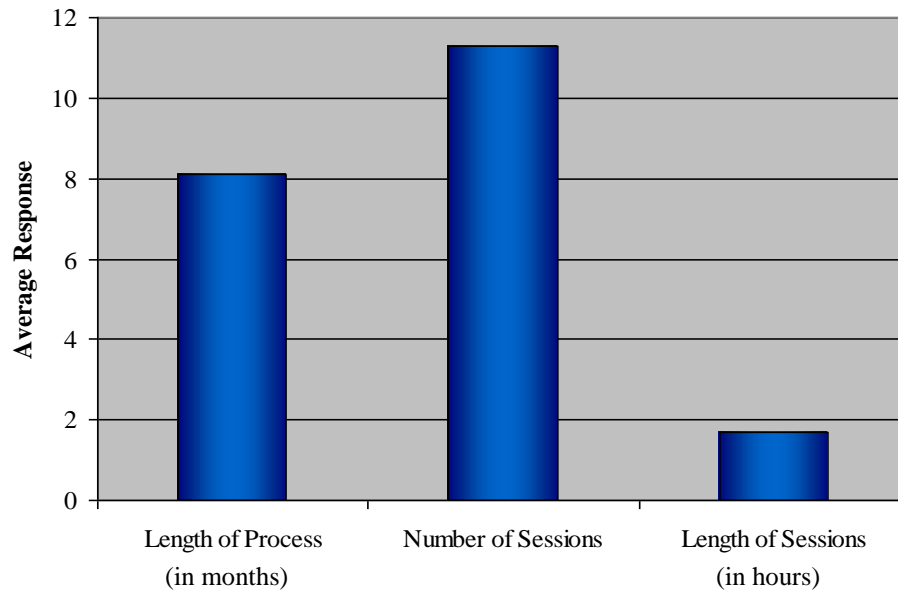
**Figure 2.3**



## 2.4 To what extent is coaching provided?

The length of the coaching process, the number of coaching sessions provided, and the length of each session have been found to vary across organizations. On average, the organizations surveyed reported that the coaching process typically lasts 8.1 months (*range* = 1 to 60 months). During this time, the average number of coaching sessions held is 11.3 (*range* = 1 to 60) and each coaching session lasts, on average, 1.7 hours (*range* = 30 minutes to 7 hours) (See Figure 2.4). A detailed analysis of the data, examining the relationship between the length of the coaching process and number of coaching sessions provided revealed that, in many of the organizations surveyed, coaching sessions are typically held two to three times per month.

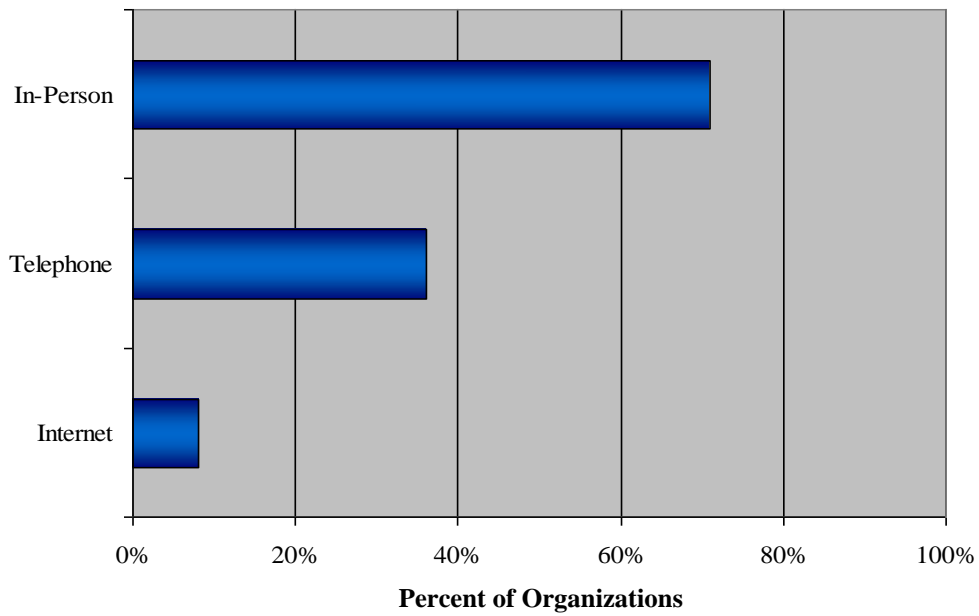
**Figure 2.4**



## 2.5 What communication modes are used to interact with the coachee?

The communication mode used to hold coaching sessions has also been found to vary across organizations. When the organizations were asked the extent to which they employed various methods, 71% reported utilizing traditional in-person coaching sessions. The rise of globalization and telecommuting, however, often makes it necessary for coaches to communicate with executives via technology (e.g., telephone) rather than with traditional coaching sessions. As such, 57% of organizations reported using a combination of the telephone and the internet, to some extent, in addition to traditional in-person sessions. Despite the increased reliance on technology, only 8% of organizations reported frequently using the internet as a mode of communication (See Figure 2.5).

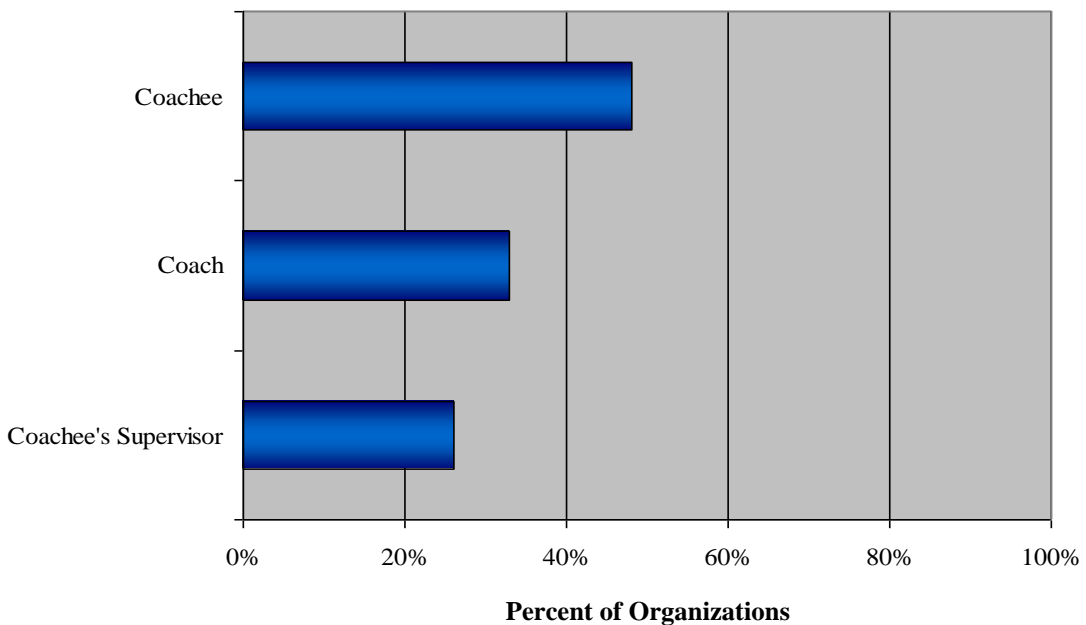
**Figure 2.5**



**2.6 Who is involved in the development planning process?**

The creation of a development plan is a common feature of many coaching programs which allows executives to identify developmental areas and activities for improvement. Such plans are often written in collaboration with the coach and the coachee's supervisor and may mark the end of the formal coaching process. Of the organizations surveyed, approximately 70% indicated that a development plan is completed as part of the coaching process. While a coachee's development plan may be scripted by any number of individuals, 35% of organizations reported that more than one individual is involved in the writing of the development plan suggesting that it is a collaborative process; specifically: the coachee (48%) the coach (33%), and the coachee's supervisor (26%) (See Figure 2.6).

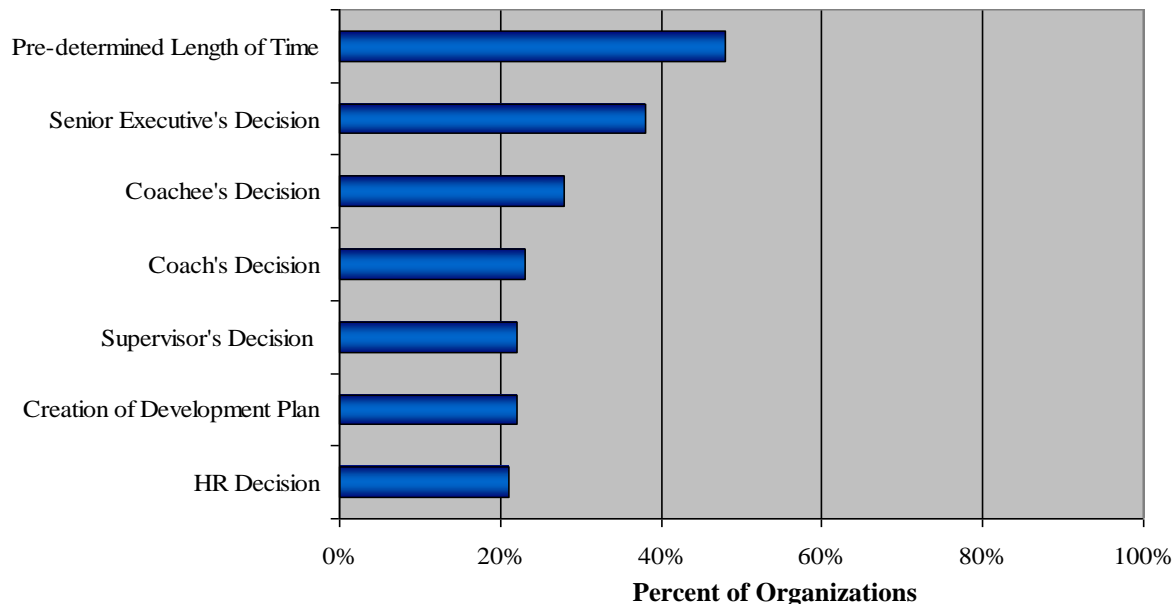
**Figure 2.6**



## 2.7 When is coaching terminated?

While the creation of a development plan, in some instances, may signify the end of the coaching process, many organizations indicated that it was not the main determinant (22%). Rather, other criteria were often associated with the termination of the process. Of the organizations surveyed, the coaching process was most often terminated after a pre-determined length of time (48%) followed by a decision made by a senior executive (38%) (See Figure 2.7).

**Figure 2.7**



## ■ Section 3: Evaluation and Outcomes of Coaching

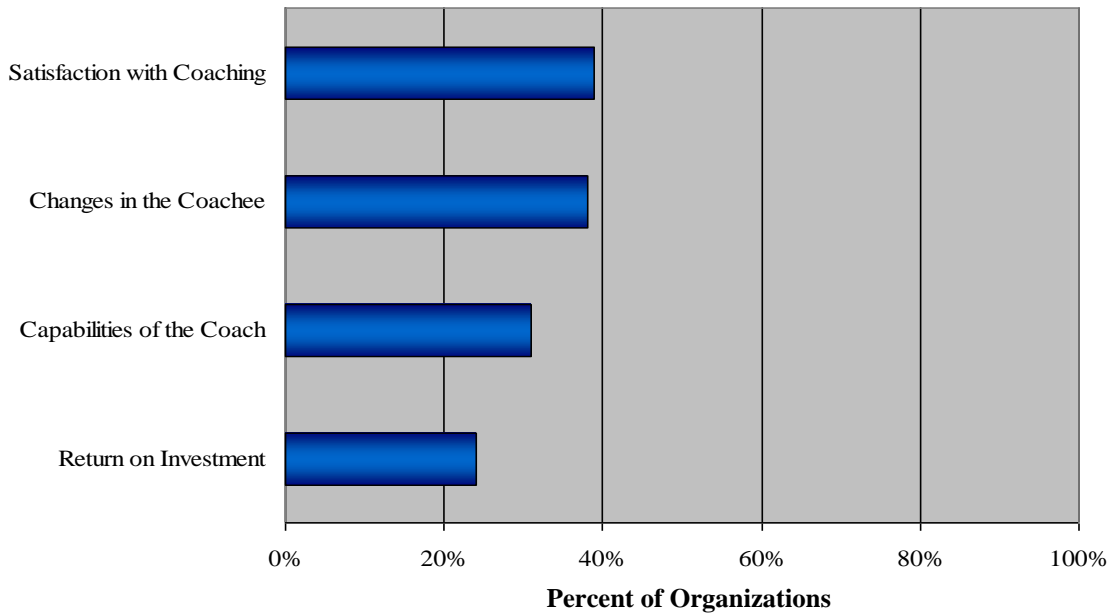
In order to assess the perceived benefits of executive coaching, the responding organizations were asked about their methods for evaluating the coaching process as well as the outcomes that were achieved as a result of implementing coaching in their organizations. The following questions were used to explore the evaluation of the coaching process:

- *What methods of evaluation are used?*
- *To what extent is coaching successful for various purposes?*
- *What are the perceived outcomes of coaching?*
- *What are the monetary resources spent?*

### 3.1 What methods of evaluation are used?

Of the organizations surveyed, only 43% reported evaluating the coaching process. Of those organizations, many utilized more than one method of assessment. Thirty-nine percent of organizations reported measuring satisfaction with the coaching process and 38% reported assessing changes in the coachee. Comparatively, capabilities of the coach and return on investment to the organization were used less often in the evaluation process (31% and 24% of organizations, respectively) (See Figure 3.1).

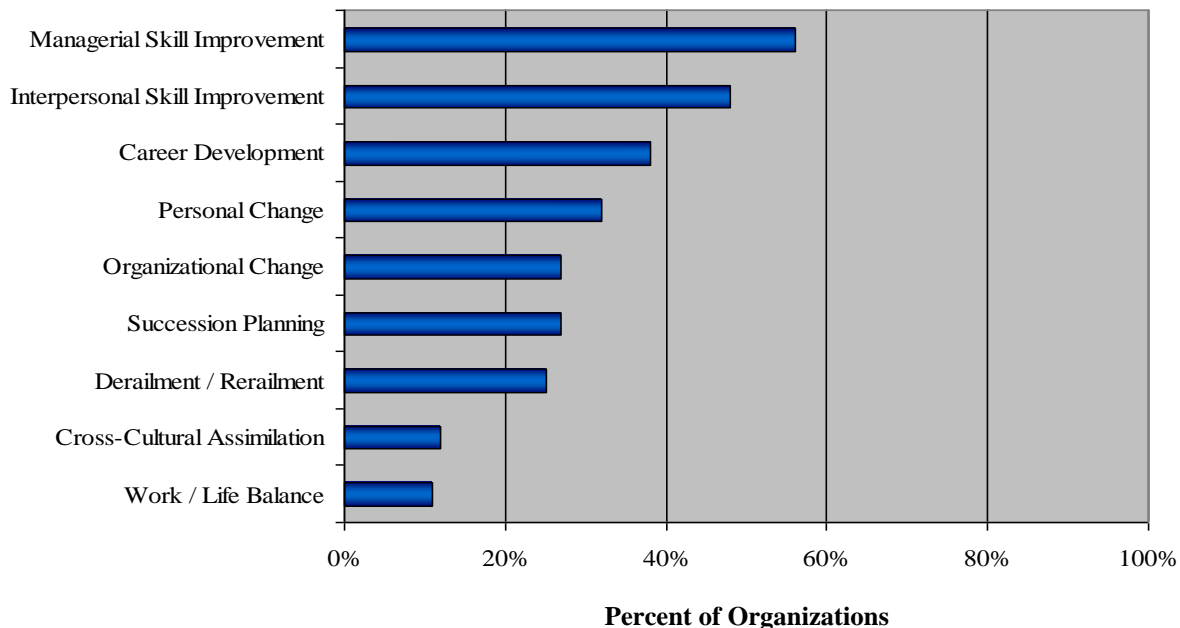
**Figure 3.1**



**3.2 To what extent is coaching successful for various purposes?**

The responding organizations were asked to assess to what extent coaching was successful for each purpose identified earlier in the survey (See Figure 1.1). Consistent with the results for purposes of coaching, organizations reported that coaching is most successful at improving managerial (56%) and interpersonal skills (48%). However, coaching was reported to be less effective at achieving cross-cultural assimilation (12%) and work / life balance (11%) (See Figure 3.2). Interestingly, while an average of 73% of the organizations surveyed reported frequently using coaching to target managerial and interpersonal skill improvement opportunities, only 52% of the organizations found these methods successful (See Figure 3.2).

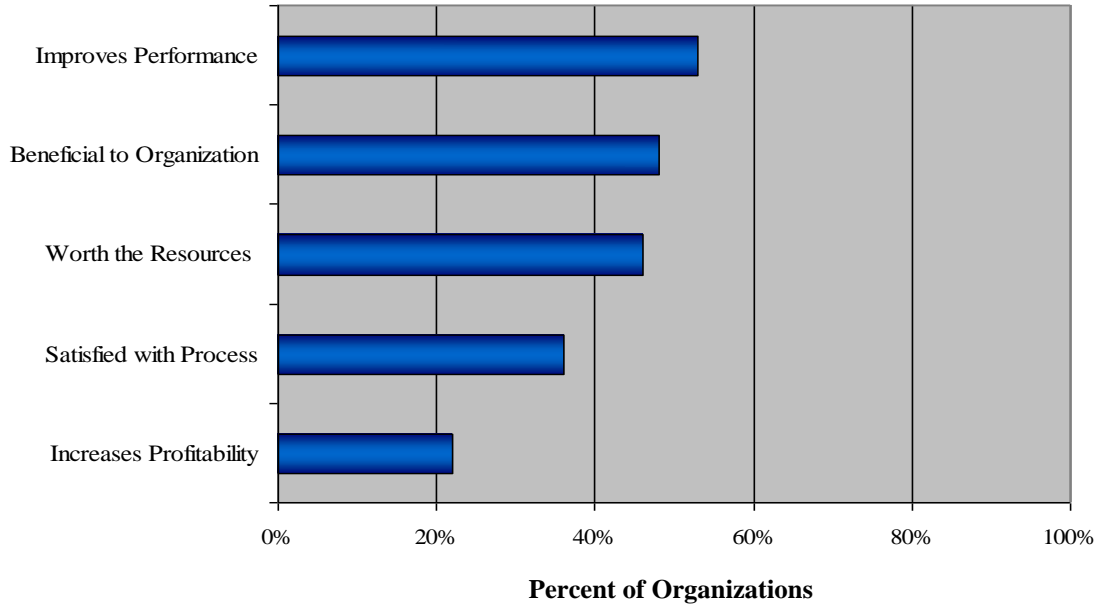
**Figure 3.2**



### 3.3 What are the perceived outcomes of coaching?

The organizations were asked to report their perceptions of the outcomes of the coaching process. 53% of organizations reported that coaching was effective at improving the coachee's performance, 48% that it was beneficial to the organization, and 46% that it was worth the resources committed. Despite these perceived outcomes, only 36% of organizations reported being greatly satisfied with the coaching process. Further, many organizations did not feel that coaching increased organizational profitability, although this may be related to the fact that only a small number of organizations are evaluating the return on investment of coaching (See Figure 3.3).

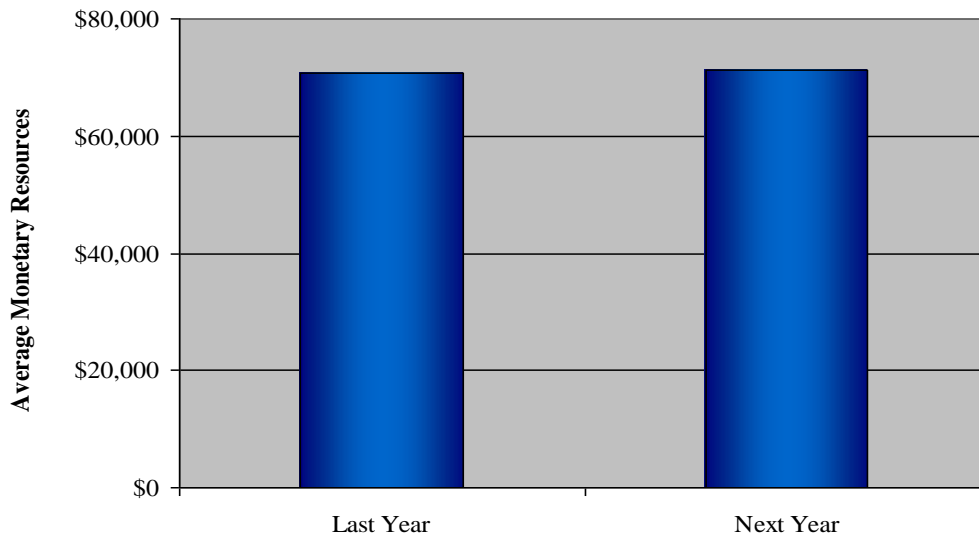
**Figure 3.3**



### 3.4 What are the monetary resources spent?

Despite the reported benefits, organizations do not expect to spend significantly more monetary resources next year when compared to spending in the past twelve months. The organizations reported spending an average of \$70,623 (range = \$0 to \$600,000) in the past 12 months on coaching and forecast an average annual expenditure of \$71,259 (range = \$0 to \$800,000) in the next 12 months; an increase of less than 1% (See Figure 3.4).

**Figure 3.4**



## ■ Section 4: Internal versus External Coaches

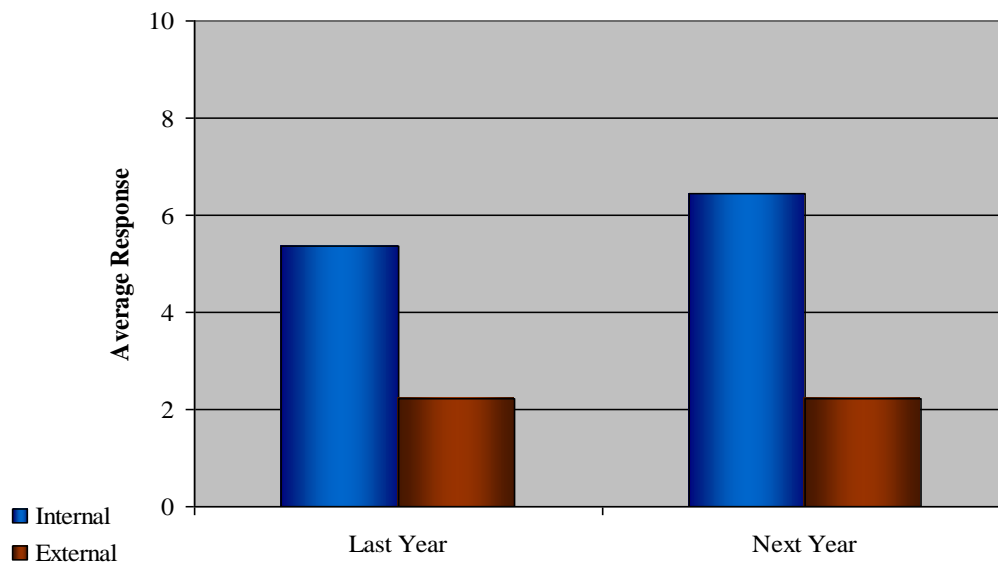
To examine differences between internal versus external coaches, the organizations were asked to indicate their utilization of both types of coach. The following questions were used to investigate this area:

- *How many internal and external coaches are employed?*
- *How many executives are coached by internal and external coaches?*
- *What are the advantages of internal and external coaches?*
- *What selection criteria are used to select external coaches?*

### 4.1 *How many internal and external coaches are employed?*

One explanation for the negligible increase in monetary resources expected to be spent on coaching in the next year is an increased reliance on internal coaches. During the past 12 months, the organizations surveyed reported employing more than twice as many internal coaches (*mean* = 5.4; *sum* = 494) than external coaches (*mean* = 2.2; *sum* = 202). Not only is this trend expected to continue, but the use of internal coaches is projected to increase. Specifically, in the next year, the organizations surveyed expect an 18% increase in the number of internal coaches employed (*mean* = 6.5; *sum* = 582) compared to a 1.5% decrease in the number of external coaches (*mean* = 2.2; *sum* = 199) (See Figure 4.1).

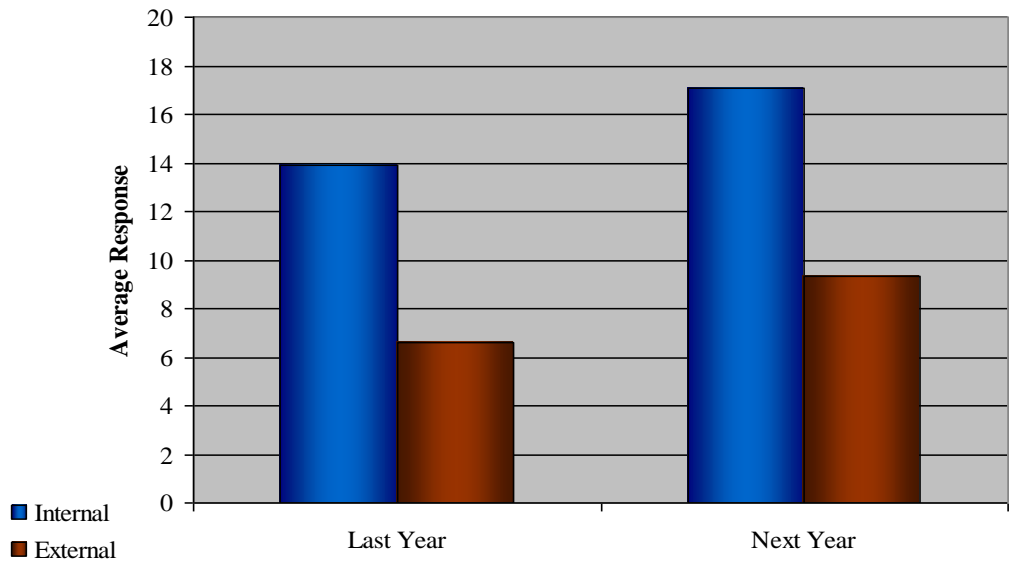
**Figure 4.1**



### 4.2 *How many executives are coached by internal and external coaches?*

Consistent with the finding that more internal than external coaches were employed in the past year, organizations reported that more executives were coached by internal coaches (*mean* = 13.9; *sum* = 1265) than external coaches last year (*mean* = 6.6; *sum* = 568) (See Figure 4.2). Given that the number of external coaches expected to be employed in the next 12 months will decrease, the impact on the number of executives coached by this group is uncertain. A finer analysis of this report, however, indicates that the number of executives coached by external coaches is expected to increase by 45% in the next 12 months (*mean* = 9.3; *sum* = 822). On the other hand, the number of executives that will be coached by internal coaches (*mean* = 17.08; *sum* = 1520) will only increase by 20%. This finding suggests that although less external coaches will be employed, they will be increasingly utilized.

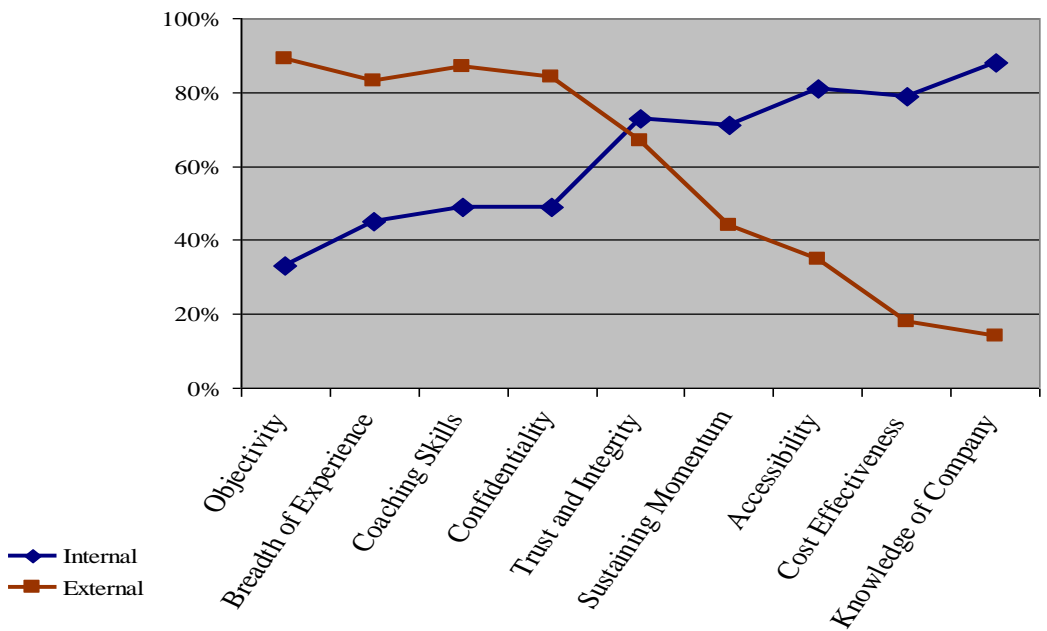
**Figure 4.2**



**4.3 What are the advantages of internal and external coaches?**

Differences in the employment and use of internal and external coaches can be better understood by examining the perceived advantages of each. The organizations surveyed reported that the primary advantages of an internal coach are: knowledge of the organization (88%), accessibility (81%), cost effectiveness (79%), and sustaining momentum (71%) (See Figure 4.3). The cost effectiveness of internal coaches may be one explanation for the minimal number of external coaches employed by organizations. Additionally, due to internal coaches’ knowledge of the company’s history, policies, and procedures, they require less information prior to the initiation of the coaching process compared to external coaches. Despite the reported benefits of internal coaches, organizations still expect to have more executives coached by external coaches in the next 12 months. This finding can be explained by the many perceived advantages of coaches external to the organization including objectivity (89%), coaching skills (87%), confidentiality, (84%), and experience (83%).

**Figure 4.3**

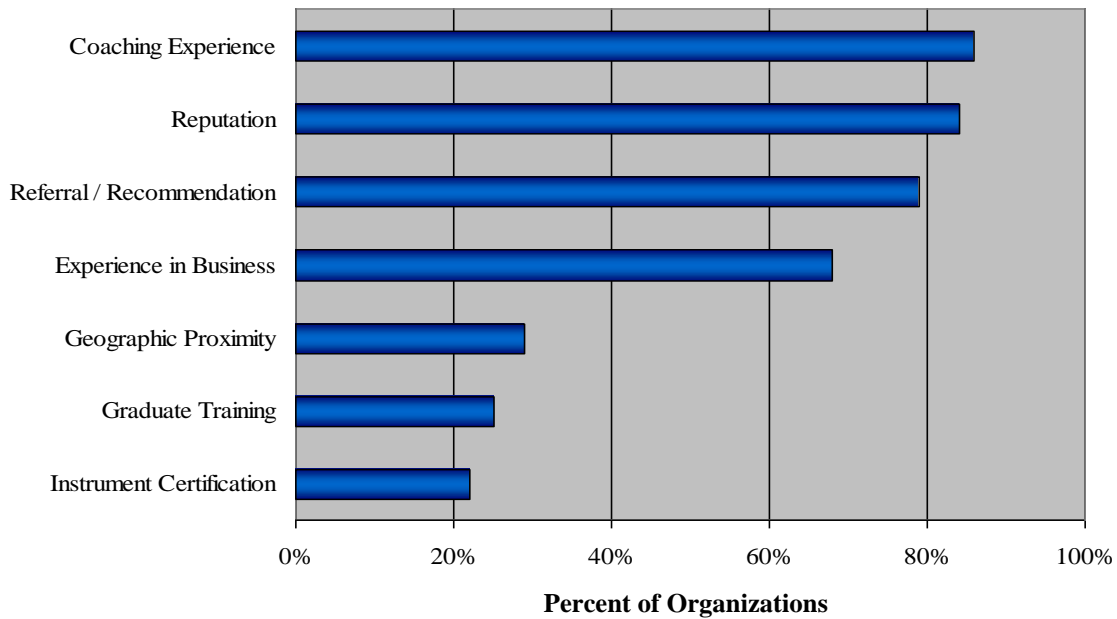




#### 4.4 What selection criteria are used to select external coaches?

The organizations were asked to identify the extent to which they use several criteria to select external coaches. Consistent with the results regarding the advantages of coaches external to the organization, external coaches are most often selected on the basis of their coaching experience (86%), reputation (84%), referral (79%), and experience in business (68%). In contrast, geographic proximity (29%), graduate training in psychology (25%), and certification on instruments used by the organization (22%) were used less often (See Figure 4.4).

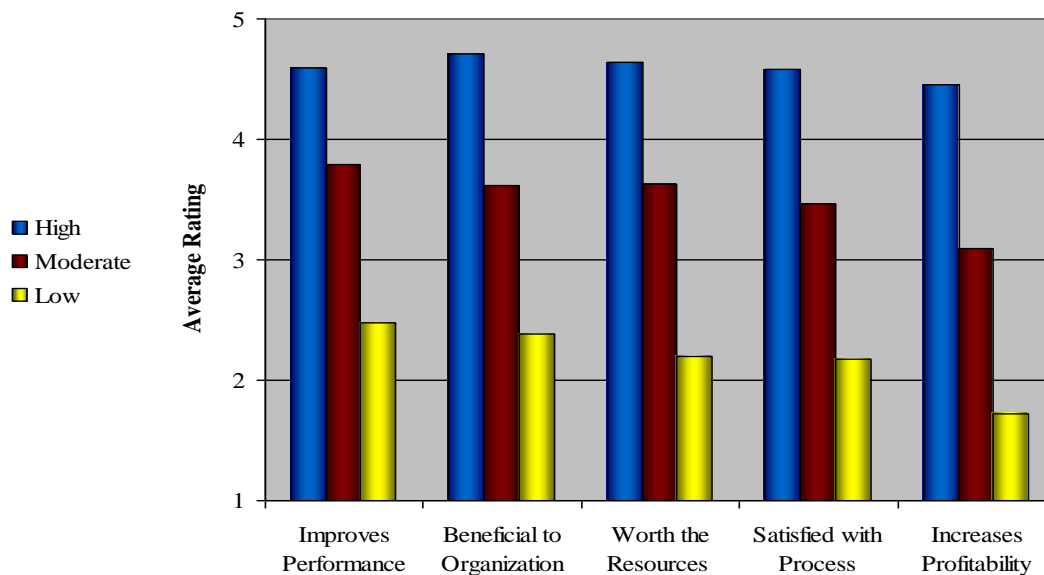
**Figure 4.4**



## □ Best Practices in Coaching

The overall objective of the current study was to determine if organizations differ in their perceived benefits of coaching, and if so, whether they practiced coaching differently. The survey questions that were related to outcomes were used to divide organizations in terms of the perceived benefits of coaching. Specifically, the average of responses to five outcome items, shown in Figure 5.1, was used to subdivide the organizations into three groups: 14 that reported the highest benefits, 61 that reported moderate benefits, and 21 that reported the lowest benefits (8 respondents were omitted due to missing data). The low-benefit group included respondents in the lower 25<sup>th</sup> percentile ( $M < 3.00$ ) and the high-benefit group included respondents falling above the 75<sup>th</sup> percentile ( $M > 4.00$ ). Thus, the moderate-benefit group comprised the middle 50% of respondents.

*Figure 5.1*



To determine if organizations, which differed in terms of the perceived benefits of coaching, also differed in the way coaching was practiced, analysis was performed on the survey questions associated with coaching inputs, the coaching process, differences in the use of internal versus external coaches, and the evaluation of coaching. This allowed the study to determine the best practices of high-benefit organizations for utilizing executive coaching compared to those used by low-benefit organizations. The perceived benefit of coaching was benchmarked according to several criteria, presented in the following selections, in order to determine best practices. To provide a more focused summary of results, only significant differences between high- and low-benefit organizations are presented.

### ■ Coaching Inputs

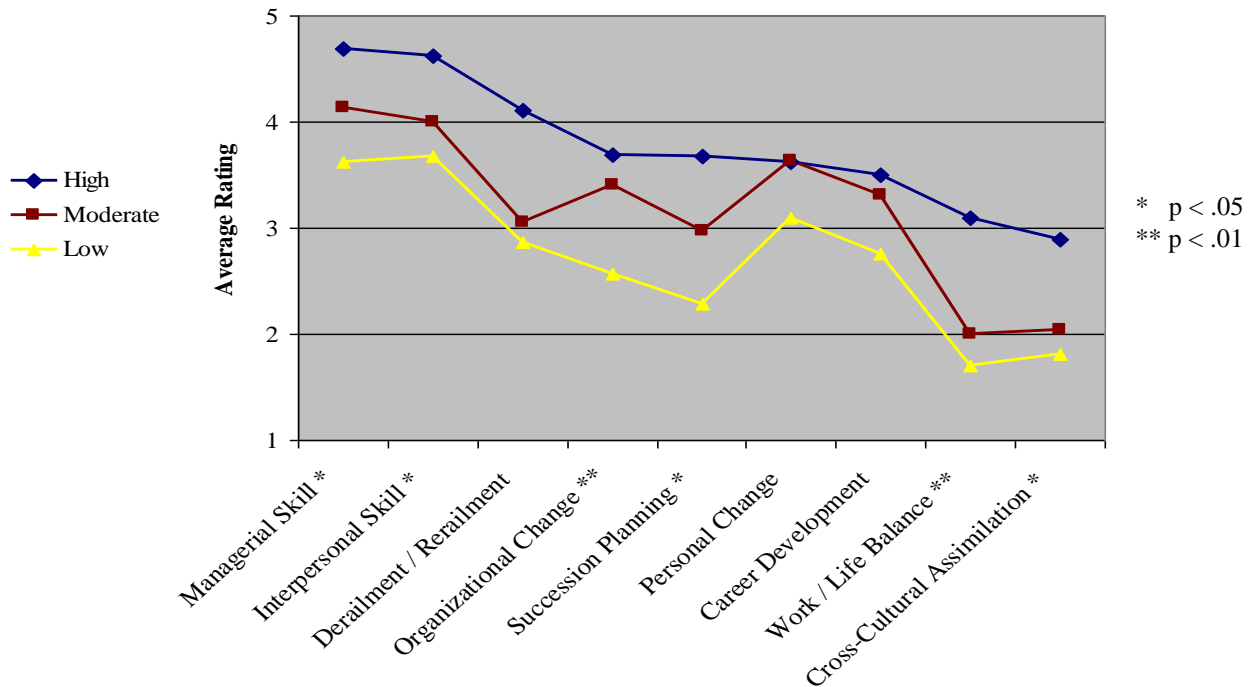
The following evaluation criteria were used to identify differences among the organizations in terms of coaching inputs:

- *Coaching Purpose*
- *Coachee Characteristics Assessed*

## Coaching Purpose

Analysis of the purposes of coaching revealed significant differences among the three benefit groups. Of the nine potential uses of coaching, high-benefit organizations used coaching significantly more than low-benefit organizations for managerial skill improvement ( $M_{\text{high}} = 4.7$ ;  $M_{\text{low}} = 3.6$ ); interpersonal skill improvement ( $M_{\text{high}} = 4.6$ ;  $M_{\text{low}} = 3.7$ ); succession planning ( $M_{\text{high}} = 3.7$ ;  $M_{\text{low}} = 2.3$ ); cross-cultural assimilation ( $M_{\text{high}} = 2.9$ ;  $M_{\text{low}} = 1.8$ ); organizational change ( $M_{\text{high}} = 3.7$ ;  $M_{\text{low}} = 2.6$ ); and work / life balance ( $M_{\text{high}} = 3.1$ ;  $M_{\text{low}} = 1.7$ ) (See Figure 5.2).

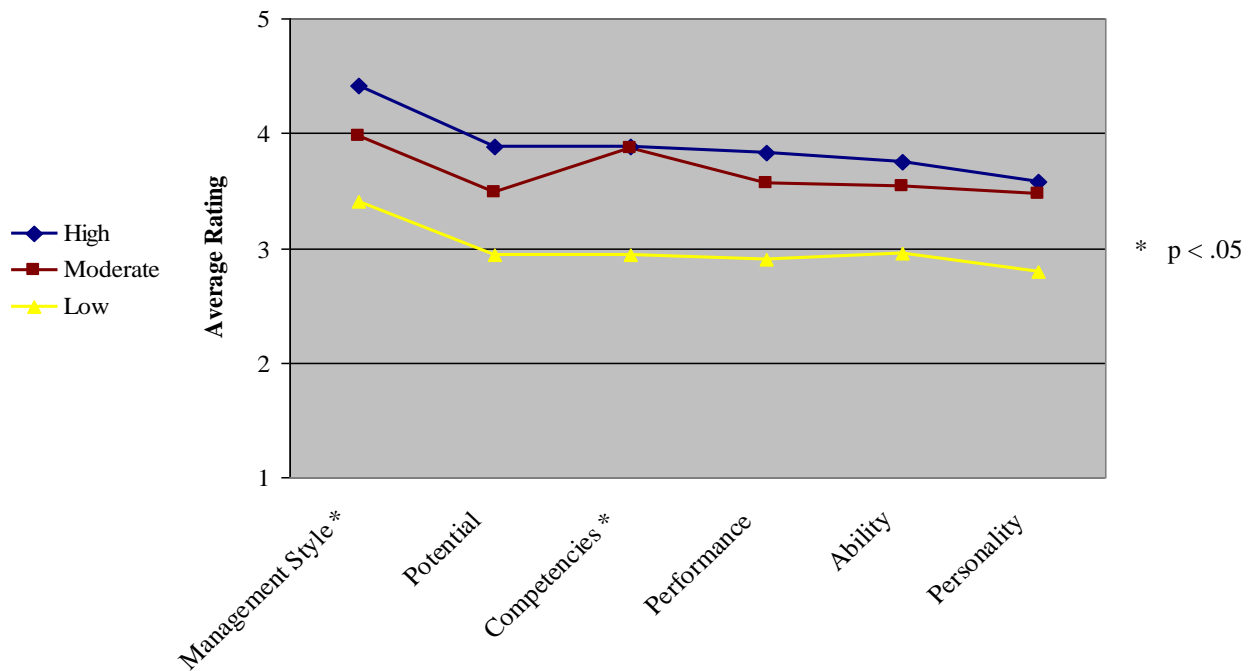
Figure 5.2



## Coachee Characteristics Assessed

As part of the overall coaching process, organizations assess executives on a number of different attributes. The extent to which these characteristics are measured differed between high- and low-benefit organizations. Analysis of differences between the groups revealed that high-benefit organizations assess management style ( $M_{\text{high}} = 4.4$ ;  $M_{\text{low}} = 3.4$ ) and competencies ( $M_{\text{high}} = 3.9$ ;  $M_{\text{low}} = 2.9$ ) significantly more often than low-benefit organizations (See Figure 5.3). In general, it seems that high-benefit organizations measure more characteristics than low-benefit organizations, suggesting that they have broader assessment systems and more information to provide to coaches.

**Figure 5.3**



## ■ The Coaching Process

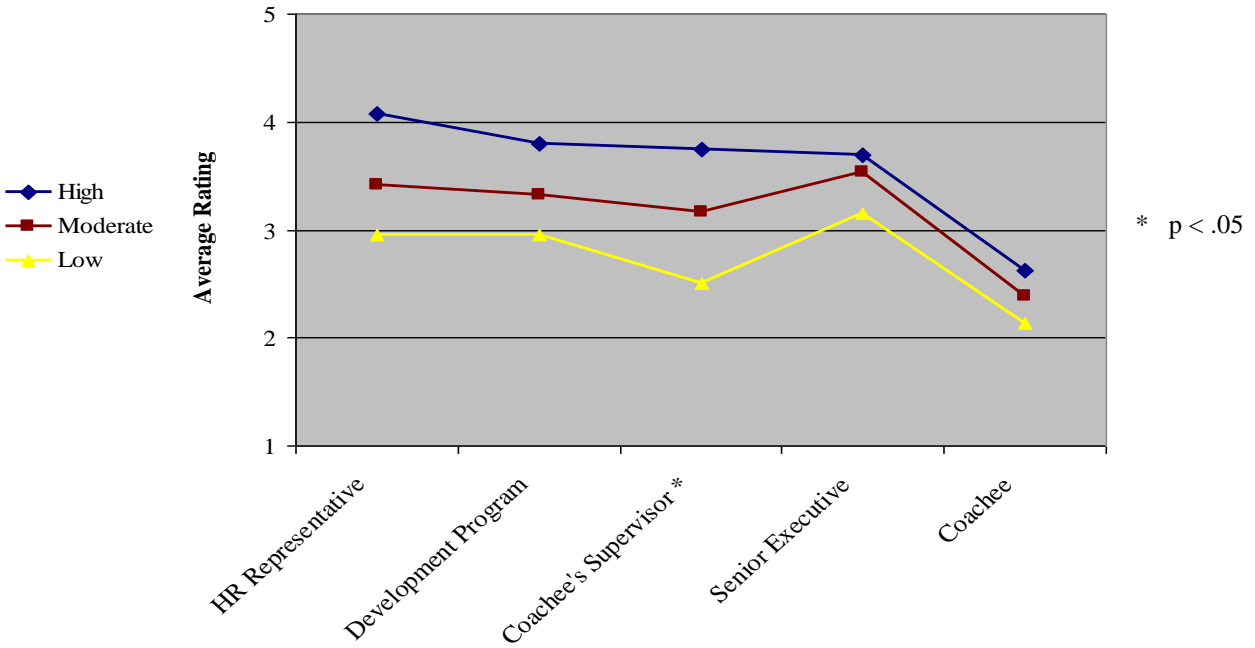
The following evaluation criteria were used to identify differences among the organizations in terms of the coaching process:

- *Initiation of Coaching*
- *Others' Involvement in Coaching*
- *Individuals Interviewed by the Coach*
- *Extent of Coaching Provided*

### ***Initiation of Coaching***

The manner in which executive coaching is initiated has a large impact on the coaching process itself and may be a determinant of how coaches will be accepted and supported within an organization. As indicated by the survey, the coaching process in high-benefit organizations is most often initiated by a Human Resources representative ( $M = 4.1$ ). Further, one significant difference was identified among the groups; the coachee's supervisor ( $M_{\text{high}} = 3.8$ ;  $M_{\text{low}} = 2.5$ ) initiates the coaching process significantly more often in high- versus low-benefit organizations (See Figure 5.4).

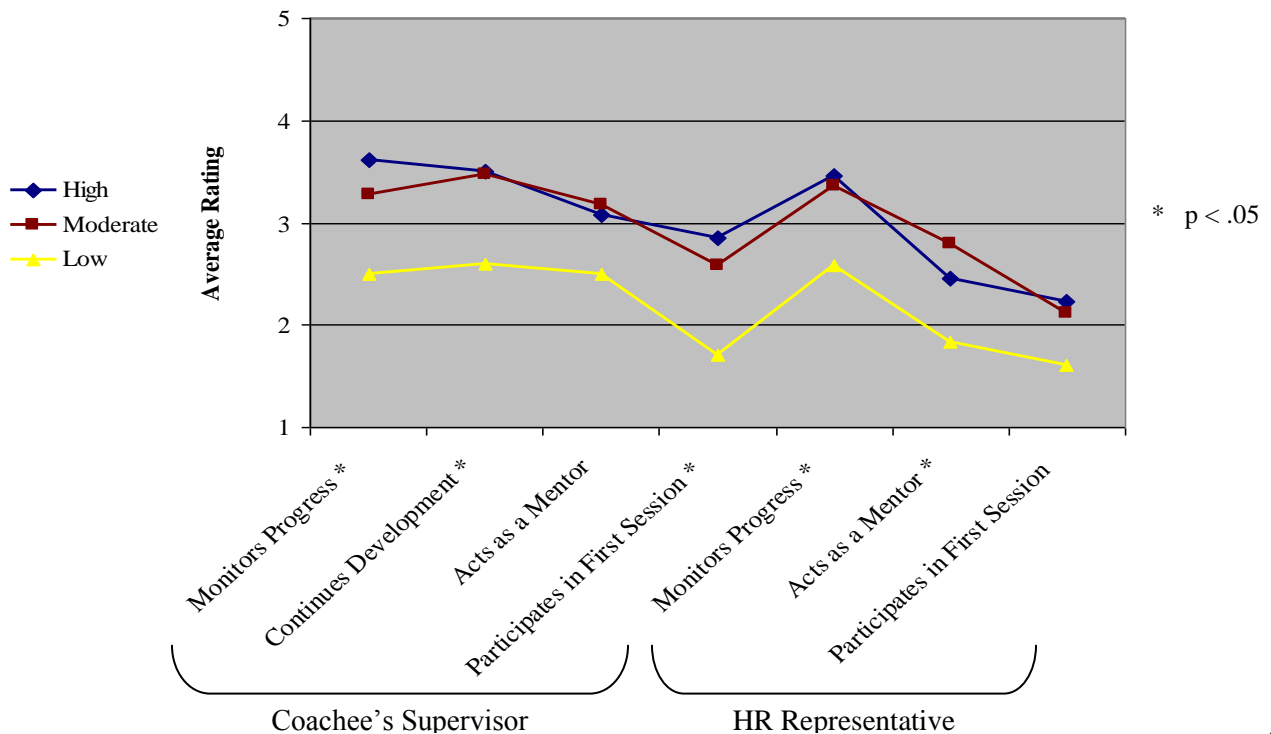
**Figure 5.4**



**Others' Involvement in Coaching**

Following the initiation process, the coachee's supervisor and Human Resources representatives often continue to be involved in the coaching process. Significant differences were found indicating that supervisors are more involved in the process in high- versus low-benefit organizations by monitoring the progress of the coachee ( $M_{high} = 3.6$ ;  $M_{low} = 2.5$ ) and continuing the development process after coaching has been terminated ( $M_{high} = 3.5$ ;  $M_{low} = 2.6$ ). Human Resources representatives are also more involved in monitoring the progress of the coachee throughout the process in high- compared to low-benefit organizations ( $M_{high} = 3.5$ ;  $M_{low} = 2.6$ ) (See Figure 5.5).

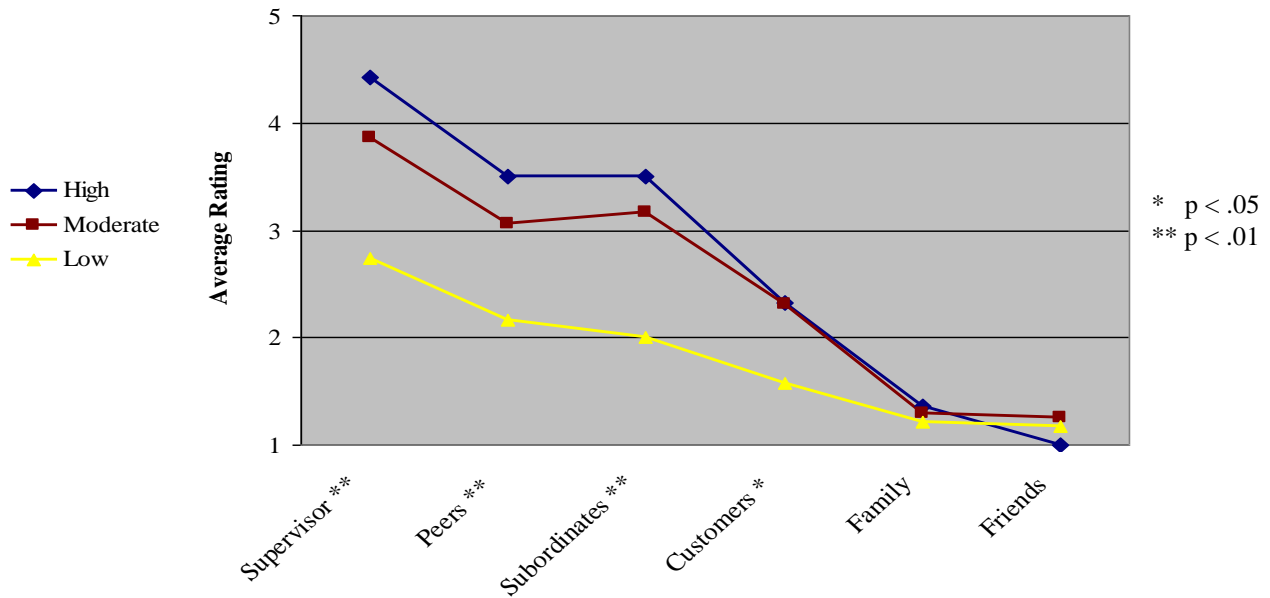
**Figure 5.5**



### Individuals Interviewed by the Coach

Significant differences were also found for the level of involvement of sources internal and external to the organization; specifically the extent to which coaches interview individuals to gain additional information about the coachee. High-benefit organizations interview the coachee's supervisor ( $M_{\text{high}} = 4.4$ ;  $M_{\text{low}} = 2.7$ ), peers ( $M_{\text{high}} = 3.5$ ;  $M_{\text{low}} = 2.2$ ), and subordinates ( $M_{\text{high}} = 3.5$ ;  $M_{\text{low}} = 2.0$ ) to a greater extent than low-benefit organizations. However, individuals external to the organization, such as family and friends, are not typically interviewed by any group. Together with results for coachee assessment, findings suggest that high-benefit organizations collect more information about the coachee using a thorough assessment system and interviews with individuals at various levels of the organization (see Figure 5.6).

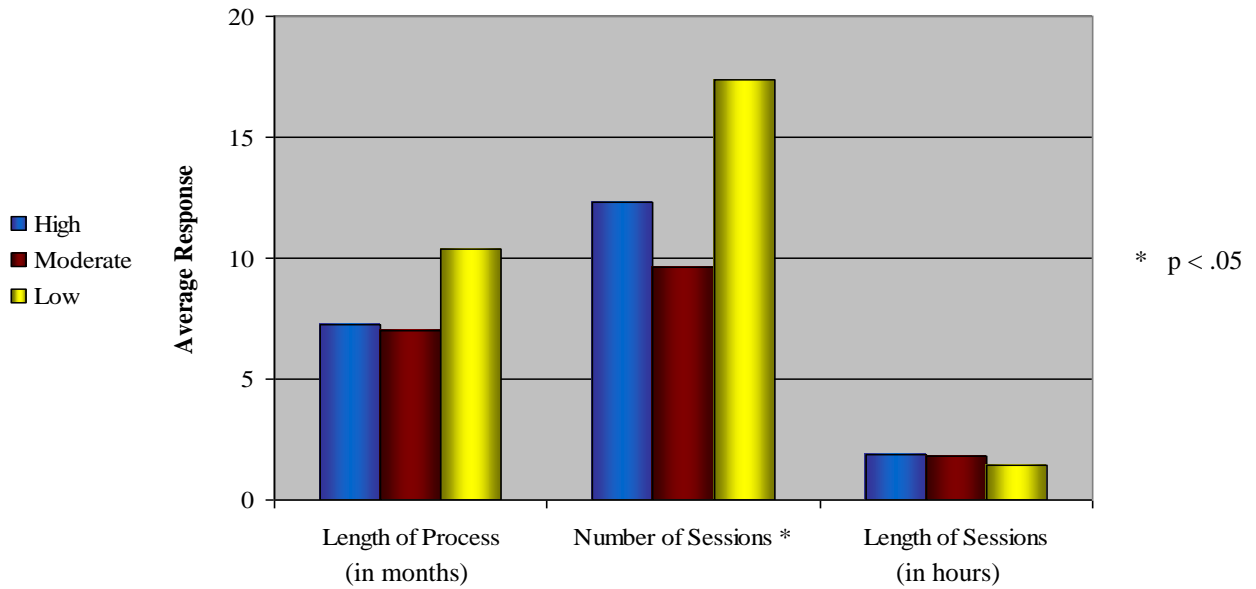
Figure 5.6



### Extent of Coaching Provided

An analysis of the length of the coaching process, the typical number of sessions provided, and the length of an average session revealed that the coaching process may be longer and more intensive for low-benefit organizations. Significant differences across groups suggest that low-benefit organizations reported providing a greater number of sessions than high-benefit organizations ( $M_{\text{high}} = 12.3$ ;  $M_{\text{low}} = 17.4$ ); possibility due to the increased length of the coaching process (see Figure 5.7).

**Figure 5.7**



■ **Internal versus External Coaches**

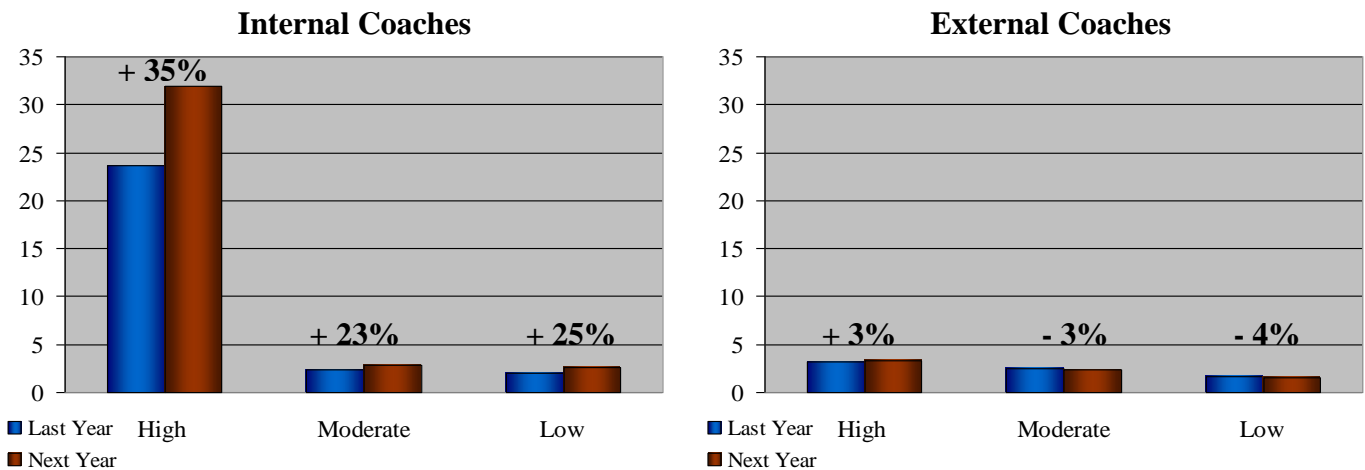
The following evaluation criteria were used to identify differences among the organizations in terms of their utilization of internal versus external coaches:

- *Internal and External Coaches Employed*
- *Selection Criteria for External Coaches*

**Internal and External Coaches Employed**

High-benefit organizations employed significantly more internal coaches last year and expect to employ more next year than moderate or low benefit organizations, although all three groups expect increases in the number of internal coaches employed. In comparison to the expected 35% increase in internal coaches, high-benefit organizations expect only a 3% increase in external coaches employed in the next 12 months. Conversely, moderate- and low-benefit organizations expect a decrease in the number of external coaches employed (See Figure 5.8).

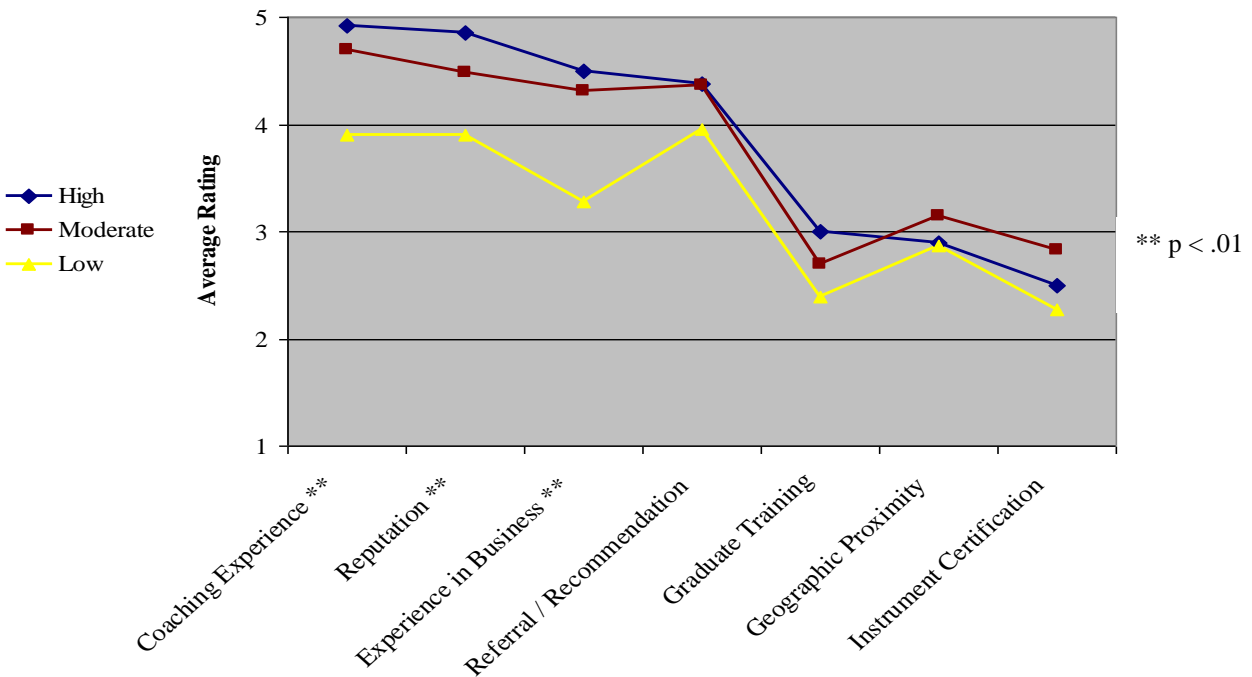
**Figure 5.8**



## Selection Criteria for External Coaches

A coach's credibility often aids in reinforcing the expected outcomes and return on investment of the coaching process. In light of this, results indicate that high-benefit organizations place greater emphasis on the selection of coaches by way of coaching experience ( $M_{\text{high}} = 4.9$ ;  $M_{\text{low}} = 3.9$ ) and reputation ( $M_{\text{high}} = 4.9$ ;  $M_{\text{low}} = 3.9$ ) in comparison to low-benefit organizations. Additionally, high-benefit organizations reported placing a significantly greater emphasis on experience in business ( $M_{\text{high}} = 4.5$ ;  $M_{\text{low}} = 3.3$ ) when compared to low-benefit organizations in the criteria used to select external coaches (See Figure 5.9).

**Figure 5.9**



## ■ Evaluation of Coaching

The following evaluation criteria were used to identify differences among the organizations in terms of the evaluation of the coaching process:

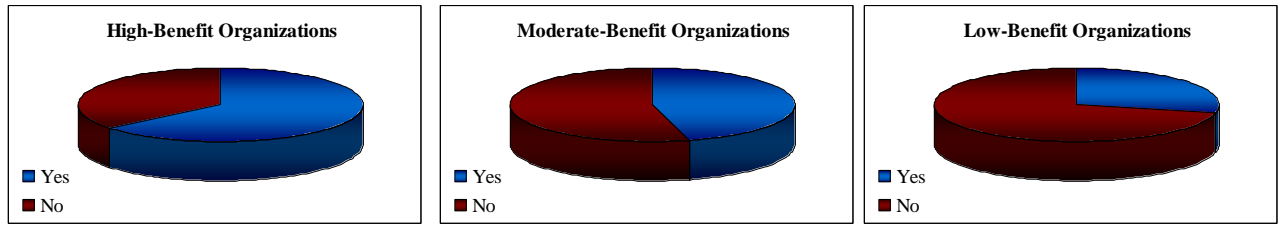
- *Evaluation Methods*
- *Monetary Resources Spent*

### *Evaluation Methods*

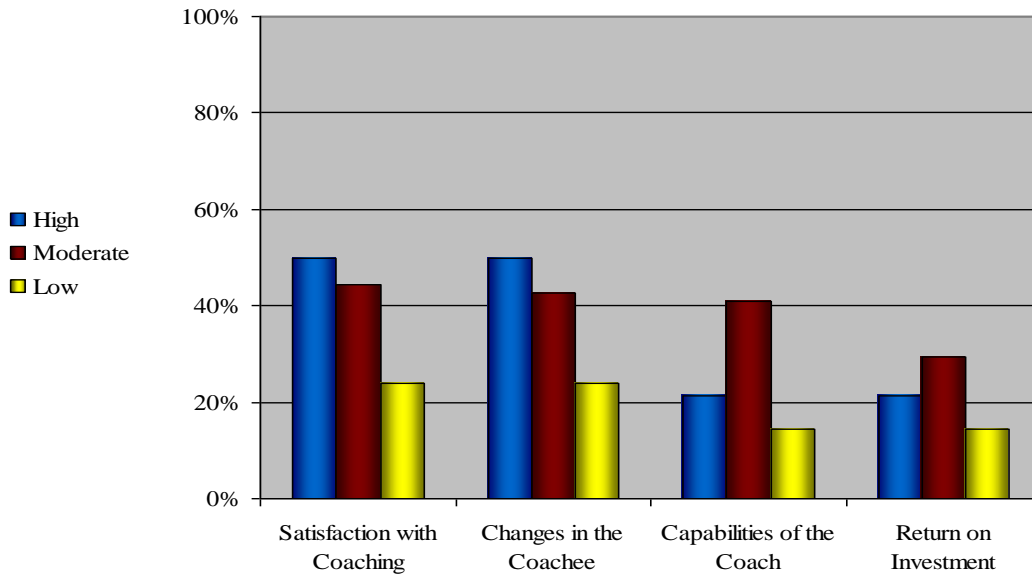
The product or intended outcome of coaching is not only important to the future of any subsequent coaching program but also to the current stakeholders involved. An average of 55% of high- and moderate-benefit organizations (64% and 46%, respectively) report evaluating the coaching process compared to only 29% of low-benefit organizations (See Figure 5.10). In order to gain insight into the various processes and outcomes associated with coaching, organizations utilize a number of options for formal evaluation. Of the organizations evaluating the coaching process, 50% of high-benefit organizations reported evaluating overall satisfaction with the coaching process and / or changes in the coachee over time. Conversely, low-benefit organizations only report evaluating these outcomes approximately 24% of the time (See Figure 5.11).



**Figure 5.10**



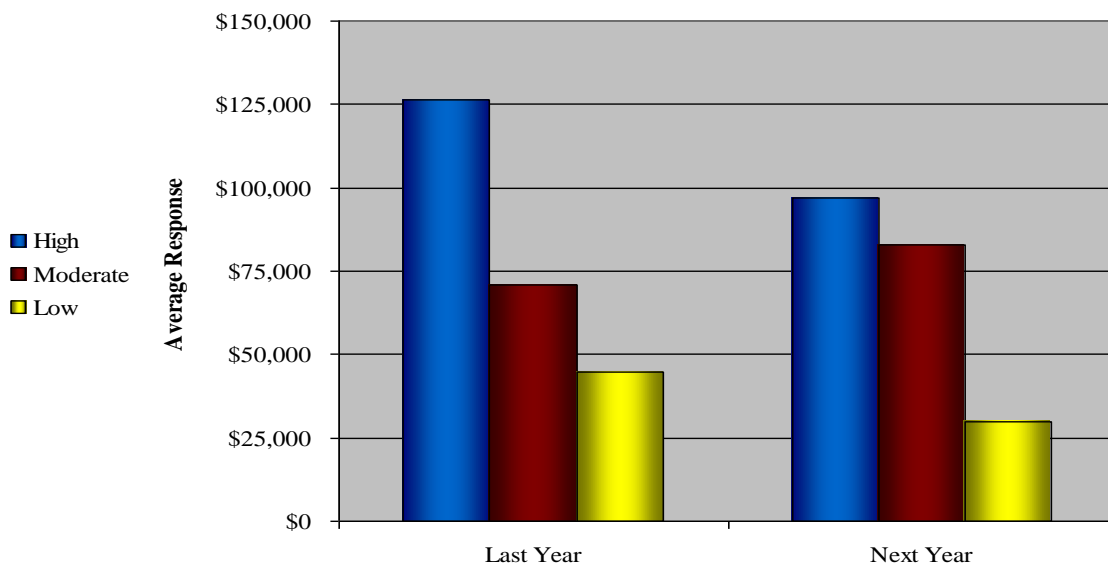
**Figure 5.11**



**Monetary Resources Spent**

High-benefit organizations reported spending more on coaching in the past 12 months and expect to spend more on coaching next year than low-benefit organizations (see Figure 5.12). While the difference is not statistically significant, this may be due to the large variability in responses.

**Figure 5.12**



■ Appendix A: Survey Questionnaire

E. Rogers Associates, Inc.

Hofstra University

**Executive Coaching Survey**

*Executive coaching can be defined as a continuous, one-on-one interaction between an executive and a consultant, who focuses on relevant executive behavior, by providing support, encouragement, and feedback aimed at improving performance on the job and developing skills for future advancement.*

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**Instructions: Answer each of the following questions to the best of your knowledge. Please answer every question. If you are unable to provide a response or the question is not applicable, select the "Don't Know" option. Press tab to move to the next question.**

**For Q1 to Q3, provide a numeric value. If you cannot provide a response, enter a value of -1.**

<p><b>Q1</b></p> <p>a) <u>internal</u> to the organization in the <u>past</u> 12 months</p> <p>b) <u>internal</u> to the organization in the <u>next</u> 12 months</p> <p>c) <u>external</u> to the organization in the <u>past</u> 12 months</p> <p>d) <u>external</u> to the organization in the <u>next</u> 12 months</p>	<p><b>How many executives in your organization were (will be) coached by coaches:</b></p>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<p><b>Q2</b></p> <p>a) Senior Executives (Senior V.P.s and above)</p> <p>b) Officers (V.P.s)</p> <p>c) Directors</p> <p>d) Other</p> <p><i>Please specify other:</i></p> <input type="text"/>	<p><b>How many of the following individuals had <u>external</u> coaches in the <u>past</u> 12 months:</b></p>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<p><b>Q3</b></p> <p>a) <u>internal</u> coaches did you employ in the <u>past</u> 12 months</p> <p>b) <u>internal</u> coaches will you employ in the <u>next</u> 12 months</p> <p>c) <u>external</u> coaches did you employ in the <u>past</u> 12 months</p> <p>d) <u>external</u> coaches will you employ in the <u>next</u> 12 months</p>	<p><b>How many:</b></p>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Q4 To what extent are the following factors advantages of an internal coach:

		Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Objectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Breadth of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Trust and integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Sustaining momentum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Cost effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Knowledge of the company, culture, key executives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i)	Coaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 To what extent are the following factors advantages of an external coach:

		Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Objectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Breadth of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Trust and integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Sustaining momentum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Cost effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Knowledge of the company, culture, key executives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i)	Coaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to all remaining questions with respect to external coaching

Q6 To what extent is external coaching used for the following purposes:

		Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Personal change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Facilitation of organizational change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Succession planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Managerial / leadership skill improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Interpersonal skill improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Derailment / rerailment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Cross-cultural assimilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i)	Work / life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

For Q7, provide a numeric value. If you cannot provide a response, enter a value of -1.

Q7 How much did (does) your organization:

- a) spend on external coaches in the past 12 months
- b) expect to spend on external coaches in the next 12 months

Q8

To what extent does your organization use the following criteria to select external coaches:

		Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Graduate level training in psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Experience in business / general management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Coaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Referral / recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Geographic proximity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Certified on instruments your organization uses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

Q9

What information is delivered to coaches before coaching begins (check all that apply):

		Applies	Don't know
a)	Length of the coaching process	<input type="radio"/>	<input type="radio"/>
b)	Expectations for the coaching process	<input type="radio"/>	<input type="radio"/>
c)	Confidentiality of the coaching process	<input type="radio"/>	<input type="radio"/>
d)	Information regarding the coachee	<input type="radio"/>	<input type="radio"/>
e)	Organizational information	<input type="radio"/>	<input type="radio"/>
f)	Role of the supervisor in the coaching process	<input type="radio"/>	<input type="radio"/>
g)	Other	<input type="radio"/>	<input type="radio"/>

Please specify other:

Q10

To what extent is the external coaching process initiated by the following:

		Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Senior executives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Coachee's supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Human resources representative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Coachee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Leader development program / talent management process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

Q11

To what extent is the coachee's supervisor involved in the following activities:

		Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Participates in the first coaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Monitors progress of the coachee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Acts as a mentor to the coachee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Continues the development process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

**Q12 To what extent is a human resources representative involved in the following activities:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Participates in the first coaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Monitors progress of the coachee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Acts as a mentor to the coachee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Please specify other:</i>	<input type="text"/>					

**Q13 To what extent does the external coach interview the coachee's:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Subordinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Please specify other:</i>	<input type="text"/>					

**Q14 To what extent are the following measures assessed in the external coaching process:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Management style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Please specify other:</i>	<input type="text"/>					

**Q15 To what extent is the content of the coaching session shared with:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Coachee's supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Human resource generalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Please specify other:</i>	<input type="text"/>					

**Q16 Is a development plan written as a part of the external coaching process:**

Yes  
 No  
 Don't know

If you responded "No" or "Don't Know" to Q16, skip to Q18.

**Q17 Who writes the development plan (check all that apply):**

		Applies	Don't Know
a)	The coach	<input type="radio"/>	<input type="radio"/>
b)	The coachee	<input type="radio"/>	<input type="radio"/>
c)	The coachee's supervisor	<input type="radio"/>	<input type="radio"/>
d)	Other	<input type="radio"/>	<input type="radio"/>

Please specify other:

For Q18, provide a numeric value or range. If you cannot provide a response, enter a value of -1.

**Q18 For a given coachee, typically how many:**

a)	months does the coaching process last	<input type="text"/>
b)	coaching sessions are provided	<input type="text"/>
c)	hours does each coaching session last	<input type="text"/>

**Q19 To what extent are external coaching sessions held in each of the following formats:**

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	Face to face contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Telephone contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Internet contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

**Q20 To what extent is the external coaching process terminated by each of the following criteria:**

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent	Don't know
a)	After a pre-determined length of time / number of sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Following the creation of a development plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Coachee's decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Coach's decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Senior executive's decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Coachee's supervisor's decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Human resource's decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other:

**Q21 To what extent are you satisfied with the external coaching process:**

- Not at all
- To a slight extent
- To a moderate extent
- To a great extent
- To a very great extent
- Don't know

**Q22 To what extent are the following individuals satisfied with the external coaching process:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Coachee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Coachee's supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Senior executives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please specify other:*

**Q23 Does your organization evaluate the coaching process:**

- Yes
- No
- Don't Know

**If you responded "No" or "Don't Know" to Q23, please skip to Q26.**

**Q24 What is assessed during the evaluation process (check all that apply):**

		<i>Applies</i>	<i>Don't Know</i>
a)	Satisfaction with the coaching process	<input type="radio"/>	<input type="radio"/>
b)	Changes in the coachee	<input type="radio"/>	<input type="radio"/>
c)	Capabilities of the coach	<input type="radio"/>	<input type="radio"/>
d)	Return on investment to the organization	<input type="radio"/>	<input type="radio"/>
e)	Other	<input type="radio"/>	<input type="radio"/>

*Please specify other:*

**Q25 Please describe the evaluation process:**

**Q26 To what extent is external coaching successful in achieving each of the following purposes:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Personal change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Facilitation of organizational change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Succession planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e)	Managerial / leadership skill improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f)	Interpersonal skill improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g)	Derailment / derailment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h)	Cross-cultural assimilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i)	Work / life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j)	Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please specify other:*

**Q27 To what extent does external coaching lead to the following outcomes:**

		<i>Not at all</i>	<i>To a slight extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>	<i>To a very great extent</i>	<i>Don't know</i>
a)	Beneficial to the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	Worth the resources committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	Increase organizational profitability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	Improve coachee's performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 To what extent would your answers to the preceding questions be different for internal coaching:

- Not at all
- To a slight extent
- To a moderate extent
- To a great extent
- To a very great extent
- Don't know

**Please respond to the following demographic questions.**

Q29 What is the name of your organization (optional):

Q30 Which type of industry best describes your organization (check all that apply):

- Aerospace
- Automobile
- Chemical
- Delivery
- Entertainment
- Financial (Institutions / Service)
- Food and / or Beverage
- Forest and / or Paper
- General Merchandiser
- Healthcare
- Household and / or Personal Product
- Industrial and/ or Farm Equipment
- Insurance
- Metal
- Petroleum Refining
- Pharmaceutical
- Retail
- Technology
- Tobacco
- Wholesaler
- Other

Please specify:



Q31 Which of the following best describes your organization's total annual revenue (in millions):

- less than 5.0
- 5.1-10.0
- 10.1-20.0
- 20.1-50.0
- 50.1-100.0
- 100.1-200.0
- 200.1 or more

Q32 Which of the following best describes the number of employees at your organization:

- less than 50,000
- 50,001-75,000
- 75,001-100,000
- 100,001-250,000
- 250,001-500,000
- 500,001-750,000
- 750,001-1,000,000
- 1,000,001 or more

Q33 Have you answered these questions on behalf of:

- Your division
- Your entire organization
- Other

Please specify other:

Q34 General Comments:

Q35 Would you or someone on your staff be willing to participate in a follow-up interview:

- Yes
- No

**If you responded "No" to Q35, skip to the end of the survey and click submit.**

Q36 Please enter the contact information for the follow-up interview:

Name

Phone Number

Email Address

■ Appendix B: Survey Results: Detailed Response Data

*Q1. How many executives were coached by internal and external coaches in the past 12 months and how many are expected to be coached in the next 12 months?*

	Internal Coaches					External Coaches				
	Descriptive Statistics									
	n	Mean	SD	Minimum	Maximum	n	Mean	SD	Minimum	Maximum
<b>In the past 12 months</b>	91	13.90	30.17	0	170	86	6.60	12.27	0	75
<b>In the next 12 months</b>	89	17.08	34.87	0	200	88	9.34	18.80	0	100

***Q2. How many of the following individuals had an executive coach last year?***

---

<b>Descriptive Statistics</b>					
	n	Mean	SD	Minimum	Maximum
<b>Senior Executives</b>	83	3.01	6.27	0	50
<b>Officers</b>	87	2.42	3.96	0	21
<b>Directors</b>	84	2.89	70.10	0	55
<b>Other</b>	69	4.64	17.69	0	125

***Q3. How many internal and external coaches were employed by your organization in the past 12 months and how many do you expect to employ during the next 12 months?***

	Internal Coaches					External Coaches				
	Descriptive Statistics									
	n	Mean	SD	Minimum	Maximum	n	Mean	SD	Minimum	Maximum
<b>In the past 12 months</b>	92	5.36	24.83	0	225	91	2.22	2.31	0	10
<b>In the next 12 months</b>	14	6.46	30.20	0	275	90	2.21	2.59	0	15

***Q4. To what extent are the following factors advantages of an internal coach?***

	Frequencies (Percent)						Descriptive Statistics			
	n	Not at all 1	To a slight extent 2	To a moderate extent 3	To a great extent 4	To a very great extent 5	Don't Know 6	n	Mean	SD
<b>Objectivity</b>	103	13.50	17.36	29.80	17.30	15.40	5.80	97	3.04	1.27
<b>Confidentiality</b>	102	8.70	14.40	21.20	36.90	22.10	4.80	97	3.42	1.27
<b>Breadth of experience</b>	101	2.90	13.50	29.80	29.80	15.40	5.80	95	3.45	1.04
<b>Trust and integrity</b>	102	1.90	4.80	13.50	36.50	36.50	4.80	97	4.08	0.97
<b>Accessibility</b>	103	1.00	3.80	8.70	37.50	43.30	4.80	98	4.26	0.87
<b>Sustaining momentum</b>	103	1.90	4.80	16.30	41.30	29.80	4.80	98	3.98	0.94
<b>Cost effectiveness</b>	103	0.00	1.90	11.50	21.20	57.70	6.70	96	4.45	0.79
<b>Knowledge of company</b>	103	0.00	1.90	4.80	12.50	75.00	4.90	98	4.70	0.66
<b>Coaching skills</b>	102	5.80	6.70	30.80	28.80	20.00	5.80	96	3.55	1.10

*Note: N sizes for frequency and descriptives differ because "Don't Know" responses were removed for descriptive analysis.*

***Q5. To what extent are the following factors advantages of an external coach?***

	<b>Frequencies (Percent)</b>							<b>Descriptive Statistics</b>		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Objectivity</b>	104	1.00	0.00	5.80	28.80	60.60	3.80	100	4.54	0.70
<b>Confidentiality</b>	103	1.00	1.90	8.70	28.80	54.80	3.80	99	4.41	0.82
<b>Breadth of experience</b>	104	1.00	1.00	8.70	31.70	51.00	6.70	97	4.40	0.79
<b>Trust and integrity</b>	103	4.80	4.80	16.30	29.80	37.50	5.80	97	3.97	1.12
<b>Accessibility</b>	103	5.80	21.20	35.60	16.30	18.30	1.90	101	3.21	1.16
<b>Sustaining momentum</b>	103	6.70	16.30	27.90	27.90	16.30	3.80	99	3.32	1.16
<b>Cost effectiveness</b>	104	29.80	29.80	20.20	7.70	10.60	2.90	101	2.39	1.30
<b>Knowledge of company</b>	104	18.30	33.70	29.80	8.70	5.80	3.80	100	2.48	1.10
<b>Coaching skills</b>	103	1.00	1.00	6.70	23.10	63.50	3.80	99	4.55	0.76

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

**Q6. To what extent is coaching used for the following purposes?**

	Frequencies (Percent)						Descriptive Statistics			
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Personal change</b>	104	13.50	9.60	14.40	28.80	28.80	4.80	99	3.53	1.39
<b>Organizational change</b>	104	6.70	17.30	30.80	24.00	16.30	4.80	99	3.27	1.16
<b>Career development</b>	103	12.50	12.50	21.20	32.70	15.40	4.80	98	3.28	1.27
<b>Succession planning</b>	103	18.30	19.20	19.20	22.10	15.40	4.80	98	2.97	1.37
<b>Skill improvement</b>	104	2.90	8.70	7.70	35.60	41.30	3.80	100	4.08	1.07
<b>Interpersonal improvement</b>	104	4.80	3.80	17.30	28.80	40.40	4.80	99	4.01	1.11
<b>Derailment / rerailment</b>	92	11.50	11.50	22.10	17.30	15.40	10.60	81	3.17	1.32
<b>Cross-cultural assimilation</b>	92	27.90	22.10	20.20	7.70	1.90	8.70	83	2.17	1.09
<b>Work / life balance</b>	103	33.70	30.80	15.40	6.70	4.80	7.70	95	2.11	1.14
<b>Other</b>	46	12.50	1.00	1.90	1.00	27.90	44.20	17	1.47	0.94

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

***Q7. How much did you spend on coaching in the past 12 months and how much to do expect to spend in the next 12 months?***

	<b>Descriptive Statistics</b>				
	n	Mean	SD	Minimum	Maximum
<b>In the past 12 months</b>	60	\$70,623.33	\$101,456.56	\$0.00	\$600,000.00
<b>In the next 12 months</b>	57	\$71,259.54	\$121,911.78	\$0.00	\$800,000.00



**Q8. To what extent does your organization use the following criteria to select external coaches?**

	Frequencies (Percent)							Descriptive Statistics		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Graduate training</b>	103	26	12.50	22.10	14.40	10.60	13.50	89	2.66	1.39
<b>Experience in business</b>	103	2.9	3.80	14.40	28.80	39.40	9.60	93	4.10	1.03
<b>Coaching experience</b>	104	2.9	1.00	2.90	19.20	66.30	7.70	96	4.57	0.87
<b>Reputation</b>	104	3.8	0.00	4.80	27.90	55.80	7.70	96	4.43	0.93
<b>Referral</b>	104	3.8	0.00	8.70	30.80	48.10	8.70	95	4.31	0.96
<b>Proximity</b>	92	6.7	18.30	25.00	20.20	8.70	9.60	82	3.07	1.13
<b>Certified</b>	104	19.2	11.50	26.00	16.30	5.80	9.60	82	2.72	1.25
<b>Other</b>	104	11.5	0.00	1.00	2.90	3.80	26.90	20	2.35	1.76

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

***Q9. What information is delivered to coaches before coaching begins?***

---

	Frequencies (Percent)		
	n	Applies	Don't Know
<b>Length of process</b>	96	77.90	14.40
<b>Expectations</b>	101	86.50	10.60
<b>Confidentiality</b>	99	84.60	10.60
<b>Coachee information</b>	101	84.60	12.50
<b>Organizational information</b>	102	87.50	10.60
<b>Role of supervisor</b>	89	72.10	13.50
<b>Other</b>	34	2.90	29.80

---

***Q10. To what extent is the coaching process initiated by the following?***

	<b>Frequencies (Percent)</b>							<b>Descriptive Statistics</b>		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Senior executives</b>	103	9.60	12.50	18.30	29.80	21.20	7.70	95	3.44	1.28
<b>Coachee's supervisor</b>	102	14.40	17.30	20.20	21.20	16.30	8.70	93	3.09	1.35
<b>HR representative</b>	103	11.50	17.30	13.50	22.10	27.90	6.70	96	3.41	1.41
<b>Coachee</b>	103	22.10	31.70	23.10	6.70	7.70	7.70	95	2.41	1.18
<b>Development program</b>	94	13.50	8.70	12.50	29.80	17.30	8.70	85	3.35	1.37
<b>Other</b>	38	10.60	0.00	1.00	0.00	1.90	23.10	14	1.71	1.49

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

***Q11. To what extent is the coachee's supervisor involved in each of the following activities?***

	Frequencies (Percent)						Descriptive Statistics			
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Participates in 1st session</b>	103	41.30	10.60	11.50	16.30	10.60	8.70	94	2.38	1.50
<b>Monitors coachee progress</b>	104	8.70	17.30	26.00	28.80	9.60	9.60	94	3.15	1.15
<b>Acts as a mentor</b>	104	10.60	14.40	31.70	27.90	4.80	10.60	93	3.02	1.08
<b>Cont development process</b>	92	6.70	9.60	22.10	30.80	8.70	10.60	81	3.32	1.11
<b>Other</b>	25	7.70	0.00	0.00	1.90	2.90	22.10	13	2.38	1.85

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

**Q12. To what extent is a Human Resources representative involved in each of the following activities?**

	Frequencies (Percent)						Descriptive Statistics			
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Participates in 1st session</b>	104	48.10	13.50	9.60	11.50	6.70	10.60	93	2.05	1.36
<b>Monitors coachee progress</b>	104	12.50	15.40	23.10	24.00	16.30	8.70	95	3.18	1.30
<b>Acts as a mentor</b>	104	26.00	19.20	22.10	14.40	7.70	10.60	93	2.54	1.30
<b>Other</b>	43	6.70	1.90	3.80	1.90	1.90	25.00	17	2.41	1.46

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

***Q13. To what extent does the coach interview the coachee's:***

	<b>Frequencies (Percent)</b>							<b>Descriptive Statistics</b>		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
<b>Supervisor</b>	103	10.60	5.80	14.40	28.80	26.00	13.50	89	3.63	1.32
<b>Peers</b>	102	17.30	15.40	24.00	14.40	12.50	14.40	87	2.87	1.34
<b>Subordinates</b>	103	19.20	13.50	21.20	15.40	14.40	15.40	87	2.91	1.40
<b>Customers</b>	103	31.70	21.20	19.20	6.70	2.90	17.30	85	2.12	1.13
<b>Family</b>	103	64.40	11.50	1.90	1.00	1.00	19.20	83	1.28	0.69
<b>Friends</b>	103	69.20	5.80	4.80	0.00	0.00	19.20	83	1.19	0.53
<b>Other</b>	40	10.60	0.00	1.00	1.00	0.00	26.00	13	1.38	0.96

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

***Q14. To what extent are the following measures assessed in the coaching process?***

	Frequencies (Percent)							Descriptive Statistics		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
Performance	104	10.60	6.70	22.10	30.80	18.30	11.50	92	3.45	1.24
Personality	104	10.60	13.50	16.30	30.80	16.30	12.50	91	3.33	1.28
Management style	104	5.80	1.90	17.30	33.70	29.80	11.50	92	3.90	1.10
Ability	103	7.70	9.60	22.10	31.70	15.40	12.50	90	3.43	1.17
Potential	92	6.70	8.70	22.10	24.00	14.40	12.50	79	3.41	1.18
Competencies	92	5.80	6.70	16.30	26.00	21.20	12.50	79	3.66	1.20
Other	28	6.70	0.00	1.90	0.00	1.90	26.00	11	2.09	1.64

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

***Q15. To what extent is the content of the coaching session shared with:***

	Frequencies (Percent)						Descriptive Statistics			
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
Coachee's supervisor	103	19.20	20.20	28.80	12.50	10.60	7.70	95	2.73	1.27
HR generalist	103	26.00	16.30	26.90	11.50	10.60	7.70	95	2.61	1.33
Other	40	9.60	1.00	2.90	1.00	1.90	22.10	17	2.06	1.48

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*



***Q16. Is a development plan written as part of the coaching process?***

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	<b>Frequencies (Percent)</b>
Yes	69.20
No	14.40
Don't Know	16.30

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***Q17. Who writes the development plan?***

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	<b>n</b>	<b>Applies</b>	<b>Don't Know</b>
The coach	43	32.70	8.70
The coachee	57	48.10	6.70
Coachee's supervisor	41	26.00	13.50
Other	20	4.80	14.40

---

*Q18. For a given coachee, typically how many:*

---

	<b>Descriptive Statistics</b>				
	n	Mean	SD	Minimum	Maximum
How many months does coaching last?	90	7.99	4.74	0	60
How many coaching sessions are provided?	82	10.63	9.44	0	60
How many hours does each session last?	85	3.03	8.96	0	72

***Q19. To what extent are coaching sessions held in each of the following formats?***

	<b>Frequencies (Percent)</b>							<b>Descriptive Statistics</b>		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
Face to face contact	104	3.80	5.80	12.50	33.70	37.50	6.70	97	4.02	1.08
Telephone contact	104	6.70	14.40	36.50	26.00	9.60	6.70	97	3.19	1.05
Internet contact	103	29.80	27.90	21.20	5.80	1.90	12.50	90	2.10	1.03
Other	34	10.60	0.00	1.00	0.00	0.00	21.20	12	1.17	0.58

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

**Q20. To what extent is the coaching process terminated by each of the following criteria?**

	Frequencies (Percent)							Descriptive Statistics		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
After predetermined time	103	10.6	8.70	20.20	28.80	19.20	11.50	91	3.43	1.28
After creation of development plan	102	23.1	22.10	17.30	14.40	7.70	13.50	88	2.55	1.30
Coachee's decision	103	15.4	19.20	26.00	21.20	6.70	10.60	92	2.83	1.20
Coach's decision	103	18.3	22.10	23.10	19.20	3.80	12.50	90	2.63	1.18
Senior executive's decision	104	16.2	15.40	20.20	29.80	7.70	10.60	93	2.97	1.26
Coachee's supervisor decision	103	20.2	21.20	26.00	16.30	5.80	9.60	93	2.62	1.21
HR decision	104	27.9	17.30	25.00	16.30	4.80	8.70	95	2.48	1.25
Other	32	9.6	0.00	0.00	0.00	1.00	20.20	11	1.36	1.21

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

*Q22. To What extent are the following individuals satisfied with the coaching process?*

	Frequencies (Percent)							Descriptive Statistics		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
Coachee	103	1.90	2.90	22.10	39.40	12.50	20.20	82	3.73	0.86
Coachee	103	1.90	0.00	10.60	46.20	6.70	33.70	68	3.85	0.72
Coachee's supervisor	103	3.80	4.80	29.80	29.80	4.80	26.00	76	3.37	0.91
Senior executives	102	3.80	6.70	27.90	27.90	7.70	24.00	77	3.39	0.98
HR	103	7.70	6.70	31.70	25.00	7.70	20.20	82	3.23	1.07
Other	37	7.70	0.00	0.00	1.00	0.00	35.60	9	1.33	1.00

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*

*Q23. Does your organization evaluate the coaching process?*

	<u>Frequencies (Percent)</u>
Yes	43.30
No	28.80
Don't Know	16.30

***Q24. What is assessed during evaluation?***

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	<b>Frequencies (Percent)</b>		
	n	Applies	Don't Know
Satisfaction with coaching process	44	38.50	3.80
Changes in the coachee	45	37.50	5.80
Capabilities of the coachee	42	30.80	9.60
ROI to the organization	39	24.00	13.50
Other	13	0.00	12.50

***Q26. To what extent is coaching successful in achieving each of the following purposes?***

	Frequencies (Percent)						Descriptive Statistics			
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
Personal change	103	3.80	9.60	39.40	25.00	6.70	14.40	88	3.25	0.93
Facilitation of organizational change	103	5.80	15.40	31.70	21.20	5.80	19.20	83	3.07	1.02
Career development	103	4.80	10.60	28.80	29.80	7.70	17.30	85	3.31	1.01
Succession planning	103	12.50	12.50	27.90	20.20	6.70	19.20	83	2.95	1.18
Managerial/leadership improvement	103	2.90	4.80	21.20	38.50	17.30	14.40	88	3.74	0.97
Interpersonal skill improvement	103	3.80	5.80	26.90	29.80	18.30	14.40	88	3.63	1.04
Derailment/rerailment	102	11.50	14.40	19.20	16.20	8.70	27.90	73	2.95	1.27
Cross-cultural assimilation	92	18.30	13.50	12.50	9.60	1.90	32.70	58	2.34	1.21
Work/life balance	92	15.40	22.10	12.50	5.80	4.80	27.90	63	2.38	1.20
Other	36	6.70	1.00	0.00	0.00	1.90	25.00	10	1.90	1.66

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*



*Q27. To what extent does coaching lead to the following outcomes?*

	Frequencies (Percent)							Descriptive Statistics		
	n	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a great extent	5 To a very great extent	6 Don't Know	n	Mean	SD
Beneficial to the organization	104	2.90	8.70	29.80	36.50	11.50	10.60	93	3.51	0.95
Worth the resources committed	104	3.80	7.70	29.80	35.60	10.60	12.50	91	3.47	0.97
Increase organizational profitability	103	7.70	14.40	28.80	17.30	4.80	26.00	76	2.96	1.06
Improve coachee's performance	103	2.90	7.70	25.00	38.50	14.40	10.60	92	3.61	0.97
Satisfaction with the coaching process	104	3.80	7.70	34.60	26.90	8.70	18.30	85	3.35	0.96

*Note: N sizes for frequency and descriptives differ because "Don't Know" Responses were removed for descriptive analysis.*