THE IMPACT OF EMOTIONAL INTELLIGENCE AND EXECUTIVE COACHING
ON LEADER EFFECTIVENESS

by

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DEDICATION

*This dissertation is dedicated to my husband, Scott, and children, Maureen, and Thomas,
for their loving support and sacrifice over this long journey.*

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The Impact of Emotional Intelligence and Executive Coaching on Leader Effectiveness

Abstract

by

ELLEN BROOKS VAN OOSTEN

Emotional intelligence has been hailed as a hallmark of successful leaders since the term was popularized in the early 1990s. Shortly thereafter, executive coaching emerged as a popular and beneficial resource to support the development of managers and leaders in organizations. The purpose of this research is to examine the influence of both phenomena on leader effectiveness. This empirical study tests two research inquiries: does emotional competence predict leader effectiveness, and what impact does a quality coaching relationship have on leader effectiveness? Leader effectiveness is conceptualized as four constructs: job performance, personal vision, work engagement, and career satisfaction. Eighty-five senior executives in a North American financial services organization completed a leadership development experience which included training on emotional intelligence, multi-rater assessment, and work with an external executive coach. Survey responses were collected and triangulated with job performance data and multi-rater feedback. Results indicated that both emotional competence and a high-quality coaching relationship do indeed make a difference. Specifically, findings revealed that emotional competence directly and positively impacts performance and

career satisfaction and that a quality coaching relationship leads to increased levels of work engagement, career satisfaction and expression of a personal vision. These results may be of particular benefit to scholars and practitioners interested in leader effectiveness, leader development, developmental relationships and emotions and coaching in the workplace.

Keywords: emotional intelligence, coaching relationship, leader effectiveness, leadership development

CHAPTER 1: INTRODUCTION

Overview of the Study

Organizations spend billions of dollars on training and development programs focused on equipping key leadership talent with the knowledge and skills to increase individual effectiveness, and in turn, organizational performance (Day, 2000; Kilburg, 2000; Thach, 2002). Most notably, leadership development programs featuring emotional intelligence and executive coaching as central components have become increasingly popular and have captured the interest of scholars and practitioners alike (Day, 2000; Quick & Macik-Frey, 2004; Wong & Law, 2002).

While initially slow, scholarly inquiry into the emotional intelligence and executive coaching domains has expanded considerably and is now quite vibrant. In recent years, empirical studies have shown emotional intelligence to influence a range of workplace outcomes, including performance (Cote & Miners, 2006; Dulewicz, Young, & Dulewicz, 2005; Hopkins & Bilimoria, 2008; Law, Wong, Huang, & Li, 2008; Rozzell, Pettijohn, & Parker, 2006; Wong & Law, 2002), job satisfaction (Wong & Law, 2002; Wong, Law, & Wong, 2004), and leadership effectiveness (Gardner & Stough, 2002; Kerr, Garvin, Heaton & Boyle, 2006; Palmer, Walls, Burgess, & Stough, 2001; Rosete & Ciarrochi, 2005; Walter, Cole, & Humphrey, 2011).

Similarly, executive coaching has been employed as support for manager and leader development and has been used to address a multitude of issues from leader effectiveness (Thach, 2002; Wasylyshyn, 2003) to cognitive flexibility (Diedrich, 1996), skill enhancement (Witherspoon & White, 1996) and behavior change (Wasylyshyn,

2003). However, relatively few studies explore the relationships between emotional intelligence, executive coaching, and leader effectiveness.

This study addresses that gap through an exploration of the impact of emotional intelligence and executive coaching on leader effectiveness. Specifically, the aim of this research is to empirically examine questions that have not been adequately addressed in prior work: (1) does emotional competence predict leader effectiveness? (2) what impact does a high-quality coaching relationship have on leader effectiveness?, and (3) do emotional intelligence and executive coaching fundamentally matter in the workplace? This proposed study is encouraged by empirical evidence from three theoretical streams: emotional intelligence (Goleman, 1995, 1998; Mayer, DiPaolo, & Salovey, 1990, 1997), coaching relationships (Baron & Morin, 2009; Bennett, 2006; Boyce, Jackson, & Neal, 2010; Ely et al., 2010; Gregory & Levy, 2011; Gyllensten & Palmer, 2007; Kampa-Kokesch & Anderson, 2001), and leader effectiveness (Palmer et al., 2001; Thach, 2002).

Eighty-five senior executives at a financial services institution comprise the sample. The participants represent a group of 175 leaders selected to participate in a company leadership development program. The program was anchored in the concepts of emotional intelligence, resonant leadership, and intentional change, and involved two days of classroom instruction on emotional intelligence, multi-rater feedback on emotional intelligence competencies and post-program executive coaching support.

Survey data was collected from the sample participants, measuring objective and subjective dimensions of leader effectiveness including leader engagement, career satisfaction, personal vision and perceptions of the quality of a coaching relationship. That data were combined with an annual performance rating and multi-rater feedback

data on emotional competence. Structural equation modeling was employed to test a set of hypotheses regarding the relationships between the study variables.

Significance of the Study

Through this research, I intend to contribute to the research and practice in the field of organizational behavior in several ways. First, this study confirms and extends research on the impact of emotional intelligence and a coaching relationship on workplace outcomes. Second, it expands research on emotional intelligence measures through the use of a multi-rater assessment instrument versus a self-report instrument. Third, this study provides an important empirical study in a real-time organizational setting with actual leaders versus a lab setting with college students often found in the literature. Findings will be of particular interest to scholars interested in leader effectiveness, leader development, developmental relationships and emotions and coaching in the workplace.

For applications to practice, these research findings further demonstrate that emotional intelligence and executive coaching relationships matter when considering the development and effectiveness of leaders. Organizational development practitioners and consultants may find this relevant and useful in the consideration and design of leadership and executive development interventions. The study findings may also be of interest to organizations engaged in the procurement of coaching services as well as those starting or sustaining internal coaching activities.

Structure of the Dissertation

This dissertation is organized into six chapters. Chapter 2 includes a review of existing literature including a proposed research model and hypotheses. Chapter 3

outlines the method used including an overview of the research site, sample, study design, and measures used. Chapter 4 describes the results of the study, followed by an interpretation of the key findings and implications for research and practice in Chapter 5. Chapter 6 includes a discussion of the limitations, suggestions for future research, and a conclusion. A reference list and appendices, including construct summary and Institutional Review Board (IRB) application documents, is provided at the back of the document.

CHAPTER 2: LITERATURE REVIEW

The following literature summary represents theories and research from the domains of leadership, emotional intelligence and executive coaching relevant to this study. Insights from this review inspired the conceptual model and research questions for this study. Specifically, this chapter will focus upon eight main areas: a) leader effectiveness and the role of emotions; b) understanding leader effectiveness; c) definitions and models of emotional intelligence; d) link between emotional intelligence and workplace outcomes; e) nature of executive coaching; f) coaching for change; g) the coaching relationship; and h) leader development through multi-rater feedback and coaching. A conceptual research model and hypotheses are provided at the end of the chapter.

Leader Effectiveness and the Role of Emotions

Some would say that the phenomenon of leadership has existed since the earliest recordings of humanity (Bass, 1990); however, the systematic study of leadership didn't begin until the 1930s (House & Aditya, 1997). Social science research in the leadership domain gained traction in the 1970s and has reigned as one of the most discussed, studied and contested topics in the human behavior literature for past the 40 years (Bennis, 2007; Dulewicz et al., 2005; George, 2000). Over this span, researchers from the psychology, sociology, philosophy, management, cognitive intelligence and neuroscience fields have blazed a path of theoretical and empirical work considering questions surrounding definitions of leadership, antecedents and consequences of leadership, leadership behaviors and leadership measures. These inquiries continue to fuel scholarly examinations of leaders and leadership.

Four primary theoretical streams of research shaped the history of leadership inquiry: the trait-based view, the behavior-based view, contingency-based view, and relational view. Trait theories of leadership prevailed in the early 20th century and emphasized a belief that leaders were born not made. Dominant trait-based theories maintained a focus on personal qualities and purported that great leaders are inherently equipped from birth with the personality, capabilities and unique characteristics to lead effectively. Behavior-based theories emerged in the middle of the 20th century and maintained a focus on leader actions and behaviors as central to any leadership inquiries. The notable Ohio State Studies (Hemphill & Coons, 1957) were completed during this phase, positing that two dimensions described leadership behaviors: *initiation of structure* and *consideration*. *Initiation of structure* referred to task-oriented behaviors while *consideration* referred to relationship-based behaviors (Hemphill & Coons, 1957).

Contingency-based leadership theories emerged in the 1970s and incorporated a more holistic consideration of the various factors influencing leader behaviors and outcomes, such as the workplace context and environment (Fiedler, 1967; Hershey & Blanchard, 1969; Yukl, 1998). In recent years, leadership studies have incorporated a relational view, emphasizing leadership as a relationship and considering the leader in relation to direct reports, colleagues and managers. Vertical-dyad linkage theory (Graen & Schiemann, 1978) and leader–member exchange theory (LMX: Graen & Uhl-bien, 1995) are examples. Relation-based theories and LMX in particular suggest leadership effectiveness is characterized by the establishment and maintenance of high-quality social exchange partnerships between leaders and followers (Graen & Uhl-bien, 1995; Uhl-bien, 2006).

Relational theories of leadership have served as a springboard for the advancement of another differentiated yet related research domain bridging emotions and leadership. Research on the role of emotions in leadership emerged on the scene twenty years ago and accelerated rapidly in the psychological, education and management fields (Barling, Slater, & Kelloway, 2000; George, 2000; Rosette & Ciarrochi, 2005; Wong & Law, 2002). The study of emotion in relation to leadership has become a viable field of scholarly inquiry (George, 2000; Hackman & Wageman, 2007; Humphrey, 2002, 2008).

A central underpinning of emotions and leadership research is that leadership is an “emotion-laden process” (George, 2000; Humphrey, 2002; Walter et al., 2011). Humphrey (2002, 2008) made two relevant propositions, namely that an essential function of the leader is the effective handling of employees’ feelings and that the leader’s ability to manage the emotional climate in the workplace can significantly impact performance. Leaders who can positively and effectively manage emotions in themselves and others are often more in tune with followers and better equipped to build and sustain effective relationships (Goleman, 1998; Goleman, Boyatzis, & McKee, 2002). Goleman et al. (2002) and Boyatzis (2009) advocated this emotional capacity as defining successful performing leaders from those considered average.

Understanding Leader Effectiveness

Over the span of leadership research, scholars have initiated many different conceptualizations aimed at identifying what effective leadership includes and what great leaders actually “do”. This has led to a plethora of terms and descriptions, which can be confusing. An early attempt at the definition originated in the Ohio State Studies (Hemphill & Coons, 1957) which focused on leader behaviors and identified two primary

dimensions of task and relationship behaviors. Mintzberg (1973) built on this foundation with a popular study of five CEOs and an analysis of other manager studies to uncover “What do managers do?” He concluded that managerial work involved interpersonal, informational and decisional roles (Mintzberg, 1973). Research spanning the subsequent forty years has relied heavily on the task-relationship taxonomy as a useful way to articulate and distinguish leader behaviors within numerous leadership theories (Hopkins, 2004; Humphrey, 2002)

Defining leadership has remained an elusive challenge for researchers. Hopkins (2004) documented Stodgill’s (1974) conclusion “that there are almost as many definitions of leadership as there are persons who have attempted to define it” (p. 259). Several authors attempted to define leadership by distinguishing it from management. Kotter (1990) suggested leadership is primarily about coping with change while management is essentially about coping with complexity, with each function requiring a different but complementary set of behaviors. Managers seek order while leaders thrive on chaos. Caruso, Mayer, and Salovey (2002) describe management as primarily focused on specific perfunctory activities such as planning, motivating staff and decision making and leadership as concerned with influencing and facilitating others toward a common goal. Forty years later, there remains a general lack of convergence prompting prominent leadership scholars to extend a call to researchers to directly address this gap (Bennis, 2007; Hackman & Wageman, 2007; Vroom & Jago, 2007).

Finding a definition for leader effectiveness has proven even more challenging. In the literature, definitions of leadership overlap with those defining leader effectiveness. Judge, Bono, Ilies, and Gerhardt (2002) define leader effectiveness as “a

leader's performance in influencing and guiding the activities of his or her unit toward achievement of its goals" (p. 767). Hopkins and Bilimoria (2008) suggest that "effective leaders are those who have satisfied and productive employees, while successful leaders are those who are promoted quickly" (p. 15). George (2000, p. 1039) synthesized numerous leadership theories to arrive at her suggestion that leader effectiveness includes the following components:

- Development of a collective sense of goals and objectives and how to go about achieving them;
- Instilling in others knowledge and appreciation of the importance of work activities and behaviors;
- Generating and maintaining excitement, enthusiasm, confidence, and optimism in an organization as well as cooperation and trust;
- Encouraging flexibility in decision making and change;
- Establishing and maintaining a meaningful identity for an organization.

Within the vast array of available definitions and descriptions, an observable common thread throughout the literature is that a leader's effectiveness largely includes a combination of both task-related and relationship-related outcomes. Task activities are addressed through more instrumental-based outcomes such as goal attainment and performance. Relationship activities are identified through socio-emotional outcomes of engagement, motivation, commitment and satisfaction.

Guided by the saliency noted in the literature, leader effectiveness was selected as the dependent variable in the present study. Four constructs, representing task and relationship-based outcomes at the firm, were identified as measurements of leader

effectiveness. These included measures of performance, personal vision, work engagement, and career satisfaction. The motivation for selecting these constructs and the respective measures for each will be discussed more thoroughly later in this paper.

Definitions and Models of Emotional Intelligence

While the concept of emotional intelligence (EI) rose in popularity in the 1990s, its origins extend far back in history. The concept of “social intelligence” was first introduced by Thorndike (1920) and later extended by Goleman (1995, 1998). Thorndike (1920) defined social intelligence to be “the ability to understand and manage men and women, boys and girls to act wisely in human relations” (Law et al., 2008, p. 52).

The term “emotional intelligence” was first suggested by Salovey and Mayer (1990). A few years later, Goleman (1995) popularized the concept with his best-selling 1995 book, *Emotional Intelligence: Why It Can Matter More than IQ*, which created a groundswell of public interest on the topic (Ashkanasy & Daus, 2002; Peltier, 2010). Early emotional intelligence research created provocative implications for the field, namely: (1) that intelligence was definable beyond the conventional and accepted measure of IQ; (2) that emotions could be managed in work and life, resulting in positive individual and organizational outcomes; and (3) emotional intelligence could be learned (Goleman, 1995, 1998; Peltier, 2010). These discoveries captured the attention of scholars and led to an explosion in the number of journal articles, academic books and conferences on the topic by the late 1990s (Ashkanasy & Daus, 2002; Daus & Ashkanasy, 2005; George, 2000; Goleman, 2000; Walter et al., 2011). Scholarly activity has remained strong to the present day.

In an early conceptualization, Salovey and Mayer (1990) defined EI as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions” (p. 189). In subsequent years, emotion researchers have defined EI in various ways and currently numerous models and measures utilizing the EI term can be found in the literature (Cherniss, 2010; Seal & Andrews-Brown, 2010). This has led to a spirited and ongoing debate among researchers lasting two decades and involving differences in views over definitions and models. Despite the tension, some common ground is observable. Cherniss (2010) reported in a recent review of the literature that, “although there is no total agreement, most of the major theorists seems to accept as a common definition that EI is ‘the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others’” (p. 115). Mayer, Salovey, and Caruso (2000) are credited with this definition.

Since Salovey and Mayer’s early theory of emotional intelligence, additional research emerged creating three broad streams (Cherniss, 2010; Seal & Andrews-Brown, 2010). These are outlined and described in Table 1:

Table 1

Emotional Intelligence Research Streams

EI Research Stream	Description	Lead Researchers
Emotional ability	Considered to be an individual's potential emotional capacity, in turn facilitating thought	Salovey & Mayer, 1990; Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2000
Emotional Quotient	Suggests that we leverage preferred emotional patterns to manage pressure	Bar-On, 1988
Emotional Competence	Includes emotional behaviors that impact workplace performance	Goleman, 1995; Goleman, 1998, Goleman, Boyatzis, & McKee, 2002

Salovey and Mayer (1990) and later Mayer and Salovey (1997) proposed an ability model in which EI was considered to be a cognitive or mental intelligence, based upon mental abilities used in the service of emotions and processing emotional information. These emotional abilities were viewed as advancing with age and experience and separate from traits and behavior (Gardner & Stough, 2002).

Bar-On (1988) presented a general model of emotional intelligence, which he now refers to as emotional and social intelligence. Bar-On's model is trait-based and focused on elements that aid people's efforts to address and adapt to emotional and social pressures. In his synopsis of EI studies, Cherniss (2010) provided the following explanation of Bar-On's model: "the ability to be aware of, to understand, and to express oneself; the ability to be aware of, to understand and relate to others; the ability to deal with strong emotions and control one's impulses; and the ability to adapt to change and to solve problems of a personal or social nature" (p. 111). The Bar-On model (Bar-On,

1997) includes five factors: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood.

The competency-based model of emotional intelligence is rooted in the work of Goleman (1998) and Boyatzis (1982; Boyatzis & Sala, 2004). Boyatzis (2008) described a competency as fundamentally a “capability” or “ability” further defined as “a set of related but different sets of behavior organized around an underlying construct called the ‘intent’” (p. 750). Goleman (1995, 1998) and Boyatzis (2008) describe emotional competence as the capacity for recognizing our own and other’s emotions and the ability to use this knowledge to manage ourselves and our relationships effectively. The competency-based EI model integrates emotional and social competencies and has been linked to outstanding performance in the workplace (Boyatzis, 1982; Goleman et al., 2002; Spencer & Spencer, 1993). Within the model, competencies are grouped within four clusters referred to as Self-Awareness, Self-Management, Social Awareness and Relationship Management as shown in Table 2. Goleman et al. (2002) emphasize the behavioral aspect of emotional intelligence as crucial to workplace performance and suggest that these behaviors can be learned and developed.

Table 2

Emotional Intelligence Competencies

Cluster	Competency
Self-Awareness	Emotional Self-Awareness: Reading one's emotions and recognizing their impact; using "gut sense" to guide decisions
	Accurate Self-Assessment: Knowing one's strengths and limits
	Self-Confidence: A sound sense of one's self-worth and capabilities
Self-Management	Emotional Self-Control: Keeping disruptive emotions and impulses under control
	Transparency: Displaying honesty and integrity; trustworthiness
	Adaptability: Flexibility in adapting to changing situations or overcoming obstacles
	Achievement: The drive to improve performance to meet inner standards of excellence
	Initiative: Readiness to act and seize opportunities
Social Awareness	Optimism: Seeing the upside in events
	Empathy: Sensing other's emotions, understanding their perspective, and taking active interest in their concerns
Relationship Management	Organizational Awareness: Reading the currents, decision networks, and politics at the organizational level
	Service: Recognizing and meeting follower, client or customer needs
	Developing Others: Bolstering others' abilities through feedback and guidance
	Inspirational Leadership: Guiding and motivating with a compelling vision
	Change Catalyst: Initiating, managing and leading in a new direction
	Influence: Wielding a range of tactics for persuasion
	Conflict Management: Resolving disagreements
	Teamwork & Collaboration: Cooperation and team building

Source: Goleman, Boyatzis, & McKee, 2002, p. 39

Research bridging emotions and leader effectiveness has primarily relied upon one of these three theoretical frameworks. While the Salovey and Mayer definition is popular, an obvious shortcoming is that it lacks any element of individual motivation, will and/or action inherent in how leaders use emotional intelligence in the workplace. Given the purpose of this study is to consider the implication of emotional leadership in the workplace, the competency-based theory of emotional intelligence was selected as most relevant along with the definition provided by Boyatzis, Goleman, and Rhee (2000) which describes EI to be observable behavioral demonstrations of “self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation” (p. 344). Emotional competence reflects behavioral aspects of the leader and was selected as the construct of choice for the independent variable.

Link between Emotional Intelligence and Workplace Outcomes

At its very core, an organization is a place where human beings interact for the purpose of completing tasks or work. Interactions between individuals inherently involve the experience and expression of a range of emotions, such as joy, gratitude, fear, anger, and frustration. Ashforth and Humphrey (1995) stated, “The experience of work is saturated with feeling” (p. 98). Emotional intelligence theory informs us that leaders who manage emotions in themselves and others appropriately will be more effective in their tasks and relationships. Empirical studies have confirmed this expectation (Gardner & Stough, 2002; George, 2000; Humphrey 2002; Walter et al., 2011).

This link between EI and performance has been documented in numerous previous studies. Wong and Law (2002; Law, Wong, Huang, & Li, 2008) reported a

significant relationship between EI and performance among Chinese respondents. EI was also positively associated with sales performance (Rozell et al., 2006), task performance (Cote & Miners, 2006), military officer performance (Dulewicz et al., 2005), financial analyst performance (Boyatzis, Massa, & Good, 2012) and softball coaches win/loss record (VanSickle, 2004).

Beyond job performance, EI has also shown a positive link with a variety of other outcomes. EI improved employee job satisfaction (Law et al., 2008; Rosete & Ciarrochi, 2005; Wong & Law, 2002), life satisfaction (Wong & Law, 2002; Wong, Wong, & Law, 2005) and customer satisfaction (Kernbach & Schutte, 2005). Dulewicz and Higgs (2000) studied the link between EI and career progression among 58 managers in the UK and Ireland and asserted that emotional intelligence was the dominant factor leading to career advancement.

While theoretical work linking emotional intelligence to leader effectiveness has been robust and empirical activity has been increasing, scholarly work examining the link between the constructs remains relatively light and carries important limitations. For example, Barling et al. (2000) and Palmer et al. (2001) tested small samples of 49 and 43 individuals, respectively and used EI measures not designed for the workplace. Gardner and Stough (2002) studied a larger sample of 110 senior managers but relied upon a self-report instrument. This study aims to build upon prior empirical work by testing the relationship between leader emotional competence and leader effectiveness on a sample of actual managers using a competency-based multi-rater measure of EI designed specifically for managers in the workplace.

Boyatzis and Goleman developed a multi-rater feedback measure to capture the assessment of leader emotional competence from a variety of sources in regular contact with the individual, known as the *Emotional Competence Inventory* (ECI-2, version 2.0; Boyatzis & Goleman, 1996, 1999, 2002, 2007; Wolff, 2007). The ECI-2 was selected to assess leader emotional competence in this study and will be explained in greater detail in the next chapter.

Two previous studies, Hopkins (2004) and Boyatzis et al. (2012) examined the role of emotional and social competencies, using the ECI, to predict success in the financial services industry. In her doctoral thesis, Hopkins (2004) studied emotional competence in 105 male and female bank executives. Her research investigated gender differences in the demonstration of emotional and social competencies and explored the relationship between such competencies and executive success as measured by a company performance rating. Two primary findings emerged: no difference existed between men and women in their overall demonstration of emotional and social competencies and successful versus average executives demonstrated certain emotional and social competencies more than others.

Boyatzis et al. (2012) investigated the relationship of emotional and social intelligence in predicting sales effectiveness beyond the effects of personality and general intelligence. This study featured 60 divisional executives in a financial services firm. Results showed a positive relationship between emotional and social competence and recruitment of new associates but not with personality and general intelligence (also known as “g”). This empirical study will serve as the third known of its kind in which the impact of emotional and social competence on various workplace outcomes was

examined using the ECI-2 and a sample of organizational leaders working in the financial industry.

Nature of Executive Coaching

The global coaching market is estimated at a level of \$2 billion per year and climbing rapidly (Fillery-Travis & Lane, 2006). The majority of coaching is occurring in Western societies including the United States (U.S.), United Kingdom (U.K.) and Europe. Sherman and Freas (2004) reported annual spending on executive coaching in the U.S. alone of \$1 billion per year. In annual surveys, 70% of organizations in the U.K. report using coaching and over 40% offer to all employees, not just managers (Segers, Vloeberghs, Henderickx, & Inceoglu, 2011). Encouraged by a popularity in practice and within organizations, scholars have been increasingly attracted to examine numerous facets of coaching including, the coaching process, coaching outcomes, coach behaviors and coaching relationships (Bennett, 2006; Carey, Philippon, & Cummings, 2011). Grant (2006) compared scholarly work from the first scholarly publication in 1955 through 2005 and noted that 80% of all empirical studies have occurred between 1996 and 2005, noting an impressive upswing.

While the study of executive coaching is a relatively new domain within the social sciences, its roots extend far back in history. It is suggested that Socrates may be considered one of the original coaches (Nielsen & Nørreklit, 2009). His genius use of questioning and dialogue techniques served to amplify the potential for reflection, reasoning and learning in his students. The Socratic method is still widely used in educational and developmental contexts, including coaching, to facilitate greater

awareness and insight. A well-established outcome of this type of reflective dialogue is increased self-confidence and self-efficacy (Carey et al., 2011).

Numerous definitions of executive coaching are found in the literature. The term “coach” was rooted in a French term, describing the movement of a valued person or goods from point A to point B (Haas, 1992). The means of movement became the stagecoach, which originally was reserved for transporting royalty and other societal elites. In spite of the instrumental nature of this transportation reference, the general meaning still applies to contemporary coaching which at a broad level involves the forward movement of key people. In business settings, coaching was initially reserved for CEOs and other top executives, giving birth to the term *executive coaching* (Baron & Morin, 2009). Even though coaching resources are now more accessible to managers at all levels, it is common for the term *executive coaching* to be used interchangeably with *coaching* in both research and practice. In that spirit, both terms were applied throughout this work.

Coaching is generally viewed as a developmental or helping relationship with the purpose of achieving some type of change, learning, and/or new level of individual or organizational performance (Douglas & McCauley, 1999; Ellinger & Bostrom, 1999; Hargrove, 2003; Howard, 2009; Judge & Cowell, 1997; Kampa-Kokesch & Anderson, 2001; Kilburg, 2000, Quick & Macik-Frey, 2004). A popular definition of coaching in the literature is asserted by Kilburg (2000):

A helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction, and, consequently, to

improve the effectiveness of the client's organization within a formally defined coaching agreement (p. 65).

Joo (2005) offered further clarification by recognizing the adaptation of coaching to work with executives and described executive coaching as a “one-on-one relationship between a professional coach and an executive (coachee) for the purpose of enhancing coachee behavioral change through self-awareness and learning, and thus ultimately for the success of the individual and organization” (p. 468).

While the Kilburg definition was useful, the description provided by Joo (2005) was adopted for this research due to its saliency and comprehensiveness. In this study, the coaching occurs in a dyadic, supportive relationship between an external coach and an organizational leader in which the coaching focus centers upon facilitating self-awareness and self-directed development for the coachee. Also, the term *coach* refers to an executive coach, who worked external to the financial services organization and who provided the personalized coaching. The term *coachee* was used to describe the recipient of the coaching or leader in this case.

Coaching for Change

In general, executive coaching is most often provided as a support for mid- to senior-level managers in organizations to enhance their effectiveness as a leader (Judge & Cowell, 1997). The specific reasons organizations use executive coaches has shifted considerably since 1990. Whereas, in the nineties, executive coaches were largely assigned to help derailing executives, they are primarily engaged today to develop the competence and capabilities of top talent (Kaufmann & Coutu, 2009).

Change in managerial or leadership behaviors is the intended outcome of most executive coaching (Feldman & Lankau, 2005; Kilburg, 2000). Feldman and Lankau (2005) confirm that while coaching was originally considered to correct performance deficiencies, “more recently, coaching has also come to be viewed as a means of *facilitating learning* and moving executives from excellent performance to *peak performance*” (p. 830; also Ellinger & Bostrom, 1999). Wasylyshyn (2003) reported that the majority of coaching engagements focused on desired behavior changes that would bolster executives’ career success. These changes included: personal behavior change (56%), enhancing leader effectiveness (43%), fostering stronger relationships (40%), personal development (17%) and work-family integration (7%) (Wasylyshyn, 2003, pp. 99–100).

Change on the part of the leader becomes meaningless if it’s not sustained over time. Enduring change at the individual level occurs when it is intentional and desired by the individual. Sustained, desired change can apply to individual behavior, thoughts, feelings or perceptions are, on the whole, discontinuous. That is, they appear as emergent developments, occurring over a longer time horizon over a period of time. The experience is one of an epiphany or “discovery” (Kolb & Boyatzis, 1970). Intentional Change Theory (ICT) provides an explanation for this phenomenon (Boyatzis, 2006). ICT presents a window to view, interpret and understand how individuals achieve change as shown in Figure 1. This theory serves as a useful theoretical framework for this study since sustained change is the expected outcome of most executive coaching engagements (Feldman & Lankau, 2005; Wasylyshyn (2003).

Figure 1. Intentional Change Theory

ICT suggests that sustained desired change in individuals is most likely to occur when five specific discoveries or epiphanies are experienced (Boyatzis, 2006; Goleman et al., 2002). These five discoveries are: (1) the ideal self or personal vision; (2) the real self; (3) the creation of a learning agenda; (4) experimentation and practice of new behaviors, thoughts and emotions; and 5) trusting relationships to help support the change.

The heart of the intentional change process is the first discovery of ICT, called the ideal self (Boyatzis, 2006). The ideal self integrates an image of one's desired future including elements of dreams, passion, purpose and values and is expressed in a personal vision. Three major components comprise the development of this image: an image of a desired future; hope that one can attain it; and inclusion of one's core identity, which

serves as a foundation upon which to build the desired image (Boyatzis & Akrivou, 2006).

The ideal self is a concept anchored in the psychology literature, most notably in the motivation and self-actualization domains. Boyatzis and Akrivou (2006) describe it as “an evolving, motivational core within the self, focusing a person’s desires and hope, aspirations and dreams, purpose and calling” (p. 625). Self discrepancy theory (Higgins, 1987) suggests three differentiated views of the self exist that serve as guides to behavior~ *ideal*, *ought* and *actual*. The ideal self is the image of the person an individual wishes to be and is based on core values, desires and sense of life purpose. The ought self is an individual’s self-image influenced heavily by others’ views and is derived from perceptions of obligations and responsibilities. The actual, or real self, includes an individual’s self-assessment of personal capabilities and competencies at a given point in time.

Relying upon insights from self-discrepancy theory (Higgins, 1987), a coaching discussion of an individual’s ideal self and future becomes a powerful catalyst for the leader’s change. An early focus on discovery of the ideal self is important in coaching as it provides motivation and energy. When a person reflects upon his or her ideal life and career and creates a personal vision, positive emotions of hope and excitement often follow. The second discovery of ICT is the real self and combines one’s behaviors with perceptions of others. Intentional change is activated when the individual notes discrepancies between the ideal and real self.

Guided by social psychology literature, the concept of “self” further contributes to our shared understanding of why connecting to one’s ideal self is important for change

and development. A salient component of selfhood is the executive function of choice and control and the role of executive function is to initiate, direct and alter one's behavior (Baumeister, 1998). A main concern of the self is the quest for control. The self manifests this desire for control by exerting effort to both adapt to the environment and influence the environment to change. The executive function plays a significant role in improving health, happiness and overall feelings of adjustment when the fit between the person and the environment improves (Baumeister, 1998). By identifying the ideal self and mapping out a path toward it through the coaching process, individuals position themselves to have better control over their own destiny, which is generally regarded as positive and leads to positive outcomes, such as better health, increased life and career satisfaction and greater fulfillment.

Coaches employ different approaches to facilitate change in the client. A traditional approach to executive coaching focused primarily on improvement of short-term performance. This type of coaching relies upon a prescriptive approach and a focus on achievement of externally-defined goals. Boyatzis, Smith, and Blaize (2006) referred to this as *coaching for compliance* (also Smith, Van Oosten, & Boyatzis, 2009). However, coaching for compliance is problematic because it doesn't facilitate enduring change. If the targeted behavior change isn't internalized to be salient and meaningful to the client, then the change is short-lived (Boyatzis, 2006). Kram (1985) supported this claim, suggesting that when coaching and mentoring is mandated, an instrumental mindset can emerge, marginalizing the desired outcomes.

An alternative approach is coaching with compassion. Coaching with compassion is defined as helping others to achieve their dreams, aspirations or change in the way they

think, feel and act (Boyatzis et al., 2006). Building upon earlier work, Smith et al. (2009) considered coaching with compassion as crucial for enduring behavior change to occur and proposed the term *coaching for sustained, desired change*, whereas, the “change” could apply to a number of applications including a person’s dreams, aspirations, actions, habits or competencies.

Higgins, Roney, Crowe, and Hymes (1994) suggested that individuals are inclined to move in the direction of a desired end state. When an executive coach inspires an individual to move toward his or her ideal self, the positive emotional attractor (PEA) is engaged for that person (Boyatzis, 2008). The PEA refers to the activation of a person’s parasympathetic nervous system (PSNS) that occurs when the individual is filled with positive emotions of hope, optimism and self-efficacy. The PSNS is activated when individuals focus on future desired possibilities (i.e. dreams) and what they do well (i.e., strengths). When the PSNS is aroused, a person’s immune system receives a boost and neurogenesis becomes possible. Neurogenesis is the conversion of hippocampal stem cells into new neurons stimulating new, broader and deeper neural pathways (Smith et al., 2009). Arousal of the PSNS further enables individuals to leverage their best selves and experience a heightened sense of perceptual, cognitive and emotional openness (Boyatzis, 2008).

Boyatzis and Akrivou (2006) add that the ideal self serves as the motivational core, activating a person’s will. When coaching occurs with focus on an individual’s preferred future, and less on weaknesses or gaps, positive emotions flow and inspire the client to take action in support of his or her desires and dreams. Leveraging the PEA in coaching then becomes a critical stimulant to facilitating self-directed change. In this

study, executive coaches followed a coaching process anchored in the PEA and coaching with compassion. The approach emphasized helping the coachee articulate a compelling, comprehensive personal vision, deepen self-awareness and reconcile differences between their ideal and real selves as identified through 360-degree (multi-rater) feedback.

In consideration of organizational context and recognizing the dominant focus on performance in most firms, the Contingency Theory of Action and Job Performance (Boyatzis, 1982; Goleman, 2000) provides a useful theoretical foundation to understand how these various constructs examined in this study could be interrelated. Contingency Theory of Action and Job Performance (see Figure 2) suggests that optimal performance occurs when an overlap exists among three distinct elements: (1) an individual's defining qualities including personal vision, core values, competences, learning style and life stage; (2) the characteristics of the job including role description, responsibilities and tasks; and (3) the larger organizational context including environment factors, culture, organizational values, leadership and management, organizational structure and systems.

Figure 2. Contingency Theory of Action and Performance (Boyatzis, 1982)

In the Contingency Theory of Action and Performance (Boyatzis, 1982), an individual's competencies play a significant role in expanding the area of optimal performance for that person. As an individual's competencies align with job and environmental demands, the person will perform at a higher level and experience increasing levels of personal fulfillment. Strong emotional competencies are characteristic of leaders who are most emotionally in tune, or resonant, with followers (Boyatzis & McKee, 2005; Goleman et al., 2002). Contingency Theory of Action and Performance suggests that the greater the individual's emotional competence, the deeper one's self-awareness and the more refined the personal vision, the greater the possibility of maximum stimulation, challenge and performance. This is consistent with prior research by McGregor, McAdams, and Little (2006) who investigated the link between individual personality traits, goals, life stories and overall happiness. Their results

suggest that when individuals pursue life and career goals congruent with their personal traits, disposition and life story, happiness follows and increases (McGregor et al., 2006).

The Contingency Theory of Job and Performance also establishes a conceptual platform upon which to integrate Intentional Change Theory. As discussed earlier in this paper, the first discovery within ICT rests upon an individual's ideal self, which incorporates values, hopes, dreams, purpose and personal vision. Thus, the ideal self is embodied within this model as a key factor in the concentric circle representing the individual. The more developed an individual's ideal self, the greater the possibility that optimal performance will be attainable.

The Coaching Relationship

The leadership coaching relationship is a dyadic helping relationship between a coach and coachee created with mutual agreement and with the aim of enhancing coachee learning, development and/or performance (Boyce et al., 2010; Feldman & Lankau, 2005). Coaching is one such relationship that is dyadic and developmental in nature (Boyatzis et al., 2006; Feldman & Lankau, 2005). Other examples include mentoring, counseling, therapy, advising and teaching to name a few (Smith et al., 2009). Among the various forms of developmental relationships, coaching overlaps most closely with mentoring. Mentoring has been defined by Ragins and Kram (2007) as “a relationship between an older, more experienced mentor and a younger, less experience protégé for the purpose of helping and developing the protégé's career” (p. 5). Mentors serve two primary functions, career support and psychosocial support. In the career support function, mentors help in the form of providing opportunities for visibility within the organization, access to unique developmental assignments and protection. Psychosocial

support stems from an interpersonal, trusting connection and includes advising, extending friendship, validation of identity and role modeling (Ragins & Kram, 2007). By comparison, coaches often work with coachees on performance and work relationship matters in a process with a specific goal and end point. While coaching and mentoring may overlap in characteristics, they remain differentiated with respect to purpose and context (Baron & Morin, 2009).

Supportive coaching relationships play a critical role in the pursuit of enduring individual change. Trusting relationships, represented as the fifth discovery in ICT (Boyatzis, 2006), are essential as sources of support for individuals embarking upon personal change agendas. McCall, Lombardo, and Morrison (1988) spotlighted the role of key people and relationships in their study of the ways successful leaders change and develop at work. McCall et al. (1988) reported that “almost 20 percent of the key events in the careers of the executives we studied featured a specific person rather than an assignment” (p. 67). This finding supports the growing recognition that people and relationships are important cornerstones for managerial and leadership development.

In the growing literature on coaching, numerous researchers suggest that a quality coaching relationship to be essential for effective coaching outcomes (Baron & Morin, 2009; Bennett, 2006; Boyce et al., 2010; Ely et al., 2010; Gregory & Levy, 2011; Gyllensten & Palmer, 2007; Kampa-Kokesch & Anderson, 2001). In earlier work by Van Oosten (2010), this assertion was confirmed in a qualitative study of highly regarded executive coaches who identified a quality coaching relationship as one of three hallmarks of their best coaching experiences. A 2008 American Management Association study indicated that 65% of terminated coaching assignments were due to

ineffective client-coach relationships (Boyce et al., 2010). Despite the noted importance of the coaching relationship, relatively few empirical studies exist that specifically investigate the role of such a relationship (Baron & Morin, 2009; Bennett, 2006; Boyce et al., 2010). The present study is a response to that omission by examining the impact of a quality coaching relationship on leader effectiveness outcomes.

The suggested importance of a quality coaching relationship begs the question of “what defines quality?” Gregory and Levy (2010) posited that four dimensions characterize high-quality coaching relationships: genuineness of the relationship, effective communication, comfort with the relationship and facilitating development. Ely et al. (2010) confirm the importance of these three qualities and add trust and confidentiality. The Gregory and Levy (2010) conceptualization was adopted for this study as it captured key elements of the approach used by executive coaches in this study. “Positive” was also added to the list of quality coaching characteristics. The coach’s ability to anchor the relationship and the coaching process itself in the Positive Emotional Attractor (PEA), as described earlier in this chapter, was seen as crucial to effectiveness.

Leader Development through Multi-Rater Feedback and Coaching

In his comprehensive review, Day (2001) stated “interest in leadership development appears to be at its zenith” (p. 581). A number of reasons are plausible. First, there is a perennial demand for highly capable leaders in organizations. Michaels, Handfield-Jones, and Axelrod (2001), in their best-selling book, *The War for Talent*, suggested that organizations will always need individuals who can effectively lead their organizations in the midst of unending global and technological advances. Given this reality, organizations invest heavily to prepare key leaders for future success.

Second, senior leadership failures are expensive. Watkins (2003) reports that over 50% of new executives hired from outside the organization fail within 18 months. Such failures are expensive, easily costing organizations millions (Smith et al., 2009). Executive failure is often attributed to poor leadership skills versus a lack of technical knowledge or skills (Feldman & Lankau, 2005).

Third, many executives and human resource professionals report positive anecdotal experiences with coaching in spite of missing objective measurement to serve as confirmation (Thach, 2002). The popularity of executive coaching may also be due to its use by other high-performance professionals in the public eye including athletes, performers, and public speakers (Kampa-Kokesch & Anderson, 2001). High-achieving leaders benchmark themselves against these reference groups and consider coaching to help them develop skills and broaden capabilities (Smith et al., 2009).

Organizations increasingly employ a combination of multi-rater feedback assessment and executive coaching as beneficial leadership development resources (Judge & Cowell, 1997; Kampa-Kokesch & Anderson, 2001; Kaufmann & Coutu, 2009; Thach, 2002). Multi-rater feedback is also referred to as multi-source feedback (MSF) or 360 degree feedback and refers to the process of providing individuals with feedback on their behavior from multiple sources, including bosses, direct reports, peers and other constituents such as customers and clients. Yet, relatively few studies have investigated the combined use of multi-rater feedback and executive coaching in a leadership development program. Four studies were found to incorporate these three elements:

- Thach (2002) - Thach conducted action research to discover if coaching improved leadership effectiveness and productivity. Sample group included 281 executives participating in a leadership development program including

360 degree feedback and 4 coaching sessions. After six month, a second 360 degree feedback assessment was administered. The results confirmed that the combination of multi-rater feedback and coaching increased leadership skills by 60%.

- Luthans and Peterson (2003) – This field study occurred in a small manufacturing organization in which 20 managers received multi-rater feedback and one coaching meeting. The researchers examined the impact of coaching on self-awareness as measured by comparisons between self-ratings and other-ratings. Findings demonstrated that the combination of feedback and coaching led to improved work satisfaction and commitment and lowered intentions to leave. An indirect link to increased firm performance was also suggested as company revenue, client satisfaction and production quality data increased in the months following the program.
- Smither, London, Flautt, Vargas, and Kucine (2003) – This study featured 1361 senior managers who received 360 degree feedback, with coaching provided to only 404 of them. Twelve months later, a second 360 was administered to 1200 managers. Managers who worked with a coach received higher scores during the second feedback round and were more likely to set specific goals and invite suggestions for improvement from their boss than those who didn't experience coaching.
- Hooijberg and Lane (2009) – Hooijberg and Lane conducted a qualitative inquiry of 232 managers who participated in executive education programs in which multisource feedback and coaching were employed as interventions. The study investigated the role of a coach in increasing behavior change. Results indicated that coaching in executive education programs as compared to longer term relationships require the coach to play a more active role in interpreting feedback results and making recommendations for improvement.

In summary, an evident theme from these four studies is that positive change in the workplace is achievable through executive coaching. Another important theme is that organizations interested in optimizing the outcomes of leadership development efforts stand to benefit by coupling coaching with multi-rater feedback. In the present study, I aspire to extend this body of work and contribute additional empirical understanding of the relationships among these popular and useful leadership development interventions. I consider a research context involving senior leaders at a U.S. financial services firm

focused on learning and developing emotional intelligence through a leadership development experience. The initiative leveraged three training methods: (1) a two-day classroom seminar addressing subjects of emotional intelligence, effective leadership, and personal behavior change; (2) multi-rater assessment of emotional competence; and (3) two meetings with an external executive coach, focused on the compilation of a personal vision and review of 360 degree feedback.

Conceptual Research Model

Drawing upon insights from literature and the workplace context, a conceptual research model was crafted with the aim to explore the relationships between leader emotional competence, the coaching relationship and leader effectiveness as shown in Figure 3.

Figure 3. Conceptual Research Model

Summarizing earlier sections of this chapter, the independent variable was selected to be emotional competence. Emotional competence represents learned capabilities based on an individual's emotional intelligence that result in outstanding performance at work (Goleman, 1998). Furthermore, the construct of emotional competence is a useful representation of the behavioral aspect of emotional intelligence, given that this research is a field study examining leaders in a real organization.

Leader effectiveness is selected as the dependent variable for the present study. Leadership effectiveness is commonly used as a criterion variable in research (Kerr, et al., 2006; Luthans, 1988; Palmer et al., 2000; Rosete & Ciararochi, 2005; Thach, 2002), however, there is little agreement in the literature about how to best measure it. In addition, the dependent variable of many studies is leadership in a plural sense, whereas, the unit of analysis in this study is the individual leader. Leader effectiveness is also admittedly general requiring further refinement to be empirically meaningful.

Given these challenges, I sought to specify descriptive leadership effectiveness measures that were both subjective and objective in nature and included both self- and other-referent accounts of effectiveness. In identifying acceptable measures, I sought to avoid common method bias that is likely when only self-report measures are incorporated (Dunning, Heath, & Suls, 2004). I adapted the theoretical distinction between objective and subjective measures offered by Heslin (2005) in the career success literature for this study. Research on career success is relevant to studies on leader effectiveness because individuals who are typically regarded as successful in their careers are likely to be viewed and to view themselves as effective. Heslin (2005) summarized objective and subjective career success from Hughes' (1937, 1958) early writings in which objective

career success was considered to be “directly observable, measurable and verifiable” whereas subjective career success was defined as an “individual’s reactions to his or her unfolding career experiences” (p. 114). Through this reasoning and literature review, a set of four constructs, representing objective and subjective measures of leader effectiveness, were selected: performance, personal vision, engagement and career satisfaction.

Personal vision is the outward expression of an individual’s ideal self. An individual’s purpose, passion, calling and core values are primary components of personal vision. Cochran (1997) maintains the role of having a clear life and career purpose on career success. Having a calling is also associated with high levels of satisfaction with life and work (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997). Reflecting upon one’s personal vision activates the Positive Emotional Attractor for that individual, leading in turn to increased levels of emotional cognitive and perceptual openness (Boyatzis, 2008). When an individual is encouraged to function at peak levels, effectiveness ensues. Considering these elements, personal vision was identified to be an important subjective element of leader effectiveness. To craft a personal vision, an individual draws from a reservoir of self-knowledge and self-awareness and engages initiative and an achievement orientation to express and act upon dreams and goals. Therefore, a positive relationship is expected between emotional competence and personal vision.

A traditional indicator of leader success and effectiveness in organizations is a track record of achievement (Lyness & Thompson, 2000). An individual performance metric from the workplace meets that criteria. In previous research, the manager’s

assessment of a subordinate's performance was deemed to be an acceptable and legitimate measure of performance (Judge, Cable, Boudreau & Bretz, 1995; Lyness & Thompson, 2000). Therefore, performance is identified as an objective measure of leader effectiveness and selected as one of the specific dependent variables. Leveraging insights from the literature summarized earlier in this chapter, a positive relationship between emotional competence and performance is expected.

Engagement is often considered a trait in the literature (Schaufeli, Bakker, & Salanova, 2006; Luthans, 2002), however, this study adapted a behavioral conceptualization based upon Kahn's (1990) work. Kahn (1990) asserted personal engagement and disengagement are "behaviors by which people bring in or leave out their personal selves during work role performances" (p. 694). The degree of personal engagement or disengagement an individual displays is reflective of basic needs for self-expression and desire to direct energy toward meaningful work activities. Given this lens, the construct of work engagement is identified as a subjective measure of leader effectiveness. The terms work engagement and engagement are used interchangeably throughout this paper but refer to the same construct. A positive link between emotional competence and work engagement is expected as the more inwardly and outwardly emotionally in tune a leader becomes, opportunities for self-expression and self-employment broaden, increasing effectiveness in the role.

Career satisfaction is a commonly used measure of subjective career success in the literature and identified as a dependent variable in this study (Heslin, 2005; Ng, Eby, Sorensen, & Feldman, 2005; Sinclair, 2009). Given that satisfaction is an emotional state based on an experienced event (Landy, 1985), career satisfaction can be considered a

personal, emotionally-based response to work-related events (Gattiker & Larwood, 1988). Individuals who possess a high-degree of emotional self-awareness and self-management are expected to report a high degree of career satisfaction, indicated by a positive empirical link between two constructs of emotional competence and career satisfaction.

In summary of the discussion above, the following hypotheses are presented:

Hypothesis 1. Leader emotional competence positively relates to leader effectiveness.

Hypothesis 1a. Leader emotional competence positively relates to performance.

Hypothesis 1b. Leader emotional competence positively relates to personal vision.

Hypothesis 1c. Leader emotional competence positively relates to work engagement.

Hypothesis 1d. Leader emotional competence positively relates to career satisfaction.

The leader's perception of a quality coaching relationship was the moderating variable. A review of the literature highlights that positive outcomes occur with executive coaching (Hooijberg & Lane, 2009; Luthans & Peterson, 2003; Smither et al., 2003; Thach, 2002). Guided by these prior studies and the knowledge that a moderator amplifies the relationship between an independent variable and dependent variable, a quality coaching relationship is expected to positively moderate the relationship between emotional competence and the dependent variables as described in the following hypotheses:

Hypothesis 2. Leader's perception of the quality of a coaching relationship moderates the relationship between emotional competence and leader effectiveness.

Hypothesis 2a. Leader's perception of the quality of a coaching relationship moderates the relationship between emotional competence and performance.

Hypothesis 2b. Leader's perception of the quality of a coaching relationship moderates the relationship between emotional competence and personal vision.

Hypothesis 2c. Leader's perception of the quality of a coaching relationship moderates the relationship between emotional competence and work engagement.

Hypothesis 2d. Leader's perception of the quality of a coaching relationship moderates the relationship between emotional competence and satisfaction.

The methodology and measures employed to test these propositions is described in the following chapter.

CHAPTER 3: METHOD

In the preceding chapter, relevant theoretical and empirical work informing the present study was highlighted. Summarizing the two primary hypotheses, I anticipated significant direct effects of emotional competence on the outcomes and a significant moderating effect of the quality of the coaching relationship on the outcomes. This chapter includes an overview of the methodology used to test the hypotheses, a description of the research site, sample, measures and data analysis strategy.

This empirical study involved the collection and analysis of quantitative data in order to examine the relationships among the variables. Creswell (1994) suggested that quantitative research is “based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true” (p. 2). A quantitative research design was selected as optimal for this study in order to better predict, explain and understand the impact of emotional intelligence and coaching on the effectiveness of leaders. The collection of quantitative data also enables multivariate data analysis and comparison to previous studies in the literature.

Finally, many leadership studies are laboratory based (Butterfield & Grinnell, 1999) and as such have imposed limitations stemming from the confines of the artificial context. A field study design was selected for this research as it provides a real-world workplace setting in which to study actual leaders.

Research Site and Sample Population

The sample population included 175 senior leaders—131 male (75%) and 44 (25%) female—in one financial services firm in the United States (U.S.). The firm is

ranked among the Fortune 500 and has over 21,000 employees. In 2010, in the wake of a financial recession in the U.S., the institution partnered with a Midwestern university to create a leadership development experience to prepare the firm's executives for a cultural transformation. Instruction in emotional intelligence, assessment on emotional intelligence competencies using a multi-rater instrument, and executive coaching were selected as methods of leadership development to prepare executives to serve as champions of the culture change.

The focus for the initiative included developing leaders prepared to collaborate across business lines in pursuit of shared organizational goals, capable of achieving breakthrough employee engagement and who were aware of their own strengths and weaknesses as related to their effectiveness as leaders in the organization. Ten executive coaches from a Midwestern university were selected and paired with participants. After completing the training program, coaches and participants completed two coaching meetings. The coaching process followed the Intentional Change Theory framework, described earlier in this paper. The focus of the first conversation was on helping the leader discover his or her ideal self and to then express it in a verbal and written form, referred to as the Personal Vision. The focus of the second conversation was on helping the participant interpret his or her multi-rater feedback report and to identify development priorities.

Invitation to the leadership development program was determined by the firm's organization development unit and was based on the leader's placement within the senior leadership band in the firm. Eight different groups of twenty to twenty-five senior

managers per group completed the program between June 2010 and September 2011.

The actual schedule and number of participants in each session is shown in Table 3:

Table 3

Leadership Development Program Schedule and Participants

2010	2011
June 2010 – 23 participants	February 2011 – 21 participants
October 2010 – 16 participants	April 2011 – 22 participants
November 2010 – 23 participants	June 2011 – 22 participants
December 2010 – 25 participants	September 2011 – 22 participants

This sample population was ideal for several reasons. The fact that all leaders were from the same organization provided important consistency of contextual factors in the culture, climate and performance management measures given the dependent variables of performance, personal vision, engagement and career satisfaction. A single research site simplified the analysis since variations due to disparities in industry or other outside elements could be disregarded. Access to leadership development program participants was also optimal. Participants in leadership programs are commonly used as sample participants for studies of leadership and related fields (Church & Waclawski, 1998; Hoojiberg, 2000; Kim & Yukl, 1995). Within the firm, sample participants were considered to be top leaders and carried positional power.

Sample Recruitment

A Letter of Cooperation between the organization and the researcher's university was drafted and signed. A copy of this letter comprises Appendix A. To recruit participation in the study, the Executive Vice President of Organization Development

distributed an email invitation to each leader in the sample population. A copy of this email comprises Appendix B. A follow-up email from the researcher was sent next explaining the study and providing a link to the research website (see Appendix C). The researcher sent three reminder emails over a 6-week period to individuals who had not previously responded (see Appendix D). Participants then read an informed consent form and indicated agreement to participate by clicking a box, marked “Yes, I agree to participate in this research study” or “No, I do not agree to participate in this research study” (see Appendix E for Informed Consent Document). The informed consent document provided a full description of the study and confirmed the voluntary nature of participation.

Incentives were used to encourage participation including a signed copy of the book *Primal Leadership* by Daniel Goleman, Richard Boyatzis, and Annie McKee and entry into a raffle to win a new iPad, personalized coaching, or attendance to an executive education program taught by Richard Boyatzis.

Sample Composition

The sample group for analysis consisted of 85 participants comprised of 57 male managers (67%) and 28 female managers (33%) yielding an overall response rate of 49%. Table 4 summarizes the demographic data collected for the sample. The gender composition was representative of the invited sample for this firm, which, as noted earlier in this chapter, included 175 senior leaders comprised of 131 male managers (75%) and 44 female managers (25%).

The age of sample respondents for analysis ranged from 34 to 61 years old with an average age of 47 years old. Thirty-one percent of participants reported being in their

role two years or less, 37% between two and five years, 26% between five and ten years, and roughly 7% reported ten years or more. A majority of participants worked at the organization five years or more with the breakdown being approximately 10% with less than five years of service, 33% between five and ten years of service, 27% between ten and fifteen years of service, and another 31% reporting tenure of fifteen years or more.

Table 4

Sample Composition Summary

Demographic	N	Average / Proportion
Age	85	47.4 years
Gender		
Male	58	67.0%
Female	27	32.0%
Tenure in Role		
< 2 year	26	30.6%
2-5 years	31	36.5%
5-10 years	22	25.9%
10-15 years	3	3.5%
15+ years	3	3.5%
Tenure in Organization		
< 2 years	2	2.4%
2-5 years	6	7.1%
5-10 years	28	32.9%
10-15 years	23	27.1%
15+ years	26	30.6%

Data Collection

Upon receipt of the invitation, interested individuals reviewed a description of the study and provided informed consent (see Appendix E). Participants then completed

an online survey and granted permission for auxiliary data to be provided from two secondary sources. An independent consulting firm provided multi-rater emotional competence feedback data and the financial services firm provided annual performance ratings. Anonymity was assured through a coding system. Both of these measures will be described fully later in this chapter.

The online survey was a self-report 68-item instrument, which included a collection of demographic information and dependent and moderating variable data. A copy of the Participant Survey comprises Appendix F. Forty-three questions examined the dependent variables of personal vision, work engagement and career satisfaction, and twenty-five questions examined the moderating variable of the quality of the coaching relationship. Items were adapted from existing, validated measures with strong reliabilities and followed a mix of 5-point and 7-point Likert scales. The majority of participants completed the survey within 20 minutes.

Measures

Prior to running the analyses, an Exploratory Factor Analysis (EFA) was conducted on all items to determine whether constructs could be extracted from the data. SPSS for Windows (Statistics 20.0, 2012) was used to conduct the EFA using principal axis factoring and the Promax oblique rotation method. These were used as the underlying factors were suspected to be non-orthogonal and were to be used in subsequent analysis of structural relationships. Cronbach's alpha (α) was calculated to determine the reliability of the constructs (Hair, Black, Babin, Anderson, & Tatham, 2006). An overview of each study variable is described below and summarized in the construct table found in Appendix G.

Measure of Emotional Competence

The independent variable of *Emotional Competence* was comprised of 18 different emotional competencies and measured using the Emotional Competence Inventory, version 2.0 (ECI-2, HayGroup). The ECI-2 is a multi-rater assessment instrument designed to measure emotional intelligence competencies, organized into four clusters: self-awareness, self-management, social awareness, and relationship management (Boyatzis & Goleman, 2002; Wolff, 2007). See Table 5 for a complete listing of the emotional intelligence competencies measured by the ECI-2.

Table 5

Emotional Intelligence Competencies

Cluster	Competency
Self-Awareness	Emotional Self-Awareness
	Accurate Self-Assessment
	Self-Confidence
Self-Management	Emotional Self-Control
	Transparency
	Adaptability
	Achievement Orientation
	Initiative
	Optimism
Social Awareness	Empathy
	Organizational Awareness
	Service Orientation
Relationship Management	Developing Others
	Inspirational Leadership
	Change Catalyst
	Influence
	Conflict Management
	Teamwork & Collaboration

Participants and raters completed the ECI-2 online prior to the EI training program. The raters represented individuals selected by the leader in the categories of manager, direct report, peer, client, and other. Only the “total-other” rating (an average of all rater groups except self aggregated together) was used in this study. Responses were compiled by the HayGroup, an external independent consulting firm (see Appendix H for the complete ECI-2 survey). Distribution of the feedback reports was limited to the leader, the assigned executive coach, and one program administrator.

The instrument essentially captures how frequently and consistently an individual demonstrates behaviors in each of the competency categories (Boyatzis & Goleman, 2002; Wolff, 2007). The inventory includes 72 items and sample items include “How often does (Sample Person) exhibit the following behavior: recognize the situations that arouse strong emotions in him/her?” and “How often does (Sample Person) initiate actions to create possibilities?” Prior research shows acceptable reliability and validity of the ECI-2, good model fit, and convergent and divergent scale validity based upon a sample of 67,000 (Boyatzis & Gaskin, 2010; Wolff, 2007).

Prior analysis has found the ECI-2 to predict performance and other relevant workplace outcomes. In his technical review of the instrument, Wolff (2007) highlighted a number of studies in which the ECI-2 is related to a variety of dependent variables, including department performance, sales performance, fire fighter performance, softball coaches win/loss record (VanSickle, 2004), and parishioner satisfaction (Brizz, 2004).

During the EFA process, the emotional intelligence model was trimmed to 12 competencies. The remaining scales loaded strongly on two factors, conceptualized as *Emotional Acumen* and *Change Leader*. *Emotional acumen* includes the scales of

Accurate Self-Assessment, Empathy, Emotional Self-Awareness, Emotional Self-Control, Transparency, Teamwork and Collaboration and Optimism. “Emotional Acumen” was selected as a label in recognition of observable threads uniting these scales including an individual’s keen awareness of his/her emotional state and discernment of that awareness in intrapersonal and interpersonal situations. *Change leader* included the scales of *Achievement, Change Catalyst, Initiative, Inspirational Leadership and Self-Confidence.* “Change Leader” seemed fitting as a description since all of these scales embody competencies demonstrated when leading change initiatives.

The EFA was completed on the total-other rating for all 85 participants with an average of 10 raters per participant. Table 6 summarizes the specific scales and their respective loadings onto the two new factors after the EFA. Internal consistency analysis was conducted, yielding a Cronbach’s alpha of .94 for emotional acumen and .89 for change leader. Nunally and Bernstein (1994) suggested that the minimal acceptable level for Cronbach’s alpha is .70, so these two values represent strong reliability.

Table 6

Two-Factor Composition of Emotional Competence

Emotional Acumen	Change Leader
Accurate Self-Assessment	Achievement
Empathy	Change Catalyst
Emotional Self-Awareness	Initiative
Emotional Self-Control	Inspirational Leadership
Transparency	Self-Confidence
Teamwork and Collaboration	
Optimism	

This two-factor dimension of emotional competence, which resulted from the EFA, closely paralleled those completed by Boyatzis and Sala (2004) on the ECI-2. In their examination, Boyatzis and Sala (2004) found the competencies to empirically cluster onto two factors, which they named “Working with Others” and “Influencing Change” (pp. 159–161). According to Boyatzis and Sala, Factor One (1), i.e., *Working with Others*, was primarily loaded from the competencies of *Accurate Self-Assessment*, *Empathy*, *Emotional Self-Awareness*, *Transparency*, *Teamwork and Collaboration*, *Developing Others*, and *Conflict Management*. Comparing the Boyatzis and Sala (2004) EFA study with the present study, both showed seven competencies with exclusive or primary loadings on Factor One, with five of the seven loadings to be identical. Two competencies were different; *Emotional Self-Control* and *Optimism* in this study replaced *Developing Others* and *Conflict Management* in the Boyatzis and Sala study for Factor One.

A comparison of the second factor shows a similar pattern. Boyatzis and Sala (2004) identified five competencies to load on to a second factor, which they called “Influencing Change.” In this study, the second factor was labeled as *Change Leader*. Four identical competencies exclusively or primarily loaded onto Factor Two in both studies. These included *Achievement*, *Change Catalyst*, *Inspirational Leadership* and *Self-Confidence*. However, in this study, *Initiative* replaced *Adaptability* in the Boyatzis and Sala (2004) study.

Measures of Leader Effectiveness

In this study, the general outcome of interest was leader effectiveness, operationalized as four measures of effectiveness, including performance, personal

vision, work engagement, and career satisfaction. A brief description of each measure and respective items are described below.

Performance

The dependent variable of performance was measured using annual performance ratings provided by the organization. Performance ratings represented the manager's assessment of the leader's performance during a single calendar year. The performance rating was completed on a 5-point scale, where 1= Far Below Expectations, 2=Below Expectations, 3=Meets Expectations, 4=Exceeds Expectations, and 5=Far Above Expectations. The rating was a calculated composite score comprised of performance against business goals (85%) and leadership competencies (15%). In previous research, numerous studies validate the use of a manager's rating of an individual as a legitimate indicator of success and performance (Judge, Cable, Boudreau, & Bretz, 1995; Lyness & Thompson, 2000).

Personal Vision

Personal vision is an expressed statement of an individual's ideal self. The personal vision construct was measured by the self-reported Ideal Self Test (IST, Boyatzis, Buse, & Taylor, 2010). The IST measures both the comprehensiveness of the personal vision and the respondent's feelings about it. The comprehensiveness of the personal vision was captured through statements such as, "My personal vision includes fun activities" and "My personal vision includes my values and philosophy." The affective component was measured through statements such as, "I am excited about my personal vision" and "I feel inspired by my personal vision of the future." The

exploratory factor analysis process resulted in 16 items remaining loaded on a single factor with a Cronbach's alpha rating of .94. These items included:

- My personal vision includes fun activities.
- I feel inspired by my personal vision of the future.
- My personal vision reflects many possibilities.
- I am excited by my personal vision.
- My personal vision includes my family relationships.
- I feel hopeful about my personal vision.
- My personal vision includes my physical health.
- My personal vision includes my values and philosophy.
- I feel optimistic about my personal vision.
- My personal vision includes relative priorities of things important to me.
- My personal vision includes my spiritual health.
- My personal vision includes my desired legacy in life.
- I have a clear vision of my desired future.
- My personal vision of the future reflects the things most important to me.
- My passion, calling and sense of purpose are clear to me.
- I see many possibilities in my future.

Work Engagement

The dependent variable of work engagement was measured by the self-report Utrecht Work Engagement Scale (UWES; Schaufeli, Bakker, & Salanova, 2006). The UWES includes statements about how an individual feels about work. The measure

included 10 items loaded onto a single factor, yielded a reliability rating of .91. The items included:

- At my work, I feel bursting with energy.
- I find the work that I do full of meaning and purpose.
- At my job, I feel strong and vigorous.
- I am enthusiastic about my job.
- My job inspires me.
- When I get up in the morning, I feel like going to work.
- I feel happy when I am working intensely.
- I am immersed in my work.
- I can continue working for very long periods at a time.
- At my job, I am very resilient, mentally.

Career Satisfaction

Career satisfaction was measured through a commonly used 5-item survey developed by Greenhaus, Parasuraman, and Wormley (1990). All items showed strong loadings onto a single factor; therefore, all of them remained in the model. Internal consistency was strong at .84. The items are:

- I am satisfied with the success I have achieved in my career.
- I am satisfied with the progress I have made toward meeting my overall career goals.
- I am satisfied with the progress I have made toward meeting my goals for advancement.
- I am satisfied with the progress I have made toward meeting my goals for income.

- I am satisfied with the progress I have made toward meeting my goals for the development of new skills.

Measure of Quality of Coaching Relationship

Quality of the coaching relationship is positioned as a moderating variable in this model. As described by Baron and Kenny (1986), “a moderator is a qualitative (e.g., sex, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable” (p. 1174). As a moderator, the quality of the coaching relationship is expected to amplify the effects of the independent variables on the dependent variables. In this study, emotional competence is predicted to have direct relationships with performance, personal vision, work engagement, and career satisfaction. In the presence of a high quality coaching relationship, I anticipate that relationship to be even greater, leading to higher levels of desirable workplace outcomes.

The moderating variable of quality of the coaching relationship was measured by two instruments: the Positive and Negative Emotional Attractor Survey (PNEA, Boyatzis, 2008) and the Perceived Quality of the Employee Coaching Relationship Instrument (PQECR, Gregory & Levy, 2011). The PNEA Survey captures how the leader feels about the relationship with his/her executive coach. Thirteen items were adapted from the original 20-item PNEA Survey. The PQECR includes 12 items and measures four dimensions of coaching relationship: genuineness of the relationship, effective communication, comfort with the relationship, and the extent to which the relationship facilitated development. As a result of the EFA, the items loaded onto a

single factor of 15 total items, with a Cronbach's alpha value of .97. The resulting items and the respective instrument are noted below:

- I care about my coach (PNEA).
- I enjoy working with my coach (PNEA).
- Overall, it feels good to work with my coach (PNEA).
- I feel trusted by my coach (PNEA).
- I trust my coach (PNEA)
- My coach and I have mutual respect for one another (PQECR).
- I believe that my coach truly cares about me (PQECR).
- I believe that my coach feels a sense of commitment to me (PQECR).
- My coach is a good listener (PQECR).
- My coach is easy to talk to (PQECR).
- My coach is effective at communicating with me (PQECR).
- I feel at ease talking with my coach about my job performance (PQECR).
- I am content to discuss my concerns or troubles with my coach (PQECR).
- I feel safe being open and honest with my coach (PQECR).
- My coach helps me to identify and build upon my strengths (PQECR).

CHAPTER 4: RESULTS

This study tests a model of the impact of emotional intelligence and executive coaching on leader effectiveness in an organizational setting. This model was informed by theories of leadership, emotional intelligence, intentional change and coaching. The following chapter presents the research findings from hypothesis testing and post-hoc analysis.

Following Exploratory Factor Analysis, constructs were assessed for internal consistency. Cronbach's alpha reliabilities were calculated on the scales of all variables with the exception of performance, as it comprised only a single item. Cronbach's alpha scores are presented in Table 7. All scales showed acceptable reliabilities with values $>.70$ and ranging between .84 and .97.

Discriminant validity is demonstrated when each item loads strongly on a single factor and poorly on all other factors. Support for discriminant validity at the item level was established as items with loadings less than .5 (<0.5) and cross loadings greater than .3 (>0.3) were removed from further analyses. The results of the EFA for each construct are discussed in the following sections. Full details of the EFA results are provided in Appendix I.

To establish discriminant validity at the construct level, the correlations between factors and square root of the average variance extracted are compared, as shown in Table 7. Discriminant validity for study constructs was supported since the square root of average variance explained (i.e., AVE) for each factor was greater than the correlations between that factor and all other factors (Fornell & Larcker, 1981). To assess convergent validity, the average variance explained for each factor was calculated (see Table 7).

Convergent validity is established because all factors have an AVE greater than 0.50 (Fornell & Larcker, 1981). These results along with construct correlations are summarized in Table 7.

Table 7

Construct Correlations with Cronbach's Alphas and Square Root of AVE

		<i>Sq</i>									
		<i>Root</i>									
		<i>AVE</i>	<i>AVE</i>	1	2	3	4	5	6	7	8
1	Emotional Competence			0.92							
2	Emotional Acumen	0.75	0.86	0.87**	0.94						
3	Change Leader	0.71	0.84	0.84**	0.47**	0.89					
4	Performance			0.23*	0.08	0.33**	****				
5	Personal Vision	0.58	0.76	0.05	0.01	0.08	0.07	0.94			
6	Work Engagement	0.60	0.77	0.10	0.02	0.19	0.03	0.20	0.91		
7	Career Satisfaction	0.65	0.84	0.23	0.15	0.26*	0.16	0.22*	0.33**	0.84	
8	Coaching Relationship	0.71	0.84	0.34**	0.36**	0.21	0.05	0.48**	0.22*	0.3**	0.97

Note: N=85. For data in parentheses, diagonal entries are coefficient alpha reliability estimates

p<.05, two-tailed. **p<.01 two-tailed. ** performance variable is a single-item construct, so no reliability estimates or variance calculations are provided.*

Data Analysis

The research model was tested through Structural Equation Modeling (SEM) using SPSS for Windows AMOS Software (version 20.0). Structural equation modeling was selected as an ideal analytical approach because it permits the simultaneous examination of dependent relationships among constructs (Hair et al., 2006). The approach to analysis involved first examining the impact of the one-dimensional emotional competence measure, followed by the two-factor measure, i.e., *emotional acumen* and *change leader*. The results are derived from a statistical analysis of three sets of data for each sample participant: self-report survey data, multi-rater feedback data and company performance data.

Before analysis was attempted, the data was screened for normality, outliers and missing values. Missing values were less than 1% and for analysis purposes, the missing values were imputed using a mean value. In addition, descriptive statistics (means, standard deviations, skew and kurtosis) for all constructs were computed and are summarized in Table 8. Data was somewhat negatively skewed with the coaching relationship as one example, indicated by a 5.1 average rating on a 7-point scale (M=5.12, SD=.71).

Table 8

Descriptive Statistics of Constructs

	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurtosis</i>
Emotional Competence	6.82	0.38	-1.30	2.41
Emotional Acumen	3.36	0.23	-1.07	1.74
Change Leader	3.46	0.21	-.86	.40
Performance	3.70	0.51	-.32	.18
Personal Vision	6.34	0.50	-.44	-.65
Work Engagement	6.42	0.60	-1.63	2.42
Career Satisfaction	4.27	0.57	-.72	1.17
Coaching Relationship	5.12	0.71	-2.1	4.3

Hypothesis 1. Leader emotional competence positively relates to leader effectiveness.

The first hypothesis predicts that emotional competence has a direct, positive effect on the 4 measures of leader effectiveness, i.e. performance, personal vision, work engagement, and career satisfaction. In the case of the one-dimensional EC, Hypothesis 1 is partially supported. EC directly and positively impacts performance ($\beta=.233$; $p < .05$) and career satisfaction ($\beta=.229$; $p < .05$). Viewing results with the two-factor

measure of emotional competence, the change leader factor directly impacted performance ($\beta=.374$; $p < .001$) and engagement ($\beta=.254$; $p < .05$). No relationship was found between overall EC and personal vision or work engagement. Similarly, no relationship was found between the measure of change leader and personal vision nor change leader and career satisfaction. No relationship was found between emotional acumen and any of the dependent variables. A summary of these results can be viewed in Table 9.

Table 9

Summary of Hypothesis 1 Results

Hypothesis One	Emotional Competence					
	One-dimensional Emotional Competence		Emotional Competence Factors			
			Change Leader		Emotional Acumen	
Direct Effects Model	<i>B</i>	<i>p</i>	<i>B</i>	<i>p</i>	<i>B</i>	<i>p</i>
H1: Leader <i>emotional competence</i> positively relates to leader effectiveness.						
a: Leader <i>emotional competence</i> positively relates to <i>performance</i>	.233	.028	.374	.001	-.094	.418
b: Leader <i>emotional competences</i> positively relates to <i>personal vision</i>	.051	.641	.090	.465	-.028	.817
c: Leader <i>emotional competence</i> positively relates to <i>work engagement</i>	.095	.381	.254	.035	-.136	.258
d: Leader <i>emotional competence</i> positively relates to <i>career satisfaction</i>	.229	.031	.222	.064	.049	.683
Squared Multiple Correlations	<i>R</i> ²		<i>R</i> ²			
Performance	.054		.116			
Career Satisfaction	.053		.062			
Personal Vision	.003		.006			
Work Engagement	.009		.051			
Model Fit						
χ^2 (df)	16.01(6)		15.084 (6)			
<i>p</i>	.014		.02			
χ^2/df	2.669		2.514			
Comparative Fit Index (CFI)	.383		.781			
Root Mean Sq Error of Approx (RMSEA)	.141		.134			
Normed Fit Index (NFI)	.389		.733			

Hypothesis 2. A leader's perception of the quality of a coaching relationship moderates the relationship between emotional competence and leader effectiveness.

Hypothesis 2 states that the quality of the coaching relationship moderates the effect of emotional competence on leader effectiveness. Following a similar approach to that described above, the hypothesis was first tested using a one-dimensional measure of EC followed by the two-factor EC with the quality of coaching relationship as the moderating variable.

Results indicate that hypothesis 2 was partially supported. In the test of the single dimension EC, a quality coaching relationship moderated the relationship between emotional competence and personal vision ($\beta = -.146$; $p < .05$), but no other dependent variables. In the test of the two-factor EC, support was found that a quality coaching relationship moderated the effect of both work engagement and career satisfaction. The quality of the coaching relationship moderated the relationship between change leader competencies and engagement ($\beta = -.263$; $p < .05$) and change leader and career satisfaction ($\beta = -.307$; $p < .01$). The quality of a coaching relationship also moderated the relationship between emotional acumen competencies and engagement ($\beta = .207$; $p < .05$) and career satisfaction ($\beta = .225$; $p < .05$). No support was found for the hypotheses that a coaching relationship moderates the relationship between either factor of emotional competence on performance or personal vision. The results summarizing statistical tests Hypothesis 2 are shown in Table 10.

Table 10

Summary of Hypothesis 2 Results

Hypothesis Two	Emotional Competence					
	One-dimensional		Emotional Competence Factors			
	Emotional Competence		Change Leader		Emotional Acumen	
Moderation	B	p	B	p	B	p
H2: Leader perception of the <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and leader effectiveness.						
a: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>performance</i>	-.027	.737	.023	.852	-.054	.599
b: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>personal vision</i>	.146	.037	.157	.160	.026	.775
c: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>work engagement</i>	.009	.910	-.263	.031	.207	.040
d: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>career satisfaction</i> .	-.010	.896	-.307	.010	.225	.023
Squared Multiple Correlations	R^2		R^2			
Performance	.057		.119			
Career Satisfaction	.108		.194			
Personal Vision	.279		.300			
Work Engagement	.051		.159			
Model Fit						
χ^2 (df)	10.902(6)		7.281(6)			
P	.091		.296			
χ^2/df	1.817		1.213			
Comparative Fit Index (CFI)	.930		.992			
Root Mean Sq Error of Approx(RMSEA)	.099		.050			
Normed Fit Index (NFI)	.880		.964			

Direct and Interaction Effects within the Structural Equation Model

Figure 4 shows that the final structural equation model (SEM). SEM showed personal vision to be positively impacted by the quality of the coaching relationship ($\beta = .626$, $p < 0.001$). Performance is positively impacted by change leader ($\beta = .378$, $p < 0.01$). Career satisfaction is positively impacted by the coaching relationship ($\beta = .332$, $p < 0.01$). Engagement is positively impacted by the coaching relationship ($\beta = .318$, $p < 0.01$). The development of the model, including statistical iterations leading to the optimal model, is shown in Appendix J. In the final model, acceptable goodness-of-fit results were obtained, including chi-square of 7.281, CFI of .99 and RMSEA of .05 (Hair et al., 2006).

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 4. Structural Equation Model

Beyond SEM, additional analysis was performed to observe the interaction effects of the coaching relationship on both EC factors. The coaching relationship interacts with emotional acumen to impact engagement as shown in Figure 5. Recalling skewness in the coaching relationship data, the graphs need to be interpreted through the lens of average to excellent coaching in spite of the low to high classification. When there is an excellent or strong coaching relationship, engagement is high regardless of the level of emotional acumen. In a coaching relationship perceived by the leader to be average, work engagement is higher for those leaders with low levels of emotional acumen competencies.

Figure 5. Interaction Effects of Coaching Relationship and Emotional Acumen on Work Engagement

Another interaction effect between coaching relationship and emotional acumen impacts career satisfaction and is shown in Figure 6. In summary, high quality coaching increases engagement regardless of the level of EA. When a high quality coaching relationship is present, leaders who demonstrate higher levels of emotional acumen competencies also report higher career satisfaction. When the coaching relationship is perceived as average and not excellent, emotional acumen has the opposite impact on career satisfaction. In the presence of an average coaching relationship and low demonstration of emotional acumen competencies, career satisfaction is higher than when there is high emotional acumen.

Figure 6. Interaction Effects of Coaching Relationship and Emotional Acumen on Career Satisfaction

Figure 7 displays the interaction of coaching relationship and change leader competencies on work engagement. A high quality coaching relationship results in higher levels of work engagement regardless of the demonstrated level of change leader competencies. However when the coaching relationship is at an average level, leaders with high levels of change leader competencies are more engaged in their work than those who report low levels of change leader competencies.

Figure 7. Interaction Effects of Coaching Relationship and Change Leader on Work Engagement

Figure 8 displays the interaction of coaching relationship and change leader on satisfaction. When there is a high quality coaching relationship, career satisfaction is higher than when there are lower levels of coaching relationship but lower levels of change leader competencies result in higher career satisfaction. When coaching

relationship is perceived as average and not excellent, those with higher levels of change leader competencies will have higher levels of career satisfaction.

Figure 8. Interaction Effects of Coaching Relationship and Change Leader on Career Satisfaction

The findings presented in this chapter are interpreted and explored in Chapter 5. I will discuss significant results and discuss the limitations of the study as well as its contributions to theory, practice and future research.

CHAPTER 5: DISCUSSION

The results of this study provide broad evidence that leader effectiveness is positively influenced by emotional competence and a coaching relationship. Table 11 shows a summary of hypotheses tests. This chapter includes a discussion of such findings and implications for research and practice.

Table 11

Summary of Hypotheses Testing

Hypotheses	Emotional Competence		
	One-dimensional Emotional Competence	Emotional Competence Factors	
		Change Leader	Emotional Acumen
Direct Effects Model	<i>Supported?</i>	<i>Supported?</i>	<i>Supported?</i>
H1: Leader <i>emotional competence</i> positively relates to leader effectiveness.			
a: Leader <i>emotional competence</i> positively relates to <i>job performance</i>	Yes- Supported	Yes- Supported	No Support
b: Leader <i>emotional competence</i> positively relates to <i>personal vision</i>	No Support	No Support	No Support
c: Leader <i>emotional competence</i> positively relates to <i>work engagement</i>	No Support	Yes- Supported	No Support
d: Leader <i>emotional competence</i> positively relates to <i>career satisfaction</i>	Yes- Supported	No Support	No Support
Moderation			
H2: Leader perception of the <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and leader effectiveness.			
a: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>job performance</i>	No Support	No Support	No Support
b: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>personal vision</i>	Yes- Supported	No Support	No Support
c: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>work engagement</i>	No Support	Yes- Supported	Yes- Supported
d: Leader perception of <i>quality of a coaching relationship</i> moderates the relationship between <i>emotional competence</i> and <i>career satisfaction</i>	No Support	Yes- Supported	Yes- Supported

Three main findings frame this empirical investigation: (1) leader emotional competence predicts performance, (2) emotional competence factors predict outcomes differently; and (3) a quality coaching relationship leads to higher leader engagement, career satisfaction and expression of a personal vision.

The Link between Emotional Competence and Leader Effectiveness Outcomes

One significant finding is that overall emotional competence directly impacts performance. This implies that a leader who demonstrates high levels of emotional competence is more likely to perform well in their role than another with low EI. This insight supports Goleman's (1998) original proposal that emotional skills are essential for performance in the workplace and extends empirical work examining the link between emotional intelligence and a variety of performance outcomes (Cherniss, 2010; Rosete & Ciarrochi, 2005; Walter et al., 2011; Wong et al., 2004).

Findings from this study also spotlight the impact of specific emotional competence clusters on leader effectiveness outcomes. Leaders who demonstrated strengths in the *change leader* competencies also demonstrated high levels of performance, work engagement and career satisfaction. Change leader competencies include achievement orientation, self-confidence, change catalyst, initiative, teamwork and collaboration, inspirational leadership and optimism. In essence, these emotional competencies share an active component and outward orientation.

Hopkins and Bilimoria (2004) in their study of 105 bank executives found that many of the same competencies distinguished successful leaders from the pack. Achievement orientation, self-confidence, change catalyst and inspirational leadership characterized the most successful performing leaders from their colleagues. This is

especially intriguing and merits further attention to assess if this is a mere coincidence or a unique characterization of leaders in financial organizations.

Prior researchers urge consideration of organizational context and doing so in this case unearths some new insight. The culture of the financial services firm was characterized by a relentless sales focus and results orientation for many years. Under the leadership of an intense, hard-charging CEO, employees were conditioned to strive toward narrowly defined sales goals. Company legend has it that the CEO would regularly call employees and ask, “What have you sold today?” Desktop banners on computers and hallway signs displayed the same phrase. This mantra was drilled in the minds and hearts of associates and the success was measured primarily by sales results. To be effective in that environment, the primary role of the leader was to keep employees focused on sales goals and motivated to reach them. The change leader competencies represented essential skills for success in that environment. One logical interpretation would be that a leader who demonstrated high levels of initiative, achievement and optimism would excel. Remnants of that culture may persist today as the current top leaders were selected, hired, developed and promoted in that environment.

This link between change leader competencies and outcomes may be directly applicable to organizations with a similar cultural emphasis on selling and results. However, it would be premature to broaden generalizations due to the inherent complexity and diversity of contextual forces within different organizations. Future research considering the extant role of environmental and/or cultural factors on the relationship between EI and leader effectiveness dimensions would be required.

The impact of change leader competencies on performance, engagement and career satisfaction might also be explained through proactive personality theory. An individual rated high in initiative, achievement and change catalyst behavior would be considered proactive. A driver of proactive behavior is proactive personality (Crant, 2000). A proactive personality is an individual who demonstrates agentic behavior, remains unfazed by external forces and effects environmental change (Bateman & Crant, 1993). Previous research indicated that proactive personality is positively related to several individual and organizational outcomes including job performance (Crant, 1995) and leadership effectiveness (Bateman & Crant, 1993; Crant & Bateman, 2000).

Engagement is a construct of the positive psychology movement, which prioritizes studies of human potential. Seligman, generally regarded as the founder of Positive Psychology, offered this description of engagement, “it is about identifying and nurturing their strongest qualities, what they own and are best at, and helping them find niches in which they can best live out these strengths” (Seligman & Csikszentmihalyi, 2000, p. 6). A positive link between emotional competence and work engagement and career satisfaction becomes understandable as the more inwardly and outwardly emotionally in tune a leader becomes, the greater the number of opportunities for self-expression and self-employment (i.e. engagement in work) and career success (i.e. career satisfaction).

Another potential explanation for the empirical link to performance and both work engagement and career satisfaction might be that leaders who have high EI are more engaged and satisfied because they know themselves well and have chosen roles and organizations that provide a good fit. The Contingency Theory of Action and Job

Performance (Boyatzis, 1982; Goleman, 2000), as described earlier in this paper, illustrates this assertion. This theory posits that stimulation, engagement and performance are optimized when high synergies exist between individual, job and organizational forces. Individual factors include identity, capabilities, personality, vision, and core values. Engagement is characterized by energy, involvement and efficacy (Maslach, Schaufeli, & Leiter, 2001) and is the direct opposite of burnout (Maslach et al., 2001; Schaufeli et al., 2006). A person high in self-awareness and self-knowledge is positioned to navigate the inevitable challenges of organizational life wisely selecting synergistic roles and work settings and avoiding burnout. This syncing up of one's self with a job and work environment that provides a close match understandably leads to increased energy, efficacy, joy and fulfillment.

Role of Coaching

A third important finding was that a quality coaching relationship increases several outcomes. The results showed that a coaching relationship positively moderates the relationship between overall emotional competence and personal vision. It also moderated the relationship between both the change leader and emotional acumen competency clusters and work engagement and career satisfaction.

As a form of helping relationships, a coaching relationship often represents a safe haven for leaders navigating the challenges of organizational life to be able to reflect and dialogue with a trusted colleague, focused on their development but not tainted by internal politics. Senior leaders often suffer from CEO disease, where isolation from informal social networks increases with every promotion. When the opportunity for coaching is presented and facilitated by the coach with compassion, positive emotions

flow and coachees become more open cognitively, emotionally and physically, leading to beneficial individual and organizational outcomes.

High-quality connections (HQC) are established in the experience of a great coaching relationship. Dutton and Heaphy (2003) characterize high-quality connections as having high emotional carrying capacity, tensility and generative connectivity. The experience of a high-quality connection leaves people with heightened feelings of vitality, energy and positive regard (Quinn & Dutton, 2002). Van Oosten (2010) found that positive regard is shared between the coach and coachee when highly effective coaching occurred. HQCs expand the potential for self-awareness and learning. When the coaching relationship is characterized by empathy and trust, the leader is encouraged to be more open and to engage in deeper self-reflection leading to expansion of self-awareness, learning and dreaming. In that space, the leader can access hopes and dreams which as elements of the ideal self, form a powerful catalyst for enduring self-directed change.

The significant results supporting the moderating impact of a quality coaching relationship on the link between overall emotional competence and personal vision was not a surprise. The coach approach concentrated on helping participants to craft and express a meaningful personal vision.

The interpretation of other coaching relationship findings, namely the significant impact on work engagement and career satisfaction, are nuanced by the set of emotional competencies being demonstrated by the leader. Post-hoc analysis included closer examination of the interaction effects to view these nuances. A caveat is that the overall quality of coaching relationship construct was relatively highly rated by participants. On

a 7 point scale, participants' average rating was 5.1. This means that graphs of interaction effects represent "average to excellent" quality coaching in spite of the current "low to high" quality classification. Interpretations of the impact of the coaching relationship on change leader and emotional acumen dimensions can then be meaningfully considered.

Overall, excellent coaching (i.e., high quality coaching relationship) leads to increased engagement and career satisfaction across the board, irrespective of the specific set of competencies being demonstrated. This alone is an important contribution to the organizational behavior field as it provides additional empirical support for the importance of quality coaching relationships on workplace outcomes.

If coaching is perceived to be average, or classified as low quality, then we see varied results based on which set of EI competencies are leveraged. A leader high on change leader (CL) competencies (achievement, change catalyst, initiative, inspirational leadership, self-confidence) who perceived the coaching relationship to be average reported higher levels of engagement and career satisfaction than leaders low in CL. In that same context of an average coaching relationship, leaders high in emotional acumen competencies (accurate self-assessment, empathy, emotional self-awareness, emotional self-control, transparency, teamwork and collaboration and optimism) reported lower engagement and career satisfaction than for those low in emotional acumen competencies. Or considered another way, leaders low on EA competencies benefited from a coaching relationship even if it wasn't considered to be excellent. Leaders low on CL competencies still reported high levels of engagement and satisfaction in spite of a less than excellent coaching experience.

So, at first this is counter-intuitive and warrants further consideration.

Reexamining the company context might provide some plausible explanations. As explained earlier, the firm's organizational culture was historically characterized by an intense focus on selling and results. In that environment, individuals were recruited, developed, measured and promoted based on achievement of a fairly narrow set of goals, all related to income generation or preservation. A leader high on change leader competencies may be or believe themselves to be inherently wired for success as defined by the culture and not need the help of a coach. A high achievement orientation could preclude openness to the coaching experience, prompting them to perceive it to be of little or no value.

Other explanations might be due to the ICT coaching approach itself. ICT coaching is highly reflective and encourages the leader to consider deep aspirations, desired leadership legacy and noble purpose. This reflective ability was generally underdeveloped at this organization, so perhaps it was a struggle for some. Or perhaps the coaching conversation provoked a wake-up call for leaders high on achievement and action, who in the process of reflecting upon their dreams, realized they weren't really fulfilled and thus reported lower engagement and satisfaction.

Seven years ago, a new CEO was put in place with a different vision for the organization, one that called for the collapse of silos between functions, teamwork and collaboration. In the new environment, softer skills often traditionally considered to be "soft skills" are needed. The emotional acumen competencies, including self-awareness, self-control and optimism would fall in this category. The relative weakness of emotional acumen competencies compared to change leader competencies might be a

factor. This proposition is premature and speculative yet provides a possible path for future consideration.

The coaching process included two phone calls. Perhaps two coaching calls are not enough to be considered a high-quality relationship or that a redesign of the coaching process itself is warranted. The sessions themselves may need to be redesigned to include more proximal rather than distal goal setting. As an example, Hooijberg and Lane (2009) found that coaching of executive education clients required more proactive presence by the coach than in other settings in which a facilitative coaching style worked well. Program participants desired the coach to interpret feedback results, and offer development suggestions and in general adopt a more direct style.

Further post-hoc analysis also produced some non-hypothesized effects between coaching relationship quality and leader effectiveness measures. Beyond the positive moderation effect that a quality coaching relationship created, such a relationship also has a direct, positive impact on personal vision, engagement and career satisfaction, but not performance. The missing influence of a coaching relationship on performance may reverse if a different objective measure of performance could be collected. Lastly, the ICT coaching approach was focused directly on helping the leader articulate a personal vision, but did not explicitly address performance.

Unsupported Hypotheses

The relationship between the one-dimensional measure of emotional competence and personal vision was not established. The measure of personal vision incorporated both structural and affective elements. Structural elements referred to various features included in the personal vision, such as legacy, physical and spiritual health and fun and

leisurely activities. Affective elements referred to feelings ascribed to the vision by the leader, such as inspiration and excitement. At a basic level, the personal vision represents the ideal self and as such, incorporates the leader's dreams, values, life purpose and core identity. Leader self-awareness is the understanding of one's self and how one is perceived by others. Taylor (2010) elaborated on this to explain that leader self-awareness includes self-resources that shape effectiveness of the leader, with self-resources referring to "character traits, assessment of strengths and weaknesses, sense of purpose or calling, core values, and motivations and desires as they relate to the leader's identity as a leader" (p. 58). Previous research has linked leader self-awareness to authentic leadership (Luthans & Avolio, 2003) and leader effectiveness. Since knowing oneself leads to an awareness of many elements of one's personal vision, a positive link between the two constructs was expected, so this outcome was puzzling. Limitations inherent within the ECI measure and the small sample size are initially suspected as possible culprits for this surprise finding, but these interpretations are inconclusive and need to be investigated in future research.

Limitations

A number of limitations exist within this research, potentially hampering the generalizability of the results. First, small samples can be problematic and tend to be less generalizable. A small sample has limited statistical power, thereby constraining the validity of statistical conclusions. A sample size of N=85 individual respondents was insufficiently large to optimize SEM analysis. As suggested by Nesselroade (1991), "A structural equation model is a hypothesis about the structure of relationships among measured variables in a specific population" (p. 212). When using SEM as a data

analysis strategy, the results may be subject to sampling or selection effects, creating a caution that findings may be less generalizable. More reliable findings could be possible if this study could be repeated with a greater number of participants.

Second, the selection of a single organization controlled for context in this study, but also limited generalizability of the results. Replicating the study with multi-sites or multi-organizations would boost the applicability of the findings. Examining leaders from other financial services firms, leaders representing other industries or perhaps leaders in global organizations would take into account a broader set of cultural issues, which in turn could test the research model in different cultural contexts.

Performance is positioned as a component of leader effectiveness, but it is a subjective evaluation of leader performance by the boss, based on achievement of agreed-upon business goals and perceived leadership qualities. Measuring performance in this way is akin to measuring success within the organization (Luthans, 1998), which carries limitations. Performance is a complex construct and may include numerous contributing factors beyond goal attainment and demonstration of leadership qualities. For example, a senior leader's role often involves running a function or part of the business, interacting with key stakeholders internal and external to the firm and building and maintaining important relationships. A single numerical measure falls short of capturing the holistic and widespread nature of the role. Finally, a single subjective assessment by one individual is inherently limited in that senior leaders typically have a wide sphere of influence and interact with a diverse group of stakeholders beyond the manager. Integrating objective performance data would be useful.

Cross-sectional studies present inherent limitations for evaluating outcomes, so a longitudinal design would be important. A longitudinal pre-post design in which variables, such as 360 degree feedback scores and performance, were compared across a time horizon would be beneficial. Such a design would build upon findings of Smither et al. (2003) who conducted a longitudinal, quasi-experimental field study of managers in a company development program. Smither et al. (2003) reported improvements in specific goal-setting, ideas for improvements and multi-rater feedback after working with an executive coach. Similarly, Thach (2002) studied managers who received 360 degree feedback before and after a coaching process and found leadership effectiveness increased as reported by the managers and their colleagues. Given the positive relationships found in this study, measuring and quantifying the degree of positive impact over time through a longitudinal inquiry, would afford researchers and practitioners a higher confidence level with their leadership development initiatives.

CHAPTER 6: IMPLICATIONS FOR RESEARCH AND PRACTICE AND FUTURE RESEARCH DIRECTIONS

Implications for Research and Practice

This study has both research and practical implications. First, further evidence is provided to confirm a significant link between behavioral emotional intelligence and workplace outcomes of leader performance and work engagement. Given the longstanding tension in the literature about various construct conceptualizations and measurements of EI, these findings extend the EI research stream suggesting that viewing emotional intelligence through a behavioral lens and conceptualizing it as competency-based is indeed useful.

EI has been linked to workplace outcomes such as performance and job satisfaction; however, to the best of my knowledge, this is the first study examining the impact of EI on leader work engagement. The significant relationship established between emotional competence and work engagement is beneficial to the growing field of positive psychology as engagement research is an outgrowth of that movement and empirical work is picking up speed.

Third, this study provides an important empirical study in a real-time organizational setting with actual leaders versus a lab setting with college students often found in the literature. The incorporation of a multi-rater assessment instrument used to measure emotional competence contributes to the literature as many studies use a self-report instrument, which has bias limitations. Namely, it has been consistently shown that people are both biased and unreliable when they assess their own abilities (Dunning, Heaths, & Suls, 2004)

The present study also provides empirical confirmation of the important role that a quality coaching relationship serves in organizations. A coaching relationship had a moderation effect on the relationship between leader emotional competence and engagement and career satisfaction as well as a direct effect to personal vision. Similar to engagement, the coaching relationship represents a construct garnering increased attention among scholars and so, these findings should be timely.

Several practical implications stem from this research. Findings demonstrate that emotional intelligence and executive coaching relationships can have a significant impact on the effectiveness of organizational leaders. Statistical results herein serve as encouragement for organizations concerned with development of leadership talent to introduce coaching or boost existing coaching initiatives to enhance learning and development. Organizational development practitioners, human resources managers and consultants should be sure to incorporate emotional intelligence training and couple coaching with 360 feedback to optimize the return on investment (ROI) of leadership development initiatives.

Similarly, individuals and organizations involved in the procurement of external coaching services should prioritize relationship-building skills in their hiring criteria. Similarly, organizations focused on coach training are encouraged to emphasize the establishment of a quality coaching relationship as a vital driver of workplace outcomes. The best coaches, whether internal or external to an organization, are testaments to this finding already, so they will be encouraged by this validation and affirmation of their work.

Future Research Directions

The findings of this research can serve as a launch pad for numerous other studies of potential interest to scholars. First, the unit of analysis in this study centered upon the individual leader and the dyadic coaching relationship between the leader and an external executive coach. Considering a different unit of analysis, perhaps a dyad of leaders and followers, or a team leader context or a team coaching context would extend this work. Future examinations could explore the extent to which results remained or changed given a different unit of analysis.

Second, this study was conducted as a field study of top leaders in a single organization. All participants completed a leadership development experience, which included three modes of development, i.e., training, multisource feedback and executive coaching. Employing an experimental design with a control group would create additional contributions. Perhaps future researchers could investigate an experimental control design in which the experiences of managers who received multi-source feedback and coaching were compared with a control group who didn't receive such resources.

Third, this study confirms the importance of trusting relationships, featured in the Intentional Change Model (Boyatzis, 2002) and illustrates the positive impact of a quality coaching relationship on leader engagement, career satisfaction and personal vision given that the coach is an individual external to the organization. While coaching is a popular example of developmental relationships currently found within organizations, other forms of support, including internal coaches and mentor, are also observable in the workplace. Replicating the study with internal coaches may potentially affect different results given the different context. An external coach often represents a safe relationship for coaches,

enabling them the benefit of access to an objective third party whose is not embroiled in organizational events and politics. This enables trust to be established early and quickly. More time may be needed for internal coaches to establish rapport and trust with coaches or lead coachees to withhold information out of uncertainty of repercussions. Tests of assumptions such as these would be highly beneficial to organizations.

In a similar vein, mentors are older, more experienced individuals paired with younger protégés who seek skill attainment or career advancement through the help and support of the mentor. Often coaching and mentoring are viewed as similar support structures in practice even though by definition, mentors serve a different purpose. By extension, mentoring relationships may influence different relationship outcomes and would therefore be a useful inquiry.

Future studies would benefit the large and still growing leadership literature if other popular leadership theories were considered and integrated. One such theoretical stream is represented by the transformational/transactional model, which differentiates components of leader behaviors (Barling et al., 2000; Gardner & Stough, 2002). The transformational/transactional leadership concept was originally suggested by Burns (1978) who proposed two models of leaders, namely the transformational leader as focused primarily on motivating and facilitating change in individuals and groups and the transactional leader as focused more on immediate follower needs through actions and exchanges such as rewards and punishments intended to motivate performance. Bass (1985) and Bass and Avolio (1994) advanced this notion by integrating the two aspects and offering that both transformational leadership and transactional leadership lead to effectiveness. Their theory posited that transformational leadership included four focus

areas of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Transactional leadership was differentiated by a focus on three (3) primary components of contingent rewards, management by exception and laissez faire management (Bass, 1985; Bass & Avolio, 1994). Empirical studies have linked transformational leadership to numerous organizational outcomes such as performance, employee satisfaction, organizational citizenship behavior and effort (Bass & Avolio, 1994; Lowe & Kroeck, 1996) influencing a general view that transformational leadership is relevant to considerations of leadership effectiveness, so including measures of transformational and transactional leadership in future research would be interesting.

Conclusion

The recent popularity of executive coaching as a development resource for organizational leaders and the call for more empirical studies on various coaching aspects fueled my choice to examine the coaching relationship as a key study variable. Specifically, this study examined the influence of emotional competence and the coaching relationship as predictors of performance, personal vision, engagement and career satisfaction. A model based on leadership, emotional intelligence and intentional change theory provided a framework for testing linkages among the constructs. Results confirmed that both emotional competence and a quality coaching relationship do predict workplace outcomes related to leader effectiveness. These findings are useful to researchers curious about emotions in the workplace, developmental relationships, leader effectiveness and leader development. Professional coaches may also consider these results generative to their coaching practice.

Appendix A:
Letter of Cooperation between Researcher and Participating Organization

To: Richard Boyatzis

From: Executive Vice President
Company X

Date: TBD

Subj: Letter of Cooperation

Company X agrees to participate in a research study with Ellen Van Oosten as part of her doctoral dissertation research in organizational behavior. Richard Boyatzis will serve as Principal Advisor. The purpose of this study is to ascertain information about how emotional intelligence and executive coaching impact leader effectiveness.

This letter of cooperation constitutes a research partnership between Company X and Case Western Reserve University and includes guidelines covering 1) confidentiality of the organization 2) confidentiality of the individuals who participate, 3) the sharing of information between Ellen Van Oosten and her dissertation research committee, and 4) the general relationship between Ellen Van Oosten and representatives from Company X in managing the study.

Organizational Confidentiality

Ellen will ensure the confidentiality of Company X. Company X will not be named, or described in any way that permits explicit identification in any literature viewed by non-Company X employees. She will disguise the identity of Company X in the dissertation and in any future publications.

Individual Confidentiality

Ellen will ensure the confidentiality of individual Company X employees participating in this study. Company X employees will not be named or described in any way that permits explicit identification in any literature viewed by non-Company X employees. She will disguise the identity of Company X individuals in any future publications.

Relationship with Dissertation Research Committee

Ellen will be permitted to share information relevant to her research with the members of her dissertation research committee. Members are all faculty at Case Western Reserve University and include: Richard Boyatzis, Dissertation Chair, Melvin Smith, David Kolb and Gary Hunter. Members of the research committee will be asked to respect and adhere to the conditions of confidentiality of Company X.

Company X Point-of-Contact

Ellen Van Oosten's point-of-contact at Company X will be the Executive Vice President of Organizational Development. In return for our time and willingness to help, Ellen will provide quarterly updates, a copy of her dissertation upon completion and a presentation of her findings.

Ellen Van Oosten reserves the right to publish general findings from the study upon ensuring all data gathered will be anonymous. The data gathered will be presented in its aggregate form in order to preserve the anonymity of participants.

_____ Yes, I agree to the conditions set forth in the above letter of cooperation.
_____ No, I do not agree to the conditions set forth in the above letter of cooperation.

Executive Vice President
Organizational Development
Company X

Date

_____ Yes, I agree to the conditions set forth in the above letter of cooperation.
_____ No, I do not agree to the conditions set forth in the above letter of cooperation.

Richard Boyatzis
Principal Investigator
H.R. Horvitz Professor of Family Business
Professor, Organizational Behavior
Department of Organizational Behavior
Weatherhead School of Management
Case Western Reserve University

Date

_____ Yes, I agree to the conditions set forth in the above letter of cooperation.
_____ No, I do not agree to the conditions set forth in the above letter of cooperation.

Ellen Van Oosten
Research Assistant & Doctoral Candidate
Department of Organizational Behavior
Weatherhead School of Management
Case Western Reserve University

Date

Appendix B:

**TO: All EI Graduates
(names)**

Date: XX/XX/XXXX

FROM: Executive Vice President

RE: Richard Boyatzis is calling you!

Wouldn't it be exciting if one day you picked up the phone and it was Richard Boyatzis, author and distinguished University Professor, at the Weatherhead school of Management at Case Western Reserve University? Wouldn't you like to ask Richard if he has ever had an amygdala hijacking, or what does he do for renewal? Or does coaching with compassion really matter to Baby Boomers?

One EI graduate will be entered into our drawing to get that call from Richard!

As you know, we have partnered with Richard, Melvin Smith and Ellen Van Oosten to develop our executive development programs focusing on Developing Leadership Through Emotional Intelligence and our new Coaching for Intentional Development program. Since 2010, almost 200 leaders have attended the EI Workshop and are in the process of their executive coaching meetings.

Here's where you come in!

In the program you asked us, to keep this “alive and flourishing,” with executive sponsorship, getting the message to other leadership levels, and to keep all of you engaged in your leadership journey (more programs, 360° feedback, and coaching etc.). We are doing that!

In the next week, you will receive an email from Ellen Van Oosten, inviting you to participate in a research study as part of her dissertation. Ellen worked closely with us to design the Emotional Intelligence Program and is also one of the Weatherhead Executive Coaches working with several of our leaders. Ellen is also pursuing her Ph.D. in organizational behavior at the Weatherhead School of Management at Case Western University. The purpose of her study is to understand the relationships between emotional intelligence, executive coaching and leader effectiveness. The email will provide instructions on how to participate.

Your participation is completely voluntary. If you chose to participate, you will be asked to do four (4) things:

- Sign an informed consent document, which further explains the study
- Agree to answer an online survey (approximately 15-20 minutes)

- Permit the HayGroup to release to Ellen your previous 360 degree feedback report, i.e. the Emotional Competency Inventory (ECI) received as part of the Emotional Intelligence Program and any future reports completed as part of the upcoming Coaching for Intentional Development Program
- Permit the release your 2010 and 2011 performance ratings to Ellen (only the numerical ratings, no comments will be provided)

By choosing to be a participant, you will receive an autographed copy of Richard Boyatzis' Bestselling book "Primal Leadership," written with Daniel Goleman and Annie McKee. You will also be entered into our drawing for the following:

- A personal 2 hour coaching call with Richard Boyatzis (one participant)
- A new iPad2 delivered to your home (one participant)
- Attendance to Richard's workshop, titled "Boyatzis on Leadership, Resonance, and Renewal." (five participants)
- A 2 hour personal coaching call with Ellen Van Oosten (five participants).

Your identity will remain confidential. Any data published resulting from this research will be reported in its aggregate and will not include information that will identify you.

I encourage you to give this great consideration as the results will help us understand the impact of our current leadership development activities. I am happy to answer any questions you have about this opportunity and please don't hesitate to contact me. If, after reading her invitation and instructions, you have specific questions about the study, please call Ellen directly at (440) 567-3109 or via email at ellen.vanoosten@case.edu.

Thanks for your support,

Executive Vice President of Organization Development

Appendix C:
Invitation Letter as Part of Email Memo to Participants from Researcher

TO: All EI Graduates (names) **Date:** XX/XX/XXXX

FROM: Ellen Van Oosten
PhD Candidate, Weatherhead School of Management
Case Western Reserve University

RE: **Exciting Research is emerging and we need you!**

My name is Ellen Van Oosten and I'm a doctoral candidate in the Department of Organizational Behavior at Case Western Reserve University. I'm also a member of the team who designed the *Developing Leadership Through Emotional Intelligence Program* and one of the executive coaches, so I've had the pleasure of working with many of you. I'm writing to follow-up to the recent email you received from the Executive Vice President describing an upcoming research study.

We've received overwhelmingly positive feedback from you about the power of emotional intelligence and executive coaching in your leadership. So far, that feedback has been largely anecdotal. We would like to validate the positive feedback through objective research. Essentially, research will help us all understand the extent to which emotional intelligence and coaching matter when it comes to helping executives be successful.

This is where you come in. As part of my dissertation requirements, I'm conducting a research study examining the impact of emotional intelligence and executive coaching on the effectiveness of leaders at Company X. You are invited to participate, which is simple, quick and includes the following steps:

- Agree to an informed consent document, which further explains the study
- Complete an online survey (approximately 15-20 minutes)
- Permit the HayGroup to release your first 360 degree feedback report, i.e. the Emotional Competency Inventory (ECI) received as part of the *Developing Leadership Through Emotional Intelligence Program* and your second ECI report which you have received or will receive as part of the upcoming *Coaching for Intentional Development Program*
- Permit the release your 2010 and 2011 performance ratings (only the numerical ratings, no comments will be provided)

By choosing to participate, you will receive an autographed copy of Richard Boyatzis' best-selling book "Primal Leadership," written with Daniel Goleman and Annie McKee. You will also be entered into a drawing for the following:

- A personal 2 hour coaching call with Richard Boyatzis (one participant)

- A new iPad2 delivered to your home (one participant)
- Attendance to Richard's workshop, titled "Boyatzis on Leadership, Resonance, and Renewal." (five participants)
- A 2 hour personal coaching call with Ellen Van Oosten (five participants).

Participation in this research study is completely voluntary and your decision will have no bearing on your employment status. Your identity will be protected and remain confidential. Upon agreeing to participate, your name will be linked to an identification code and removed from all subsequent data files at that point. This will ensure that the responses you enter are linked properly to your data and remain completely unidentifiable to anyone but the research team. All data files will reside on a secure serve at Case Western Reserve University. Any hard copy research records will be kept in a locked file in the principal investigator's office, and access will be limited to the researchers and the University Institutional Review Board (IRB), which is responsible for protecting human participants.

Findings from this study may be included in dissertation and research publications, authored by the researchers. Any reports that are produced will only include aggregate-level data and will not disclose either individual names or your organization.

Dr. Richard Boyatzis, Distinguished University Professor at CASE | Weatherhead School of Management and I are the primary research team for this study. If you have any questions about participating in this study before beginning, please feel free to contact me at ellen.vanoosten@case.edu or (440) 567-3109, or Richard at richard.boyatzis@case.edu or (216) 368-2053.

Thank you for considering this opportunity. To continue, please click here: **website link** and follow the steps outlined. This survey will remain open through _____, 2012 (note to IRB: exact deadline will be determined after IRB approval, but planned for 3-4 weeks after initial recruiting letter is distributed).

Appendix D: Reminder Email Message from Researcher to Participants in Case of Low Response

Researcher's Note: The period for completing the survey is approximately January-February, 2012. Up to 3 reminder email messages will be distributed during this period of time to individuals who have not yet responded to the survey invitation.

TO: All EI Graduates (names) **Date:** XX/XX/XXXX

FROM: Ellen Van Oosten
PhD Candidate, Weatherhead School of Management
Case Western Reserve University

RE: **Reminder: Emotional Intelligence Research Study**

Hello! This is a friendly reminder that the deadline to participate in the Emotional Intelligence Research Study is _____, 2012 (deadline TBD). In this study, we aspire to better understand the link between emotional intelligence, executive coaching and effectiveness of leaders at Company X.

Participation is easy and quick and only requires about 20 minutes of your time. To participate, please click here, [website link](#) and follow the steps.

I've provided the original email invitation you received below, so that you won't have to go digging.

Thank you for your help!

Ellen Van Oosten

My name is Ellen Van Oosten and I'm a doctoral candidate in the Department of Organizational Behavior at Case Western Reserve University. I'm also a member of the team who designed the *Developing Leadership Through Emotional Intelligence Program* and one of the executive coaches, so I've had the pleasure of working with many of you. I'm writing as a follow-up to the recent email describing an upcoming research study.

We've received overwhelmingly positive feedback from you about the power of emotional intelligence and executive coaching in your leadership. So far, that feedback has been largely anecdotal. We would like to validate the positive feedback with objective research. Essentially, research will help us all understand the extent to which emotional intelligence and coaching matter when it comes to helping executives be successful.

This is where you come in. As part of my dissertation requirements, I'm conducting a research study examining the impact of emotional intelligence and executive coaching on the effectiveness of leaders at Company X. You are invited to participate, which is simple, quick and includes the following steps:

- Agree to an informed consent document, which further explains the study
- Complete an online survey (approximately 15-20 minutes)
- Permit the HayGroup to release your first 360 degree feedback report, i.e. the Emotional Competency Inventory (ECI) received as part of the *Developing Leadership Through Emotional Intelligence Program* and your second ECI report which you have received or will receive as part of the upcoming *Coaching for Intentional Development Program*
- Permit the release your 2010 and 2011 performance ratings (only the numerical ratings, no comments will be provided)

By choosing to participate, you will receive an autographed copy of Richard Boyatzis' best-selling book "Primal Leadership," written with Daniel Goleman and Annie McKee. You will also be entered into a drawing for the following:

- A personal 2 hour coaching call with Richard Boyatzis (one participant)
- A new iPad2 delivered to your home (one participant)
- Attendance to Richard's workshop, titled "Boyatzis on Leadership, Resonance, and Renewal." (five participants)
- A 2 hour personal coaching call with Ellen Van Oosten (five participants).

Participation in this research study is completely voluntary and your decision will have no bearing on your employment status. Your identity will be protected and remain confidential. Upon agreeing to participate, your name will be linked to an identification code and removed from all subsequent data files at that point. This will ensure that the responses you enter are linked properly to your data and remain completely unidentifiable to anyone but the research team. All data files will reside on a secure server. Any hard copy research records will be kept in a locked file in the principal investigator's office, and access will be limited to the researchers and the University Institutional Review Board (IRB), which is responsible for protecting human participants.

Findings from this study may be included in dissertation and research publications, authored by the researchers. Any reports that are produced will only include aggregate-level data and will not disclose either individual names or your organization.

Dr. Richard Boyatzis, Distinguished University Professor at CASE | Weatherhead School of Management and I are the primary research team for this study. If you have any questions about participating in this study before beginning, please feel free to contact me at ellen.vanoosten@case.edu or (440) 567-3109, or Richard at richard.boyatzis@case.edu or (216) 368-2053.

To participate, please click here: [website link](#).

Appendix E: Informed Consent Document

Informed Consent Document for the Study of “The Impact of Emotional Intelligence and Executive Coaching on Leader Effectiveness”

Background Information on the Study

The purpose of this research is to understand the impact of emotional intelligence and executive coaching and the effectiveness of leaders at Company X. All leaders who have completed the *Developing Leadership Through Emotional Intelligence Program* are being invited to participate. The aim of this research is to support the positive, anecdotal feedback surrounding this leadership program with empirical analysis. We are curious about three overarching questions: (1) Does EI predict leadership effectiveness? (2) What effect does a coaching relationship have on a leader's effectiveness? and (3) Fundamentally, does EI and executive coaching really matter in leadership development?

The researchers conducting this study are Ellen Van Oosten and Dr. Richard Boyatzis. Ellen Van Oosten is a PhD Candidate at the Weatherhead School of Management at Case Western Reserve University. This study is the basis of Ellen's dissertation. Dr. Boyatzis is the Principal Investigator for this study, a Distinguished University Professor, and H.R. Horvitz Professor of Family Business at the Weatherhead School of Management at Case Western Reserve University.

Procedures

Your involvement is important to help us answer the research questions as completely and accurately as possible. By choosing to participate, you will be asked to agree to the following:

1. Complete an online survey which should take 15-20 minutes
2. Permit the HayGroup to release to the researchers your first 360 degree feedback report, i.e. the Emotional Competence Inventory report (ECI), received as part of the *Developing Leadership Through Emotional Intelligence Program* and your second ECI report which you have received or will receive as part of the upcoming *Coaching for Intentional Development Program*. ***
3. Permit the release your 2010 and 2011 performance ratings to the researchers (only the numerical ratings, no comments will be provided). ***

***Note: No further action on your part will be required. This step will happen automatically once you indicate your willingness to participate.

Voluntary Nature of the Study

Your participation in this study is completely voluntary and may be withdrawn at any time without negative consequences. If you choose not to participate, this will not affect your current or future employment status. There is no penalty for not participating or discontinuing your

participation.

Confidentiality

Your identity will be protected and remain confidential. Upon agreeing to participate, your name will be linked to an identification code and removed from all subsequent data files at that point. This will ensure that the responses you enter are linked properly to your data and remain completely unidentifiable to anyone but the research team. All data files will reside on a secure server. Any hard copy research records will be kept in a locked file in the principal investigator's office, and access will be limited to the researchers and the University Institutional Review Board (IRB), which is responsible for protecting human participants.

Findings from this study may be used as part of dissertation and research publications, authored by the researchers. Any reports that are produced will only include aggregate-level data and will not disclose either individual names or the name of your organization.

Contact and Questions

If you have questions, please contact Ellen at (440) 567-3109 or ellen.vanoosten@case.edu or Richard at (216) 368-2053 or richard.boyatzis@case.edu. If you wish to talk to someone other than the researchers about: (1) questions regarding this study, (2) research participation rights, (3) research-related inquiries, or (4) other issues, please contact Isabel Sanchez Cummings, Director of Research Administration, at (216) 368-6993 or isabel.sanchez@case.edu or write: Case Western Reserve University; Institutional Review Board; 10900 Euclid Ave., Cleveland, OH 44106-7230.

Statement of Consent

In summary, I have read the above information and understand that by agreeing to participate, I agree to do the following:

1. Complete an online survey which should approximately 15-20 minutes (link provided below)
2. Permit the HayGroup to release to Ellen Van Oosten my ECI reports.
3. Permit the release to Ellen Van Oosten my 2010 and 2011 performance ratings.

I also understand that findings from this study may be used as part of dissertation and research publications, authored by the researchers. In that event, I understand that my name and that of my organization will remain anonymous.

Based upon this information, please click one:

- ☐ Yes, I agree to participate in this research study. (After clicking on this circle, click the forward arrow in the bottom right corner to proceed to the survey).
- ☐ No, I do not wish to participate in this research study. (After clicking this circle, click the forward arrow in the bottom right corner to exit).

Appendix F: Participant Survey

Thank you for your participation in this study. In the document below, you'll find the survey questions. All responses are confidential and will only be viewed by the research team. It is estimated that this survey should take approximately 15-20 minutes to complete. We ask that you complete the survey as soon as possible or before February 29, 2012.

Background Information:

Q3. Please indicate the name of the coach with whom you worked in the "Developing Leadership through Emotional Intelligence Program."

Q4. How many coaching calls or meetings did you complete with your coach?

- ☐ none
- ☐ one
- ☐ two
- ☐ more than two
- ☐ I don't remember.

Q5. What is your gender?

- ☐ Male
- ☐ Female

Q6. What is your age?

Q7. What ethnic group do you identify most closely with?

- ☐ Caucasian
- ☐ African American
- ☐ Asian
- ☐ Latino
- ☐ Native American
- ☐ Other

Q8. What is the highest level of education you completed?

- ☐ High School or equivalent
- ☐ Associates degree
- ☐ Undergraduate degree
- ☐ Partial completion of graduate courses
- ☐ Graduate degree

Q9. What is your current title at your organization?

Q10. How long have you been in your current role?

- ☐ less than 1 year
- ☐ 1 to 2 years
- ☐ 2 to 3 years
- ☐ 3 to 5 years
- ☐ 5 to 7 years
- ☐ 7 to 10 years
- ☐ 10 to 15 years
- ☐ 15 to 20 years
- ☐ 20 to 25 years
- ☐ 25+ years

Q11. How long have you worked at this organization?

- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 2 to 3 years
- ☐ 3 to 5 years
- ☐ 5 to 7 years
- ☐ 7 to 10 years
- ☐ 10 to 15 years
- ☐ 15 to 20 years
- ☐ 20 to 25 years
- ☐ 25+ years

Q12. When did you attend the program?

- ☐ June 2010
- ☐ October 2010
- ☐ Nov 2010
- ☐ December 2010
- ☐ February 2011
- ☐ April 2011
- ☐ June 2011
- ☐ Sept. 2011
- ☐ I don't remember.

Q13. Please check by clicking on the appropriate circle that best represents your response to the statements below.

(Researcher's note: Questions 1 -13 measure the construct of Quality of the Coaching Relationship, adapted from the PNEA Survey (Boyatzis, 2008), using a 7-point Likert scale ranging from 1=Strongly Disagree to 7=Strongly Agree)

1. My coach emphasizes a vision for my future.
2. My coach and I often discuss possibilities for my future.
3. My future as a leader will be better than my past.
4. I am encouraged by my coach to use and build upon my strengths.
5. I care about my coach.
6. My work with my coach is focused on my personal vision.
7. I enjoy working with my coach.
8. If I had a choice, I would work with a different coach.
9. Overall, it feels good to work with my coach.
10. My coach emphasized my current strengths.
11. I feel trusted by my coach.
12. I trust my coach.
13. My purpose as a leader is clear from my personal vision.

(Researcher's note: questions 14 -33 measure the construct of Ideal Self and is based on the Ideal Self Test (IST) by Boyatzis, Buse and Taylor (2010), using a 7-point Likert scale ranging from 1=Strongly Disagree to 7=Strongly Agree)

14. My personal vision includes fun activities.
15. I feel inspired by my personal vision of the future.
16. My personal vision reflects many possibilities.
17. My personal vision includes my work in terms of my job and career.
18. I am excited about my personal vision.
19. My personal vision includes my family relationships.
20. My personal vision includes leisurely activities.
21. I feel hopeful about my personal vision.
22. My personal vision includes my physical health.
23. My personal vision includes my values and philosophy.
24. I feel optimistic about my personal vision.
25. My personal vision includes my contributions to others and the community.
26. My personal vision includes relative priorities of things important to me.
27. My personal vision includes my intimate/love relationships.
28. My personal vision includes my spiritual health.
29. My personal vision includes my desired legacy in life.
30. I have a clear vision of my desired future.
31. My personal vision of the future reflects the things most important to me.
32. My passion, calling and sense of purpose are clear to me.
33. I see many possibilities in my future.

(Researcher's note: questions 34 -38 measure the construct of career satisfaction and is based on the instrument by Greenhaus, Parasuraman, & Wormley (1990), using a 5-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree)

- 34. I am satisfied with the success I have achieved in my career.
- 35. I am satisfied with the progress I have made toward meeting my overall career goals.
- 36. I am satisfied with the progress I have made toward meeting my goals for advancement.
- 37. I am satisfied with the progress I have made toward meeting my goals for income.
- 38. I am satisfied with the progress I have made toward meeting my goals for the development of new skills.

(Researcher's note: questions 39 -50 measure the construct of Quality of Coaching Relationship and is adapted from the Perceived Quality of the Employee Coaching Relationship (PQECR) Instrument by Gregory and Levy (2011), using a 7-point Likert scale ranging from 1=Strongly Disagree to 7=Strongly Agree)

- 39. My coach and I have mutual respect for one another.
- 40. I believe that my coach truly cares about me.
- 41. I believe that my coach feels a sense of commitment to me.
- 42. My coach is a good listener.
- 43. My coach is easy to talk to.
- 44. My coach is effective at communicating with me.
- 45. I feel at ease talking with my coach about my job performance.
- 46. I am content to discuss my concerns or troubles with my coach.
- 47. I feel safe being open and honest with my coach.
- 48. My coach helps me to identify and build upon my strengths.
- 49. My coach encourages me to develop as a leader.
- 50. My coach engages in activities that help me to unlock my potential.

(Researcher's note: questions 51-67 measure the construct of engagement and is based on the Utrecht Work Engagement Survey (UWES) by Schaufeli, Bakker and Salanova (2006) using a 7-point Likert scale ranging from 1=Never to 7= Every Day)

- 51. At my work, I feel bursting with energy.
- 52. I find the work that I do full of meaning and purpose
- 53. Time flies when I am working.
- 54. At my job, I feel strong and vigorous.
- 55. I am enthusiastic about my job.
- 56. When I am working, I forget everything else around me.
- 57. My job inspires me.
- 58. When I get up in the morning, I feel like going to work.
- 59. I feel happy when I am working intensely.
- 60. I am proud of the work that I do.
- 61. I am immersed in my work.
- 62. I can continue working for very long periods of at a time.
- 63. To me, my job is challenging.
- 64. I get carried away when I am working.

- 65. At my job, I am very resilient, mentally.
- 66. It is difficult to detach myself from my job.
- 67. At my work, I always persevere, even when things do not go well.

Thank you for participating in this research

Survey References

- Boyatzis, R. (2008). Leadership development from a complexity perspective. *Consulting Psychology Journal: Practice and Research*, 60(4), 298–313.
- Boyatzis, R., Buse, K. & Taylor, S. (2010). *The ideal self test*. Weatherhead School of Management Case Western Reserve University.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job-performance evaluations, and career outcomes. *Academy of Management Journal*, 33 (1) 64–86.
- Gregory, J., & Levy, P. (2011). It's not me, it's you: a multi-level examination of variables that impact employee coaching relationships. *Consulting Psychology Journal: Practice & Research*, 63(2), 67–88.
- Schaufeli, W., Bakker, A., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire. *Educational and Psychological Measurement*, 66(4), 701–716.

Appendix G: Construct Table

Construct/Dimension	Definition	Measure and Items	Source
Emotional Competence/IV	Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others.	Emotional Competence Inventory – ver 2.0 Multi-rater Instrument, includes self-rating and other rater categories such as: manager, direct reports, peers, other Scoring: 1 Never 2 Rarely 3 Sometimes 4 Often 5. Consistently 6. Don't know	Boyatzis, R. & Goleman, D. (1996, 1999, 2002, 2007). Emotional Competence Inventory (now the Emotional and Social Competency Inventory) Boston, MA: The Hay Group. Wolff, S (2007). Emotional and Social Inventory Technical Manuals. Boston, M: The Hay Group
	An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work. ECI Technical Manual, p. 2	How often does ____ exhibit the following behavior: 1. Recognizes situations that arouse strong emotions in him/her. 2. Has mainly positive expectations. 3. Initiates actions to create possibilities. 4. Anticipates obstacles to a goal. 5. Is reluctant to change or make changes. 6. Has a sense of humor about oneself. 7. In a group, encourages others' participation. 8. Gives constructive feedback. 9. Adapts ideas based on new information. 10. Sets measurable and challenging goals.	Boyatzis, Goleman, & Rhee (2000). Clustering competence in emotional intelligence: insights from the emotional competence inventory. In R. Bar-On and J. Parker (Eds), The Handbook of Emotional Intelligence: Theory, Development, assessment and application at home, school and in the workplace, 343-362. San Francisco, CA: Jossey-Bass Reliability: Cronbach's alpha is good for "all other "ratings

			<p>ranging from .68 (Transparency) to .87(Emotional self-awareness) with overall reliability of .78. Reliabilities for “self” not as good, ranging from .47 (conflict mgmt) to .76 (inspirational leadership) with overall reliability at .63.</p>
Job Performance (DV)		<p>Manager rating of leader assessed in annual company performance review process</p> <p>Scoring:</p> <p>1= far below expectations</p> <p>2= below expectations</p> <p>3= meets expectations</p> <p>4= exceeds expectations</p> <p>5= far above expectations</p>	<p>Scale of 1-5</p> <p>Comprised of 85% achievement of business goals and 15% demonstration of core values and leadership competencies</p>
Career Satisfaction (DV)	<p>Career Satisfaction is considered one form of subjective career success with job satisfaction as another.</p> <p>Defined as one’s satisfaction with career</p>	<p>Adapted from Greenhaus et al 1990</p> <p>Scoring:</p> <p>1=strongly agree</p> <p>2=agree to some extent</p> <p>3=uncertain</p> <p>4=disagree to some extent</p> <p>5=strongly disagree</p> <p>1. I am satisfied with the success I have achieved in my career.</p>	<p>Greenhaus, J., Parasuraman, S., & Wormley, W. (1990). Effects of race on organizational experiences, job-performance evaluations and career outcomes. Academy of Management Journal, 33, (1) 64-86.</p>

	<p>and work events. Landy (1985, p. 395) suggested that satisfaction is an emotional state based on an earlier event.</p> <p>Greenhaus et al 1990 scale has been widely adopted to measure career satisfaction</p>	<p>2. I am satisfied with the progress I have made toward meeting my overall career goals</p> <p>3. I am satisfied with the progress I have made toward meeting my goals for income.</p> <p>4. I am satisfied with the progress I have made toward meeting my goals for advancement.</p> <p>5. I am satisfied with the progress I have made toward meeting my goals for the development of new skills</p>	alpha = .88
Engagement (DV)	<p>The simultaneous employment and expression of a person's preferred self in task behaviors that promote connections to work and to others is Kahn's (1990) description of engagement. Work roles are opportunities for individuals to apply themselves behaviorally and energetically and expressively. Schaufeli et</p>	<p>Utrecht Work Engagement Survey (10 items)</p> <p>Scoring:</p> <p>1=Never</p> <p>2=Almost Never (A few times a year or less)</p> <p>3=Rarely (Once a month or less)</p> <p>4=Sometimes (a few times a month)</p> <p>5=Often (Once a week)</p> <p>6=Very Often (A few times a week)</p> <p>7=Always (everyday)</p> <p>1. At my work, I feel bursting with energy.</p> <p>2. I find the work that I do full of meaning and purpose.</p> <p>3. At my job, I feel strong and vigorous.</p> <p>4. I am enthusiastic about my job.</p> <p>5. My job inspires me.</p> <p>6. When I get up in the morning, I feel like going to</p>	<p>Schaufeli, W., Bakker, A. B., & Salanova, M. (2006). The Measurement of Work Engagement with a Short Questionnaire. <i>Educational and Psychological Measurement</i>, 66 (4).</p> <p>Christian, Michael S., Slaughter, Jerel E., Work Engagement: A Meta-Analytic Review and Directions for Research in an Emerging Area</p>

	at. Describe engagement as the opposite of burnout.	<p>work.</p> <p>7. I feel happy when I am working intensely.</p> <p>8. I am immersed in my work.</p> <p>9. I can continue working for very long periods at a time.</p> <p>10. At my job, I am very resilient, mentally.</p>	<p>Detailed reliability and model fit data in Schaufeli et al.</p> <p>Cronbach's α in different countries reported between 0.60 and 0.88.</p>
Personal Vision (DV)	<p>The ideal self is the core mechanism for self-regulation and intrinsic motivation, harnessing the will or drive for self direction, intentional and desired future accomplishments, or in some cases providing the energy to maintain and sustain current ideal states in life and work. (Boyatzis & Akrivou, 2006)</p> <p>The personal vision is the expression of one's ideal self in some form, i.e. orally, written, through imagery such as photos or art.</p>	<p>Adapted from Ideal Self Test(IST)</p> <p>16 questions as below with scale:</p> <p>1= Strongly disagree</p> <p>2= Disagree</p> <p>3 = Somewhat Disagree</p> <p>4 = Neither Agree or Disagree</p> <p>5 = Somewhat Agree</p> <p>6 = Agree</p> <p>7 = Strongly Agree</p> <p>Questions:</p> <p>1. My personal vision includes fun activities.</p> <p>2. I feel inspired by my vision of the future.</p> <p>3. My personal vision reflects many possibilities</p> <p>4. I am excited by my personal vision.</p> <p>5. My personal vision includes my family relationships.</p> <p>6. I feel hopeful about my personal vision.</p> <p>7. My personal vision includes my physical health.</p> <p>8. My personal vision includes my values and philosophy.</p> <p>9. I feel optimistic about my personal vision.</p> <p>10. My personal vision includes relative priorities of things important to me.</p> <p>11. My personal vision includes my spiritual health.</p>	<p>Boyatzis, R. E., & Akrivou, K. (2006). The Ideal Self as the Driver of Intentional Change. <i>Journal of Management Development</i> , 25 (7), 624-642.</p> <p>Survey by Boyatzis, Buse & Taylor 2010</p> <p>Cronbach's α = 0.872</p>

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12. My personal vision includes my desired legacy in life.
 13. I have a clear vision of my desired future.
 14. My personal vision of the future reflects the things most important to me.
 15. My passion, calling and sense of purpose are clear to me.
 16. I see many possibilities in my future.

Quality of Coaching Relationship/ (Mod V)	Overall positive emotional tone of relationship with external executive coach as perceived by leader	<p>Adapted by Perceived Quality of Coaching Relationship (PQECR) Instrument (Gregory & Levy, 2011) and Positive-Negative Attractor Survey (Boyatzis, 2008)</p> <p>15 questions below with 1-7 Likert scale: 1= Strongly disagree 2= Disagree 3 = Somewhat Disagree 4 = Neither Agree or Disagree 5 = Somewhat Agree 6 = Agree 7 = Strongly Agree</p> <p>Items: 1. I care about my coach (PNEA). 2. I enjoy working with my coach (PNEA). 3. Overall, it feels good to work with my coach (PNEA). 4. I feel trusted by my coach (PNEA). 5. I trust my coach (PNEA). 6. My coach and I have mutual respect for one another (PQECR). 7. I believe that my coach truly cares about me (PQECR). 8. I believe that my coach feels a sense of commitment to me (PQECR).</p>	<p>Boyatzis, R.E (2008). Leadership Development from a Complexity Perspective. Consulting Psychology Journal. 60 (4). 298-313</p> <p>Gregory, J. & Levy, P. (2011). It's not you, it's me: a multi-level examination of variables that impact employee coaching relationships. Consulting Psychology Journal. 63(2), 67-88.</p>
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- 9. My coach is a good listener (PQECR).
 - 10. My coach is easy to talk to (PQECR).
 - 11. My coach is effective at communicating with me (PQECR).
 - 12. I feel at ease talking with my coach about my job performance (PQECR).
 - 13. I am content to discuss my concerns or troubles with my coach (PQECR).
 - 14. I feel safe being open and honest with my coach (PQECR).
 - 15. My coach helps me to identify and build upon my strengths (PQECR).
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Appendix H: HayGroup Emotional Competence Inventory

Hay Group Surveys: Emotional Competency Inventory - v2

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Hay Group Surveys

Person Being Rated: Sample Person

[Print](#)
[Return to full survey](#)

Emotional Competency Inventory - v2

Preliminary Questions

- A. Which best describes the nature of your work-related contact with the individual you are rating?
Several times a day	At least once a day	Several times a week	At least once a week	Less than once a week
☐	☐	☐	☐	☐
- B. How well would you say that you know the performance of the individual you are rating?
Extremely well	Very well	Pretty well	Not too well	Not well at all
☐	☐	☐	☐	☐
- C. Compared to other people doing the same work, how effective would you say this person is?
Low 15%	Next 20%	Middle 30%	Next 20%	Top 15%
☐	☐	☐	☐	☐

Main Questions

How often does Sample Person exhibit the following behavior:

1. Recognizes the situations that arouse strong emotions in him/her
Never	Rarely	Sometimes	Often	Consistently	Don't know
☐	☐	☐	☐	☐	☐

How often does Sample Person exhibit the following behavior:

2. Has mainly positive expectations
Never	Rarely	Sometimes	Often	Consistently	Don't know
☐	☐	☐	☐	☐	☐

How often does Sample Person exhibit the following behavior:

3. Initiates actions to create possibilities
Never	Rarely	Sometimes	Often	Consistently	Don't know
☐	☐	☐	☐	☐	☐

How often does Sample Person exhibit the following behavior:

4. Anticipates obstacles to a goal
Never	Rarely	Sometimes	Often	Consistently	Don't know
☐	☐	☐	☐	☐	☐

How often does Sample Person exhibit the following behavior:

5. Is reluctant to change or make changes
Never	Rarely	Sometimes	Often	Consistently	Don't know
☐	☐	☐	☐	☐	☐

How often does Sample Person exhibit the following behavior:

6. Has a sense of humor about oneself
Never	Rarely	Sometimes	Often	Consistently	Don't know
☐	☐	☐	☐	☐	☐

<http://surveys.haygroup.com/surveys/New/competencySurvey.asp?cteleformid=A466D9...> 11/13/2008

	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
7.	In a group, encourages others' participation					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
8.	Gives constructive feedback					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
9.	Adapts ideas based on new information					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
10.	Sets measurable and challenging goals					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
11.	Solicits others' input					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
12.	Takes calculated risks to reach a goal					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
13.	Believes the future will be better than the past					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
14.	Gives directions or demonstrations to develop someone					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
15.	Looks for feedback, even if hard to hear					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
16.	Reflects on underlying reasons for feelings					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
17.	Makes self available to customers or clients					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐

How often does Sample Person exhibit the following behavior:

18.	Publicly states everyone's position to those involved in a conflict	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
19.	Relates well to people of diverse backgrounds	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
20.	Makes work exciting	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
21.	Is defensive when receiving feedback	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
22.	Brings up ethical concerns	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
23.	Listens attentively	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
24.	Stays composed and positive, even in trying moments	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
25.	Leads by example	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
26.	Acts on own values even when there is a personal cost	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
27.	Knows how his/her feelings affect his/her actions	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
28.	Airs disagreements or conflicts	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>							
29.	Inspires people	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐

	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
30.	Applies standard procedures flexibly					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
31.	Has "presence"					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
32.	Monitors customer or client satisfaction					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
33.	In a conflict, finds a position everyone can endorse					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
34.	Engages an audience when presenting					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
35.	States need for change					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
36.	Advocates change despite opposition					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
37.	Gets impatient or shows frustration					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
38.	Recognizes specific strengths of others					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
39.	Understands informal structure in the organization					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
40.	Behaves calmly in stressful situations					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						

41. Personally leads change initiatives	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
42. Gets support from key people	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
43. Understands the organization's unspoken rules	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
44. Keeps his/her promises	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
45. Understands historical reasons for organizational issues	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
46. Takes personal responsibility for meeting customer needs	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
47. Acknowledges mistakes	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
48. Presents self in an assured manner	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
49. Handles unexpected demands well	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
50. Articulates a compelling vision	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
51. Is not politically savvy at work	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
52. Seeks ways to improve performance	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐

	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
53.	Acknowledges own strengths and weaknesses					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
54.	Can see things from someone else's perspective					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
55.	Believes oneself to be capable for a job					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
56.	Cuts through red tape or bends rules when necessary					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
57.	Stays positive despite setbacks					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
58.	Develops behind-the-scenes support					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
59.	Persuades by appealing to peoples' self interest					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
60.	Acts impulsively					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
61.	Does not cooperate with others					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
62.	Doubts his/her own ability					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						
63.	Avoids conflicts					
	Never	Rarely	Sometimes	Often	Consistently	Don't know
	☐	☐	☐	☐	☐	☐
<i>How often does Sample Person exhibit the following behavior:</i>						

64.	Matches customer or client needs to services or products					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
65.	Establishes and maintains close relationships at work					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
66.	Hesitates to act on opportunities					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
67.	Provides ongoing mentoring or coaching					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
68.	Is aware of own feelings					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
69.	Changes overall strategy, goals, or projects to fit the situation					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
70.	Seeks information in unusual ways					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
71.	Is attentive to peoples' moods or nonverbal cues					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐
<i>How often does Sample Person exhibit the following behavior:</i>						
72.	Learns from setbacks					
	Never ☐	Rarely ☐	Sometimes ☐	Often ☐	Consistently ☐	Don't know ☐

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Appendix I: Exploratory Factor Analysis of all Variables

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.705
Approx. Chi-Square	4903.420
Bartlett's Test of Sphericity df	1711
Sig.	.000

Pattern Matrix^a

	Component					
	1	2	3	4	5	6
ZCR_Q13_5_Care_for_coach	.874					
ZCR_Q13_7_Enjoy_work_with_coach	.919					
ZCR_Q13_9_Feels_good_working_with_coach	.858					
ZCR_Q13_11_coach_trust	.823					
ZCR_Q13_12_trust_in_coach	.880					
ZCR_Q17_1_mutual_respect	.635					
ZCR_Q17_2_coach_cares	.824					
ZCR_Q17_3_coach_commitment	.722					
ZCR_Q17_4_coach_good_listener	.863					
ZCR_Q17_5_coach_easy_to_talk_to	.904					
ZCR_Q17_6_coach_effective_communicator	.926					
ZCR_Q17_7_easy_to_talk_about_performance	.755					
ZCR_Q17_8_able_to_discuss_concerns	.792					
ZCR_Q17_9_feel_safe_being_open	.833					
ZCR_Q17_10_coach_helps_identify_build_strengths	.715					
ZPV_Q14_1_PV_incl_fun		.813				
ZPV_Q14_2_inspired_by_PV		.875				
ZPV_Q14_3_PV_reflects_possibilities		.773				
ZPV_Q14_5_excited_by_PV		.771				
ZPV_Q14_6_PV_incl_family		.649				
ZPV_Q14_7_PV_incl_leisure		.727				
ZPV_Q14_8_hopeful_about_PV		.705				
ZPV_Q14_9_PV_incl_physical_health		.555				
ZPV_Q14_10_PV_incl_values_and_philosophy		.789				
ZPV_Q15_1_optimistic_about_pv		.696				
ZPV_Q15_3_PV_incl_priorities		.730		.334		

ZPV_Q15_4_PV_incl_close_relationships		.725				
ZPV_Q15_6_PV_incl_legacy		.498				
ZPV_Q15_7_clarity_about_future		.602				
ZPV_Q15_8_PV_reflects_important_things		.807				
ZPV_Q15_9_passion_purpose_are_clear		.617				
ZPV_Q15_10_see_many_possibilities		.545				
ZCS_Q16_1_sat_career_success						.874
ZCS_Q16_2_sat_career_goal_progress						.869
ZCS_Q16_3_sat_advancement_goal_progress						.720
ZCS_Q16_4_sat_income_goal_progress						.574
ZCS_Q16_5_sat_skill_progress						.685
ZWE_Q18_1_energy_at_work		.804				
ZWE_Q18_2_work_has_meaning		.826				
ZWE_Q18_4_vigorous_at_work		.768				
ZWE_Q18_5_enthusiastic_about_job		.775				
ZWE_Q18_7_job_inspires_me		.846				
ZWE_Q18_8_feel_like_going_to_work_everyday		.853				
ZWE_Q18_9_happy_when_intensely_working		.808				
ZWE_Q19_1_immersed_in_work		.536				
ZWE_Q19_2_continue_working_for_long_time		.566				
ZWE_Q19_5_mentally_resilient_at_work		.599				
ZSM_Achievement_ntotothers					.852	
ZSA_AccurateSelfAssessment_ntotothers			.848			
ZRM_ChangeCatalyst_ntotothers				.822		
ZSLA_Empathy_ntotothers	.321		.729			
ZSA_EmotionalSelfAwareness_ntotothers			.844			
ZSM_EmotionalSelfControl_ntotothers			.735			
ZSM_Initiative_ntotothers				.733		
ZRM_InspirationalLeadership_ntotothers			.303	.724		
ZSA_SelfConfidence_ntotothers				.817		
ZSM_Transparency_ntotothers			.911			
ZRM_TeamworkandCollaboration_ntotothers			.754			
ZSM_Optimism_ntotothers			.693	.300		

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Communalities

	Initial	Extraction
ZCR_Q13_5_Care_for_coach	1.000	.718
ZCR_Q13_7_Enjoy_work_with_coach	1.000	.839
ZCR_Q13_9_Feels_good_working_with_coach	1.000	.780
ZCR_Q13_11_coach_trust	1.000	.652
ZCR_Q13_12_trust_in_coach	1.000	.819
ZCR_Q17_1_mutual_respect	1.000	.617
ZCR_Q17_2_coach_cares	1.000	.697
ZCR_Q17_3_coach_commitment	1.000	.587
ZCR_Q17_4_coach_good_listener	1.000	.700
ZCR_Q17_5_coach_easy_to_talk_to	1.000	.760
ZCR_Q17_6_coach_effective_communicator	1.000	.738
ZCR_Q17_7_easy_to_talk_about_performance	1.000	.693
ZCR_Q17_8_able_to_discuss_concerns	1.000	.710
ZCR_Q17_9_feel_safe_being_open	1.000	.653
ZCR_Q17_10_coach_helps_identify_build_strengths	1.000	.627
ZPV_Q14_1_PV_incl_fun	1.000	.603
ZPV_Q14_2_inspired_by_PV	1.000	.737
ZPV_Q14_3_PV_reflects_possibilities	1.000	.578
ZPV_Q14_5_excited_by_PV	1.000	.678
ZPV_Q14_6_PV_incl_family	1.000	.482
ZPV_Q14_7_PV_incl_leisure	1.000	.524
ZPV_Q14_8_hopeful_about_PV	1.000	.709
ZPV_Q14_9_PV_incl_physical_health	1.000	.298
ZPV_Q14_10_PV_incl_values_and_philosophy	1.000	.669
ZPV_Q15_1_optimistic_about_pv	1.000	.786
ZPV_Q15_3_PV_incl_priorities	1.000	.525
ZPV_Q15_4_PV_incl_close_relationships	1.000	.466
ZPV_Q15_6_PV_incl_legacy	1.000	.249
ZPV_Q15_7_clarity_about_future	1.000	.586
ZPV_Q15_8_PV_reflects_important_things	1.000	.717
ZPV_Q15_9_passion_purpose_are_clear	1.000	.692
ZPV_Q15_10_see_many_possibilities	1.000	.553
ZCS_Q16_1_sat_career_success	1.000	.757
ZCS_Q16_2_sat_career_goal_progress	1.000	.817
ZCS_Q16_3_sat_advancement_goal_progress	1.000	.708
ZCS_Q16_4_sat_income_goal_progress	1.000	.385
ZCS_Q16_5_sat_skill_progress	1.000	.604

ZWE_Q18_1_energy_at_work	1.000	.631
ZWE_Q18_2_work_has_meaning	1.000	.684
ZWE_Q18_4_vigorous_at_work	1.000	.766
ZWE_Q18_5_enthusiastic_about_job	1.000	.651
ZWE_Q18_7_job_inspires_me	1.000	.718
ZWE_Q18_8_feel_like_going_to_work_everyday	1.000	.755
ZWE_Q18_9_happy_when_intensely_working	1.000	.681
ZWE_Q19_1_immersed_in_work	1.000	.393
ZWE_Q19_2_continue_working_for_long_time	1.000	.319
ZWE_Q19_5_mentally_resilient_at_work	1.000	.361
ZSM_Achievement_ntotothers	1.000	.791
ZSA_AccurateSelfAssessment_ntotothers	1.000	.773
ZRM_ChangeCatalyst_ntotothers	1.000	.737
ZSLA_Empathy_ntotothers	1.000	.768
ZSA_EmotionalSelfAwareness_ntotothers	1.000	.818
ZSM_EmotionalSelfControl_ntotothers	1.000	.609
ZSM_Initiative_ntotothers	1.000	.622
ZRM_InspirationalLeadership_ntotothers	1.000	.715
ZSA_SelfConfidence_ntotothers	1.000	.660
ZSM_Transparency_ntotothers	1.000	.755
ZRM_TeamworkandCollaboration_ntotothers	1.000	.729
ZSM_Optimism_ntotothers	1.000	.763

Extraction Method: Principal Component Analysis.

Appendix J: Structural Equation Model Development

Model 1: Direct Effects of Total EC on DVs

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Zperformance ← ZEC_Total	.233	.106	2.196	.028	
ZCS_Final_Mean ← ZEC_Total	.229	.106	2.158	.031	
ZWE_Final_Mean ← ZEC_Total	.095	.109	.876	.381	
ZPV_Final_Mean ← ZEC_Total	.051	.109	.467	.641	

R-squared

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
ZPV_Final_Mean	.003
ZWE_Final_Mean	.009
ZCS_Final_Mean	.053
Zperformance	.054

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	9	16.013	6	.014	2.669
Saturated model	15	.000	0		
Independence model	5	26.217	10	.003	2.622

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.389	-.018	.505	-.029	.383
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model 2: Direct Effects of Factor EC on DVs

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Zperformance ← ZChangeLeader_Final_Mean	.374	.116	3.222	.001	
ZCS_Final_Mean ← ZChangeLeader_Final_Mean	.222	.120	1.854	.064	
ZWE_Final_Mean ← ZChangeLeader_Final_Mean	.254	.120	2.111	.035	
ZPV_Final_Mean ← ZChangeLeader_Final_Mean	.090	.123	.730	.465	
Zperformance ← ZEmotionalAcumen_Final_Mean	-.094	.116	-.809	.418	
ZCS_Final_Mean ← ZEmotionalAcumen_Final_Mean	.049	.120	.409	.683	
ZWE_Final_Mean ← ZEmotionalAcumen_Final_Mean	-.136	.120	-1.131	.258	
ZPV_Final_Mean ← ZEmotionalAcumen_Final_Mean	-.028	.123	-.231	.817	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
ZPV_Final_Mean	.006
ZWE_Final_Mean	.051
ZCS_Final_Mean	.062
Zperformance	.116

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	15	15.084	6	.020	2.514
Saturated model	21	.000	0		
Independence model	6	56.427	15	.000	3.762

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.733	.332	.820	.452	.781
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.134	.050	.221	.050
Independence model	.181	.132	.233	.000

Model 3: Moderating Effect of CR on EC and DVs

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Zperformance ← ZCR_Final_Mean	-.053	.127	-.416	.677	
ZCS_Final_Mean ← ZCR_Final_Mean	.243	.124	1.962	.050	
ZWE_Final_Mean ← ZCR_Final_Mean	.224	.128	1.753	.080	
ZPV_Final_Mean ← ZCR_Final_Mean	.628	.111	5.648	***	
Zperformance ← ZEC_Total	.243	.113	2.158	.031	
ZCS_Final_Mean ← ZEC_Total	.145	.109	1.325	.185	
ZWE_Final_Mean ← ZEC_Total	.023	.113	.203	.839	
ZPV_Final_Mean ← ZEC_Total	-.116	.098	-1.183	.237	
ZPV_Final_Mean ← ECxCR	.146	.070	2.086	.037	
ZWE_Final_Mean ← ECxCR	.009	.080	.113	.910	
ZCS_Final_Mean ← ECxCR	-.010	.078	-.131	.896	
Zperformance ← ECxCR	-.027	.080	-.336	.737	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
ZPV_Final_Mean	.279
ZWE_Final_Mean	.051
ZCS_Final_Mean	.108
Zperformance	.057

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	22	10.902	6	.091	1.817
Saturated model	28	.000	0		
Independence model	7	91.175	21	.000	4.342

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.880	.581	.942	.755	.930
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.099	.000	.190	.172
Independence model	.199	.159	.242	.000

Model 4: Moderation Effect with Factor EC

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Zperformance ← ZCR_Final_Mean	-.031	.127	-.242	.809	
ZCS_Final_Mean ← ZCR_Final_Mean	.332	.121	2.737	.006	
ZWE_Final_Mean ← ZCR_Final_Mean	.318	.124	2.569	.010	
ZPV_Final_Mean ← ZCR_Final_Mean	.626	.113	5.532	***	
Zperformance ← ZChangeLeader_Final_Mean	.378	.116	3.248	.001	
ZCS_Final_Mean ← ZChangeLeader_Final_Mean	.184	.111	1.656	.098	
ZWE_Final_Mean ← ZChangeLeader_Final_Mean	.220	.114	1.933	.053	
ZPV_Final_Mean ← ZChangeLeader_Final_Mean	.063	.104	.612	.541	
Zperformance ← ZEmotionalAcumen_Final_Mean	-.102	.122	-.837	.403	
ZCS_Final_Mean ← ZEmotionalAcumen_Final_Mean	-.015	.117	-.132	.895	
ZWE_Final_Mean ← ZEmotionalAcumen_Final_Mean	-.197	.119	-1.647	.099	
ZPV_Final_Mean ← ZEmotionalAcumen_Final_Mean	-.204	.109	-1.872	.061	
Zperformance ← EmotionalAcumenxCR	-.054	.103	-.526	.599	
ZCS_Final_Mean ← EmotionalAcumenxCR	.225	.099	2.277	.023	
ZWE_Final_Mean ← EmotionalAcumenxCR	.207	.101	2.056	.040	
ZPV_Final_Mean ← EmotionalAcumenxCR	.026	.092	.286	.775	
ZPV_Final_Mean ← ChangeLeaderxCR	.157	.111	1.406	.160	
ZWE_Final_Mean ← ChangeLeaderxCR	-.263	.122	-2.152	.031	
ZCS_Final_Mean ← ChangeLeaderxCR	-.307	.120	-2.565	.010	
Zperformance ← ChangeLeaderxCR	.023	.125	.187	.852	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
ZPV_Final_Mean	.300
ZWE_Final_Mean	.159
ZCS_Final_Mean	.194
Zperformance	.119

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	39	7.281	6	.296	1.213
Saturated model	45	.000	0		
Independence model	9	204.421	36	.000	5.678

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.964	.786	.994	.954	.992
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.050	.000	.157	.424
Independence model	.236	.205	.268	.000

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