The Lived Experiences of Executive Coaches’ Interdisciplinary Competencies: A Phenomenological Study: Dissertation Proposal

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Committee Members
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Executive Coaching is a growing profession that provides leadership development to executives however, practitioners are from various multidisciplinary backgrounds.

Executive Coaches bring an amalgamation of inconsistently applied and ill-defined interdisciplinary competencies to the profession.

- Disparate competencies are being used without evidence of those that achieve successful leadership development and coaching outcomes.
- Ongoing debate of the nature of executive coaching in practice in terms of what happens or should happen in executive coaching engagement.
- No general consensus of where executive coaching resides and an ongoing debate of whether executive coaching competencies are more integral to psychology, business, or other profession.

**BACKGROUND**

**Impact of No Standard Competency Model**

- Diverse Use of Executive Coaching Competencies
- Confusion of What Executive Coaches Should Do
- No proven Executive Coaching Methodology
- Inconsistent Competency Based Approach to Coach Training
- Inconsistent Competency Based Approach to Coach Credentialling

**Context: Current Situation**
The cross fertilization of executive coaching histories and roots adds to the confusion of what executive coaching competency model to use.
The resultant problem is a failure yet need to define a standardized interdisciplinary executive coaching competency model.
The study will investigate the use of interdisciplinary executive coaching competencies through the perspective of the experiences.

**Nature of Study**

The purpose of the study is to investigate the lived experiences and perceptions of executive coaches use of interdisciplinary competencies.

- Describe the competencies critical to facilitating successful "leadership development" outcomes.
- Describe the competencies critical to facilitating successful "coaching" outcomes.

**Qualitative phenomenological design:**

- Collect first-person perspective of executive coaching experiences and competencies used.
- Purposeful and snowball sampling techniques

**Grounded theory and action research considered, not used:**

- Methods inappropriate for deriving conclusions solely based on the participants’ subjective descriptions and experiences.
Consistent with phenomenological research, the questions addressed in the study emphasize the lived experiences, meanings, perceptions and descriptions.

1. What are expert coaches’ lived experiences in the use of executive coaching competencies?
2. How do expert coaches describe the executive coaching competencies they use?
3. What perceptions and meanings do expert executive coaches associate with executive coaching competencies?
4. How do expert executive coaches perceive the influence of executive coaching competencies on clients’ development?
Adult learning theory is the primary underpinning of the study with leadership and human development secondary theoretical frameworks.
The research will be executed within the boundaries of specified assumptions, limitations, and delimitations.

### Assumptions
- Phenomenology appropriate to investigate subjective interpretations of lived experiences
- Purposeful sampling and snowballing allow mixed representation
- Expert executive are credible and will provide honest input
- Expert executive coaches have related graduate Ed.

### Limitations
- Dearth of research
- Study focuses on limited participant differences
- Data collected is self reported

### Delimitations
- Participants are deemed expert
- Demographic survey and interview protocols used
- Study investigates executive coaching competencies
- Study focuses on “executive coach” and no other type
- Participants not associated w/or bound by other criteria not identified in study
- Executive coaches have 2,500 hours of experience
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The literature review validated the controversy and need to standardize an interdisciplinary executive coaching competency model.

- Controversy regarding requisite executive coaching competencies to use
- Different and varied competencies identified:
  - Business-based
  - Psychology-based
  - Non-psychology based
  - Mixed method
- Executive coaching profession must be grounded in standardized practices.
- Existing literature includes conflicting research on what to expect in coaching engagements.
- Additional executive coaching research required (e.g., empirical research and peer review papers)
- Adult Learning
- Human Development
- Leadership Development
Rigorous methodological procedures will be used to systematically execute the research.

Phenomenological Qualitative Study:

1. Population
   - 20 participants

2. Sampling
   - Purposeful and snowballing sampling

3. Data Collection & Instrumentation
   - Demographic survey – 13 questions
   - In-depth recorded and transcribed interviews
   - NVivo database

4. Research Questions
   - Four research questions that focus solicits lived executive coaching experiences, meanings, descriptions and perceptions

5. Data Analysis
   - Analyzing, segmenting, decomposing & coding data.
   - Identifying descriptive categories and subcategories until saturation.
   - Identifying central descriptions of the phenomenon.
   - Validate final descriptions.

Throughout the study measures will be taken to maintain research reliability and validity.
The research results are beneficial to describing interdisciplinary competencies in support of an executive coaching competency model and coach training and credentialing.

The research contributes to positive social change.

- Describes executive coaching competencies critical to developing leaders.
- Contributes to the discussion of competencies required for executive coaching training programs.
- Provides recommended competencies to support the development of a standardized executive coaching competency model and for coach credentialing purposes.
Thank You
Questions?