

**A DELPHI STUDY TO IDENTIFY THE CHARACTERISTICS OF PERSON-
ORGANIZATION FIT AND JOB SATISFACTION OF MANAGERIAL
COACHING BY EXECUTIVES AND ENTREPRENEURS**

A Dissertation

by

MARCO ESTEBAN GARZA

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Chair of Committee,	Larry M. Dooley
Committee Members,	Ben D. Welch
	Kim Dooley
	James R. Lindner
Head of Department,	Frederick M. Nafukho

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ABSTRACT

The purpose of this study was to identify characteristics of person-organizational fit and job satisfaction that emerge as a result of the use of managerial coaching by organizational leaders. Previous studies have examined coaching impacts on coaching tools, techniques and processes. However, even fewer research studies that exist focus on what constitutes effective coaching. To accomplish this, a Delphi panel of 19 successful executives and entrepreneurs from across the country was utilized. This research used a computer-based Delphi technique.

The first round was open-ended. Panelists were asked to answer two research questions. Those items were then put into common themes and sent out for rankings on a 4 point Likert scale for Round 2. Panelists were also given another opportunity to add items to the list during Round 2. Round 3 asked panelists to review their rankings, group rankings and standard deviations. Then they were given an opportunity to change their rankings or keep them the same. A consensus was established on items that were rated above the 90th percentile for a given indicated score. Through this study, a total of 13 items met consensus on the two research questions. Many of the items that met consensus had trust and communication as the core elements. Among the highest ranking items was building trust, demonstrating employee value, change management, performance improvement, employee commitment, and innovation. Among the recommendations, based on the consensus items, illustrate the need for organizational leaders to embrace the power of effective managerial coaching. Future research suggests

the need to study the impacts of successful managerial coaching from the perspective of the employee.

DEDICATION

I would like to dedicate this dissertation to all entrepreneurs past and future who strive while following a dream, for taking charge of their own destiny and creating a better future for themselves and others. I dedicate this work to the most influential entrepreneurs in my family's history, my great grandparents, Pablo and Librada Garza. My great-grandfather Pablo Garza made his living as a brick maker, whose bricks lined the walls of many early structures in my hometown. These leaders served as the foundation of my family's heritage and family values.

This dissertation is dedicated to my future leaders, my children, Christopher, Sophia and Yvanna. You are the pride and joy in my life. You fuel everything I do in my life. You give me the determination to keep moving forward and you are my inspiration.

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CHAPTER I

INTRODUCTION

Statement of the Problem

As innovation and change dominate the competitive landscape, new business environments require new approaches to leadership. Targeted, customized and specific employee development at the individual level has gained increased attention as a way of motivating, developing, and retaining employees. This need is magnified in industries that require innovation and creativity from their employees. Companies that have at innovation and technological advancements as their core differentiator require a healthy supply of high-performing employees as well as leaders who are proficient in leveraging the human potential of their workforces. Managerial coaching has emerged as a primary tool for driving learning and performance within such organizations. Further demonstrating this need, an entire issue of *Consulting Psychology Journal: Practice and Research* in 1996 was devoted to coaching techniques, methodologies, and approaches (Kilburg, 1996). Although this publication added to the breadth and depth of coaching as a discipline, a substantial gap in scholarly research still exists. Specifically, there has been limited empirical research into the methods used by consultants practicing executive coaching with managers and leaders in organizations (Kilburg, 1996). Why is this so? Why, then, has this gap emerged after extensive use of a multitude of individually focused interventions? Organizations are unique. As unique systems, they cannot be improved by faddish, one-size-fits-all approaches to improving performance.

Performance-improvement efforts unconnected to a key business goal will not gain credibility and will be dismissed by the organization (Swanson, 1996a). Similarly, executive coaching, along with all its potential, unconnected to strong organizational goals will neither gain the credibility nor the support it requires from the organization. As a result, as an intervention, coaching has the potential to be relegated to yet another intervention with good intentions that failed to deliver measurable results to the sponsoring organization or individuals whom this personal intervention was designed to improve.

Operational Definitions

Managerial coaching: In the context of this study, coaching is defined as the processes and interventions facilitated by qualified consultants using psychology and other Human Resource Development (HRD)-related knowledge, skills, and techniques to assist positional leaders in the improvement of individual effectiveness, learning, and performance (Plunkett, Egan, & Garza, 2004).

Technology executive: An executive who is responsible for the management of an organization's research and development (R&D) and technological needs. A chief technology officer (CTO) examines the short- and long-term needs of an organization, and utilizes capital to make investments designed to help the organization reach its objectives (Narayanan, 2000).

Entrepreneurship: The study of sources of opportunities; the process of discovery, evaluation, and exploitation of opportunities; and the set of individuals who discover, evaluate, and exploit opportunities (Shane & Venkataraman, 2000).

Technology entrepreneurship: “An investment in a project that assembles and deploys specialized individuals and heterogeneous assets that are intricately related to advances in scientific and technological knowledge for the purpose of creating and capturing value for a firm” (Bailetti, 2012).

Delphi panelist: An executive in an organization who is responsible for the technological needs of that organization or whose organization has technological specialties that give it a distinct competitive advantage or both (Chesbrough, 2007). In this study, executives have agreed to serve in this study and share their experiences and strategies. General requirements called for the panelists to be knowledgeable in their industry. Selective requirements called for the panelist to be a high-ranking executive within the organization with a minimum of 10 years of successful business experience.

Theoretical Framework

The theoretical framework that guided this study is shown in Figure 1. It is assumed that managerial coaching affects organizational outcome variables of person–organization fit and job satisfaction. The following literature review will identify evidence to support the framework that guided this study.

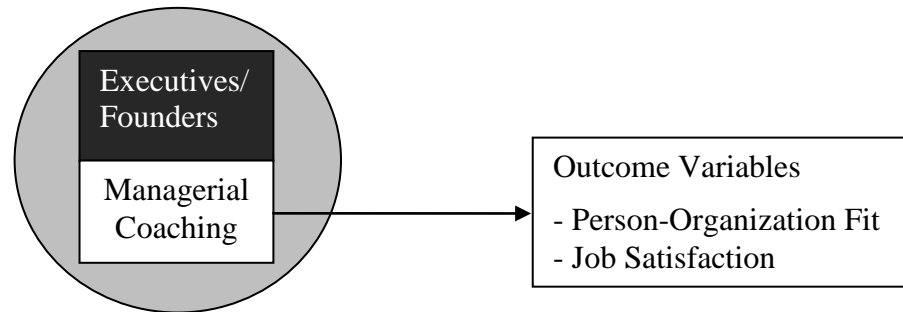


Figure 1. Conceptual Model

Assumptions of this Study

1. The executives will understand the purpose of the study and answer the survey honestly and to the best of their ability.
2. Subsequent interpretation of the data collected accurately reflects the intent of the respondent.
3. The selected methodology offers a logical and appropriate design for this research project.

Limitations of the Study

1. The study was limited to technology executives and entrepreneurs.
2. There are additional views of coaching that may have not been addressed and may not have been included in this literature review.
3. The study was limited to the survey completed by the study participants.

Significance of the Study

This study contributes to the identification of experiences and strategies used by key executives in technology fields in applying managerial coaching. As discussed by Plunkett et al. (2004), coaching has been viewed as an important approach to learning facilitation, specifically in management and leadership development. It provides focused change efforts aimed at improving executives' effectiveness in both learning and performance (Plunkett et al.). While these are noteworthy outcomes, there exists a gap in the literature, which this study aims to address. In new business environments, leadership approaches and technology continue to evolve; managerial coaching will be called upon to take a more active role (Evered & Selman, 1989; Orth, Wilkinson, & Benfari, 1987; Stowell, 1988). Identifying the characteristics of optimum managerial coaching in use by technology executives, this study hopes to fill this gap and contribute to the larger body of knowledge for both managerial coaching as well as for all technology leaders who leverage the transformative power of coaching.

Managerial coaching is an area where research has not kept up with practice (McLean, Yang, Kuo, Tolbert, & Larkin, 2005). Additionally, HRD practitioners can benefit from a targeted study of a growing and continuously emerging arena, technology. There have been limited research studies on what constitutes effective managerial coaching as defined by its practitioners (Wenzel, 2000).

Purpose of the Study

The purpose of this study was to identify the most important skills that leaders demonstrate when conducting effective coaching to subordinates and to understand the implications to both job satisfaction and person-organization fit. Previous studies have examined coaching impacts, and coaching tools, techniques and processes (Plunkett et al, , 2004). However, few research studies focus on what constitutes effective coaching (Wenzel, 2000). The next phase of research will concentrate on industry clusters or domains or both (Hamlin, Ellinger, & Beattie, 2008). The primary purpose of this study was to identify those critical skills technology leaders must exhibit in order to drive learning and performance within their organizations.

Methodology

This study of managerial coaching among technology executives is complex and requires knowledge from a variety of leaders in various technology sectors. As described in the previous literature review, there exists a need to understand the characteristics of optimal managerial coaching used by technology executives and entrepreneurs better.

In light of this need, the Delphi method was selected for the following reasons:

1. A Delphi study answers the questions of research study more appropriately.
2. A panel is better suited to answering the research questions than any single respondent. The Delphi method is a trusted group method (Rohrbaugh, 1981).

3. The Delphi method does not require the experts to meet physically, which allows for easier participation and much lower cost in time and financial resources (Okoli & Pawlowski, 2004; Ziglio, 1996).
4. The Delphi method allows for follow-up interviews and receiving feedback from earlier interviews, which allows for richer data leading to a deeper understanding of the research questions (Akkermans, Bogerd, Yücesan, & Van Wassenhove, 2003; Ziglio, 1996).

The Delphi method is used to gain consensus among a panel of experts (Keeney, Hasson, & McKenna, 2006). The primary objective of the Delphi method is “a means of structuring a group communication process so that a group of experts can gather information or forecast future problems effectively” (1975).

Research Questions

1. How can optimum managerial coaching impact person-organization fit of employees receiving coaching?
2. How can optimum managerial coaching impact job satisfaction of employees receiving coaching?

CHAPTER II

REVIEW OF LITERATURE

Introduction

The question examined in this study of managerial coaching experience is complex and requires analysis of a broad area of literature. As briefly reviewed in Chapter I, a majority of the literature is drawn from popular literature (Plunkett et al., 2004). While this practice-based literature has helped to increase the utilization of executive coaching it has not predominantly used an empirical methodology in its development (Kilburg, 1996). As a result, more empirical research studies are needed. This study aims to fill this gap using a Delphi study exploring the phenomenon of executive coaching as experienced by the executive coach.

The purpose of this chapter is to provide a thorough review of relevant literature, by providing a summary of methods used to conduct the literature review and then reviewing the foundational definitions of Human Resource Development (HRD) and coaching. Secondly, a multidisciplinary conceptual framework will be used to further define coaching by reviewing key components of definitions as well as underlying theories. This same multidisciplinary framework is used to review coaching approaches, followed by a review of the phases of coaching and a brief review of foundational process tools used in the current practice of executive coaching. Thirdly, the framework will be used to review key research studies that have contributed to increased understanding of coaching followed by a review of specific constructs that serve as the

underpinnings of and influence the current body of knowledge on executive coaching. Specifically, the constructs reviewed are (a) job satisfaction, (b) organizational commitment, (c) person-organization fit, (d) motivation to learn, (e) transfer of learning, (f) motivation to transfer learning, (g) goal orientation, and (h) adult learning. The chapter ends by offering the problem statement and issues section for this research study.

Literature Review Method

In maintaining the character of a sound qualitative study, two separate reviews of published literature were conducted. The first focused on HRD, and the second concentrated on managerial/executive coaching. Given the purpose this research study, both scholarly and refereed journals were reviewed. Key word searches for HRD-related journals and articles were conducted. The second literature review process focused on managerial/executive coaching as the keyword for the search. A total of 640 articles were identified. The databases identified were (a) in PsycINFO database, returning 403 articles; (b) ScienceDirect database, returning 133 articles; (c) ERIC database, returning 62 articles. Next, “executive coaching” was used as a keyword for a search of peer-reviewed journals in (d) *Consulting Psychology Journal: Practice & Research* in EBSCO 2002, returning 24 articles; (e) *International Journal of Evidence Based Coaching and Mentoring* in EBSCO 2008, returning 7 articles; (f) *Coaching: An International Journal of Theory, Research and Practice* in EBSCO 2009, returning 11 articles. As a result of this extensive search, foundational definitions of both HRD and executive coaching were identified and are described next.

Foundational Definitions of HRD and Executive Coaching

This section reviews key foundational definitions of HRD and executive coaching. Key components and underlying theories contained within each definition are reviewed. This highlights both the similarities and differences within HRD and executive coaching. Definitions allow a better understanding of the phenomena we are currently studying. This understanding is important in the growing but limited field of executive coaching (Kilburg, 1996; Plunkett et al., 2004).

As described in the definitions in Table 1, HRD has been heavily influenced by a performance-based view. This newfound focus could greatly benefit the emergent field of coaching as well. This connection is further explored in a review of foundational definitions gained from the literature review and are presented next.

Table 2 provides a comprehensive framework to view the underlying components and theoretical foundations influencing executive coaching. Both elements of HRD and executive coaching definitions share many similarities such as organizational development, learning, and performance; however, the component most commonly contained in the definitions was the central role of performance as an outcome. Together, the two definitional matrices define areas where HRD and executive coaching are complimentary to or overlap each other. This common connection is vital for increasing knowledge of both HRD and executive coaching alike. The implications of this connection provide the much-needed clarification for and the beginnings of solid and rigorous theory-based research that HRD can bring, and they enhance the credibility needed by executive practices. While HRD is both a theory-to-practice influenced field

(Ruona, 1998; Swanson & Holton, 2002; Weinberger, 1998), HRD’s strength and contribution will lie in sharing its multidisciplinary, theoretical framework, which is firmly grounded in rigorous theoretical research.

Table 1. Summary of Human Resource Development Definitions (Weinberger, 1998)

Author	Definition	Key Components	Underlying Theories
Swanson (1995)	Human Resource Development is the process of developing and unleashing <i>human expertise</i> through Organization Development & personal Training and development for the purpose of improving performance (p. 208)	T&D; OD; performance improvement at the organization, work process, and individuals levels	Systems; psychological; economic
Marsick & Watkins (1994)	“HRD is a combination of training, career development, and organizational development that offers the integration need to envision a learning organization, but it must also be positioned to act <i>strategically</i> throughout the organization” (p. 355).	T&D; career development; learning organization	Human performance; organizational performance; systems; economic; psychological
Marquardt and Engel (1993)	HRD skills include developing <i>learning climate</i> , designing training, transmitting information & experience, assessing results, providing career counseling, creating organizational change, & adapting learning materials	Learning climate; performance improvement	Psychological ; human performance
McLagan (1989)	“HRD is the integrated use of training and development, career development and organizational development to improve <i>individual</i> and organizational effectiveness” (p. 7)	T&D; Career development; organizational development	Psychological ; systems; economic
Jones (1981)	“HRD is a systematic expansion of <i>peoples</i> work related abilities, focused on the attainment of both organization and personal goals” (p. 188)	Performance, organizational and personal goals	Philosophical; systems, psychological, economic

Source: Weinberger (1998). Commonly held theories of human resource development

Table 2. Summary of Managerial Coaching Definitions

Author	Definition	Key Components	Underlying Theories
Plunkett et al. (2004)	Executive <i>coaching</i> is defined as the <i>processes</i> and interventions facilitated by qualified consultants utilizing <i>psychology</i> and other <i>HRD-related</i> knowledge, skills, and techniques to assist positional leaders in the <i>improvement of individual effectiveness, learning, and performance</i>	Performance, organizational and personal goals	Systems, psychology, economic
Downey (2003)	Coaching is the art of facilitating the <i>performance, learning</i> and development of another	Performance; learning	Adult learning
Costa and Garmston (2002)	A nonjudgmental, interactive strategy focused on developing and utilizing <i>cognitive processes</i> , liberating internal resources, and accessing the five states of mind as a means of more <i>effectively achieving goals</i> while enhancing <i>self-directed learning</i> .	Self-directed learning	Cognitive psychology; adult learning
Kilburg (2000)	Executive coaching is a helping relationship formed between a client who has managerial responsibility in an organization and a consultant who has a variety of <i>behavioral techniques</i> and methods to help the client achieve goals to improve his/her professional <i>performance and personal satisfaction</i> and to improve the effectiveness of the client's organization within a formally defined coaching agreement (p. 67)	Psychology; performance improvement;	Behavioral Psychology; economic
ICF (2000)	A facilitative one-on-one, mutually designated relationship between a professional coach and a key contributor who has a powerful position in the organization... The focus is usually focused on <i>organizational performance</i> or development, but may also have a <i>personal component</i> as well.	Organizational performance, development	Economic; psychology

Historically, coaching has been noted for its use in practice proceeds its supportive theory (Joo, 2005). As noted above, coaching lacks a body of scholarly research. In contrast, Executive coaching is heavily influenced by models not explicitly and rigorously connected to theoretical foundations. A model derived from logic is no substitute for sound theory (Swanson, & Holton, 2002). Executive reputation and ultimate success of use in the field will greatly depend on the ability of executive coaching to combine the much needed connection and strengthening of sound theoretical anchoring. An HRD multilevel view can serve as a vital link in balancing individual change efforts in coaching and organizational needs. The multilevel focus of HRD on the organization, process, and individual, performance improvement can greatly enhance the organization and the individual with its united view. As seen from the matrices above, HRD and executive coaching are both multidisciplinary practices; both are informed by similar foundational theories, such as systems and psychology; and both have performance improvement as a prominent goal. Additionally, change is a key component of both definitions. Although change is not explicitly stated, it is foundational to the definitions, in that the executive's main goal is creating behavioral change for the purpose of improving performance (Dotlich & Cairo, 1995; Gilley, Boughton, & Hoekstra, 2003).

According to Burke (2002), there can be difficulties when coaching is used for the purpose of organizational change in integrating individual needs and organizational goals. The challenge of balancing and aligning individual and organizational goals has been widely reviewed (Latham & Locke, 2006; Locke & Latham, 2002; Ordóñez,

Schweitzer, & Bazerman, 2009). Specifically, Burke's view is that system-wide change may not be in the interest of the individual. Burke goes on to stress that if the executive coach can relate equally to the demands of organizational change and of the individual, the coach is in a unique position to serve as the vital conduit to developing the much needed psychological contract between the individual and organization (Burke, 2002). The primary difference between HRD and Executive coaching is that HRD has multiple levels of performance (Swanson & Holton 2002). Executive coaching, however, is concerned with performance improvement and change on the individual level within a system (Guthrie & Alexander, 2000; Hamlin, Ellinger, & Beattie, 2004; Katz & Miller, 1996; Kilburg, 2000; Miller & Hubble, 1996). While these definitional matrices are helpful, they are still incomplete in providing a truly coherent framework to increase the understanding of executive coaching. A more robust framework is required.

Managerial Coaching - Multidisciplinary Framework

As discussed earlier, executive coaching shares many similarities to HRD in that they both can be viewed as multidisciplinary in nature. This next section builds on the previous multidisciplinary framework used to define executive coaching. This same framework will be used to study, organize, and describe various executive coaching approaches, the general phases of executive coaching in comparison to HRD. The section concludes with a brief review of current process tools/methodologies used in the practice of executive coaching.

Coaching Approaches

This organization of executive coaching will review foundational influencing theories and their impact to the coaching approach, the specific area of focus given that approach, specific elements of the intervention and the associated outcomes.

Psychology

The following section will review why and how psychological theory and cognitive theory are foundational to both HRD and executive coaching. As seen in the preceding matrix, psychology has a large influence on the study and practice of executive coaching. Given its focus on the individual domain of performance, executive coaching has been influenced significantly by this broad body of knowledge. However, the literature reveals that psychology has its limitations. “While psychological theory may have something for everybody, HRD has yet to capitalize fully on its psychology leverage to improve performance” (Swanson & Holton, 2002). Most of the applied psychological frameworks that can be associated with coaching originated in psychotherapeutic practices (Plunkett & Egan, 2004). Given this psychotherapeutic history, it is helpful to explore this past further by sectioning the broad body of psychological approaches into smaller sections and review them in more detail, specifically Psycho-dynamic, Behaviorist, Person-Centered and Cognitive.

Psycho-dynamic Approach and Executive Coaching

The Psycho-dynamic approach focuses on the unconscious thoughts and internal states of the coachee (individual receiving coaching). This approach is intended to

uncover the gap between ideal “ego” and reality. This approach is believed to increase self-awareness in thought, feelings and reactions to bring about needed change in future behaviors or choices or both, based on the learning.

Behaviorist Approach and Executive Coaching

The Behaviorist approach concentrates on the client’s (coachee’s) observable behaviors. In this view, the individual is believed to be guided and influenced by intrinsic and extrinsic behavioral motivating principles. These motivators are then reviewed and reflected upon as they have impacted the client’s past choices. As a result of this reflection, the consequences of past behavior are reviewed along with their implications for future choices as possible predictors.

Person-Centered Approach and Executive Coaching

The person-centered approach focuses on self-understanding without coach intervention. In this role, the coach serves as a curious passenger and follows the client rather than leads. This approach is believed to create a trusting and empathetic relationship and create the condition necessary for personal growth and change, which is brought about by the clients themselves.

Cognitive Theory Approach and Executive Coaching

Executive coaching strategies predominantly focus on individual. This is critical, in that executive coaching requires a customized approach that enables the client or coachee to engage in self-reflection and self-discovery (Diedrich, 1996; Dotlich & Cairo, 1995; Hamlin et al., 2004; Plunkett & Egan, 2004; Roethlisberger, 1980). Cognitive

psychology explains how people learn and makes sense of the organizational system and their purpose within the organization (Hudson, 1999). Authors Costa & Garmston (2002) more specifically use cognitive theory as the basis for their coaching approach.

Cognitive coaching shows how humans process information and guides the executive coach during coaching conversations (Costa & Garmston, 2002). Cognitive theory describes how humans make meaning of their experiences, which in turn guides both the coach and coachee during self-awareness and self-discovery phases. These phases will be reviewed in more detail later in the literature review.

As discussed, psychology tends to focus on the individual domain of performance first and either overlooks or takes context into account inadequately (Swanson & Holton, 2002). Furthermore, historically, psychology has concentrated on the individual's current environment and is not as focused on the long-term ability to leverage the performance domain. As further described in the literature, HRD interventions are loosely connected to the economic focus of an organization through an analysis of organizational goals. When this absence of a connection occurs, HRD interventions and executive coaching alike are often seen as irrelevant by organizational leaders (Swanson, 1996a). Given this gap, psychology is a foundational component of executive coaching and continues to provide strong influence in successful practice. Next, the influence of Systems Theory on executive coaching is reviewed.

Systems Theory

The following section will review why and how systems theory, and specifically general systems theory, are foundational to both HRD and executive coaching. "Systems

theory is concerned with systems, wholes, and organizations” (Ruona, 1998). Systems theory acknowledges that the system is influenced by its larger surrounding system or environment (Kauffman, 1980; Senge, 1990; Swanson & Holton, 2002). Coaches are inside the system in which they are working with clients (Plunkett & Egan, 2004). This approach assists the client to understand better the ways in which the individual executive’s action impacts the system (Plunkett & Egan, 2004).

General Systems Theory and Executive Coaching

General systems theory is concerned with systems, wholes, and organizations and how the coachee is involved and contributes to system. This systems perspective shows the relationship between the coachee and the connecting system (Katz & Miller, 1996; Kiel, Rimmer, Williams, & Doyle, 1996; Tansky & Cohen, 2001; Tobias, 1996). One of the potential limits of general systems theory as it relates to executive coaching is that at times, it may not take into account long-term perspectives. Systems theory also lacks focus on performance (Swanson & Holton, 2002).

Economics

The following section reviews why and how economic theory and specifically, human capital theory are foundational to both HRD and executive coaching. In order for executive coaches to ensure that interventions are connected to business objectives, their interventions must be informed by economic theory. While executive programs concentrate on improving individual performance, they are traditionally sponsored by the organization. Therefore, it may be argued that the ultimate client in any coaching

relationship is the sponsoring organization (Robinson & Robinson, 1998; Swanson, 1996b; Swanson & Holton, 2002). This being the case, there must be tangible, measurable, and business-linked performance outcomes. Economic theory reminds the executive coach of this requirement.

Human Capital Theory and Executive Coaching

Human Capital Theory suggests that short- and long-term investments in people will increase the value of the individuals within an organization, and thereby increase their productivity as valuable assets within the productivity equation (Becker, 1993). The ultimate goal of HRD and executive coaching is to improve the performance of the organization and the individual respectively (Dotlich & Cairo, 1995; Kilburg, 2000; Olivero, Bane, & Kopelman, 1997; Saporito, 1996; Swanson & Holton, 2002). Given this performance outcome focus, HRD and executive coaching support the organizational requirement to prosper while supporting individuals to do the same. Swanson & Holton (2002) argued that while psychology is important for the focus it brings to individual development, this theory alone does not address performance.

Some of the potential limits of Human Capital Theory as it relates to HRD and executive coaching lie in its perceived negative connotations. Human Capital Theory has historically been viewed as having a potentially dehumanizing perspective in that people are seen as resources and assets rather than as individuals. This has been a difficult perception for human capital theorists to overcome (Swanson & Holton, 2002). In the next section, the specific phases within of executive coaching will be reviewed and

contrasted against typical phases in supporting or similar disciplines. Table 3 summarizes these approaches to coaching.

Table 3. Summary of Coaching Approaches

Approach to Coaching	Focus	Elements of Intervention	Outcomes	Process Tools
Influencing Theory: Psychology				
Psycho-dynamic	Unconscious thoughts and internal states	Psychoanalysis – uncovering gap between ideal “ego” and reality	Increased self-awareness of thoughts, feelings, reactions	Kilburg’s 17 Dimensional Psychodynamics Systems Model (Kilburg, 2000) Solution-focused Brief (Miller & Hubble, 1996) Adaptive Coaching (Bacon & Spear, 2003)
Behaviorist	Clients observable behaviors	Behavioral principles-intrinsic and extrinsic reinforcement	Increased understanding of antecedents and consequences of behavior; change	
Person-Centered	Self-understanding without coach intervention	Creating trusting and empathetic relationships	Personal growth and change	
Cognitive	Client’s conscious thinking	Cognitive therapy-identification of distorted thinking and irrational thoughts	New thinking leads to positive feelings and effective behavior	
Influencing Theory: Systems				
Systems-oriented approach	Individual, group, and organizational influences on behavior	Data gathering and analysis of interactions with individuals, inter-group, within organization	Improved job, group, and organizational effectiveness	Kilburg’s 17 Dimensional Psychodynamics Systems Model (Kilburg, 2000) Process advisor (Guthrie & Alexander, 2000).
Influencing Theory: Economics				
Human Capital	Organizational improvement and Return-on-investment (ROI)	Self-awareness linked to business results and achievement determined by organizational needs	Directionally—making the explicit connection to how individual performance affects organizational outcomes	Action Coaching (Dotlich & Cairo, 1995) Performance coaching (Gilley et al., 2003)

Phases of Managerial Coaching

Table 4 provides an overview of the processes of Human Resource Development, Training and Development (T&D), and Organizational Development (OD). The last column presents the general phases typically involved in coaching interventions. The typical elements within the phases of coaching include (a) commitment, (b) assessment, (c) action Planning, (d) implementation, (e) evaluation and assessment (Bacon & Spear, 2003; Dotlich & Cairo, 1995; Guthrie & Alexander, 2000; Kilburg, 2000; Miller & Hubble, 1996; Olivero et al., 1997; Saporito, 1996; Swanson & Holton, 2002).

Table 4. Comparison of Phases: HRD, T&D, OD & Coaching

	HRD	T&D	OD	Coaching
Phase 1	Analyze	Analyze	Analyze/Contract	Commitment
Phase 2	Propose	Design	Diagnose	Data Gathering
Phase 3	Create	Develop	Plan/Develop	Feedback
Phase 4	Implement	Implement	Implement	Implement
Phase 5	Assess	Evaluate	Evaluate/ Institutionalize	Evaluate

As can be seen in the comparison matrix in Table 4, each discipline shares many similarities with the others. Implementation and assessment/evaluation phases are key processes of each. The subtle difference between executive coaching and the other disciplines lies in the first phase. Where HRD, T&D, and OD analyze at the starting point, executive coaching begins at commitment. The difference in starting points

highlights the need for the coachee's commitment to the coaching intervention. What the process does not explicitly state is the need to clarify goals for both the individual and the organization. Many coaching models begin with some initial goal setting. The shortcoming, as expressed in the literature, is the failure to explicitly calibrate organizational and individual goals prior to engagement. This shortfall deserves a more rigorous exploration and analysis.

Whatever the approach, the fundamental areas are the same, helping change behaviors for the purpose of improving performance (Bacon & Spear, 2003; Dotlich & Cairo, 1995; Guthrie & Alexander, 2000; Kilburg, 2000; Miller & Hubble, 1996). As the demand for coaching increases, so too must the development of coaching approaches. Differing views and philosophies have emerged. Two broad areas stem from counseling perspectives, the management/leadership development perspective, and the blending of areas. Most of the literature reviews general roles of coaches. Some basic roles are identified below.

Coaching Process Tools

Coaching - Multidisciplinary Framework (Individual Level)

While executive coaching in an intervention primarily designed to be used within the individual domain of performance, its impacts go beyond this first-level domain. By the nature of the individual's (individual domain) receiving performance improvements through executive coaching, the coachee has the potential to exert great influence on the systems in which they reside and ultimately lead.

The idea of focusing on improving individual performance is not new. The literature reveals that since the 1950s, concern for the failure of formal training to improve organizational performance has grown (Gilley, et al., 2002). The goal of individual performance improvement at that time centered on providing the requisite training to enough people (critical mass) with the belief that the organization would improve (Gilley, et al., 2002). This early belief in the one-size-fits-all approach to organizational improvement highlighted the shortcomings of the narrow approach. This was an umbrella approach to improving performance that did not take into account the individual development needs of people. As a result, training as an intervention, while efficient, can at times fail to meet the unique developmental needs of individuals. Furthermore, organizational leaders and employees alike soon lost their initial enthusiasm for mass training programs (Gilley, et al., 2002).

This section considers the argument of how both HRD and executive coaching are multidisciplinary. Given the complex nature of coaching, a multidisciplinary approach allows Executive coaching to be both better defined and to serve as a more effective individual intervention. The next section reviews the theory suggested to be the foundation of executive coaching as well as the specific theoretical area that most closely informs executive coaching. Table 5 summarizes coaching process tools.

Table 5. Coaching Process Tools (Multidisciplinary Framework)

Theories	Psychology - Cognitive	Systems - General Systems	Economics - Human Capital
Process: Coaching Approaches	<ul style="list-style-type: none"> • Kilburg’s 17 Dimensional Psychodynamics Systems Model (Kilburg, 2000) • Solution-focused Brief (Miller & Hubble, 1996) • Adaptive Coaching (Bacon & Spear, 2003) 	<ul style="list-style-type: none"> • Kilburg’s 17 Dimensional Psychodynamics Systems Model (Kilburg, 2000) • Process advisor (Guthrie & Alexander, 2000). 	<ul style="list-style-type: none"> • Action Coaching (Dotlich & Cairo, 1995) • Performance coaching (Gilley, Boughton & Hoekstra, 2003)

Systems-Based Approach. In this approach, the coach becomes the personal consultant. The approach is focused on the aspirations of the client. That is, a picture of what the client wants and envisions or a solution to a problem is developed. The coach helps the client reach that state. “The role of the client is to create and explore a deep sense of meaning they see for themselves. The role of the coach, therefore, is to create the environment of mutual respect, of dialogue, inquiry, affirmation, and goal seeking” (Hudson, 1999). This form of psychotherapy best informs the field of coaching (Hudson, 1999). Another systems-based process is known as process advising, which emphasizes learning, personal development, and effective action in a specific leadership situation (Guthrie & Alexander, 2000).

Economics-Based Approaches

A form of economics-based coaching is known as adaptive coaching. Bacon and Spear describe the adaptive coaching approach. It is the authors’ belief that an effective

coach has the ability to adapt his or her coaching style to fit the needs of the individual people they coach (2003). This adaptation of the coaching style is heavily influenced by the context of the situation. Understanding context is essential in this approach.

Table 6. Adaptive Coaching Taxonomy (Bacon & Spear, 2003)

	DIRECTIVE		NONDIRECTIVE	
	<i>Specific</i>	<i>Holistic</i>	<i>Specific</i>	<i>Holistic</i>
Programmatic	(1) Teacher	(2) Parent	(5) Facilitator	(6) Counselor
Circumstantial	(3) Manager	(4) Philosopher	(7) Colleague	(8) Mentor

Table 6 presents the taxonomy of adaptive coaching. There are three dimensions to the adaptive coaching model: (a) directive versus nondirective, (b) programmatic versus circumstantial, and (c) specific versus holistic. The first dimension, directive/nondirective describes how coaches prefer to give help (Bacon & Spear, 2003). In the nondirective mode of helping the client, the coach asks insightful questions, and change remains centered on the client’s perspective. Conversely, directive coaching focuses more on telling. That is, the coach has past knowledge and wants the coachee to follow the coach’s lead and advice (Bacon & Spear, 2003).

The second dimension, programmatic/circumstantial, describes when coaches prefer to give help. That is, the times when a coach would give help in various situations, such as during meetings or in spontaneous situations (Bacon & Spear, 2003). The programmatic coach takes a mentoring approach.

The third dimension, specific/holistic, describes what the coach actually focuses on during actual coaching conversations (Bacon & Spear, 2003). This approach tends to

be long term. In contrast to the circumstantial coach, who creates much shorter communication moments, these moments present themselves on an as-needed basis. Action coaching is more closely related to the economics area of executive coaching. Whereas most coaching methods are designed to help individuals achieve their own career goals, Action coaching differs in that it attempts to strike a balance (Dotlich & Cairo, 1995). For example, Dotlich and Cairo's approach aims to link individual motivation and company performance for mutual success. In action coaching, self-awareness is linked to business results and the level of achievement is determined by organizational needs (Dotlich & Cairo, 1995).

Coaching Relationships of Coaches

Witherspoon and White have defined four roles that an executive coach can play. They are (a) coaching for skills, (b) coaching for performance, (c) coaching for development, and (d) coaching for the executive's agenda (1998).

- *Coaching for skills* is focused on assisting the executive client accomplish a certain task. An example may be assisting the client prepare for an upcoming speech or a specific project. (Witherspoon & White, 1998).
- *Coaching for performance* is broader and focused on the executive's entire job (Witherspoon & White, 1998).
- *Coaching for development* is focused on helping the manager make career choices about the next job (Witherspoon & White, 1998).

- *Coaching for the executive's agenda* would apply to the executive who requires assistance with an upcoming meeting. The coach would provide help to the executive in developing agendas and strategies to keep the projects on track, build sufficient impact, or deal with a difficult subordinate (Witherspoon & White, 1998).

Authors Tansky & Cohen suggest that when organizations make efforts to develop their managers, the managers become more committed to the organization and also more likely to develop their employees (2001). Diedrich (1996) offers an integrative approach to executive coaching. This qualitative case study explored an iterative approach, wherein critical competencies guided the development of the research subject, the business executive. From the systems perspective, managers who see themselves as competent coaches are more likely to be aware of their own employees' developmental plans, which should lead to development (Tansky & Cohen, 2001). Additionally, research from the systems theoretical foundation takes the view that an organizational system must be coached as well as the individual for performance improvement (Katz, et al., 1996; Tobias, 1996; Kiel, et al., 1996).

Research from the economics perspective suggests that individual interventions like coaching must be clearly linked to organizational requirements. These business requirements therefore shape the leadership factors on which the coaching partnership with an executive should be focused within the client organization (Saporito, 1996; Olivero et al., 1997).

As Kokesch-Kampa and Anderson (2001) point out, there has been increased attention in the literature on executive coaching, but there still remains a limited amount

of empirical research on the impact of executive coaching. Additionally, fast-growing organizations place high demands on leaders and stretch their boundaries and capacities, especially in times of rapid change and uncertainty. Managerial coaching provides the reflective space needed for leaders both to reflect and learn from their current day-to-day realities. This controlled detachment allows the leader to maintain a healthy degree of psychological detachment from events. Reflection during times of high demand supported by a trained executive coach allows skill development in the leader's current context and realities and is directly linked to new actions needed to make the organization succeed.

Schnell's 2005 research article set out to explore these dynamics and how the executive coach can assist the leader through challenges. This case study shows how executive coaching can be used by an organization over a long period of time to assist its leaders. The study follows the internal executive coaching consultation provided to two leaders of an organization over a 5-year period, during which the organization was in a stage of rapid growth. The clients were part of an academic health center within a medical school system, and the coach-consultant was part of an internal organizational development team. The study chronicles the work of the coach as he worked with two leaders through a slow and challenging transition of roles, while trying to develop the leadership capacity of both individuals as well as their ability to develop an organizational structure that could handle rapid growth. Lessons learned from this coaching experience include (a) the importance of regular meetings as a way of communicating and developing coaching content, (b) an approach for making and

managing needed changes in the coaching contract and in stated goals over time, (c) how to meet the challenges of coaching more than one leader, and (d) how to use coaching to support leadership succession within an organization.

As discussed in the literature, executive coaching has several positive effects; however, current research does not clearly identify when coaching will or will not lead to positive results. In the article, “Meuse, Dai, and Lee (2009) discuss the lack of empirical research regarding the effectiveness and evaluation of executive coaching. The authors argue that there needs to be a better understanding of the application of coaching and the evaluation of its effectiveness beyond its return on investment. The research offers six areas that impact how executive coaching is currently evaluated: (a) purpose of the coaching evaluation – need to conduct summative evaluations and also integrate formative; (b) criteria used for measuring coaching effectiveness – coaching objective and not ROI; (c) rigor of the coaching evaluation – use a pre-post design, improve the 360-degree assessment, measure the overall effectiveness of the intervention; (d) type of coaching implemented – developmental versus remedial; (e) content of the coaching engagement – unconscious discovery and deep learning versus skills development and behavioral change; (f) coaching methodologies – different coaching methods for dealing with different content areas.

Finally, the authors offer some recommendations for future study. Among them is a suggestion that researchers adopt a “stage approach” to coaching evaluation in which each stage has a unique coaching objective that must be completed in order to succeed in the next stage. They claim that this approach will allow for a complete evaluation to

assess which stages are critical to coaching success. They also suggest that more research should be done to assess the effectiveness of individual coaches.

The next study reviews the relationship between organizational support, employee development, and organizational commitment. All three factors are heavily influential in the practice of executive coaching (Miller & Hubble, 1996).

The relationship between organizational support, employee development, and organizational commitment (Tansky & Cohen, 2001) contributes to the systems perspective that executive coaching possesses. The purpose of this research study was to examine managers' organizational commitment based on their perception of employee development and managers' knowledge of their subordinates' development plans (Tansky & Cohen, 2001). The study showed that managers who are satisfied with employee development will be more committed to the organization and will perceive more organizational support than managers who are not satisfied with employee development (Tansky & Cohen, 2001). Managers who see themselves as competent coaches are more likely to be aware of their own employees' developmental plans.

Peskin's (1993) study informs the practice of executive coaching in that it highlights the importance of organizational commitment to developing managers and the effects of managers in turn developing their subordinates. The more executives perceive the organization as being committed to developing them as managers, the more strongly they in turn will desire to develop their own employees.

The previous research study has made significant contributions to the understanding of coaching in that its findings demonstrate the importance of

organizations assisting their managers' development. Such assistance will result in increased organizational commitment. In turn, the managers will be more likely to assist their own subordinates in their development. This is at the heart of coaching. Despite the best efforts and intentions of managers to serve as coaches, the organization itself must support the effort through an integrated systems approach that ensures employees develop the desired behaviors through coaching (Tansky & Cohen, 2001).

As described, the definitions of HRD and managerial coaching contain performance improvement and learning as predominant goals. Specifically, both Solution-focused brief coaching and action coaching contain as a key outcome the ability of the coachees to create a deep sense of meaning for themselves and the organizations they lead. Furthermore, (Jacobs & Jones, 1995) defines HRD as “. . . a systematic expansion of people's work related abilities, focused on the attainment of both organization and personal goals” (p. 188). Additionally, in the definitions of executive coaching, we see the importance of goal setting as well. Kilburg (2000) states in his definition, “Executive coaching is a helping relationship formed between a client who has managerial responsibility in an organization and a consultant who has a variety of behavioral techniques and methods to help the client achieve goals to improve his/her professional performance and personal satisfaction and to improve the effectiveness of the client's organization within a formally defined coaching agreement (p. 67). Later Costa and Garmston (2002) wrote, “Executive coaching is a nonjudgmental, interactive strategy focused on developing and utilizing cognitive processes, liberating internal

resources, and accessing the five states of mind as a means of more effectively achieving goals while enhancing self-directed learning.”

Constructs

In this section, the following constructs will be first defined and then reviewed in the context of executive coaching; a review of relevant research studies for each construct then follows. The specific constructs reviewed are (a) job satisfaction, (b) organizational commitment, (c) person-org fit, (d) adult learning, (e) motivation to learn, (f) motivation to transfer learning, and lastly, (g) goal orientation. Table 7 summarizes these constructs.

Person-Organization Fit

The Person-Organization fit construct plays a significant role in influencing workplace performance and successful coaching outcomes.

Kristof (1996) defined Person-Organization fit as, “the compatibility between people and organizations that occurs when (1) at least one entity provides what the other needs, or (2) they share similar fundamental characteristics, or (3) both” (p. 4–5). This influential construct has been defined as the compatibility between the individual and a work environment that occurs when both their characteristics were matched (Kristof-Brown, Zimmerman, & Johnson, 2005). This prevalent view is based on the belief that aspects of both the individual employee and the job combine to influence how the individual responds to work (O’Reilly, Chatman, & Caldwell, 1991). Additionally,

Fields (2002) further defines the Person-Organization fit construct as a match between the needs of the individual needs and the organizational system and structures.

Table 7. Definitions of Constructs

Variable	Author(s)	Summarized Definition
Goal orientation	Horvath, Herleman, and McKie (2006)	A process where individuals seek to develop their competence and improve their abilities.
Person-Org Fit	Ostroff and Aumann (2004)	The fit or match between the characteristics of the individual and the environment. On the person (P) side, these characteristics may include skills, abilities, personality, personal needs, goals, and interests. On the environment (E) side, these characteristics may include specific job requirements, reward systems, goals, culture, climate, and resources of the unit or organization.
Job satisfaction	Locke (2004)	The appraisal of one's job as providing important job values or attaining one's goals
Organizational commitment	Aycan (2004)	The extent to which employees feel a sense of allegiance toward their employers
Motivation to learn	Kleinginna and Kleinginna (1981)	An internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction
Transfer of Learning	Steiner (2004)	Learning is thought to occur within an immense body of prior knowledge, and to be a process of continual integration of knowledge by constructions or reconstructions. <i>Transfer</i> is thought of as a ubiquitous, continuous, systematic use of selected parts of the immense body of prior knowledge. It starts from a cognitive need for information that has to be (a) retrieved from memory, (b) selected for tentative application, and (c) mapped on a corresponding subprocess of learning as described above

This Person-Organization fit essentially occurs when the personality characteristics of the employee and the organizational climate match (Fields, 2002). Ferguson, in his 1962 work, cites author Walter Dill, as one of the first researchers to study the Person-Organization fit construct, take a synergistic view of both the worker in an organization and the employing organization as mutually affecting the worker and job requirements.

Dill believed employee and job are mutually flexible (Ferguson, 1962), with both adapting to the demands of change at the individual and organizational levels . Additionally, researchers Flora, Chiang, and Birtch (2011) studied Person-Organization fit, specifically work attitudes. Their study examined the mediating effects of employee-organization service value congruence on pay-for-performance and work attitudes. What they found was that the relationship between pay-for-performance (PFP) and work attitudes was mediated by P-O fit. These findings offer new insights into the important role that reward practices such as PFP play in the alignment of employer-organization service quality values. Effective reward systems are greatly influenced by understanding employee motivations closely (Flora et al., 2011).

Motivation is an integral element of the Person-Organization fit construct. While there are a multitude of definitions for motivation, Weiner (1992) provides one of the most concise. "Motivation is a concept that explains why people think and behave as they do." In a work context, authors Franco, Bennett, and Kanfer (2002) offer their definition of motivation as the interaction between people and their work environment. The key contribution motivation makes in the context of Person-Organization fit lies in

its interaction. This interaction was further defined by Kristof (2005) as the compatibility between an individual and work environment that occurs when characteristics are matched well.

Cable and Edwards (2004) further describe Person-Organization fit in terms of complementary and supplementary fit. A supplementary fit is achieved when the employee and the employee's environment are similar in that they both share the same values (Cable & Edwards, 2004; Latham, 2007). Complementary fit is slightly different in that the employees' degree of displaying a positive attitude depends on the degree to which their needs are fulfilled by the organization (Latham, 2007; Cable & Edwards, 2004). Person-Organization fit has also been defined and differentiated in three ways, (a) objective fit, (b) perceived fit, and (c) subjective fit (Verquer, 2003). Objective fit is assessed by including someone else's perceptions of the environment. (Verquer, et al., 2003). Perceived fit is measured by comparing the individual's preferences with the individual's perception of the organization. Finally, a subjective fit measurement is rated. This rating is accomplished by assessing how well employees feel they "fit in" with an organization (Verquer et al, 2003). This differentiation is relevant because it allows organizations to study key performance measurements such as employee retention. Meyer (2010), in a longitudinal study, examined how person-organization fit is operationalized and congruent between perceived and preferred organizational culture as it relates to employees' commitment and intention to stay with an organization during the early stages of a strategic organizational change. He studied 687 employees in a large energy company before and after a major initiative was implemented. He measured

perceptions and preferences on four components of organizational culture, including human relations, open systems, internal processes, and rational goals. These attributes were taken from Quinn's previous development, the Competing Values Model (1983). Meyer found that culture plays a strong role in the development of commitment when employees contemplate resigning from an organization. This is extremely relevant for certain culture characteristics, particularly those that are employee-centered.

Organizations that increase their ability to understand why high performing employees stay and leave can develop proactive strategies to combat the negative effects of employee attrition. Withdrawing from work, performing poorly, or resigning from an organization can lead to serious consequences (Kristof, 2005). This is relevant in that organizations that can predict retention and motivation factors, can ensure that individual values are congruent with organizational values, and thereby improve individual and organizational performance outcomes by creating an environment that recruits and retains high performers (Hoffman & Woehr, 2006). This knowledge is helpful given shifting organizational demands. Additionally, Verquer, Beehr, and Wagner (2003) provided a meta-analytic review of 21 studies on relations of Person–Organization fit with job satisfaction, organizational commitment, and intent to turnover. The researchers studied four specific moderators: (a) type of fit measure, (b) method of calculating fit, (c) dimensions of fit, and (d) use of an established measure of Person–Organization fit. What they discovered was a high degree of correlation of Person-Organization fit with satisfaction and commitment. This finding is relevant in that if fit has a strong relationship to outcomes, it suggests the critical importance of studying organizations'

cultural values in understanding organizational behavior. In essence, people with strong values that are in sync with those of their organizations are believed to be characterized as a strong culture and related to important organizational outcomes (Verquer, et al., 2003). Organizations that understand this correlation can take proactive steps to retain top performers. This study was expanded and followed up by Hoffman & Woehr (2006) with a meta-analytic review of the relationship between Person–Organization fit and behavioral criteria, which included job performance, organizational citizenship behaviors, and turnover. Their results indicate that Person-Organization fit is weakly to moderately related to each of the preceding variables. They further found that the way in which fit is measured is an important moderator of fit–outcome relationships. The results of this study do not support the assertion that Person-Organization fit is more strongly related to organization-level versus job-level outcomes. These authors believed that respondents were unable to distinguish the characteristics of their organization from the characteristics of their job (Hoffman & Woehr, 2006). In many respects, organizations are continually striving to remain competitive.

As organizations continue to ask employees to do more with less, high performers may be tasked to manage extra workloads by expanding their current job roles (Kristof, 2005). Organizations may use Person-Organization fit to hire and ultimately retain individuals who contribute beyond their current job duties and contribute to the organization’s competitive advantage (Kristof, 2005). Identifying and utilizing predictive tools can assist organizations in identifying a future employee’s

disposition to change. Organizations could benefit from understanding how employees are attracted, selected, and leave organizations (Schneider, Smith, & Paul, 2001).

Job Satisfaction

The Job Satisfaction construct has been an area of interest for both the research scholar and organizations for quite some time. There have been numerous meta-analyses of job satisfaction and the impact of job satisfaction on job performance (Brief, Butcher, & Roberson, 1995; Brown, 2008; George & Jones, 1997; Hulin & Judge, 2003; Pratkanis & Turner, 1994). According to Hulin and Judge, job satisfaction is a specific application of a social attitude demonstrated by an employee (2003) as an internal state expressed by affectively and cognitively evaluating an experienced job with a favorable or unfavorable disposition.

There have been numerous extensive meta-analysis studies researching this construct. Most notable, Whitman, in a 2010 meta-analysis, reviewed the job satisfaction construct in relation to citizenship behaviors, and performance in work units. This research found significant relationships between unit-level job satisfaction and unit-level criteria, including productivity, customer satisfaction, and organizational citizenship behaviors (OCB). Collective satisfaction predicted performance across all levels, not only work levels. It has been further found that job satisfaction influences psychological functions such as assisting knowledge and problem-solving formulation (Whitman, 2010). Additionally, Riggle (2009) reviewed the relationships among perceived organizational support, job outcomes and intention to leave. The Riggle study examined the extent to which these phenomena were affected in frontline and supervisory

positions. They found that perceived organizational support has a strong, positive effect on job satisfaction and organizational commitment had significant impact on employee performance and a strong negative effect on intention to leave. Thus, the findings suggest that an employee who perceives an organization to be higher in organizational support is less likely to leave the organization (Riggle, 2009).

The impact of job satisfaction on performance specifically has received researchers' increased attention and has been a focal point of interest for organizations (Brown, 2008; Jaramilloa, Mulikib, & Marshall, 2005; Riggle, 2009; Zangaro, 2007). Specifically, in a meta-analysis, Brown (2008) studied the relationships linking employee job satisfaction to customer satisfaction and perceived service quality. Brown found a strong relationship in personal services contexts where service providers have close contact with customers in the service delivery process (2008). This finding is significant in that it highlights the need for organizations to focus on ensuring that they are creating a work environment which promotes job satisfaction among providers of personal services. This is relevant, given that service workers have a significant impact on customer perceptions and satisfaction, (Brown, 2008). That is to say, the more satisfied service workers are with their jobs, the more satisfied customers will be with the services they provided (Brown, 2008). Job satisfaction and its impact on performance has also received attention in the sales function in a 2005 meta-analysis, undertaken by Jaramilloa et al. In this study, the relational connection between organizational commitment and salesperson job performance over the 25 years of research was reviewed. This study's findings continue to support the notion that a

powerful relationship exists between organizational commitment and job performance exists (Jaramilloa et al., 2005). This study is helpful in that it highlights the importance of role autonomy. The findings suggest that when employees believe they possess greater control over their job, their autonomy may translate into achievement of higher levels of performance (Jaramilloa, et al., 2005). Autonomy and its relation to job satisfaction have received extensive research in the field of nursing. Zangaro's 2007 meta-analysis studied nurses' job satisfaction. Zangaro concluded that job stress had the strongest negative correlation with job satisfaction. These findings reinforce the idea that having autonomy and good collaboration among nurses (employees) in an organization is consistent with increased job satisfaction (Zangaro, 2007). To this point, the job satisfaction construct has been reviewed from an intrinsic motivational standpoint. Pay as an external influencer of job satisfaction has also been studied. Judge reviewed the relationship between pay and job satisfaction in his 2010 meta-analysis of literature. While hundreds over previous research articles were reviewed in this study, this meta-analysis study suggested that pay level relates only marginally to satisfaction. This is not to say that these findings take the stance that pay does not affect job satisfaction, but it does highlight that the connection of satisfaction to pay is moderate (Judge, 2010). These findings are relevant for employers, given that the goal for a worker is to find a job that is satisfying and that individuals value other job satisfaction attributes more heavily than pay (Judge, 2010). It is also important to note that even though the level of pay may have a limited ability to satisfy employees, pay is still motivating (Judge, 2010). That is, pay is important but cannot be the standalone variable employers use to attract and retain

talent. Employers must also be mindful of other factors and use strategies that result in a satisfied workforce, and not depend solely on compensation strategies as the primary tool in planning (Judge, 2010).

CHAPTER III

PROCEDURES AND METHODOLOGY

Methodology

As described in the literature review, there exists a need for better understanding of the characteristics of P-O fit and job satisfaction of organizational leaders who use managerial coaching. In light of this need, the Delphi method was selected for the following reasons:

1. This study of managerial coaching among technology executives is complex and requires knowledge from a variety of leaders in various technology sectors. A Delphi study answers the research study's questions appropriately.
2. A panel is better suited to answer the research questions than any single respondent. The Delphi method is a trusted group method (Rohrbaugh, 1981).
3. The Delphi method does not require experts to meet physically, which allows for easier participation and much lower cost in time and financial resources (Okoli & Pawlowski, 2004; Ziglio, 1996).
4. A Delphi study allows for follow-up interviews and receiving feedback from earlier interviews, which provides richer data, leading to a deeper understanding of the research questions (Akkermans et al., 2003; Ziglio, 1996).
5. The Delphi method is used to gain consensus among a panel of experts (Keeney et al., 2006). The primary objective of the Delphi method is to structure a group communication process so that the experts can gather information or forecast

future problems effectively (1975). This technique can be used in places where individual judgments must be captured and combined in order to address a lack of agreement or incomplete state of knowledge (Delbecq, Van de Ven, & Gustafson, 1975).

The leaders on a Delphi panel have served in key leadership capacities and play a vital role in the direction of their companies. Kokesh-Kampa and Anderson (2001) published a foundational article in coaching research, which highlighted a major gap in coaching research and the need for more studies. Additionally, in their research, Passmore and Fillery-Travis (2011) expressed how traditional practice-based disciplines such as coaching can focus too heavily on practical application and little on research-based practice. “I know it works and that’s enough.” For many practitioners, that is enough, but research can provide powerful benefits to practitioners in better defining a knowledge base upon which practitioners may work (Passmore, 2011; Passmore & Fillery-Travis, 2011; Plunkett et al., 2004).

The Delphi Method

The Delphi method was introduced in the 1950s by Norman Dalkey and Olaf Helmer of the RAND Corporation as a forecasting methodology (1975). Later, the U.S. government enhanced it as a group decision-making tool in which a group of experts could come to some consensus of opinion when the decisive factors were subjective, rather than knowledge-based (1975; Thompson, 1973). Delphi is particularly appropriate when decision-making is required in a political or emotional environment, or when the

decisions affect strong factions with opposing preferences (Pressley et al., 1992). The tool works formally or informally, in large or small contexts, and reaps the benefits of group decision-making while insulating the process from the limitations of group decision-making; e.g., overly dominant group members (Hasson, Keeney, & McKenna, 2000). The advantages of the Delphi method include that it (a) allows the ability to conduct a study in geographically dispersed locations without physically bringing the respondents together, giving it time and cost-effectiveness; (b) allows for discussion of broad and complex problems; (c) offers a group of experts with no prior history of communication with one another the ability to discuss a problem effectively as a group; and (d) allows participants time to synthesize their ideas (*The Delphi method: Techniques and applications*, 1975; Thompson, 1973). Additionally, it (e) allows participants to respond at their convenience, (f) provides a record of group activity that can be further reviewed, and (g) keeps anonymity of participants while providing them with the opportunity to express opinions and positions freely (Linstone & Turoff, 1975; Thompson, 1973).

The Delphi method is well suited for studying topics having limited historical evidence (Martino, 1972). Additionally, as noted by Patton (1990), the Delphi technique works well when related to rapidly changing events or growing areas, such as technology or both and has been used in business fields (Addison, 2003; Ilbery, Maye, Kneafsey, Jenkins, & Walkley, 2004; Kaynak, Bloom, & Leibold, 1994).

The Delphi method: Techniques and applications (1975) described the four conventional phases of a Delphi study as:

1. Exploring the issue under discussion, where each Delphi expert contributes additional information pertinent to the subject;
2. Reaching understanding of how the group views the issue;
3. Exploring disagreements; and
4. Final evaluation.

Ziglio's 1996 description of the Delphi process contains two phases, exploration and evaluation. The second phase "evaluation," involves assessing and gathering of experts. This usually takes the form of soliciting panel members for general opinions and judgments about the subject matter using open-ended questions (Murry & Hammons, 1995; Sackman, 1974). Typically, this would be considered Round 1 (Murry & Hammons, 1995). The data received from Round 1 is then reviewed, edited, and compiled by the researcher to present in subsequent rounds. This is where the consensus or disagreements begin developing. The specific elements of this stage are described below:

1. Round 1 is reported back to the experts in Round 2. The experts are asked to rate, rank, or edit each item. A defined scale, such as a Likert scale, is commonly used for this ranking (Murry & Hammons, 1995).
2. The information gathered from Round 2 is analyzed and sent back to the experts in Round 3. This report often contains a statistical description how an individual's rating compares with the group. The experts are asked to review their individual responses and to revise or justify their score (Murry & Hammons, 1995).

3. The analysis of step 2 is repeated in subsequent rounds until stability or “consensus” is established (Murry & Hammons, 1995; Sackman, 1974).

The evaluation phase usually ends when consensus is established.

Delphi Technique Selected for This Study

This research study utilized the procedure outlined by Schmidt (1997), which is divided into three phases.

1. Phase 1: Brainstorming – Elicit as many items as possible from the panelists. To minimize bias in ranking during this round, the list of factors was offered in different order for each panelist.
2. Phase 2: Narrowing Down – Pare down the list of factors identified in the brainstorming phase. Choose 10 factors without ranking them. Next, the list is pared down using a majority-vote system, where the top 15 factors make the final list
3. Phase 3: Ranking – Rank the selected factors in order of priority.

In addition to using the procedure outlined by Schmidt, the framework developed by Okoli and Pawlowski (2004) was used as an organizing tool. The process was as follows:

1. Identify the research topic
2. Specify the research question(s)
3. Identify a theoretical perspective for the research
4. Select the variables of interest/generate propositions

5. Identify preliminary causal relationships

Define constructs and create a common language for panel participants

Expert Panel

Panel Selection Criteria

As stated by Ziglio (1996), good results can be obtained from a small panel with 10 to 15 experts.

The following criteria were used in the selection of panel experts:

- Knowledge and practical engagement with the issue under investigation
- Capacity and willingness to contribute to the exploration of a particular problem
- Assurance by experts that they would dedicated sufficient time to the Delphi exercise
- Skill in written communication and expressing priorities through voting;

The selective requirement required of these individuals was as follows:

- A minimum of 5 years of experience in their field
- A minimum of 3 years of progressive leadership responsibilities with key decision-making authority
- Contributed knowledge through books, articles or journal entries
- Must have direct reports and having provided frequent coaching and employee-development responsibilities

Panel Recruitment

The snowball recruitment method was used to recruit study participants (Goodman, 2011). The researcher developed a short list of potential participants that met the above panel criteria and made initial contact with potential members. Panel members were allowed to recommend additional study participants that met the participation criteria. The new potential participants' names and contact information were given to researcher to contact and invite them to participate. Initially, 19 panelists were recruited and responded to the Round 1 survey, 18 for Round 2, and 17 for Round 3.

Panel Demographics

All panelists were from the United States, with a good representation of all regions, as presented in Table 8.

Table 8. Panel Member Geographical Representation

<i>State</i>	<i>No.</i>	<i>Percentage</i>
California	4	21
Colorado	1	5
Florida	3	16
Massachusetts	1	5
New Jersey	1	5
New York	2	11
Pennsylvania	1	5
Tennessee	1	5
Texas	5	26
Total >>>	19	100

The panelists represented a wide range of industries, which included (by ranked order) technology, professional services, finance, manufacturing, wireless communications, government, and energy sectors, as described in Table 9.

Table 9. Panel Member Industry/Sector

<i>Industry/Sector</i>	<i>No.</i>	<i>Percentage</i>
Technology	4	21
Professional Services	3	16
Financial	3	16
Manufacturing	3	16
Wireless	3	16
Government	2	11
Energy	1	5
Total >>>	19	100

As Table 10 shows, the panel was 53% male and 47% female. Table 11 shows the breakdown of the panelists' ages.

Table 10. Panel Member Gender

<i>Gender</i>	<i>No.</i>	<i>Percentage</i>
Male	10	53
Female	9	47
Total >>>	19	100

Table 11. Panel Member Age

<i>Age</i>	<i>No.</i>	<i>Percentage</i>
18 to 24	2	11
25 to 34	3	16
35 to 44	7	37
45 to 54	4	21
55 to 64	3	16
Total >>>	19	100

Procedures

The Table 12 shows the number of panelists for each round. The Round 1 panel began with 19 panelists participating. In Round 2, one panelist failed to respond to multiple attempts to contact regarding the survey and was subsequently dropped from the survey. An additional panelist dropped out of the survey because business demands prevented continuing.

Table 12. Response Rate of Respondents for Each Round

<i>Round</i>	<i>Number of Respondents</i>	<i>Percentage</i>
1	19	100%
2	18	95%
3	17	89%

After agreeing to participate in the study, each of the 19 executives was given the IRB-approved information sheet for the study. This sheet provided a review of the

purpose of the study, any associated risk, and confidentiality assurances. Next, each panelist was emailed a customized survey link with both instructions and the two research questions. The Survey Monkey® survey tool was used as the platform. The executives were then asked to respond to the two research questions. This initial round was open ended, with no limit to the response a panelist could provide. During Round 3, the research was concluded, given that there were minimal differences between Round 2 and Round 3. In Round 2 and Round 3, panelists were asked to rank all themed responses from the previous round. Panelists were given detailed instructions with which to complete the each round. Each round was estimated to take 20-30 minutes to complete, and all three rounds were completed in a two-month time span.

Consensus

For the purposes of this study, consensus for an item was determined to exist when each panelist ranked an item either very important, indicated by the value four (4), or important, indicated by the value three (3) in the final round, as well as the item's achieving above the ranked mean of the 90th percentile in the last round. Each theme needed to score above a 0.50% standard deviation variance.

CHAPTER IV

FINDINGS/RESULTS

Chapter IV presents and reviews the data generated from a web-based Delphi study on effective managerial coaching impact on person-organization fit and job satisfaction. To this end, the chapter is organized into the following sections: (1) a review of experts' rankings on the two research questions and (2) the descriptive statistics for each round.

Review of Expert Panelists Opinions about the Research Questions

For the purpose of the study, the author decided to begin Round 1 with open-ended questions. Since the literature on characteristics of effective managerial coaching that impacts person-organization fit and job satisfaction is limited, it was decided limit biases that could influence the panel. Additionally, doing so would leverage the individual expertise of the wide-ranging panel of experts. The open-ended questions were reviewed and formed the basis for the first round and the start of the panel. In Round 1, common themes were developed. In Round 2, panelists were asked to rank the common themes. Additionally during Round 2, panelists were given an opportunity to add other items that had not made the original list. The third and final round asked panelists to review their rankings and the group mean. As in Round 2, panelists were given an opportunity to change their rankings or leave them alone.

Research Questions

This research centered on studying the impact of coaching on how an employee fits in an organization and how this fit impacts the employee's job satisfaction. Previous studies have examined coaching impacts on coaching tools, techniques and processes (Plunkett et al., 2004). However, very few research studies focus on what constitutes effective coaching (Wenzel, 2000). The following research questions were posed at each level of this Delphi study:

1. How can optimum managerial coaching impact the person-organization fit of employees receiving coaching?
2. How can optimum managerial coaching impact job satisfaction of employees receiving coaching?

These two questions guided the three rounds of this Delphi study.

Round 1

In Round 1, all 19 executives were emailed a customized survey link with both instructions and the two research questions. The Survey Monkey® survey tool was used as the platform. The executives were asked to respond to the two research questions. This round was open ended. There was no limit placed on the panelists' responses. Table 13 provides a breakdown of the themes identified from Round 1, ranked by frequency.

Research Question 1

List the ways managerial coaching impacts how an employee and an organization fit together to support each other's needs.

Table 13. Round 1 Question 1 Frequency of Raw Data

Ways Managerial Coaching Impact Organizational Fit			
<i>Themes</i>	<i>Frequency</i>	<i>Round 1 Rank</i>	<i>Percentage</i>
Performance improvement	20	1	20
Builds trust	19	2	19
Develop shared goals/meaning/alignment	15	3	15
Focus	14	4	14
Employee development	10	5	10
Innovation/Agility management	8	6	8
Change Management	8	7	8
Leadership development	7	8	7
Totals >>>	101		100

The above table indicates that in the initial round, performance improvement was mentioned 20 times. This theme represented 20% of all themes mentioned. “Building trust” followed with 19 mentions; “developing shared goals/alignment” was reported 15 times, and “Focus” was mentioned 14 times. These top four themes accounted for 67% of all items mentioned in Round 1. Additional items identified were employee development, innovation/agility management, change management, and leadership development.

Research Question 2

List the ways managerial coaching impacts employee job satisfaction.

Table 14. Round 1 Question 2 Frequency of Raw Data

Ways Managerial Coaching Impacts Employee Job Satisfaction			
<i>Themes</i>	<i>Frequency</i>	<i>Round 1 Rank</i>	<i>Percentage</i>
Employee commitment	15	1	17
Improves motivation & pride	14	2	16
Improves organizational alignment & clarity	12	3	13
Innovation/Learning	12	4	13
Demonstrates employees are valued	10	5	11
Builds trust	9	6	10
Enhances employee retention	9	7	10
Improves performance	5	8	6
Enhances employee accountability	3	9	3
Totals >>>	89		100

Table 14 presents the themes and their frequency in the raw data for Question 2. In Research Question 2, the 19-member panel selected employee commitment most frequently as the theme that impacts employee job satisfaction; employee commitment accounted for 17% of all responses. This was followed by “Improves motivation and pride” (14), “Improves organizational alignment and clarity” (12), “Innovation/Learning” (12), and “Demonstrates employees are valued” (10). These five themes accounted for over 70% of the overall responses, with the top three alone accounting for over 30%.

Round 2

The themes from Round 1 were compiled into a list under each research question. The Survey Monkey® survey tool was used as the platform to administer the online survey. Round 2 asked each panelist to rank the common themes from Round 1. The researcher emailed each of the 19 participants a secured link and asked each to rank the common themes using a Likert scale from 1 to 4. The values of the rankings were as follows:

- 4 represented a “very important” item to the executive;
- 3 represented an “important” item to the executive;
- 2 represented a “not very important” item to executive;
- 1 represented an “unimportant” item to the executive.

Of the 19 panelists emailed, only 18 responded and participated in Round 2.

Research Question 1

List the ways managerial coaching impacts how an employee and an organization fit together to support each other’s needs.

Table 15. Research Question 1 Round 2

Ways Managerial Coaching Affects Organizational Fit								
<i>Respondent</i>	<i>Performance improvement</i>	<i>Builds trust</i>	<i>Develop shared goals /meaning/ alignment</i>	<i>Focus</i>	<i>Employee development</i>	<i>Innovation/agility</i>	<i>Change management</i>	<i>Leadership development</i>
R1	4	4	4	4	4	4	4	3
R2	4	4	3	4	4	4	4	4
R3	4	4	4	4	3	3	4	3
R4	4	4	4	4	4	4	4	3
R5	4	4	4	4	4	3	4	4
R6	3	4	4	3	3	3	4	3
R7	4	4	3	4	4	3	4	4
R8	4	4	4	4	3	3	4	3
R9	4	4	4	4	4	4	4	3
R10	4	4	3	4	3	3	4	4
R11	3	4	4	4	4	4	4	3
R12	4	4	3	4	4	3	4	4
R13	3	4	3	4	3	4	4	4
R14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
R15	4	4	4	4	3	3	4	3
R16	4	4	4	4	3	4	4	4
R17	4	4	4	4	4	4	3	3
R18	4	4	4	3	4	4	4	4
R19	4	4	4	4	4	4	4	4
Number (N)	18	18	18	18	18	18	18	18
Mean	3.83	4.00	3.72	3.89	3.61	3.56	3.94	3.50
SD	0.38	0.00	0.46	0.32	0.50	0.51	0.24	0.51
R 1 Rank >>	4	1	5	3	6	7	2	8
R 2 Rank >>	1	2	3	4	5	6	7	8

Once Round 2 was completed, the researcher collected all ranked scores from the online survey tool. Table 15 provides a summary of the number of respondents coded, the mean, standard deviation, and ranking for each theme reported. The last two rows show the Round 1 rank next to the final Round 2 rank for easy comparison. In this question, panelists specifically ranked themes reported in answer to Round 1, Question 1. After reviewing the themes, experts ranked them in terms of how they believed managerial coaching impacts how an employee and an organization fit together to support each other's needs. Respondent #14 did not respond to the survey during Round 2. This is noted above.

Research Question 2

List the ways managerial coaching impacts employee job satisfaction.

Table 16 provides a summary of the number of respondents coded, the mean, the standard deviation, and ranking for each theme reported for Round 2, Question 2. As in the previous table, the last two rows show the changes from Round 1 rank to Round 2 rank. In this question, panelists ranked themes reported in Round 1, Question 2 in terms of how they believed managerial coaching impacts employee job satisfaction.

Respondent #14 did not respond to the survey during Round 2. This is noted in the table.

Table 16. Research Question 2 Round 2

Ways managerial coaching impacts employee job satisfaction									
<i>Respondent</i>	<i>Employee commitment</i>	<i>Improves motivation & pride</i>	<i>Improves organizational alignment & clarity</i>	<i>Innovation/ learning</i>	<i>Demonstrates employees are valued</i>	<i>Builds trust</i>	<i>Enhances employee retention</i>	<i>Improves performance</i>	<i>Enhances employee accountability</i>
R1	4	4	4	4	4	3	4	4	4
R2	4	4	3	4	4	4	4	4	4
R3	4	4	4	4	3	4	4	3	3
R4	4	3	4	4	4	4	4	4	3
R5	4	4	4	3	4	3	4	3	4
R6	4	4	4	4	4	4	3	3	3
R7	4	4	3	4	3	4	3	3	3
R8	4	4	4	4	4	4	4	4	4
R9	4	3	4	3	4	4	4	3	3
R10	4	4	4	4	4	3	3	4	3
R11	4	4	3	4	4	4	4	3	4
R12	4	4	4	3	4	3	4	4	4
R13	4	4	4	4	3	4	3	4	4
R14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
R15	4	4	4	4	3	4	3	4	3
R16	4	4	4	4	4	3	4	4	4
R17	4	4	4	4	4	3	4	3	3
R18	4	4	4	3	4	4	3	4	3
R19	4	4	4	4	3	4	3	3	4
Number (N)	18	18	18	18	18	18	18	18	18
Mean	4.00	3.89	3.83	3.78	3.72	3.67	3.61	3.56	3.50
SD	0.00	0.32	0.38	0.43	0.46	0.49	0.50	0.51	0.51
R2 Rank	1	2	3	4	5	6	7	8	9
R 1 Rank	1	2	4	5	3	6	7	8	9

Round 3

Round 3 was then developed and sent out by the researcher. Entering Round 3, the researcher e-mailed the results and analysis of Round 2 to the 18 panelists. Seventeen eventually responded to Round 3. These participants were given the rankings, the group mean, and standard deviation from Round 2 for each response to the two research questions. The panelists were asked to perform two separate tasks. First, they were to review their rankings for each response. During this step, they were given an opportunity to change their ranking of any particular response, using the same Likert scale values. Along with their ranking, the mean, and standard deviation, a blank column was provided for each item to change their previous ranking. This was optional. Secondly, they were asked to submit any additional responses to the two research questions that had not been added during Round 2. Panelists were instructed to email their responses back to the researcher.

Research Question 1

List the ways managerial coaching impacts how an employee and an organization fit together to support each other's needs.

Table 17 illustrates the rankings along with changes to the mean and standard deviation, if deemed necessary by the panelist. The last three rows show the changes from the previous Round 1 and Round 2 ranks to Round 3 rank.

Research Question 2

List the ways managerial coaching impacts employee job satisfaction.

Table 18 illustrates the rankings along with changes to the mean and standard deviation, if deemed necessary by the panelists. The last three rows show the changes from the previous Round 1 and Round 2 ranks to Round 3 rank.

Table 17. Research Question 1 Round 3

Ways Managerial Coaching Affects Organizational Fit								
<i>Respondent</i>	<i>Builds trust</i>	<i>Change management</i>	<i>Performance improvement</i>	<i>Focus</i>	<i>Develop shared goals/meaning/alignment</i>	<i>Innovation/agility management</i>	<i>Employee development</i>	<i>Leadership development</i>
R1	4	4	4	4	4	4	4	3
R2	4	4	4	4	3	4	4	4
R3	4	4	4	4	4	3	3	3
R4	4	4	4	4	4	4	4	3
R5	4	4	4	4	4	3	4	4
R6	4	4	4	3	4	3	3	3
R7	4	4	4	4	3	3	4	4
R8	4	4	4	4	4	3	3	3
R9	4	4	4	3	4	4	4	3
R10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
R11	4	4	3	4	4	4	4	3
R12	4	4	4	4	3	3	4	4
R13	4	4	3	4	3	4	3	4
R14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
R15	4	4	4	4	4	3	3	3
R16	4	4	4	4	4	4	3	4
R17	4	3	4	4	4	4	4	3
R18	4	4	4	3	4	4	3	4
R19	4	4	4	4	4	4	4	4
Number (N)	18	18	18	18	18	18	18	18
Mean	4.00	3.94	3.88	3.82	3.76	3.59	3.59	3.47
SD	0.00	0.24	0.33	0.39	0.44	0.51	0.51	0.51
Round 3 Rank	1	2	3	4	5	6	7	8
Round 2 Rank	1	2	4	3	5	7	6	8
Round 1 Rank	2	7	1	4	3	6	5	8

Note: R10 & R14 – Did not respond

Table 18. Research Question 2 Round 3

Ways managerial coaching impacts employee job satisfaction									
<i>Respondent</i>	<i>Demonstrates employees are valued</i>	<i>Improves motivation & pride</i>	<i>Employee commitment</i>	<i>Improves organizational alignment & clarity</i>	<i>Innovation/learning</i>	<i>Improves performance</i>	<i>Builds trust</i>	<i>Enhances employee retention</i>	<i>Enhances employee accountability</i>
R1	4	4	4	4	4	4	3	4	3
R2	4	4	4	3	4	4	4	4	4
R3	4	4	4	4	4	3	4	4	3
R4	4	4	3	4	4	4	4	4	3
R5	4	4	4	4	3	3	3	4	4
R6	4	4	4	4	4	4	4	3	3
R7	4	4	4	3	4	4	4	3	3
R8	4	4	3	4	4	4	4	4	4
R9	4	3	4	4	3	3	4	4	3
R10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
R11	4	4	4	3	4	4	4	4	4
R12	4	4	4	4	3	4	3	4	3
R13	4	4	4	4	4	4	4	3	4
R14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
R15	4	4	4	4	4	4	4	3	3
R16	4	4	4	4	4	4	3	4	4
R17	4	4	4	4	4	3	3	4	3
R18	4	4	4	4	3	4	4	3	3
R19	4	4	4	4	4	3	4	3	3
Number (N)	17	17	17	17	17	17	17	17	17
Mean	4.00	3.94	3.88	3.82	3.76	3.71	3.71	3.65	3.35
SD	0.00	0.24	0.33	0.39	0.44	0.47	0.47	0.49	0.49
R3 Rank	1	2	3	4	5	6	7	8	9
R2 Rank	3	2	1	4	5	8	6	7	9
R1 Rank	5	2	1	3	4	8	6	7	9

Note: R10 & R14 – Did not respond

CHAPTER V

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

As innovation and change dominate the competitive landscape, new business environments require new approaches to leadership. Targeted, customized, and specific employee development at the individual level has gained increased attention as a way of motivating, developing, and retaining employees. This need is magnified in industries that require innovation and creativity from their employees.

This study centered on the impact of managerial coaching on how an employee fits in an organization and how this fit impacts the employee's job satisfaction. Previous studies have examined the impact of coaching on coaching tools, techniques, and processes (Plunkett et al., 2004). However, few research studies focus on what constitutes effective coaching (Wenzel, 2000). To this end, the following research questions guided this Delphi research study:

1. How can optimum managerial coaching impact person-organization fit of employees receiving coaching?
2. How can optimum managerial coaching impact job satisfaction of employees receiving coaching?

This section will review each of the three rounds of this Delphi study by providing an analysis of each round. The foundational research questions were asked in all three rounds.

Round 1 Summary

To begin the Delphi study, Round 1 was open ended. The most frequently mentioned items for each of the two questions are listed in Table 19.

Table 19. Most Frequently Mentioned Items During Round 1

Research Question 1	
<ul style="list-style-type: none"> • Performance improvement • Builds trust • Develop shared goals/meaning/alignment • Focus 	<ul style="list-style-type: none"> • Employee development • Innovation/agility management • Change management • Leadership development
<hr/>	
Research Question 2	
<ul style="list-style-type: none"> • Employee commitment • Improves motivation & pride • Improves organizational alignment & clarity • Innovation/learning 	<ul style="list-style-type: none"> • Demonstrates employees are valued • Builds trust • Enhances employee retention • Improves performance • Enhances employee accountability

Round 2 Summary

In Round 2, panelists were given two tasks. The first task was to rank the items mentioned during open-ended Round 1. The second task gave panelists an additional

opportunity to list items for each research question. Table 20 and Table 21 illustrate the ranking by category, giving means and standard deviations for Round 2, Question 1 and Round 2, Question 2 respectively.

Table 20. Ranking by Mean Research Round 2, Question 2

Ways Managerial Coaching Impacts Employee Job Satisfaction					
<i>Themes</i>	<i>Mean</i>		<i>Standard Deviation</i>		<i>Rank</i>
	<i>Round 2</i>	<i>Round 2</i>	<i>Round 2</i>	<i>Round 1</i>	<i>Change</i>
Employee commitment	4.00	0.00	1	1	None
Improves motivation & pride	3.89	0.32	2	2	None
Improves organizational alignment & clarity	3.83	.038	3	4	Up 1
Innovation/learning	3.78	0.43	4	5	Up 1
Demonstrates employees are valued	3.72	0.46	5	3	Down 2
Builds trust	3.67	0.49	6	6	None
Enhances employee retention	3.61	0.50	7	7	None
Improves performance	3.56	0.51	8	8	None
Enhances employee accountability	3.50	0.51	9	9	None

Round 3 Summary

In Round 3, panelists were given two tasks. In the first task, panelists were asked to review their ranking, mean and standard deviation for each category from Round 2. As in Round 2, panelists were given the opportunity to change their rankings. Next, panelists were given the opportunity to add items to each research questions that had not

been included before. The following two tables (Table 21 and Table 22) present the ranking of Round 3, along with a column to indicate the change in the category's mean, standard deviation and ranking for all three rounds.

Conclusions

This section reviews the panelists' responses to each of the research questions. As it relates to this study, consensus for an item or theme was determined when the final mean score ranked above the 90th percentile for a given theme as indicated scoring using a 4-point Likert scale.

Person-Organization Fit

Research Question 1 was "List the ways managerial coaching impacts person-organization fit." The items that reached consensus for this research question through an initial ranking and then subsequent rounds are listed in Table 23.

Table 21. Change in Mean and Rankings of Round 3 for Research Question 1

Ways Managerial Coaching Impacts Organizational Fit										
<i>Themes</i>	<i>Mean</i>			<i>Standard Deviation</i>			<i>Rank (Mean)</i>			<i>Change (R1-R3)</i>
	<i>Round 3</i>	<i>Round 2</i>	<i>Change</i>	<i>Round 3</i>	<i>Round 2</i>	<i>Change</i>	<i>Round 3</i>	<i>Round 2</i>	<i>Round 1</i>	
Builds trust	4.00	4.00	-	0.00	0.00	-	1	1	2	Up 1
Change Management	3.94	3.94	-	0.24	0.24	-	2	2	7	Up 5
Performance improvement	3.88	3.83	0.05	0.33	0.38	(0.05)	3	4	1	Down 2
Focus	3.82	3.89	(0.07)	0.39	0.32	0.07	4	3	4	-
Develop shared goals/meaning/alignment	3.76	3.72	0.04	0.44	0.46	(0.02)	5	5	3	Down 2
Employee development	3.59	3.61	(0.02)	0.51	0.50	0.01	6	6	5	Down 1
Innovation/agility management	3.59	3.56	0.03	0.51	0.51	-	7	7	6	Down 1
Leadership development	3.47	3.50	(0.03)	0.51	0.51	-	8	8	8	-

Table 22. Change in Mean and Rankings of Round 3 for Research Question 2

Ways Managerial Coaching Impacts Employee Job Satisfaction										
<i>Themes</i>	<i>Mean</i>			<i>Standard Deviation</i>			<i>Rank (Mean)</i>			
	<i>Round 3</i>	<i>Round 2</i>	<i>Change</i>	<i>Round 3</i>	<i>Round 2</i>	<i>Change</i>	<i>Round 3</i>	<i>Round 2</i>	<i>Round 1</i>	<i>Change (R1-R3)</i>
Demonstrates employees are valued	4.00	3.72	0.28	0.00	0.46	(0.46)	1	5	3	Up 2
Improves motivation & pride	3.94	3.89	0.05	0.24	0.32	(0.08)	2	2	2	-
Employee commitment	3.88	4.00	(0.12)	0.33	0.00	0.33	3	1	1	Down 2
Improves organizational alignment & clarity	3.82	3.83	(0.01)	0.39	0.38	0.01	4	3	4	-
Innovation/Learning	3.76	3.78	(0.02)	0.44	0.43	0.01	5	4	5	-
Builds trust	3.71	3.67	0.04	0.47	0.49	(0.02)	6	6	6	-
Improves performance	3.71	3.56	0.15	0.47	0.51	(0.04)	7	8	8	Up 1
Enhances employee retention	3.65	3.61	0.04	0.49	0.50	(0.01)	8	7	7	Down 1
Enhances employee accountability	3.35	3.50	(0.15)	0.49	0.51	(0.02)	9	9	9	-

Table 23. Consensus Rankings for Question 1

Ways Managerial Coaching Impacts Organizational Fit		
<i>Themes</i>	<i>Mean</i>	<i>Standard Deviation</i>
Builds trust	4.00	0.00
Change Management	3.94	0.24
Performance improvement	3.88	0.33
Focus	3.82	0.39
Develop shared goals/meaning/alignment (90 th Percentile = 3.60)	3.76	0.44
Employee development	3.59	0.51
Innovation/agility management	3.59	0.51
Leadership development	3.47	0.51

As described in Table 23, the conclusion for Research Question 2 would indicate that effective managerial coaching impacts five primary areas. In the final analysis, managerial coaching (1) builds trust between employee and supervisor, which in turns assist in (2) change management areas, which (3) improve performance, bring (4) increased focus, thereby (5) developing shared goals, meaning, and organizational alignment. Each of these 5 themes ranked above the mean 90th percentile in the last round, thereby establishing consensus for each theme scoring above a 0.50% standard deviation variance. Additionally, they each scored less than 0.45% standard deviation. Figure 2 illustrates the consensus model used for Question 1.

Ways Managerial Coaching Impacts Person-Organization Fit



Figure 2. Question 1 Consensus Model

These results highlight the need for organizational leaders to invest in enhancing managerial coaching practices, given their impacts on the above mentioned impacts. As discussed in the literature review of Chapter II, the Person-Organization Fit construct plays a significant role in influencing workplace performance and successful coaching outcomes. Managerial coaching plays key role in leveraging these five powerful effects described in this study.

Job Satisfaction

Research Question 2 was “List the ways managerial coaching impacts job satisfaction.” The items that reached consensus for this research question through an initial ranking and then subsequent rounds are listed in Table 24.

Table 24. Consensus Rankings for Question 2

Ways Managerial Coaching Impacts Employee Job Satisfaction.		
<i>Theme</i>	<i>Mean</i>	<i>Standard Deviation</i>
Demonstrates employees are valued	4.00	0.00
Improves motivation & pride	3.94	0.24
Employee commitment	3.88	0.33
Improves organizational alignment & clarity	3.82	0.39
Innovation/learning	3.76	0.44
Builds trust	3.71	0.47
Improves performance	3.71	0.47
Enhances employee retention (<i>90th Percentile = 3.60</i>)	3.65	0.49
Enhances employee accountability	3.35	0.49

As described in Table 24, the responses to Research Question 2 would indicate that effective managerial coaching impacts eight primary areas. In the final analysis, managerial coaching (1) demonstrates employees are valued, (2) improves motivation and pride, (3) improves employee commitment, (4) improves organizational alignment and clarity, (5) improves innovation and learning, (6) builds trust, (7) improves performance, and (8) enhances employee retention. Each of these eight themes ranked above the mean 90th percentile in the last round, with each theme scoring above a 0.50%

standard deviation variance. Additionally, they each scored less than 0.50% standard deviation. Figure 3 illustrates the consensus model used for Question 2.

Ways Managerial Coaching Impacts Job Satisfaction



Figure 3. Question 2 Consensus Model

These results highlight the need for organizational leaders to invest in enhancing managerial coaching practices, given their impacts on the above key themes. As

discussed in the literature review in Chapter II, the job satisfaction construct has been an area of interest for both research scholars and organizations for quite some time. Job satisfaction is a specific application of a social attitude demonstrated by an employee (Hulin & Judge 2003) as an internal state expressed by affectively and cognitively evaluating an experienced job with a favorable or unfavorable disposition. In the review of literature, it was noted that research found significant relationships between unit-level job satisfaction and unit-level criteria, including productivity, customer satisfaction, and organizational citizenship behaviors (Whitman, 2010).

The research shows that perceived organizational support has a strong, positive effect on job satisfaction and organizational commitment had significant impact on employee performance with a strong negative effect on intention to leave.

Table 25 lists the final consensus themes for this study.

Table 25. Final Consensus Included Rankings

Research Question 1: Ways Managerial Coaching Impacts Person-Organization Fit	
<ul style="list-style-type: none"> • Builds trust • Change Management 	<ul style="list-style-type: none"> • Performance improvement • Focus/develop shared goals/meaning/alignment
Research Question 2: Ways Managerial Coaching Impacts Job Satisfaction	
<ul style="list-style-type: none"> • Demonstrates employees are valued • Improves motivation & pride • Employee commitment • Improves organizational alignment & clarity 	<ul style="list-style-type: none"> • Innovation/learning • Builds trust • Improves performance • Enhances employee retention

Implications for Future Practice

The purpose of this study was to identify the most important skills leaders demonstrate when conducting effective coaching to subordinates and understand the implications on both job satisfaction and person-organization fit. Previous studies have examined coaching impacts on coaching tools, techniques, and processes (Plunkett et al., 2004). However, few research studies focus on what constitutes effective coaching (Wenzel, 2000). The researcher has three recommendations:

- 1. The increased use of managerial coaching as a proactive tool for increasing the positive impacts of person-organization fit*
- 2. The increased use of managerial coaching as tool for increasing the positive effects on employee job satisfaction, and*
- 3. The increased use of managerial coaching as a tool to increase the individual level of performance within organizations*

Within HRD, coaching has held an important place as a key approach to individual learning facilitation (Hamlin et al., 2008). Plunket, Egan, and Garza (2004) identified coaching as a fast growing role in HRD. An employee's "fit" or the "match" between the characteristics of the individual and the environment has long been researched. As previously discussed, the Person-Organization fit construct plays a significant role in influencing workplace performance and successful coaching outcomes. This influential construct has been defined as the compatibility between the individual and a work environment that occurs when both their characteristics were

matched (Kristof-Brown et al., 2005). This prevalent view is based on the belief that both aspects of the individual employee and the job combine to influence how the individual responds to work (O'Reilly et al., 1991). The importance of this is the knowledge that managerial coaching is the catalyst that ignites the element that the Person-Organization fit construct aims to highlight. This creates the critical link between the needs of the individual needs and the organizational system and structures (Ferguson, 1962; Fields, 2002). The literature reviews highlight the existence of a high degree of correlation of Person-Organization fit with satisfaction and commitment. Organizations that understand this correlation can take proactive steps to retain top performers (Verquer, et al, 2003).

As noted in the literature review, the job satisfaction construct has been an area of interest for both the research scholar and organizations for quite some time. There is an extensive volume of research studies on the impacts of job satisfaction on performance (Brief et al., 1995; Brown, 2008; George & Jones, 1997; Hulin & Judge, 2003; Pratkanis & Turner, 1994). Research indicates that there is a direct correlation among the relationship of perceived organizational support and job outcomes and intention to leave (Riggle, 2009). The findings of this study suggest that applying effective managerial coaching leads to increased trust, improved performance, increased focus and better organizational alignment all under the realm of increasing the connection employees feel as part of the organization in which they serve.

The impact of job satisfaction specifically on performance has received increased attention by researchers and has been a focal point for organizations (Brown, 2008;

Jaramillo et al., 2005; Riggle, 2009; Zangaro, 2007). Specifically, Brown (2008), in a meta-analysis, studied the relationships linking employee job satisfaction to customer satisfaction and perceived service quality. Brown's findings suggest that applying effective managerial coaching leads to improved motivation, employee commitment, organizational alignment, innovation, trust, performance, and ultimately, employee retention. Given these findings, organizations could benefit from an increased and sustainable investment by ensuring that all organizational leaders have proper training in the use of effective managerial coaching.

Thirdly, as organizations continue to ask employees to do more with less, high-performers may be tasked to manage extra workloads by expanding their current job roles (Kristof-Brown et al., 2005). Organizations may use managerial coaching to retain individuals who contribute beyond their current job duties and contribute to the organizations' competitive advantage (Kristof-Brown, 2005). Leveraging the power of managerial coaching, organizations could benefit from understanding how their employees are attracted, selected, and leave organizations (Schneider et al., 2001). Figure 4 illustrates the original conceptual model and Figure 5 shows the model as revised in the light of this study.

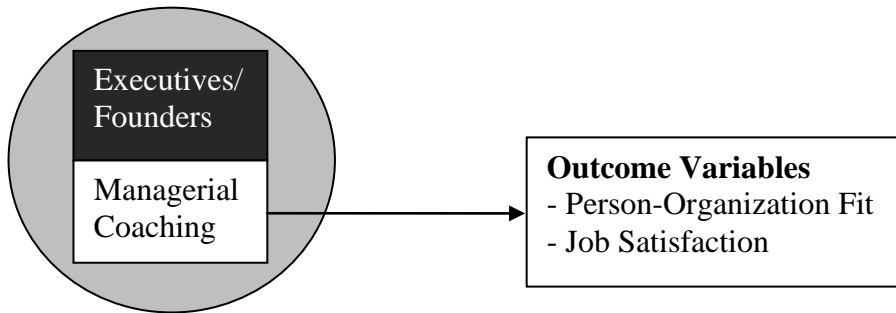


Figure 4. Initial Conceptual Model

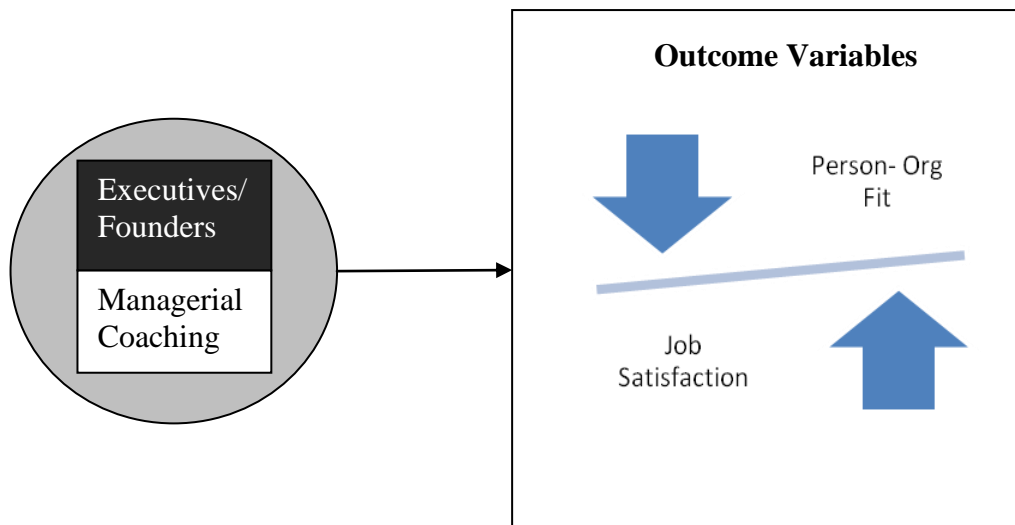


Figure 5. Revised Conceptual Model

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APPENDIX A

ROUND ONE INITIALLY CODED DATA - QUESTION 1 (COMPLETE)

List the ways managerial coaching impact how an employee and an organization fit together to support each other's needs.

<i>PIP</i>	<i>Response</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
R3	Allows people to be more authentic	1	Builds trust	Allows people to be more authentic
R11	Build strategic internal alliances with key staff	1	Builds trust	Build strategic internal alliances with key staff
R12	Allows leaders to lead the team by building relationships with each team member	1	Builds trust	Allows leaders to built relationships with team members
R14	Let the employee do the work themselves	1	Builds trust	Let the employee do the work themselves
R16	Learn how to create alliances and partnerships in the organization	1	Builds trust	Learn how to create alliances and partnerships in the organization
R15	Builds strong supervisor/employee partnership	1	Builds trust	Builds supervisor/employee partnership
R19	Builds trust between employee and supervisor	1	Builds trust	Builds trust between employee and supervisor
R17	Creates more trust	1	Builds trust	Creates more trust
R17	Develop stronger partnership	1	Builds trust	Develop stronger partnership
R2	Develop win win relationships	1	Builds trust	Develop win win relationships
R7	Develops the Org/employee contract	1	Builds trust	Develops the Org/employee contract
R19	Gives boss and employee ability to address difficult questions	1	Builds trust	Ability to address difficult questions
R7	Strengthens relationships	1	Builds trust	Strengthens relationships
R14	Supports trust	1	Builds trust	Supports trust
R17	Helps keep supervisor and employee mutually motivated	1	Builds trust	Keep supervisor/employee motivated
R5	Helps support each other (EE and Org)	1	Builds trust	Helps support each other (EE and Org)
R5	Employees focus less on themselves	1	Builds trust	Employees focus less on themselves
R5	Employees focus more about the organization	1	Builds trust	Employees focus more about organization
R16	Puts tough issues on the table	1	Builds trust	Puts tough issues on the table

<i>PIP</i>	<i>Response</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
R12	Helps employee respond to adversity	2	Change Management	Helps employee respond to adversity
R19	Focuses on individual behavioral change	2	Change Management	Individual behavioral change
R12	Helps during challenging times	2	Change Management	Helps during challenging times
R12	Helps employee better respond to change	2	Change Management	Helps employee better respond to change
R4	Create a better future	2	Change Management	Create a better future
R1	Avoids conflict	2	Change Management	Avoids conflict
R14	Helps lower barriers to change	2	Change Management	Lowers barriers to change
R4	Helps balance company & employee needs	3	Develop shared goals/meaning/alignment	Balance company & employee needs
R4	Helps balance needs of employee and work	3	Develop shared goals/meaning/alignment	Balance company & employee needs
R13	Align their work with company needs	3	Develop shared goals/meaning/alignment	Align their work with company
R19	Employees knows how to make a difference	3	Develop shared goals/meaning/alignment	Know how to make a difference
R8	Helps employee understand how their work connects/aligns with other employees work	3	Develop shared goals/meaning/alignment	Connect work with company
R11	Calibrates leader and employee	3	Develop shared goals/meaning/alignment	Calibrates leader and employee
R1	Shared understanding	3	Develop shared goals/meaning/alignment	Shared understanding
R15	Develop shared goals (business and individual)	3	Develop shared goals/meaning/alignment	Develop shared goals
R2	Develop shared meaning	3	Develop shared goals/meaning/alignment	Develop shared meaning
R4	Develops company values	3	Develop shared goals/meaning/alignment	Develops company values
R8	Align employee to correct behaviors expected by organization	3	Develop shared goals/meaning/alignment	Align employee to correct behaviors
R6	Develops a good support system	3	Develop shared goals/meaning/alignment	Develops a good support system
R15	Eliminates second guessing	3	Develop shared goals/meaning/alignment	Eliminates second guessing

<i>PIP</i>	<i>Response</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
R5	Articulates companies core values	3	Develop shared goals/meaning/alignment	Articulates companies core values
R17	Act as sounding board for ideas	3	Develop shared goals/meaning/alignment	Sounding board
R11	Creates more experts	4	Employee development	Creates more experts
R18	Helps company get most out of employee and developmental investments	4	Employee development	Employee development
R10	Helps promote better decision making by employees	4	Employee development	Promote better decision making
R6	Develops smarter employees	4	Employee development	Develops smarter employees
R17	Allows employee to express views	4	Employee development	Allows employee to express views
R18	Provides advice on business issues	4	Employee development	Provides advice on business issues
R6	Helps employees be more self aware	4	Employee development	Helps employees be more self aware
R10	Better tool to teach core values	4	Employee development	Better tool to teach core values
R16	Helps teach how organizations dynamics work	4	Employee development	Helps teach how organizations dynamics work
R2	Better way to build soft skills	4	Employee development	Better way to build soft skills
R11	Brings focus	5	Focus	Brings focus
R5	Employees can see big picture	5	Focus	Employees can see big picture
R8	Focus emotional energy of employee	5	Focus	Focus emotional energy of employee
R11	Get's employees to focus on priorities	5	Focus	Get's employees to focus on priorities
R18	Helps employee focus on the future	5	Focus	Helps employee focus on the future
R2	Helps employees focus	5	Focus	Helps employees focus
R4	Keeps people focused	5	Focus	Keeps people focused
R9	Keeps star employees grounded	5	Focus	Keeps star employees grounded
R1	People are clear about what's needed	5	Focus	People are clear about what's needed
R1	Staff know what the organizations needs from them	5	Focus	Staff know what the organizations needs from them
R19	Helps employees focus on the business context	5	Focus	Focus on context
R7	Make more big picture thinkers	5	Focus	Make more big picture thinkers
R8	Makes for co clarity between	5	Focus	Makes for co clarity between

<i>PIP</i>	<i>Response</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	boss and subordinate			boss and subordinate
R19	Makes goals more clear for employee	5	Focus	Makes goals more clear for employee
R13	Helps organization take advantage of opportunities quickly	6	Innovation/Agility management	Helps org move quickly
R12	In changing industry, helps move forward faster	6	Innovation/Agility management	In changing industry, helps move forward faster
R13	Keeps team/organization agile	6	Innovation/Agility management	Keeps team/organization agile
R8	Creates entrepreneurial thinking	6	Innovation/Agility management	Creates entrepreneurial thinking
R9	Builds innovation for employee and company	6	Innovation/Agility management	Builds innovation for employee and company
R9	Generates better ideas	6	Innovation/Agility management	Generates better ideas
R16	Learn about areas to steer clear from	6	Innovation/Agility management	Learn about areas to steer clear from
R16	Learn from veteran leaders	6	Innovation/Agility management	Learn from veteran leaders
R14	Builds future leaders	7	Leadership development	Builds future leaders
R5	Develops future leaders	7	Leadership development	Develops future leaders
R2	Grows talent in people	7	Leadership development	Grows talent
R7	Organizations created better bench strength	7	Leadership development	Organizations created better bench strength
R3	Organizations creates more big picture leaders	7	Leadership development	Organizations creates more big picture leaders
R14	Prepares employees that are ready to lead	7	Leadership development	Prepares employees that are ready to lead
R13	Top performers are promoted	7	Leadership development	Top performers are promoted
R6	Platform to hold manager and employee accountable for mutual commitments	8	Performance improvement	Platform to hold manager and employee accountable for mutual commitments
R10	Better productivity	8	Performance improvement	Better productivity
R10	Employees know how to better prioritize the work	8	Performance improvement	Employees better prioritize work
R8	Helps employee achieve their personal company goals	8	Performance improvement	Helps employee achieve goals (Co/EE)
R18	Helps employee develop personal goals	8	Performance improvement	Helps employee develop personal goals
R4	Sets mutual expectations	8	Performance improvement	Sets mutual expectations
R13	Employees can take multiple path to success	8	Performance improvement	Employees can take multiple path to success

<i>PIP</i>	<i>Response</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
R14	Closes the gap between potential performance	8	Performance improvement	Improves employee performance
R15	Employee exceeds potential	8	Performance improvement	Employee exceeds potential
R5	Get the best out of employee	8	Performance improvement	Get the best out of employee
R17	Help address derailing behaviors	8	Performance improvement	Help address derailing behaviors
R16	Help avoid previous pitfalls from occurring	8	Performance improvement	Help avoid previous pitfalls from occurring
R13	Organization meet goals	8	Performance improvement	Organization meet goals
R3	Organization performs better	8	Performance improvement	Organization performs better
R15	Overcome problems faster	8	Performance improvement	Overcome problems faster
R9	Helps weaker employees progress	8	Performance improvement	Helps weaker employees progress
R10	Sets shared standards of performance	8	Performance improvement	Sets shared standards of performance
R11	Outline specific needs and develops plan to attain	8	Performance improvement	Outline specific needs and develops plan to attain
R1	Helps not to waste time	8	Performance improvement	Helps not to waste time
R12	Helps translate strategy into action	8	Performance improvement	Helps translate strategy into action

APPENDIX B

ROUND ONE INITIALLY CODED DATA - QUESTION 2 (COMPLETE)

List the ways managerial coaching impacts employee job satisfaction.

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	Give the work back to			Give the work back to
R15	employees	1	Builds trust	employees
	Gives power of performance			Gives power of performance
R19	back to employee	1	Builds trust	back to employee
	Becomes a safer			
R19	environment	1	Builds trust	Becomes a safer environment
	Allows employee to gain			
	support from supervisors for			Allows support from
R7	ideas	1	Builds trust	supervisors
R12	Employees trust is increased	1	Builds trust	Employees trust is increased
	Increased trust between			Increased trust between
R11	employee and Leader	1	Builds trust	employee and Leader
R3	Increases transparency	1	Builds trust	Increases transparency
R4	Increases trust	1	Builds trust	Increases trust
	More candid and frank			More candid and frank
R6	environment	1	Builds trust	environment
			Demonstrates	
			employees are	
R1	Employee feels important	2	valued	Employee feels important
R15	Feel they are highly valued	2	Demonstrates	Feel they are highly valued

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
			employees are valued	
			Demonstrates	
R11	Lets employee know boss cares about them	2	employees are valued	Lets employee know boss cares about them
			Demonstrates	
R5	Lets employee know manager is listening to them	2	employees are valued	Lets employee know manager is listening to them
			Demonstrates	
R5	Sends a message that company wants to invest in them	2	employees are valued	Sends a message that company wants to invest in them
			Demonstrates	
R8	Shows employee that they company is invested in them	2	employees are valued	Shows employee that they company is invested in them
			Demonstrates	
R19	Shows that they are valued	2	employees are valued	Shows that they are valued
			Demonstrates	
R18	Work harder knowing that they are valued	2	employees are valued	Work harder knowing that they are valued
			Demonstrates	
R4	Makes employees feel supported	2	employees are valued	Makes employees feel supported
			Demonstrates	
R13	Sends a message that every persons work matters and	2	employees are valued	Work matters and makes a difference

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	makes a difference		valued	
R13	Lowers drama	3	EE Commitment	Lowers drama
	Lead people, don't always			Lead people, don't always
R5	manage	3	EE Commitment	manage
	Let people manage			Let people manage
R9	themselves	3	EE Commitment	themselves
	They know how to make a			They know how to make a
R14	difference	3	EE Commitment	difference
	Employee raises			
R5	commitment and effort level	3	EE Commitment	Increased EE commitment
	They better know what			
	success looks like and work			Know what success looks like
R5	harder to attain it	3	EE Commitment	and work harder
	Helps employees feel part of			Helps employees feel part of
R2	the team	3	EE Commitment	the team
	Teach employee how to			
	work better with other key			Teach how to work better
R6	dept/people	3	EE Commitment	with other people
	Empowered to be in control			Empowered to be in control of
R18	of their own destiny	3	EE Commitment	their own destiny
	Gets employees excited			Gets employees excited about
R2	about their job	3	EE Commitment	their job
	Allows to employee to talk			Allows for employee
R19	from there perspective	3	EE Commitment	perspective
R3	Helps with employee	3	EE Commitment	Employee recognition

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	recognition			
	Promote and develop to			
	culture that best supports job			Culture that best supports job
R1	satisfaction	3	EE Commitment	satisfaction
	Shapes the culture for a			Shapes the culture for a
R8	positive workplace	3	EE Commitment	positive workplace
R3	Helps inspire employees	3	EE Commitment	Helps inspire employees
	Can catch employee burnout			
R17	before its too late	4	Employee retention	Catch burnout
	Good employees stay with			Good employees stay with
R17	the company	4	Employee retention	company
R18	Helps retain best talent	4	Employee retention	Retain best talent
	Helps with better employee			
R8	retention	4	Employee retention	Better employee retention
	Strengthens relationships of			
R16	employee with company	4	Employee retention	Strengthens relationships
	Employees better shape the			Job Shaping to organizational
R8	right company culture	4	Employee retention	culture
	Gets employee to play an			Employee active role in
R16	active role in shaping the job	4	Employee retention	shaping job
	Helps employees better			Helps employees better shape
R15	shape there jobs	4	Employee retention	there jobs
	Employee chose work			Employee chose work
R17	activities and commit	4	Employee retention	activities
R4	Helps employees become	5	Enhances employee	Helps employees become self

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	self accountable		accountability	accountable
			Enhances employee	
R1	Increases self policing	5	accountability	Increases self policing
	Lowers potential of		Enhances employee	Lowers potential of perceived
R3	perceived favoritism	5	accountability	favoritism
	Employees feel everyone is			
	accountable for effort and		Enhances employee	
R18	results	5	accountability	Increased accountability
	Alignment between effort of		Improves	
	employee and organizations		organizational	Alignment between EE and
R4	results	6	alignment & clarity	organization
	Communicates how an		Improves	
	employee contributes to		organizational	
R15	success of organization	6	alignment & clarity	Outlines EE contribution
			Improves	
	Employee connects the job		organizational	Employee connects the job to
R10	to company needs	6	alignment & clarity	company needs
	Helps employee make the		Improves	
	connection between his/her		organizational	
R15	work and the company	6	alignment & clarity	Connect work and company
	Know how the work		Improves	
	connects to mission of the		organizational	
R10	company	6	alignment & clarity	Connects work to mission
	They share this picture/view		Improves	They share this picture/view
R6	with employees	6	organizational	with employees

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
			alignment & clarity	
			Improves	
			organizational	
R10	Clarity	6	alignment & clarity	Clarity
			Improves	
	Increased communication		organizational	Increased communication
R11	leads to clarity	6	alignment & clarity	leads to clarity
			Improves	
	Lets employees know where		organizational	Lets employees know where
R1	they stand	6	alignment & clarity	they stand
			Improves	
	Paints a picture of success		organizational	Paints a picture of success that
R14	that employee strives for	6	alignment & clarity	employee strives for
			Improves	
	Employees can see big		organizational	
R14	picture	6	alignment & clarity	Employees can see big picture
			Improves	
	Creates opportunity to better		organizational	
R10	candid conversations	6	alignment & clarity	Candid conversations
	Makes for more effective		Improves	Makes for more effective
R2	performance evaluations	7	Performance	performance evaluations
	No surprises during eval		Improves	
R2	time	7	Performance	No surprises during eval time
	Teach them how to be		Improves	Teach them how to be
R9	successful in org culture	7	Performance	successful in org culture

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	Helps employee achieve			
	their personal company		Improves	Helps employee achieve
R8	goals	7	Performance	personal goals
	Better performance =		Improves	Better performance = happier
R17	happier employee	7	Performance	employee
R2	Become better learners	8	Innovation/Learning	Become better learners
	Helps employees think			Helps employees think clearly
R9	clearly and be creative	8	Innovation/Learning	and be creative
	More ideas and thoughts are			More ideas and thoughts are
R7	shared	8	Innovation/Learning	shared
	Helps them strive for			
R10	something new	8	Innovation/Learning	Strive for something new
	Makes it safe for employees			Makes it safe for employees
R11	to learn	8	Innovation/Learning	to learn
R16	Develops future leaders	8	Innovation/Learning	Develops future leaders
R9	Helps develop future leaders	8	Innovation/Learning	Helps develop future leaders
R13	Employee owns learning	8	Innovation/Learning	Employee owns learning
	Empowers employee to self			Empowers employee to self
R14	improve	8	Innovation/Learning	improve
	Empowers people to want to			Empowers people to want to
R15	self improve	8	Innovation/Learning	self improve
	Makes employees want to			Makes employees want to
R6	learn more	8	Innovation/Learning	learn more
R18	Self improvement	8	Innovation/Learning	Self improvement
R1	Want to give back to	9	Motivation & Pride	Want to give back to company

<i>PID</i>	<i>Impact #1</i>	<i>Code</i>	<i>Theme</i>	<i>Category</i>
	company as result			as result
	Helps create employee			
R17	loyalty	9	Motivation & Pride	Helps create employee loyalty
	Balance intrinsic and			Balance intrinsic and extrinsic
R12	extrinsic motivation	9	Motivation & Pride	motivation
	Calibrate employees			Calibrate employees
	motivational factors between			Calibrate employees
R17	other employees	9	Motivation & Pride	motivational factors
	Develop tailored			
	motivational tools,			
R6	outcomes, etc.	9	Motivation & Pride	Tailored motivational tools
R16	Helps motivate employees	9	Motivation & Pride	Helps motivate employees
	Motivates employees to			Motivates employees to strive
R16	strive for more	9	Motivation & Pride	for more
	See how they incentives			See how they incentives
R7	match performance	9	Motivation & Pride	match performance
R12	They enjoy the work	9	Motivation & Pride	They enjoy the work
R9	They have fun at work	9	Motivation & Pride	They have fun at work
	Employees feel a collective			Employees feel a collective
R19	pride	9	Motivation & Pride	pride
R13	Increased pride	9	Motivation & Pride	Increased pride
	Employees focus less on			Employees focus less on
R12	themselves	9	Motivation & Pride	themselves
	Employees focus more about			Employees focus more about
R10	the organization	9	Motivation & Pride	the organization