

Using Executive Coaching to Leverage Assessment Center Feedback: Tips for Success

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Previous Research: Assessment Centers

Setting the Stage

- ❖ Talent management remains one of the most compelling strategic priorities facing organizations trying to achieve a competitive advantage in the 21st century (*c.f.*, Ready & Conger, 2007)
- ❖ Assessment centers (ACs), particularly diagnostic and developmental applications represent a progressive approach for growing leaders (*c.f.*, Byham, Smith, & Paese, 2002, Thornton & Rupp, 2005)
- ❖ Diagnostic and developmental AC success is contingent on participants accepting and applying their feedback.
- ❖ Past research has examined factors that influence constructive responses to AC feedback (*c.f.*, Kudisch & colleagues 1997; 1998; 2001; 2004; Poteet & Kudisch, 2003; Byham, 2005; Eidson, 2003; Atchley, Smith & Hoffman, 2003)
 - *Recipient, feedback source, message, and contextual factors*



What Can Assessors/Coaches Do to Increase Feedback Acceptance and Use?

- ✿ **Foster an Open Discussion and Shared Dialogue** (e.g., involve the participant, ask questions, invite their insights)
- ✿ **Provide Practical Help, Teaching, and Follow-up Support** (e.g., developmental ideas, encourage participant, role play, outline what others have done, help create a strategy/plan for improvement)
- ✿ **Establish Trust and Identify Needs and Interests** (e.g., what matters to them, what are their goals, demonstrate interest, acknowledge their perspective)
- ✿ **Give Recipient Ownership and Accountability for Change** (e.g., allow participant to choose developmental area, to drive the discussion, require participant to document progress)
- ✿ **Demonstrate Concern, Interest, and Empathy** (e.g., let participant know you are there to help him or her)



Source: Poteet, M. L., & Kudisch, J. D. (2003, September). Straight from the horse's mouth: Strategies for increasing feedback acceptance. In T. Maurer (Chair), *Where do we go from here? Accepting and applying assessment center feedback*. General session presented at the 31st annual meeting of the International Congress on Assessment Center Methods, Atlanta, GA.

What Can Assessors/Coaches Do to Increase Feedback Acceptance and Use?

- ✿ **Link Feedback and Coaching to Outcomes** (e.g., tie feedback to a payoff, align feedback with participant's interests and goals, articulate benefits, outline potential drawbacks to continued behavior)
- ✿ **Provide Specific, Behavioral Feedback** (e.g., avoid inferences, don't make absolute statements)
- ✿ **Set Clear Expectations Upfront** (e.g., purpose of AC/coaching, process of AC/coaching, standards for ratings and participation)
- ✿ **Establish Credibility** (e.g., highlight examples from experience, use stories, accuracy of feedback)
- ✿ **Discuss Themes** (e.g., executive overview, outline patterns among data; analogies)
- ✿ **Create Realistic, Actionable Development Plans** (e.g., plans that require too much don't get acted upon; less is more: 2-3 main areas to focus on)



What Assessors/Coaches Should Avoid Doing

- ✿ **Being Judgmental and Making Assumptions Without Testing Them** (e.g., not presenting reasons as possibilities, not asking participant to interpret a behavior, presenting conclusions as absolute, putting a “value” on a person’s feedback)
- ✿ **Being Inattentive to a Participant’s Needs, Motives, or Perspective** (e.g., not understanding what is important to him or her, not seeing world or feedback from their perspective, not attending to the feelings of the participant)
- ✿ **Trying Too Hard to Convince** (e.g., overplaying expertise, “selling” more than collaborating, indicating “I am right and you are wrong”)
- ✿ **Being Too Direct and Confrontational** (e.g., argumentative, couching feedback in a negative light); *caveat: coaching the Alpha Male/Female*
- ✿ **Being Too Telling and Prescriptive** (e.g., telling person “you need to” rather than using a questioning approach to involve him or her)



Integrating Leadership Development Tools

- ✿ In some diagnostic AC applications an executive coaching component is used to facilitate positive behavior change
 - *Unfortunately, similar to the DAC domains, the amount and quality of the research on executive coaching lags behind its increasing use in practice.*
 - *“Like the Wild West of yesteryear, this frontier is chaotic, largely unexplored, and fraught with risk, yet immensely promising.” (Sherman & Freas, 2004)*



Executive Coaching Defined

- ✿ *“Is a (a) formal helping relationship between (b) a coach (an individual who possesses knowledge of behavior change and organizational functioning) and (c) an executive (an individual having managerial authority and responsibility in an organization) (d) for the purpose of creating behavior change that results in improved performance and enhanced career success (e) and (where hired by the organization) improving their contributions to their organization.”¹*
- ✿ *“The ultimate application of applied psychology”²*
- ✿ *The intersection between organizational behavior and human capital management*

¹ Kampa & White (2002). ²Hollenbeck, G. P. (2004, July).

Previous Research: Executive Coaching

Setting the Stage

- ✿ Although executive coaching continues to emerge in popularity, the question of what makes for an “effective coaching relationship” has yet to be fully explored.
- ✿ One of the questions that continues to generate discussion is **what do executive coaches actually do?** (*c.f.*, Hollenbeck, 2002; Holt & Peterson, 2006)
 - Such issues emerge frequently in the popular literature
 - Some believe an agreed upon definition of what coaches do may be elusive (*c.f.*, Hollenbeck, 2002)
- ✿ Preliminary beliefs about coaching qualifications, competencies, and behaviors have yet to be empirically tested to see if they make an actual difference in coaching effectiveness (*c.f.*, Feldman & Lankau, 2005; Kampa & White, 2002)
- ✿ To date some of the best contentions have been generated through qualitative studies involving interviews with coachees



Previous Research: Executive Coaching (cont.)

Hall, Otazo, & Hollenbeck (1999)

- Identified four levels of coaching issues.
- Gave insights into what works (e.g., effective action ideas) and what does not work (e.g., exclusively negative feedback).
- Coaches are more focused on executives on the importance of the relationship (e.g., connecting personality).
- Multiple types of learning can occur from coaching.

Wasylyshyn (2003)

- Identified several credentials perceived to be important for coaches (e.g., graduate training in psychology; business experience; coaching experience & positive reputation; experience in client's industry, etc.).
- Identified top 3 personal characteristics of effective coaches (e.g., form strong connection with client, professionalism, sound coaching methods)
- Provided more evidence into the types of changes and learning (e.g., behavior change; increased self-awareness).



Purpose of Study

To extend previous research by...

- Using a qualitative & quantitative **job analytic-type** approach to:
 - Examine more closely the specific behaviors, techniques and activities that coaches use and that provide value
 - Further explore and identify the KSAOs required to be an effective coach
 - Investigating what works least well or could be done differently (*c.f., Feldman & Lankau, 2005; Hall, Otazo, & Hollenbeck, 1999*)
 - Expand the job performance space
 - Determine how and if coaching differs depending on the “level” of issues covered (*c.f., Hall et al., 1999*)
 - Investigate other factors that impact a successful coaching relationship

From the Coachee's/Executive's Perspective

Method

Participants

- 27 EMBA students from two universities who have or currently are participating in coaching
- 11 different coaches
- University 1 (N=14; 22% RR); University 2 (N=13; 50% RR)
- Average age = 38.9 years (SD = 7.6; High = 58, Low = 28)
- 20 White; 4 African-American; 1 Asian-American; 1 Hispanic; 1 Other
- 18 male; 9 female
- 12 possessed Graduate degree; 15 completing Graduate degree
- 21 (77.8%) have not been through coaching before
- Employed in a diverse range of occupations and industries

Method

Sample Populations

University 1

- Coach reviews 360 feedback and helps create a development action plan that is evaluated as part of student's course grade
- Coaching relationship designed to last five months
- Coach and coachee meet face-to-face initially, on the phone about 1/month afterwards
- Coaches are faculty and instructors

University 2

- Coach reviews **diagnostic AC feedback**, Watson-Glaser, CPI, SDI, MBTI, and helps create a development action plan
- During course of program, coachees participated in multiple Action Learning Project (ALP) teams and received peer feedback
- Coaching relationship designed to last 18 months
- Coach and coachee meet approximately every three months afterwards
- Coaches are largely faculty and some practitioners



Method

Sample Comparisons

Sex ($\chi^2 = 1.19, n.s.$)

- Sample 1: 8 Males, 6 Females
- Sample 2: 10 Males, 3 Females

Race ($\chi^2 = 4.17, n.s.$)

- Sample 1: 3 AA, 11 W
- Sample 2: 1 AA, 1 AsA, 1 H, 9 W, 1 O

Coaching Before? ($\chi^2 = .68, n.s.$)

- Sample 1: 4 Yes, 10 No
- Sample 2: 2 Yes, 11 No

Item

Lets you know that you will likely encouraged some setbacks when trying to learn new skills and build resiliency ($t = 3.63, p < .01$)

Sample 1: Avg = 4.29, SD = .61

Age ($t = -.63, n.s.$)

- Sample 1: Avg = 38.0, SD = 7.34
- Sample 2: Avg = 39.9, SD = 7.99

Effectiveness ($t = -.15, n.s.$)

- Sample 1: Avg = 4.36, SD = .84
- Sample 2: Avg = 4.40, SD = .76

Expertise ($t = -.92, n.s.$)

- Sample 1: Avg = 4.57, SD = .65
- Sample 2: Avg = 4.77, SD = .44

Sample 2: Avg = 2.92, SD = 1.26

Method: Procedure

- ✿ Structured phone interview (*lasted between 45 minutes – 1 hour*)
- ✿ Combined both qualitative & quantitative aspects
 - **Qualitative:** 3 open-ended questions
 - **Quantitative:** Numerical ratings on...
 - **How characteristic certain coaching behaviors were for their coach**
(*5 point Likert-type scale where 1 = Not characteristic; 3 = Moderately characteristic; 5 = Extremely characteristic*)
 - **Rank top five characteristics**
 - **Effectiveness and Expertise of their coach**
 - *Where 1 = Not effective at all; 3 = Moderately effective; 5 = Extremely effective*);
 - *Where 1 = Incompetent, 3 = Moderately competent; 5 = Extremely competent/expert*)
- ✿ All interviews conducted and analyzed by the study authors



Method

Open-Ended Questions

- During your coaching relationship, what did your coach do, if anything, to help you gain greater awareness and/or improve your performance?
- What things did your coach do that did not work well in the coaching relationship? In other words, what could your coach have done differently to make this a better learning experience for you? What did s/he do that may have detracted from delivering effective coaching?
- Based on what you experienced in your coaching relationship, what skills, abilities, or personality traits do you believe are required for a person to be an effective coach?



Method

Coaching Characteristics

✿ **Multiple Coaching Facets** (Gettman, unpublished dissertation, 2008; Hall et al., 1999; Kudisch, Lundquist & Smith, 2001; Poteet & Kudisch, 2003; Van Velsor, McCauley, & Moxley, 1998; Wasylyshyn, 2003)

- Assessment (7 items)
- Challenge (5 items)
- Support of Emotion Control (3 items)
- Support of Motivational Control (7 items)
- Tactical Support (12 items)
- Emotional Support (4 items)
- Credibility (3 items)
- Planning & Organization / Meeting Focus (3 items)

5 = Essential characteristic of coach
4 = Very characteristic of coach
3 = Somewhat characteristic of coach
2 = Slightly characteristic of coach
1 = Not characteristic of coach
7 = Unable to rate

Characteristic	Rating	Comments
Provides feedback accompanied with strong supporting evidence and behavioral examples		
Asks probing questions to determine your underlying needs and motivations		
Helps you integrate data from various sources (e.g., psychological or 360 assessments, peer feedback, past performance ratings, etc.)		
Provides you with real-time feedback (e.g., feedback on what you are doing in the moment in the coaching session)		
Helps you investigate/identify themes, patterns, or inconsistencies among assessment data and feedback		
Helps you identify underlying factors that influence your performance (e.g., relates your personality style to performance issues)		
Helps you understand broader contextual issues that affect your performance		
Exposes you to different perspectives / ways of thinking about things		
Challenges your way of thinking about or doing things (e.g. questions assumptions you make, etc.)		
Pushes you to set difficult, stretch goals		
Helps you understand the negative consequences of some of your behaviors/ways of doing things (e.g., derailers)		
Delivers "truth" constructively (i.e., is candid and straightforward when presenting feedback, but does so in a manner that maintains your self-esteem)		
Expresses confidence in your ability to succeed		
Helps you learn from your failures and mistakes		
Lets you know that you will likely encounter some setbacks (e.g., discomfort, drop in performance, failure) when trying to learn new skills and build resiliency		
Helps you set specific goals/objectives for your development		
Establishes clear actions and expectations for meeting your goals/objectives		
Follows-up with you regarding your progress towards your goals		
Compliments and/or gives positive feedback regarding progress toward your goals		
Encourages you to regularly talk about your development with other people (besides you, their coach), e.g., peers, direct reports		
Lets you "off the hook" when you didn't complete the work you agreed/planned to do with regard to your development		
Links your feedback to potential coaching outcomes (e.g., ties feedback to a payoff, aligns feedback with your interests and goals, articulates the benefits of behavior change)		



Results

Correlations of Coach Characteristics with Effectiveness

- ✿ *Out of 44 characteristics, 18 were significantly correlated with participant's ratings of effectiveness.*
- ✿ *At least 1 characteristic from each cluster was significantly related.*

Qualitative Analysis

- ✿ *12 different coaching activities were mentioned*
- ✿ *16 different KSAOs were identified*
- ✿ *Singular comments about other factors contributing to effective relationships*

Results

So what does it all mean?

- ✿ *A combined review of the quantitative and qualitative results revealed four broad factors that comprise effective coaching.*

“The Four C’s of Coaching”

Context

Chart a Path

Connection

Competence



Results

Context

The actions that a coach takes to “set-up,” frame, and structure the relationship, including “ground rules,” the issues to be discussed, reflected upon, and resolved during the coaching engagement.

Characteristic	Mean	SD	Corr w/ Effective
Gives feedback accompanied with strong supporting evidence and behavioral examples	4.04	1.02	.41*
Asks probing questions to determine your underlying needs and motivations	4.52	.89	.53**
Helps you integrate data from various sources (e.g., psychological or 360 assessments, peer feedback, past performance ratings, etc.)	4.07	1.17	.38*
Explicitly outlined the parameters of our coaching relationship, including goals, expectations, and objectives	3.80	1.61	.77**
Helps you determine external and/or internal obstacles to your progress	3.70	1.07	.82**
Lets you know that you will likely encounter some setbacks (e.g., discomfort, drop in performance, failure) when trying to learn new skills and build resiliency	3.63	1.18	.40*

* $p \leq .05$ ** $p \leq .01$

Results

Context

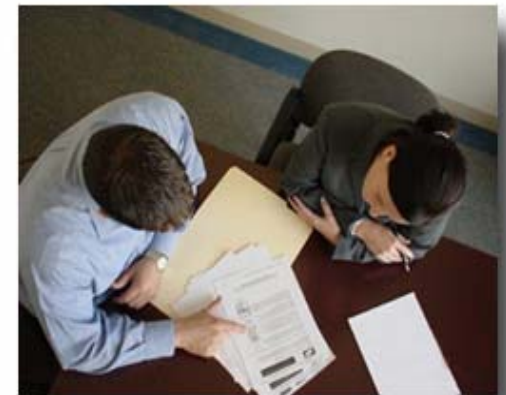
✿ *Investigated and Incorporated Coachees' Issues, Needs, and Goals into Coaching*

“Good at finding out what I wanted to accomplish, where I wanted to get; Had me evaluate and rate what was important in professional and personal life. Took a poll of what is important to me...”

“She explored and went into depth...the environment where I worked and integrated that with how I was raised culturally, where I came from. Together, these things helped me develop a strategy to get beyond those things that were not positive in my work environment.”

✿ *Reviewed Assessment Data*

“First of all, we did an assessment center, CPI, and other tests, MBTI, Watson Glaser, SDI. He showed me test scores, watched videotape of group..”



Results

Chart a Path

The specific measures, tactics and techniques that a coach uses in order to help plan, strategize, and implement actions designed to help the coachee improve the identified development needs, maintain proficiencies, or leverage strengths.

Characteristic	Mean	SD	Corr w/ Effective
Pushes you to set difficult, stretch goals	3.42	.76	.46*
Establishes clear actions and expectations for meeting your goals/objectives	4.00	.83	.43*
Helps you determine external and/or internal obstacles to your progress	3.70	1.07	.82**
Encourages you to try new ways of behaving on your job	3.98	1.32	.54**
Encourages you to identify and leverage learning partners/confidantes as a means for getting real-time feedback on attempts to change behavior	3.46	1.57	.39*
Helps you to leverage strengths to compensate for weaknesses; compensate for a weakness by adopting strategies to work around it	3.35	1.35	.43*

* $p \leq .05$ ** $p \leq .01$

Results

Chart a Path

- ✿ **Offered Development Actions & Suggestions**

“Suggested books and readings that helped me understand decision making at core of company...”

- ✿ **Provided Direct, Constructive, & Challenging Feedback**

“She gave me feedback that was extremely honest and frank; knowing how hyper sensitive I was, we had a couple of intense sessions regarding that.”

- ✿ **Reviewed Progress Toward Goals**

“Systematic follow-up process where I was asked what types of discussions I had, was I executing the plan...”

- ✿ **Provided Fresh Perspective & Insight**

“He was able to frame issues in a way which would allow me to approach differently to get different results.”



- ✿ **Helped Create Development Action Plan**

“We did come up with a development plan that mitigated problem features...”

Results

Connection

Those actions that a coach takes to support, empathize, relate to, identify with, and show concern for the coachee.

Characteristic	Mean	SD	Corr w/ Effective
Follows-up with you regarding your progress towards your goals	4.07	1.07	.75**
Compliments and/or gives positive feedback regarding progress toward your goals	4.35	.80	.64**
Demonstrates empathy/concern towards your needs, feelings, or frustrations	4.22	1.01	.61**
Encourages you to talk openly about things that may be concerning you (e.g., anxiety; personal issues)	4.56	.97	.42*
Spontaneously reaches out to you during the coaching relationship (e.g., sends unexpected emails to gauge progress, etc.); remains accessible	3.26	1.46	.69**
Shows concern about your professional and/or personal development or growth	4.26	.90	.78**
Demonstrates concern for your professional success	4.26	.81	.62**

* $p \leq .05$ ** $p \leq .01$

Results

Connection

- ✿ **Listened and Was Available to Discuss Issues**

“We discussed each issue one at a time, just talked about them, and let me have an opportunity to talk to someone...I have no one else to talk about this.”

- ✿ **Provided Encouragement**

“He was very positive and encouraging, really bolstering confidence in my current skills and encouraging that the skills we were talking about would really make me more effective if I was able to master them



- ✿ **Empowered the Coachee**

“She allowed me to chart those steps...rather than she telling me.”

- ✿ **Showed Empathy and Concern**

“He was also very sympathetic to situations at home and how they affect worklife.”

- ✿ **Showed Flexibility and Patience**

“She was very patient considering I broke meetings and was late for appointments”

Competence

- Expertise & Credibility
- Communication Skills
- Planning & Organization / Time Management
- Analytical Skills
- Creative & Resourceful
- Ability to Motivate and Encourage
- Personable and Approachable
- Ability to Deliver Direct and Honest Feedback
- Results-Orientation
- Empathetic and Caring
- Professionalism & Dedication
- Flexibility/Emotional Control
- Integrity/Trustworthy
- Empowerment
- Ability to Challenge & Confront Others
- Listening Skills



Results

More Of?

- ✿ *Challenge and confront others; pushing to do more*

“Left it up to me to read books...if I didn’t read them, he didn’t ask why not.”

“Whenever I presented my opinion, when she disagreed she would change the topic to something different vs. actually confronting me directly. Maybe she felt uncomfortable talking about some things.”

- ✿ *Hold coachee accountable and measure progress*

“Very nice guy, so sometimes he isn’t tough enough. Development plan dragged on, backsliding to go back where we were before.”

- ✿ *Use a more structured approach*

“Also, I didn’t have a lot of assignments, at best things to consider. There wasn’t a lot of rigor in my coaching. In terms of structure, that would have added more.”

- ✿ *Take a more holistic approach to coaching*

“At no time did we talk about crossing personal and professional life... I would have liked to have talked about it.”



Results

More Of?

✿ More concern and encouragement

“I want to get to next level...CEO of a small firm...he was not encouraging at all, meaning he wasn’t confident in my ability to do so or had other thoughts.”

“Couple times during meetings he cracked jokes about sales people not being subtle or humble... obvious he didn’t have lots of love for sales.”

✿ More expectations and definition at outset of the relationship

“I would have liked my coach to share a bit more expectations at the outset of the experience.”;

“Perceptions need to be managed...”

✿ More time and accessibility

“More frequent meetings than the two...would have kept me working harder.”



Discussion: Theoretical Implications

- ✿ Better feel for the broad behavioral repertoire of coaches
- ✿ Certain coaching behaviors/techniques may be more or less effective in helping coachees develop
- ✿ KSAO analysis similar to those recommended by the International Coaching Federation (ICF)
- ✿ Confirmation of evidence from other studies
 - Techniques used by coaches (*Hall et al., 1999; Wasylyshyn, 2003*)
 - Importance of credibility and expertise, concrete plans, follow-up and monitoring, setting clear expectations, direct feedback (*Poteet & Kudisch, 2003; Wasylyshyn, 2003; Byham, 2005*)
- ✿ Ability to challenge and confront highly important for a coach
 - Somewhat different from Poteet & Kudisch (2003) who found coaches recommended not being too direct or confrontational, use problem solving
 - Consistent with Gettman (2008)'s finding re: “constructive confrontation”

Discussion: Practical Implications

- ❁ Selection of Coaches
 - Screening against KSAOs
 - Use techniques to develop work samples, structured interviews
- ❁ Training of Coaches
- ❁ Matching of Coaches with Clients
- ❁ Evaluation
 - Coachees rate coaches' use of coaching techniques
- ❁ Organizational Support
 - Provide orientation: realistic job preview (RJP), expectations & what can be gained
- ❁ Practice of Coaching
 - Most frequently used techniques may not be enough...need broad range of activities



Important Takeaways for DAC Practitioners

- ✿ Mechanisms for follow-up support such as executive coaching can be used to improve the acceptance and “self-reported” use of AC feedback.
 - Reinforces notion of “integrated” leadership development system
- ✿ Clearly the assessor skills required for assessment vs. feedback delivery vary (*c.f., Poteet & Kudisch, 2003*)
 - Especially critical for diagnostic or development purposes
 - **Implications for assessor selection, training, certification, and evaluation issues as noted in proposed 2008 revisions to the *Guidelines & Ethical Considerations for AC Operations***
 - Coaching behaviors could be used to evaluate the effectiveness of assessors serving as coaches
- ✿ **Beyond the numbers, facts, and data, being a “psychologist” adds value** (*c.f., Poteet & Kudisch, 2003*)

Discussion: Future Research

- ✿ Incremental validity of executive coaching beyond DAC efforts for predicting learning/behavior change
- ✿ Continue to extend same line of research into prevalence and relative value of specific techniques and styles
- ✿ Of key coaching behaviors, which are more important? Do these vary by participant level (*e.g., C-level vs. Director vs. Supervisor?*)... culture?
- ✿ What other KSAOs are needed that coachees' may not "see" (*e.g., Ability to take risks*), and which are more or less important?
- ✿ Clarification and validation of different "levels" of coaching and whether coaching differs
- ✿ Empirically determine coachee individual difference factors that make them more receptive to coaching
- ✿ More rigorous research into the outcomes of coaching (*e.g., McGovern, Lindemann, Vergara, Murphy, Barker, & Warrenfeltz, 2001*)

Discussion: Study Limitations

- ✿ Small sample size
- ✿ Convenience sample
- ✿ Sample restricted to education setting
- ✿ Generalizability to other cultures?
 - In high power distance cultures such as France, Mexico, China, Japan, etc., leaders may be very uncomfortable being challenged
- ✿ Method variance
- ✿ Coachees may have limited insight into other needed KSAOs
- ✿ Unable to explore the relationship between coaching behaviors and actual behavior change (at best attitudinal outcomes)



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Supplemental Analyses

The Voice of the Coachee – Additional Results

Top Five Characteristics (Mean)

- *Conveys feelings of respect for you as an individual (4.81)*
- *Delivers “truth” constructively...is candid and straightforward but maintains your esteem (4.70)*
- *Encourages you to limit your development plan to focus on 2-3 areas... less is more (4.68)*
- *Commits to keeping what we discuss in the strictest of confidence (4.58)*
- *Encourages you to talk openly about things that may be concerning you (4.56)**

* Denotes items that were significantly related to perceived coaching effectiveness.

The Voice of the Coachee – Additional Results

Top Five Characteristics (Top Five)

- *Expresses confidence in your ability to succeed (11)*
- *Serves as a sounding board for you to develop and understand yourself (11)*
- *Helps you identify underlying factors that influence your performance (e.g., relates your personality/style to performance issues) (9)*
- *Delivers “truth” constructively... is candid and straightforward but maintains your esteem (9)*
- *Helps you set specific goals/objectives for your development (8)*

The Voice of the Coachee – Additional Results

Bottom Five Characteristics (Mean)

- *Uses role playing during coaching sessions (2.30)*
- *Uses brainstorming during sessions to foster creative solutions (3.00)*
- *Spontaneously reaches out to you during the coaching relationship (e.g., sounds out unexpected emails to gauge progress, etc.); remains accessible (3.26)**
- *Helps you to leverage strengths to compensate for a weakness; compensate for a weakness by adopting strategies to work around it (3.35)**
- *Pushes you to set difficult, stretch goals (3.42)**

* Denotes items that were significantly related to perceived coaching effectiveness.