

Measuring the Immeasurable: the Perceived Coaching Effectiveness Scale

Rebecca J. Jones Msc, Stephen A. Woods
Ph. D., & Yves Guillaume Ph. D.

Reliability is....



Repeatability or consistency. A measure is considered reliable if it would give us the same result over and over again.

Validity is....



Accuracy. The degree to which a measure succeeds measuring what it is designed to measure

Research Aims

1. To develop the first, highly reliable and valid perceived coaching effectiveness scale
2. The scale will measure the coachees perceptions of the effectiveness of coaching at producing workplace outcomes
3. The scale will measure coaching outcomes rather than coaching process

Defining workplace coaching

- One to one collaborative engagement between coach and coachee
- Concerned with work-based outcomes
- Follows a formally defined coaching agreement or contract
- Fulfilment of agreement follows a personal development process
- Distinct from supervisory coaching

Bono, Puranova, Towler, and Peterson (2009)

Current methods of measuring coaching outcomes

Recognized OP outcomes....



Performance outcomes....



Abstract, vague outcomes....



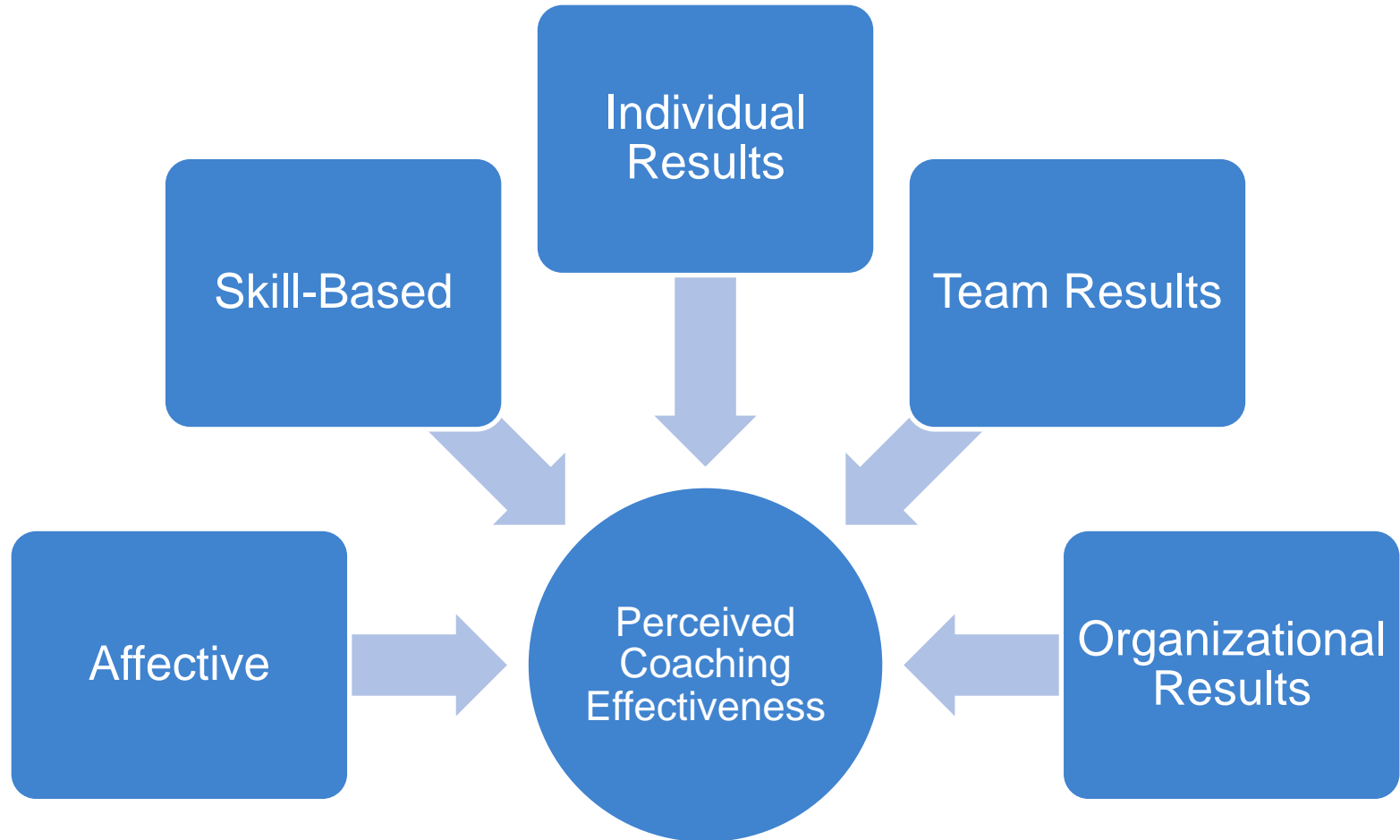
Scale Development Stages

Study 1: Theme exploration and item generation

Study 2: Face and content validity of items

Study 3: Questionnaire administration and empirical scale validation

Study 3: Proposed Model



Study 1: Method

12 participants:

- 8 male
- Mean age = 43.5
- All management or senior management level
- Mean number of coaching sessions = 18.5
- All had been coached by an external coach

Structured Interviews:

- Definitions of coaching provided
- Agreement on proposed coaching outcomes sought
- Item generation

Study 1: Results

100% agreement on five coaching outcomes

147 questionnaire items generated:

46 affective

51 skill-based

18 individual results

14 team results

18 organizational results

Study 2: Method & Results

7 Participants

37 of the 147 items did not meet the minimum 75% agreement level.

Removal of these created a 110 item scale:

36 affective

33 skill-based

15 individual results

14 team results

12 organizational results

Study 3: Method

Participants – 201 coachees

59% Female

Mean age = 36

27% student, 25% management, 16% professional, 2% director, 30% not specified

Mean number of coaching sessions = 6

45% external coach, 42% internal, 2% both, 11% not specified

All completed 110-item scale online

Study 3: Results

Exploratory Factor Analysis



Example Items

Higher Order Factor	Lower Order Factor	Item
Affective	Career Clarity	Coaching has made me more focussed on my intentions
Affective	Work Well-Being	I feel happier in my role
Skill-Based	Leadership	I have better people management skills
Skill-Based	Personal Effectiveness and Adaptability Work Well-Being	I am more flexible in the way I work to meet organizational objectives
Skill-Based	Planning & Organising	I am able to plan more effectively
Results	Job Performance	I have increased credibility with colleagues and clients
Results	Team Performance	My team delivers higher quality work
Results	Organizational Performance	I work more efficiently, saving the organization money
Results	Staff Retention	Staff absences have decreased

Implications & directions for future research



Thank you for listening

Any questions?

rebecca.jones@worc.ac.uk