The Coach's View
Coach and Coachee Characteristics
Add Up to Successful Coaching Engagements

By: Leigh Whittier Allen, Lisa Manning, Thomas E. Francis, and William A. Gentry

Center for Creative Leadership®

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Introduction

Interest in executive coaching is strong and growing. It is a component of more than 70% of formal leadership development programs and a well-accepted means of developing managers and executives (Zenger & Stinnett, 2006). As coaching is adopted by organizations and cultures worldwide including those in Europe (Carter, 2008) and Asia (Wright, Leong, Webb, & Chia, 2010), it has also expanded in terms of how it is defined, practiced, and delivered. In spite of such expansion, many of the ingredients for a successful coaching engagement still remain unknown or not widely shared.

The success of a coaching engagement is undoubtedly tied to many variables. We wondered what characteristics of the coach and the coachee (i.e., the manager, executive, or leader being coached) add up to a successful coaching engagement from the perspective of the coach.

To better understand the coach's view of the characteristics that may promote a positive coaching relationship, a team of researchers at the Center for Creative Leadership (CCL®) interviewed 42 experienced coaches: 12 coaches residing in Asia, 19 residing in Europe, and 11 who primarily work with C-level executives. Through our interviews, we were able to tap into the real-world experiences of coaches and gain their views of coach and coachee characteristics.

What we found was that effective coaches come into a coaching engagement both aware and prepared. During the time with the coachee, effective coaches draw on that foundation to establish credibility and create a valuable coaching experience.

On the coachee side of the equation, readiness, personality, and motivation are characteristics that have an impact on the effectiveness of the coaching experience.

From the interviews, an unexpected but important finding also emerged beyond characteristics solely of the coach or coachee. From Asia, support from the coachee's own organization was also an important characteristic that emerged.

Identifying and understanding these characteristics is valuable, as they influence how well the relationship forms and is maintained between the coach and the coachee (Hernez-Broome & Boyce, 2011). We hope that the broad insights and details in this paper will prove useful to the growing coaching community.

What Are Coach and Coachee Characteristics?

At CCL and for the purposes of this research, we define coaching as a formal one-on-one relationship between a coach and a coachee. In a coaching engagement, the two "collaborate to assess and understand the coachee and his or her development needs, challenge current constraints while exploring new possibilities, and ensure accountability and support for reaching goals and sustaining development" (Frankovelgia & Riddle, 2010, p. 126).

In this context, both the coach and coachee possess characteristics that might facilitate or impede a successful coaching relationship. These characteristics may include personality traits, work and life experiences, or level of commitment to learning (Francis, 2011).

In many respects, these characteristics are what each individual brings to the relationship before the coaching interaction starts and they set in motion the entire coaching relationship.

Using a broad understanding of "characteristics" allows us (and the interviewees) to consider a wide range of factors tied to the individual coach and coachee that affect the outcomes of the coaching engagement.

The specific characteristics that were described by the interviewees were analyzed, grouped, and named. A detailed description of the terms is listed in the appendix.

Findings: Coach Characteristics

A group of characteristics that could be considered "motives and values" are important for coaches to possess, according to the coaches interviewed. Coaches also need to be cognizant of themselves in their work—how they prepare themselves before a coaching engagement and how they behave during a coaching session. In addition, it is beneficial to have cultural awareness, communication skills, and sensitivity to specific needs of coachees if coaches are working cross-culturally and in different areas of the world.

Table 1   The Coach's View: Characteristics Coaches Needed to Have for Effective Coaching Engagements

ASIA COACH CHARACTERISTICS 12 Coaches, 7 Characteristics	EUROPE COACH CHARACTERISTICS 19 Coaches, 7 Characteristics	C-LEVEL COACH CHARACTERISTICS 11 Coaches, 2 Characteristics
• Cultural Awareness • Relationship-focused • Balance of Challenge & Support • Credibility • Adaptable • Facilitative & Directive • Nonjudgmental, Open, Mindful	• Coach/Coachee Relationship • Cultural Communication • Cultural Awareness • Cultural Sensitivity • Self-Awareness • Prepare • Open	• Roles of Coach • Lifelong Learner

(listed in order of most to least mentioned in the interviews)

Motives and Values

Openness was important as can be seen in the characteristics of "Open" in Europe and "Nonjudgmental, Open, Mindful" in Asia. A coach from Asia commented:

> *"So, really approaching it from a very open-minded perspective without perhaps some kind of preconceptions that one carries that are based on other experiences."*

A coach from Europe talked about being open in this way:

> *"I think one of the reasons it [coaching] goes well is because I'm very used to and comfortable with speaking with people that may struggle with English and working with people from all over the world. And . . . keeping an open mind about the differences in cultures, and what may work in one culture certainly may not work in another."*

In Asia, "Credibility," which includes the background of the coach (e.g., education, degrees or academic credentials, certifications, and business experience) and genuineness indicative of the values of the coach is important. Coaches who have worked internationally note that there appears to be a greater expectation by Asian coachees in learning about the coach's "pedigree" as a way of determining the coach's credibility. Age and specific types of business experience also appear as characteristics that coachees in Asia are attentive to in choosing their coach. One coach from Asia said:

> *"Because it's not only practical experience, it's actually analysis and research, etc. It's actually having the theoretical tools and models, as well as understanding how to apply them. There are a lot of people in the intercultural world who are bad coaches because they don't have any understanding of the business world. But there's a rare group of people who bring all of those together."*

Another coach from Asia said the following:

> *"And, then it's credibility. I think people in Asia tend to respect somebody who has worked in a company at a relatively senior level, and is not supplemented with some academic experience or consultancy experience, that kind of helps. If they've had prior coaching experience, maybe that helps a little bit."*

Motives and values also influence the bonding and engagement aspects of the coaching relationship. Being relationship-focused was noted as an important coach characteristic from the coaches residing in Asia, and the coach/coachee relationship was frequently mentioned for coaches residing in Europe. There needs to be some sort of "chemistry" between the coach and coachee, a simultaneous connection developed between coach and coachee. This is particularly important if a coach is working with people who speak different languages. As one coach from Europe noted:

> *"It helps if you can understand each other, coach and coachee, which isn't always the case. So I also work in German, so I offered to him to work in German and I think that's what we did. So I used language as a way in, to get closer to somebody if I can, if I speak the person's language."*

Another coach from Europe mentioned something early about chemistry in a coaching engagement with a coachee:

> *"What I think he asked me to be, earlier in the session he asked me to be very straightforward, to be confrontational with him. I think he asked what did you get out of my data, what hypothesis do you have, what themes do you see and please tell me everything straight out, don't handle me with any gloves . . . In this case what worked with him is being very open, very forthright, but that's not so much a culture element, that's just because he asked it . . . it starts with being able to actually understand each other. What did the other person say? And if that's not there, it's very hard to build a coaching relationship."*

For the coaches who mainly coach C-level executives, their motives and values tended to be quite different. These coaches talked more about being a lifelong learner, which included maintaining a solid understanding of business, having some level of psychological training, and being open to opportunities for self-awareness and learning. Often this includes the coach having his or her own executive coach or advisor.

One coach stated:

> *"We have to understand the organization, what kind of a place it is, and we have to understand this person who is in the leadership position and see how those come together."*

Another coach emphasized their own self-awareness by saying:

> *"You have to listen really well in yourself and know, really trust, the relationship that you've established and the boundaries and parameters for how we do this work and trust yourself."*

Coaching and Mentoring

Several of the coach characteristics found important in this study are also found in the mentoring literature as characteristics mentors need for successful mentoring relationships. The same can also be said for coachee characteristics in this study and mentee or protégé (i.e., the one receiving mentoring) characteristics in the mentoring literature. This should make sense given the similarities between mentoring and coaching (Garvey, 2010; Rosinski, 2003). Coaching in many respects is derived from mentoring (Garvey, 2010) and one of the functions of mentoring is coaching (Kram, 1985). From the mentoring literature, motives and values tend to be something mentors have that drive them and are part of a successful mentoring engagement (Allen, 2003; Noe, Greenberger, & Wang, 2002). Mentee or protégé characteristics that promote a successful mentoring engagement include personality, motivation, and a readiness for mentoring (Day & Allen, 2004; Noe et al., 2002; Turban & Dougherty, 1994; Wanberg, Welsh, & Hezlett, 2003). Based on our interviews of coaches, these same characteristics play an important role in the success of coaching engagements.

Before and During the Coaching Engagement

Additional characteristics are important for coaches that are apparent before and during the coaching engagement. For instance, coaches need self-awareness—being mindful of their own bias and feelings before coaching engagements. A coach from Europe said the following:

> *"I think the point about being aware that some of what we're working with is entirely assumption and being prepared to check it out has been my own learning. I guess we're constantly learning from the conversation . . . so being tuned in and open to that and being willing not to be an expert."*

They also need to be prepared before the engagement, collecting and understanding as much information and background on the coachee prior to the coaching engagement, particularly if they are working with people in different cultures.

> *"So I do my homework. I'm working with a Norwegian, for example, at the moment. I've never been to Norway. But I do my homework. And I sort of relate to what it's saying, and I store it."*

Another coach commented:

> *"I take good notes and look over the notes in preparation to hold discussion—just feelings that I had just flood back into my mind and my heart."*

Several coaches focused on characteristics important during the coaching engagement. Coaches in Asia believed coaches needed to be adaptable, have a balance of challenge and support, and be facilitative and directive with their coachees during the coaching engagement.

On Adaptability:

> *"So it was in there but I think the need to customize, to adapt and flex and tailor is so much part of the coaching process anyway that it happens naturally, not just for cross-cultural issues, it happens because it needs to happen because everybody is in a different role and has different goals, different needs, different preferences."*

On the Balance between Challenge and Support:

> *"Because if you don't ever challenge the coachee on things and actually all the time provide supportive affirmation, learning may not necessarily be achieved because the individual doesn't actually push themselves to learn the next important thing they need to learn about how to be more effective in their job."*

On being Facilitative and Directive:

> *"One of the other great questions . . . making decisions around which sections I'm going to be more facilitative in, and when I'm going to also weigh in as an expert, or bring in some of my own experience."*

Coaches who mainly coach C-level executives believed that a key characteristic revolved around their role as a coach. These roles varied from being a facilitator of feedback to a supportive advisor to an equal peer willing to challenge and stretch the executive. In many respects the coach is modeling positive behaviors for the C-level coachee. Throughout the process, it is important that the coach maintains an executive presence.

As one coach commented:

> *"I think there almost immediately is a way of behaving and interacting with people that establishes that you are a peer or somebody who's sitting down as an equal with them because one of the things I would say is not to be intimidated or to be anxious because that will just show through and not be constructive and I think you get dismissed pretty quickly."*

Cross-cultural Mindset

The relevance of national culture in a coaching engagement is a topic that coaches from Asia and Europe consistently addressed.

Specifically, cultural awareness was an important characteristic in Asia, while cultural awareness, cultural communication, and cultural sensitivity were considered important by the coaches in Europe.

It is obviously relevant that if coaches are to work in a cross-cultural context, coaches need to be culturally mindful of others. Being mindful of culture may play into how well the coaching engagement is perceived to be in Asia and Europe.

One coach in Asia said the following:

"When I start working with people of other cultures, I really need to be alive to . . . you know, what do they hold important? What do they think . . . what is respectful in their language? What is partnering in their context? And then there might be some subtle changes you bring to your approach."

One coach in Europe said the following:

"So I think don't assume that you know. Have some sense of what your particular nationalistic attitudes and behaviors are. And so maybe it's getting feedback from other nationalities in particular. So take the opportunity for getting as much feedback as you can get."

Another coach from Europe said this:

"Cross-cultural communication . . . adjusting your language. If you're native English here, to make sure you're clear, that you don't use jargon, that you avoid humor that is potentially sensitive. That you perhaps know about this, know the hierarchy in the cross-cultural relationship and different cultures."

Findings: Coachee Characteristics

Six characteristics emerged from interviews of coaches in Asia and four characteristics emerged from interviews of coaches in Europe. All of these characteristics revolve around themes of readiness for coaching, personality, and motivation, which Hernez-Broome and Boyce (2011) believe are coachee characteristics that should appear if research were to examine characteristics of coachees. Two characteristics also emerged that were specific to C-level executives.

Table 2   **The Coach's View: Characteristics Coachees Needed to Have for Effective Coaching Engagements**

ASIA COACH CHARACTERISTICS 12 Coaches, 6 Characteristics	EUROPE COACH CHARACTERISTICS 19 Coaches, 4 Characteristics	C-LEVEL COACH CHARACTERISTICS 11 Coaches, 2 Characteristics
• Engagement • Motivation & Willingness • Openness • Readiness • Personality & Attitude • Self-awareness	• Motivation • Expectation • Willingness • Personality	• Inward Traits • Outward Behaviors

(listed in order of most to least mentioned in the interviews)

One coach from Asia said the following about readiness:

> *"It is people who are seeking change, people who have experiences or intuitively feel that something is needed."*

A coach from Europe commented on the importance of motivation on the part of the coachee:

> *"There was a motivator. He's driven to succeed. He wants to be the best he can be, and there's a part of him that wants to be remembered as good with people . . . And so he had a motivation to develop himself."*

One coach said the following about personality (attitude) of the coachee being important:

> *"Ok, well on top of what I've said, I think that the attitude of the coachee is crucial . . . It's a personality. It's an attitude."*

The same coach expanded on this when he said:

> *"I would say that they're proactive . . . proactive learners. So they turn up on time, they don't cancel the coaching . . . they make sure that they're available. They are respectful. I think the characteristic of a good coachee is that they have good manners."*

Coaches who mainly worked with C-level executives also had thoughts about characteristics their coachees needed. They thought C-level coachees needed certain inward traits and outward behaviors.

Inward traits refer to qualities or characteristics of the coachee that can affect their relative success in a coaching engagement. Examples of such traits may include the executive being highly successful in their career and having an increased state of readiness for coaching. As one coach stated:

> *"They [C-level executives] think very quickly. They process quickly. And they leave people behind and they get short with people who don't think like they do, who don't think as quickly as they do, who aren't as smart as they are."*

Another coach expressed on working with such coachees in this way:

> *"So how do you bring a development experience to somebody who's already operating two standard deviations above the mean? You have to really get inside their functioning both internally to them and in their organization in order to find that one or two percent more that they might want to get."*

Outward behaviors refer to the level to which the executive may apply or practice behaviors to contribute to a successful coaching engagement. Such behaviors may include the ability to manage both people and performance and how well the coachee develops others within the organization.

As one coach discussed in talking about a C-level coachee:

> *"The relationships were his business and if he was going to be successful and also if the organization was going to be successful, he needed to nurture relationships among the senior-level executive team."*

Organizational Support

An additional and important characteristic that came out in all interviews with coaches from Asia was the coachee's view of their organization's support of coaching. While we have previously noted the importance of national culture, importance should also be placed around the theme of organizational culture, whether the organization has a culture that supports coaching. Support in general is important for psychological and physical outcomes for people (e.g., Beehr, 1995; Coyne & DeLongis, 1986). Social support is also a critical component in the development of employees because social support can enable people to handle hardships, overcome challenges, learn and develop in their job (Van Velsor, McCauley, & Ruderman, 2010). Support from one's organization is also a vital part to the success of individuals at work. Employees will effectively perform their job when levels of support are high because the caring, approval, and respect implied by emotional support from the organization should fulfill employees' socio-emotional desire for rewards and, consequently, augment employees' beliefs that the organization rewards high performance (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

Based on the interviews of coaches residing in Asia, those going through coaching may gain the most in the coaching engagement when levels of support from the organization are high. The caring, approval, respect, and support from the organization can fulfill the coachee's socio-emotional desire for support. Such support could be reciprocated through their willingness and ability to have a high-quality coaching engagement. Theoretically, this support could lead to high performance back on the job. For instance, as one coach said:

"Well, the organization positioning it [coaching] as something that helps the person get better and better . . . It's the involvement of the people in the organization, so the stakeholders that give input, the boss, working in coordination with me and the person."

Another coach said:

"I'd say the organization supported it . . . they set up the leadership programs so for them they were supporting the concept of it [coaching and development] to begin with."

Applying the Coach's View

The research suggests that if a coach and coachee both have the characteristics we have identified, then the coaching engagement will be on better footing for success.

Before a coaching engagement begins, it may be helpful for both the coach and coachee to do an honest self-assessment of characteristics. The coaching engagement may not be as productive if either the coachee or coach is low on important characteristics as compared to those who are high on each of the characteristics.

We have created a simple tool to help coaches and coachees gauge their characteristics for coaching effectiveness. Based on the definitions and discussions around each of the previous characteristics:

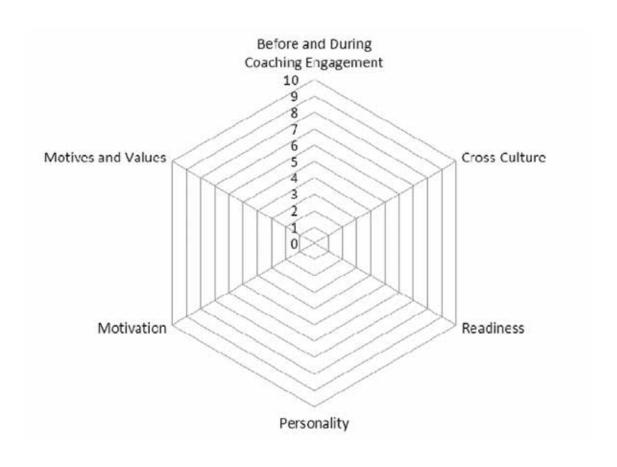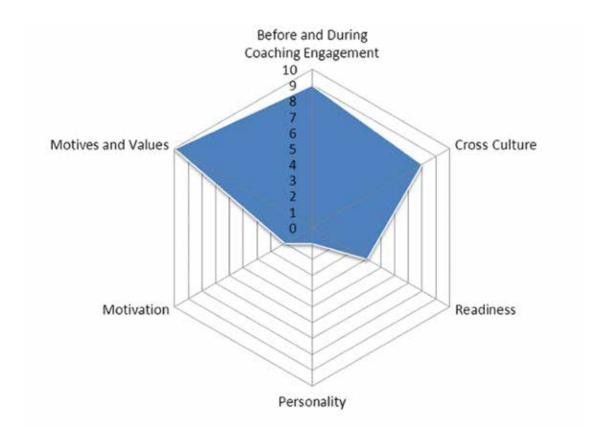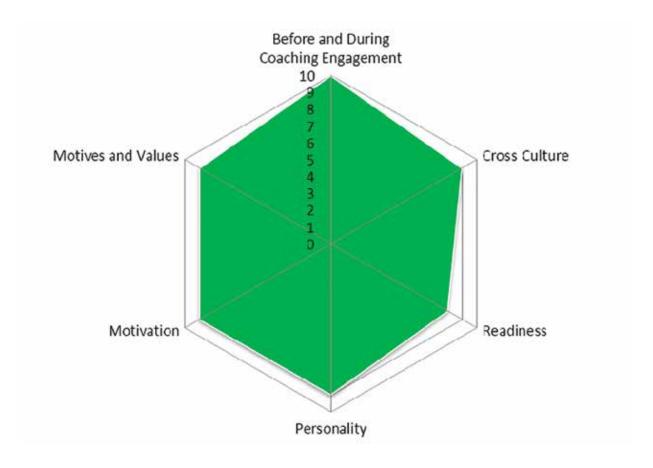| **Coaches,** from a scale of 1–10, consider how strong you are on the following:	**Coachees,** from a scale of 1–10, consider how strong you are on the following:
I have the motives and values necessary to be effective in my coaching engagements. **1 = Strongly Disagree 10 = Strongly Agree** I have the characteristics before and during the coaching engagement to be effective in my coaching engagements. **1 = Strongly Disagree 10 = Strongly Agree** I have the cross-cultural characteristics necessary to be effective in my coaching engagements. **1 = Strongly Disagree 10 = Strongly Agree**	I have the readiness necessary to go through coaching. **1 = Strongly Disagree 10 = Strongly Agree** I have the personality necessary to go through coaching. **1 = Strongly Disagree 10 = Strongly Agree** I have the motivation necessary to go through coaching. **1 = Strongly Disagree 10 = Strongly Agree**

After doing an honest self-assessment, plot the numbers on the appropriate axis on the graph below, connect the dots, and fill in the shape. The more area that is shaded, the more likely the coach and coachee have the characteristics needed to be effective in coaching.

For example, consider a coach who rates herself a ten (10) on "Motives and Values," a nine (9) on "Before and During Coaching Engagement," and an eight (8) on "Cross Culture." The upper part of the graph considers the coach, and there is a lot of the area covered, meaning the coach believes she has the necessary characteristics to be successful. However, her coachee does an honest self-assessment, and rates himself a four (4) on "Readiness," a one (1) on "Personality," and a two (2) on "Motivation." The bottom part of the graph considers the coachee, and the covered area is obviously not as large. This would indicate that the coach may have the characteristics necessary, but the coachee may not.

What would a graph look like where the coach and coachee both believed they had the characteristics necessary for an effective coaching engagement? Most of the graph would be filled, as this example shows below.

Here, the coach rates herself a nine (9) on "Motives and Values," a ten (10) on "Before and During Coaching Engagement," and a nine (9) on "Cross Culture." Her coachee does an honest self-assessment, and rates himself an eight (8) on "Readiness," a nine (9) on "Personality," and a nine (9) on "Motivation." As you can see, both the upper (the aspects of the coach) and lower (the aspects of the coachee) portions of the graph are filled, which gives the impression that both the coach and coachee have the characteristics this study found that are needed to have an effective coaching engagement.

In addition, one must also consider the organizational support. The coach and coachee may have the characteristics needed, but the coaching engagement may not be successful if the coachee's organization is not supportive.

Final Words

As the field of coaching continues to expand in both scope and importance, identifying and understanding coach and coachee characteristics can be useful for the development of both parties.

Our study shows that effective coaches seem to value openness, credibility, relationships, and learning. They need to be self-aware, well-prepared, and cognizant of themselves in their work. In addition, if coaches are to work with those in Asia or Europe, cultural awareness is crucial.

From the coach's viewpoint, coachees need to be ready, motivated, and have a personality or attitude of wanting to be engaged in the process.

Clearly, the field requires more research, as well as ongoing interactions among members of the global coaching community. For instance, understanding the perspective of coachees and asking them what characteristics the coach and coachee need would be important information to gather. Furthermore, we need to understand what is "success" in a coaching engagement, and understand how to measure success. Finally, we do recognize the significant differences among individual national cultures and do not believe that there is a commonality across all Asians or all Europeans, and hope that our study is a first step in understanding cultural similarities and differences. In the meantime, we hope that this research helps the coaching community in its thinking and in its work with coachees.

Appendices

About the Research

Participants

CCL researchers interviewed 87 experienced coaches in three phases. All participants were professional coaches, trained in the CCL methodology and considered independent contractors with CCL. They represented a range of credentials, backgrounds and experience, including those who work with middle-level managers, C-level executives, and those working in Asia and Europe.

The first phase of the project examined the practices of coaching middle-level managers and included interviews with 45 coaches (21 male and 24 female). A representative sample of coaches from each of CCL's three North American campuses (10 from San Diego, 11 from Colorado Springs, 12 from Greensboro) were included, as well as six coaches each from the campuses in Brussels and Singapore. The interviewees are professional coaches who make their living

coaching, and were identified as high-performing coaches. Each coach had been involved in at least 15 coaching engagements with consistently positive results.

The second phase sought to capture cross-cultural nuances in coaching. Researchers interviewed 12 coaches who were living in Asia (seven men and five women) and 19 located in Europe (13 women and six men). The coaches represent different nationalities, including Australia, China, Germany, Singapore, Great Britain, India, The Netherlands, and the United States.

The final phase focused on coaching C-level executives. In this phase, 11 coaches working with C-level executives were interviewed. The coaches averaged 17 years of coaching experience with C-level executives.

Interview Protocol

During the development of the interview protocol, CCL researchers consulted with 15 CCL coaching staff and coaches to ensure the essential elements of the coaching process were addressed. The interview protocol asked the coaches to describe two critical incidents from their coaching engagements: what the coaches considered to be their most effective coaching engagement and what was their least effective coaching experience. Coaches were asked to describe what their specific coaching practices looked like, i.e., what was actually said and done in these sessions. Coaches were sent the interview protocol in advance and asked to consider and review their case files in preparation for the interview.

Analysis

Interviews were transcribed into the qualitative analysis software, ATLAS.ti.[1] To identify and code best practices (themes) in the data for each research phase, we combined the grounded theory approach of Glaser and Strauss (1967) with the coding techniques of Boyatzis (1998). By reading the transcripts of the interviews, the researchers could develop summaries, which were used to identify variations in coaching practices. From the summaries, key words emerged as possible indicators of best practices. These key words were then analyzed and grouped into different categories, which eventually became the indicators and beginnings of the definition of the codes used for analysis. Following Boyatzis (1998), the researchers then turned the category descriptions into codes containing a name, definition, indicators of the code, examples, and exclusions. Categories, along with the rationale for why certain keywords were coded as part of the categories, the definition, key indicators, and exclusions/qualifications were examined and refined as a "codebook." Several iterations occurred until a final list of codes emerged. The interviews were then coded according to the codebook of that particular research phase utilizing ATLAS.ti.

Coaching Practices Glossary

The following gives a detailed definition of each of the characteristics discussed in this study.

Coach Characteristics (From The Perspective Of The Coach)

From Coaches in Asia

1. Cultural Awareness. Does the coach have the knowledge, awareness, and understanding of the coachee's culture and how the process of coaching might be adapted based on cultural similarities or differences? Sensitivity to interaction of coach's and coachee's cultural backgrounds is vitally important information.

2. Relationship-focused. How much importance does the coach place on the relationship between the coach and the coachee? A coach needs to have a demeanor that is relationship focused, utilizing skills that demonstrate the importance of the relationship between the coach and coachee, with the focus on developing that relationship. These skills include being a good listener, having a need to understand the process and the coachee. There is an emphasis on having respect for each other and coming from an empathic place.

3. Balance of Challenge & Support. Coaches need the ability to both confront and strengthen a coachee through helpful and caring suggestions, as well as pushing the coachee beyond where he or she feels comfortable. Coaches must also provide both positive and constructive feedback.

4. Credibility. Coaches need to show they have a background in coaching, through experience, education, degrees, certifications, and business acumen. Credibility also entails how genuine the coach is in the work that he or she does.

5. Adaptable. A coach should be adaptive, flexible, and be able to adjust to best meet the needs of the coaching relationship. A coach needs to be willing to make changes to style and structure to best accomplish the goals of the coaching.

6. Facilitative & Directive. The coach must work to advance the coaching relationship through encouragement, assistance, and support. Coaches have to balance working from a nondirective standpoint with the coachee while utilizing directives, recommendations, previous experience, and/or giving advice.

7. Nonjudgmental, Open, Mindful. How open is the coach? Is the coach mindful of what is going on in the coaching session? The coach needs to be open, tolerant, and accommodating in order to have an open conversation during the coaching sessions. It is important that the coach is mindful in the session in order to stay open and nonjudgmental throughout the process.

Coach Characteristics (From The Perspective Of The Coach)

From Coaches in Europe

1. Coach/Coachee Relationship. What is the relationship like between the coach and coachee? Do they feel a sense of connection in their relationship? This characteristic deals with the connection developed between both the coach and coachee.

2. Cultural Communication. While talking and communicating with the coachee, how mindful is the coach of the intricacies behind communicating across cultures? The coach must be fully aware and considerate of cultural differences in his or her approach and delivery during the coaching engagement.

3. Cultural Awareness. How mindful is the coach in terms of his or her own culture and the cultural background of his or her coachee? A coach needs to be mindful and pay close attention to the cultural lens of the engagement, self, and the coachee.

4. Cultural Sensitivity. A coach needs to be aware of and honor the cultural practices of the coachee.

5. Self-awareness. How much does the coach understand about his or her strengths, weaknesses, and about how he or she comes across in coaching session? This characteristic is focused on whether the coach is mindful of his or her own bias, feelings, and influence regarding the coaching engagement.

6. Prepare. What does the coach do to understand the coachee precoaching engagement? The coach's preparation requires him or her to gather information and background on the coachee and the coachee's organization prior to the coaching engagement. It is expected that the coach research the coachee's company prior to and during the coaching engagement to stay up to date on major organizational changes, stock prices, industry trends, etc.

7. Open. The coach needs to remain open-minded, honest, and present in regards to the coaching engagement.

From Coaches Working with C-Level Executives

1. Roles of Coach. The executive coach assumes many diverse roles that assist, support, and nurture the coachee during the coaching engagement. Coaches typically require specific education and/or training to successfully function in a particular role.

2. Lifelong Learner. Executive coaches are committed to being lifetime learners including aspects of business and organizational content, psychological knowledge, and their own self-awareness and personal reflection. This may include having his or her own executive coach.

Coachee Characteristics (From The Perspective Of The Coach)

From Asia

1. Engagement. How much is the coachee committed to the coaching session? How valuable does the coachee believe coaching will be? This coachee characteristic examines the importance of coachee engagement in the sessions or commitment to the sessions. The coachee must believe in the value of coaching. The coachee needs to have time or make time for the coaching engagement. It is important that the coachee seeks coaching on his or her own, or that the coachee has something he or she wants coaching to be about, and believes in the probability that coaching will help. They should believe that working with their particular coach will be effective. Finally, the coachee needs to be serious about the coaching engagement and serious about developing through the coaching process.

2. Motivation and Willingness. How motivated is the coachee to be part of a coaching engagement to grow, change, and develop? This coachee characteristic deals with the importance of motivation of the coachee to make changes, the desire for growth and to have enthusiasm for the coaching engagement. The coachee needs to be committed to the process, and have a willingness to invest, experiment, and try new things. The desire and ability to move forward and willingness to make changes is extremely important.

3. Openness. The coachee needs to be candid, honest and sincere, willing to have open conversation, and lack defensiveness.

4. Readiness. Is the coachee ready in his or her life to be fully involved and committed to the coaching process? Coachees need to be prepared for the coaching experience from previous coaching experience, be proactive in learning and interested in improving, recognize a problem, and want to change. The ability to start the coaching process is also important.

5. Personality and Attitude. Coachees need to have a certain personality and attitude. They need to have distinctive personality characteristics that might make a coachee more "coachable" to include attitude, a way of thinking that encourages and desires growth, having confidence, and respect for the coach and the process.

6. Self-awareness. How aware is the coachee of his or her strengths and needs for development? The level of awareness is important for a coachee. It is necessary to have or develop attentiveness to the areas of growth and be responsive to those areas.

Coachee Characteristics (From The Perspective Of The Coach)

From Europe

1. Motivation. How motivated is the coachee to be part of a coaching engagement to grow, change, and develop? Coachees must be fully engaged and possess inspiration to change.

2. Expectation. What is the coachee expecting of the coaching engagement? This deals with the coachee's anticipated and preconceived notions of the coach and coaching experience.

3. Willingness. Is the coachee willing to be in a coaching relationship? This characteristic revolves around the coachee's desire to participate in the coaching engagement.

4. Personality. Personality refers to the coachee's individualism and makeup.

From C-Level Executives

1. Inward Traits. The level or extent that the C-level coachee possesses or applies the following traits can affect the relative success of a particular coaching engagement: highly successful, functions at a higher level, increased sense of readiness.

2. Outward Behaviors. The level that the C-level coachee applies or practices the following behaviors can affect the relative success of a particular coaching engagement: have compassion for employees, manages people and performance, the C-level executive develops others.

Organizational Support (From Asia)
How much support does the coachee's organization show and provide? How has the coachee's organization (the organization itself, boss, or coworkers) influenced the effectiveness of a coaching engagement? Organizational support is defined as the level to which the coachee's organization provides support for the coaching to include the allowance of time, money, resources, and emotional support for the process. Strong support from boss, peers, and direct reports is critical.

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Authors' Note

About the Authors

Leigh Whittier Allen, PsyD, is the Coaching Talent manager for the Center for Creative Leadership (CCL®). She is responsible for the selection, training, and supervision of the executive feedback coaches in Colorado Springs and Denver who provide interpretations of management and psychological data to participants attending various CCL training programs. She was affiliated with the Center as an adjunct feedback coach for seven years prior to joining the staff full-time in October 2003.

Lisa Manning is an adjunct researcher with CCL and a PhD candidate in the doctoral program in leadership studies at Gonzaga University in Spokane, WA. Her research interests are in cross-cultural aspects of coaching.

Thomas E. Francis, PsyD, is currently an intern at CCL working directly with the Coaching Talent manager at the Colorado Springs campus. He recently completed his dissertation project on the best practices of executive coaches working with C-Level clients from the University of the Rockies. His research interests include executive coaching, leading organizational change, coaching and building teams, and organizational issues in human diversity.

William A. Gentry, PhD, is currently a senior research associate at CCL, and coordinator of internships and postdocs at CCL. His research interests are in multisource (360) research, survey development and analysis, leadership and leadership development across cultures, mentoring, managerial derailment, multilevel measurement, and in the area of organizational politics and political skill in the workplace. He also studies nonverbal behavior and its application to effective leadership and communication, particularly in political debates.

To learn more about this topic or the Center for Creative Leadership's programs and products, please contact our Client Services team.

+1 800 780 1031   +1 336 545 2810   info@ccl.org

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CCL - Americas
www.ccl.org
+1 800 780 1031 (US or Canada)
+1 336 545 2810 (Worldwide)
info@ccl.org

Greensboro, North Carolina
+1 336 545 2810

Colorado Springs, Colorado
+1 719 633 3891

San Diego, California
+1 858 638 8000

CCL - Europe, Middle East, Africa
www.ccl.org/emea

Brussels, Belgium
+32 (0) 2 679 09 10
ccl.emea@ccl.org

Addis Ababa, Ethiopia
+251 118 957086
LBB.Africa@ccl.org

Johannesburg, South Africa
+27 (11) 783 4963
southafrica.office@ccl.org

Moscow, Russia
+7 495 662 31 39
ccl.cis@ccl.org

CCL - Asia Pacific
www.ccl.org/apac

Singapore
+65 6854 6000
ccl.apac@ccl.org

Gurgaon, India
+91 124 676 9200
cclindia@ccl.org

Shanghai, China
+86 21 6881 6683
ccl.china@ccl.org

Affiliate Locations: Seattle, Washington • Seoul, Korea • College Park, Maryland • Ottawa, Ontario, Canada Ft. Belvoir, Virginia • Kettering, Ohio • Huntsville, Alabama • San Diego, California • St. Petersburg, Florida Peoria, Illinois • Omaha, Nebraska • Minato-ku, Tokyo, Japan • Mt. Eliza, Victoria, Australia