

A Study of Coach Selection Factors in Coaching

Saito Shinichiro (Contact email: saitoshi@m.ictv.ne.jp)

Graduates of the University of Tsukuba Graduate School of Comprehensive Human Sciences School

Abstract:

Coaching skills are widely regarded as a desired communication tool for business areas in Japan. Being coached is not popular however, except in the context of physical coaching in sports. The aim of this study is to investigate the coach selection factors that are important to a client, and to determine what constitutes a good match between a client and a coach. The survey was administered to 567 participants in Japan by an online research panel service. Results showed that independent and interdependent construals of the self, as well as expectations when seeking coaching and a coach, influenced coach selection. Furthermore, two factors of coach selection were revealed to be of importance to clients, such as the “formation of a deepening relationship” and “resources of a coach.” These factors were further clarified by the scale of Coach Selection Factors originally developed.

Keywords: coaching, coach selection, expectations on seeking counseling, construal of the self

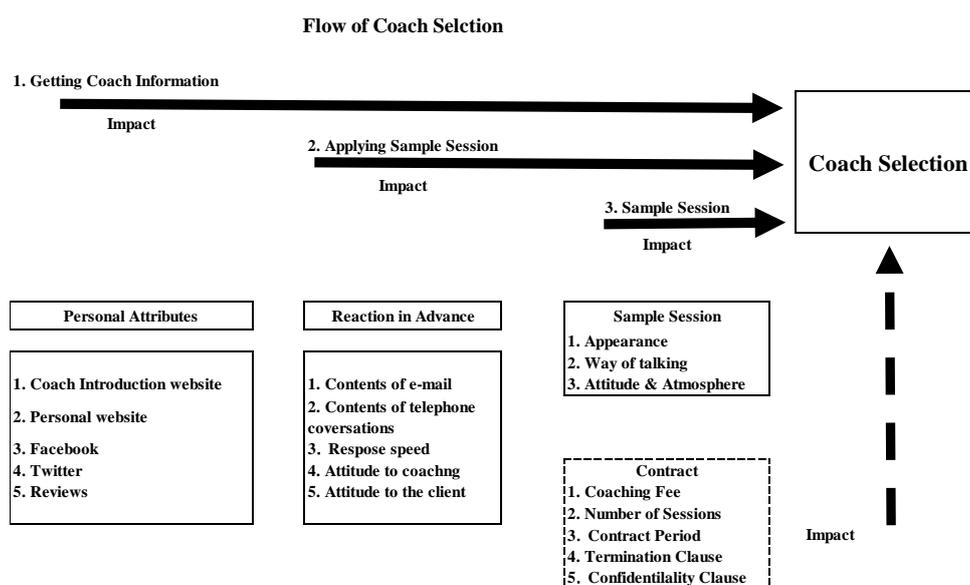
Coach 21 Co., Ltd. (now Coach A Co., Ltd.) was established in 1997 in Japan, offering Japanese versions of International Coach Federation (ICF) approved coach-training programs. Additionally, in the year 2000, The Coaches Training Institute (CTI) of Japan also began offering coach-training programs. Physical coaching for sports excluded, these two companies founded, and remain at the center of the coaching industry in Japan. This is especially true in the industrial, medical, and educational fields. In industrial sectors, coaching has been introduced as a communication activation tool in the workplace. Particularly, coaching has been suggested as a method to improve communication with subordinates in the field of corporate training. While coaching has been known within corporate enterprise as a valuable asset in communication skill training, there are still few people becoming clients of coaching within this context. In this viewpoint, coaching is still not popular in Japan.

An investigation of coaching (n = 218, mean age 38.5 years) that was conducted in Tokyo by Ishikawa et al. (2013), found that 26.1 % of participants “do not know coaching at all”, 27.5% “know coaching a little”, and only 1.4% “know coaching well.” From these results, it is expected that the number of coaching clients is small throughout Japan at large. The ICF (2013) defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Construction of a partner relationship between a client and a coach is critical, as it is important for coaches and clients to stand on equal footing. Examining the central factors important to clients when selecting a coach, a survey conducted by the ICF (2009), that was carried out in 64 countries with 2,165 participants who had experience as a client, found that the top four items reported by more than 90% of respondents were trust in the relationship with a coach, compatibility with a coach, effectiveness of the coaching process, and a coach’s self-confidence, respectively. Of these four factors, trust, compatibility, and self-confidence were related to a client’s perspective of a coach, while effectiveness of the

coaching process was related to coaching practices. Concerning what a coach believes to be important factors for a client to consider when hiring a coach, a separate survey conducted by the ICF (2012) in 117 countries with 12,133 participants, who had experience as coaches, found that the top three items reported by more than 80% of respondents were effectiveness of the coaching process, trust in the relationship with a coach, and the profile of a coach, respectively. Common factors to both ICF investigations were the points of “trust relationship with a coach” and “effectiveness of coaching process.” It should be noted however, that the relationship of individual factors was not analyzed or studied in either investigation.

If coach selection factors are elucidated, it will be possible to change the relationship building process between a client and a coach, promoting encounters that are more positive. Due to these positive interactions, beneficial partner relationships can be fostered, further affecting the coaching process and leading to increased personal growth for both coach and client. Through a further increase in the effectiveness of coaching, which includes growth for both a client and coach, it is believed that the field of coaching will more thoroughly be disseminated. The present study aims to assist in this process, through the clarification of factors utilized in coach selection.

As a reference, the author organized the process of practicable coach selection obtained from the “flow of coach selection” produced by the CTI of Japan (2015). Prior to a client beginning regular sessions with a coach, and typically before to a coaching contract is signed, personal attributes of a coach are disclosed. In many cases, this is done through a website, blog, or e-mail communication. Often, a sample session is conducted to allow for the coach and client to learn more about each other. This is usually done in a face-to-face session, lasting approximately 60 minutes, and including an actual session with descriptions of coaching. The process starts when a client obtains information about a coach, such as personal attributes, and continues when a client submits an application, by e-mail or telephone, to receive a sample session from a coach. During this period, mutual signals of respect are made between the coach and prospective client. A sample session is the first encounter between a client and a coach, and it is actually the first opportunity for direct contact to aide in understanding each other. After the sample session, both the coach and client determine whether to enter into a coaching contract. This process is shown in Fig. 1.



Made by the author, based on "flow of selecting a coach to making a contract" explained on CTI Japan website (2015)

Figure 1

The current study focuses upon whether a client selects a coach based on any such factors. In process of coach selection, the personal attributes of a coach, as well as client expectations of coaching and of a coach are easily conceivable as having a high degree of impact. In addition to these two points, the author focuses further on the psychological aspects of a client. More specifically, because a client talks in depth to his/her coach about personal information, such as challenges or other personal themes, particular attention is paid to how a client sees himself/herself. It is noted that coach selection is defined as “when a client is going to begin coaching, a client ultimately chooses a coach.” Previous studies related to these three points are described below.

A study on the impact of personal attributes. A large-scale web survey (i.e., valid responses from 8,544 participants) that was conducted by Kim et al. (2012), clarified the idea that personal attributes influenced interpersonal cognitive structure. This survey reported that personal attributes significantly affected the human view and interpersonal feelings of participants. In addition, this study provided a framework of analysis to examine the encounter of two people at an early stage (i.e. prior to a direct interaction). Personal evaluation and emotion of the one-sided perception of each participant (i.e. coach and client) was the subject of early stage analysis. This point will be associated with the aim of the survey for this study.

A study of the Scale for Independent and Interdependent Construals of the Self (SII). Markus and Kitayama (1991) hypothesized that the difference between a construal of the self as independent and a construal of the self as interdependent, has an impact on cognition, emotion, motivation. On the other hand, as a scale of interdependence, Kiuchi (1995) developed the Scale for Independent and Interdependent Construals of the Self (SII). Kiuchi (1995) notes that, in the hypothetical model, schemas for both the independent and interdependent types of self-knowledge are formed within the individual, and that a relative superiority between these two types of self-knowledge give rise to individual difference in social behavior. In other words, within the mind, as one of these two becomes more advanced, social behavior is affected. An example of a social behavior that has been suggested to be impacted by this concept is coach selection. With the aforementioned in mind, in order to measure the degree of influence on interdependence of interpersonal relation, the current study utilized the SII.

A study of the scale of Expectations on Seeking Counseling. Nakaoka et al. (2011a) notes that, in the scale of Expectations on Seeking Counseling for psychological counseling of college students, there is a four-factor structure of “inner stability expectations,” “specialized assistance expectations,” “interdependent solution expectations,” and “intellectual learning expectations.” In addition, Nakaoka et al. (2011b) also examined “college students’ concerns about seeking counseling,” “expectations about seeking counseling,” “intention on seeking counseling,” and “extent of the trouble.” Concerning expectations about seeking counseling, the height of expectations for counselors and counseling was measured. With regard to the intention on seeking counseling, the height of the intention to seek assistance of a counselor was measured. The height of the intention to seek counseling was rated on a six-stage from “I do not think at all about consultation” (1 point) to “I think very often about consultation” (6 points). This was measured to the extent that consultation was sought. As the result, a direct impact was confirmed on the initiation of counseling when the intention on seeking counseling was associated with expectations about seeking counseling.

This result is related to a suggested impact on the initiation of coaching, when associated with expectations of coaching and of a coach. To address this, the scale of Expectations on Seeking Counseling was utilized within the current study, as it is hypothesized that there may be some impact on coach selection. It is noted that expectations of coaching and of a coach is defined as “various expectations on coaching and a coach when a client is considering the initiation of a coaching relationship.”

Preliminary Investigation

The objective of the survey. Preliminary investigations were aimed at developing a scale for use in the current study. The first investigation, conducted in a sample of individuals with experience as a coaching client, examined the expectations for coaching and of a coach. The second investigation concerned coach selection factors, and was conducted in both individuals with and without experience as a client.

Methods. Interviews by the author of referred individuals were conducted between May 9 and June 15, 2014, via a face-to-face or Skype interaction. A total of 28 individuals were interviewed, with 15 participants (7 male, age range approximately 30 to 70 years) identified as possessing experience as a coaching client, and 13 participants (7 male, age range approximately 20 to 60 years) with no prior experience as a coaching client. Skype interviews included 10 individuals with experience as a coaching client and 7 individuals with no prior experience as a coaching client.

Implementation method. Semi-structured interviews conducted either via face-to-face or Skype were carried out for both persons with and without previous client experience. Prior to contact, a description of the preliminary investigation was sent via e-mail attachments to participants. A research overview and the purpose of the investigation were again explained at the beginning of the interview, prior to participant consent being collected. Personal attributes of research participants were confirmed before the interview. Honorarium was not presented. With the consent of interview collaborators, the speech content of both face-to-face and Skype was recorded in the digital voice recorder.

Results and discussion. All contents of the interviews were documented in writing and through digital voice recordings. After extraction of key phrases, these phrases were categorized and conceptualized through utilization of the KJ method (Kawakita, 1967).

Results. Forty-three key phrases were extracted from description records concerning expectations of both coaching and of a coach, for individuals with experience as a coaching client. Through categorization and conceptualization of the phrases, nine sub-categories emerged, including “introspection and interest in oneself”, “learn”, “organized”, “change”, “action”, “listening desire”, “support”, “resolution”, and “motivation.” These nine sub-categories were further divided into three broad categories, “inner surface oriented expectation,” “solution-oriented expectation,” and “learning-oriented expectation.” There were 356 key phrases, except for the phrase of sex and age from description records, which emerged as coach selection factors for individuals with no experience

as a coaching client. As a result of categorization and conceptualization of the phrases, the phrases were divided into 26 sub-categories. There were 139 key phrases, except for those concerning the sex and age of the coach, that were extracted from the description record for coach selection factors put forth by individuals with experience as a coaching client. As a result of categorizing and conceptualizing them, factors were divided into 20 sub-categories. With detailed consideration of sub-categories for both individuals with and without experience as a client, and through examination of common items and similar items, key phrases were classified into nine categories (see Table 1). These nine categories were further divided into the six categories, “interiority,” “relationship,” “coach,” “solution,” “convenience,” and “impression.” From the above, it was decided to create an original scale for coach selection factors.

Table 1 Organizing coach selection factors

6 Classifications	9 Classifications	Item	Key Message	Example Remark
Interiority	Core	Reception	<Your mental side resonates with what you have now.>	• I feel that the coach will accept anything.
		Empathy		• The coach gave me empathy or rather shared my pain and heart.
		Common		• I would rather choose the coach who has the same thing.
	Self-change	Become aware	<Your mental side resonate with signs of change for the future.>	• The coach will make me aware of the part that is unconscious.
		Get real feeling		• I want to feel that I really grew with his coaching.
Change	• Feeling that something is going to change			
Point of view	• The coach who delves deeper and draws from a variety of points of view from various fields.			
Surprising	• The coach is a person who discovers unexpected things about me.			
Relationship	Trust	Trust	<Have trust>	• Whether the coach is reliable or not
		Human nature		• If the coach does not know mental pain and also does not have the sensitivity, I wonder if the coach will understand me.
		Feel safe		• I feel safe, if the coach's mind is open to me.
		Confirmation		• It was great for me that the coach properly checked my understanding.
		Understanding		• It is important that the coach understands me well.
	Connection	Attitude of Coach	<Seek tie>	• I feel the coach takes pride in coaching and wants to make the person around happy.
		Common sense		• The coach who has decent business sense
		Organization		• What is the aim of the organization to which the coach belongs? What are the main points? How does it pertain to me? Does it fit me?
		Speciality		• Feeling coach's knowledge of specialized field, depth of experience.
		Relationship		• I feel comfortable in speaking my mind
Communication	Support	<Coach's conversation style are attractive to you.>	• Feeling that the coach cheers and boosts me	
	Cooperation		• Feeling that we will accomplish goals together	
	Listening		• The coach listens well to the story.	
	Easy to talk		• Conversation with the coach stays on topic, then I don't want to stop talking with my coach.	
Coach	Coach	Words	<Interest to Coach>	• I feel that the coach's important things may come through his/her words.
		Wording		• Whether or not I agree with the content, I obediently listen to the words of the coach.
Solution	Solution	Interest to coach	<Seek specific methods or means toward solutions>	• I am interested in the coach himself.
		Coach's activities		• I will refer to coach's activities and interests.
		Solution		• Resolves my problems
		Performance/Results/Effects		• There is high client satisfaction. Not only because the coach is good, but because clients has seen results from the coaching.
		Goal/Purpose/Theme		• Coach selection depends on my theme.
		Leading		• The coach leads me to where I want to be.
		Pulling out		• How does the coach pull me out?
		Occupational experiences		• After listening to the accumulated experiences of the coach in conversation, I think that the coach is great.
		Coaching experiences		• I still want to refer to the experiences of the coach and a number of the past clients.
Convenience	Convenience	Realization	<Environmental setting for coaching>	• The coach already embodies what I want to be and what I want to do.
		Client reputation		• Past clients of the coach express that coaching is worth it.
		Place/Time		• Convenience of the schedule and time
Impression	Impression	Intuition/Feeling/Sense/Compatibility	<Impression from the coach is preferably.>	• I select the coach with my feeling and intuition.
		Coach Appearance		• It is better for a coach's clothes to be clean and orderly.
		Coach Voice		• I will feel likely to worry about the coach's way of talking, rather than the coach's personality or the contents of what the coach says.
		Overall behavior/Attitude/Atmosphere		• The coach that does not hide himself/herself and is in truthful.
		Natural/Free		• The coach that is natural, free, and can remain in a natural posture.
		Energy		• The coach had energy that I would like to have.
		Profit first		• The coach does not think that profit is first.
Worth to pay	• I will not pay the money if I do not think that the coaching is for me.			

Discussion. Expectations of coaching and of a coach were divided into three expectations, “interiority-oriented expectations,” “solution-oriented expectations,” and “learning-oriented expectations.” These expectations differ from the four-factor structure of “inner stability expectations,” “specialized assistance expectations,” “interdependent solution expectations,” and “intellectual learning expectations” in the scale of Expectations on Seeking Counseling proposed by Nakaoka, et al. (2011a). In addition, it is considered that the top four items of important factors in selecting a coach reported in an ICF (2009) study, are similar to “relationships,” “impression,” and “solution” found in the six categories identified as coach selection factors in Table 1.

The current study

The objective of the preliminary research based on individual interviews, was the exploration of coach selection factors and the formulation of questions utilized within this study. Based on the results of the preliminary investigation, a web panel survey was conducted with the Scale of Independent and Interdependent Construals of the Self (SII) (Kiuchi, 1995), the scale of Expectations on Coaching and Coach, which is modified version of the scale of Expectations on Seeking Counseling (Nakaoka, et al., 2011a), and the newly created original scale of Coach Selection Factors.

Hypotheses. Hypothesis 1: Independent and interdependent construals of the self will have a positive impact on expectations in seeking coaching and a coach. Markus and Kitayama (1991) have reported that two self-understandings (“independent self-understanding” and “interdependent self-understanding”) have an effect on cognitive, emotional, and motivational factors. Hypothesis 1 is suggested due to the difference in the way self-understanding will affect expectations. Hypothesis 2: Expectations on seeking coaching and a coach will have a positive impact on coach selection. Nakaoka et al. (2011b) confirmed a direct impact on “intention to seek help (i.e., going to start counseling)” from “expectations on seeking help.” This is suggested an impact on starting coaching from expectations on coaching and a coach. Hypothesis 2 is suggested because some expectations on coaching and a coach will affect coach selection. Hypothesis 3: Independent and interdependent construals of the self will have a positive impact on coach selection. Markus and Kitayama (1991) have presented the hypothesis that the difference between a construal of the self as independent and a construal of the self as interdependent has an impact on cognition, emotion, and motivation. Hypothesis 3 is suggested due to the difference in the way self-understanding influences choice; thus, it is proposed to also affect coach selection. Hypothesis 4: Personal attributes will have a positive impact on coach selection. A survey report provided by Kim et al. (2012) reports that personal attributes impact the interpersonal cognitive structure. Based on this, personal attributes are hypothesized to have a positive influence on coach selection. Hypothetical models are shown in Fig. 2.

Hypothesis for Coach selection

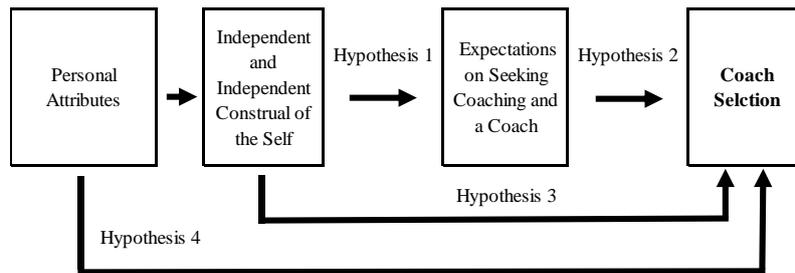


Figure 2

Participants. The survey was conducted between October 15 and October 17, 2014, in individuals aged 18 to 69 years, by participants who registered through a web panel research firm (Rakuten Research Inc., Japan). The number of valid responses was 567 (375 male/66.1% and 192 female/33.9%) with an average age of 45.0 years. Coaching learning level was, “not learned at all” (247/43.6%), and “little learning” (120/21.2%). Together, these responses were given by 367 (64.8%) participants. Concerning client experience, “not experienced at all” was 364 (64.2%), and “experienced in one-shot (once or twice)” was 139 (24.5%). Together, the responses “in the past, experienced with a certain period of time (1 month or more)” and “currently being coached” were 64 (11.3%). Participants in this survey were from all areas of Japan (i.e. Hokkaido, Tohoku, Kanto, Hokuriku, Tokai, Kinki, Shikoku, Chugoku, Kyushu, and Okinawa).

The configuration of the questionnaire. Items of the questionnaire were divided into six “big questions.” The questionnaire consisted of a total of 114 items. There were 23 items concerning personal attributes in Question 1. Question 2 consisted of five items concerning general information (information that a client wants to ask references to get more information about a coach). There were five items for individual information in Question 3 (client’s points and concerns during contact through telephone, e-mail, etc., until a client decides on a coach). Question 4 consisted in 21 items of “expectations on seeking coaching and of a coach” which were modified from the scale of Expectations on Seeking Counseling. The scale of coach selection factors that was newly developed in question 5 comprised 44 items. Question 6 consisted of 16 items found in the Scale of Independent and Interdependent Construals of the Self (SII) (Kiuchi, 1995).

Question items for the scale of expectations on seeking coaching and a coach (modified from the scale of Expectations on Seeking Counseling (Nakaoka et al., 2011a)). Twenty-one items consisted in total. Three expectations of “interiority-oriented expectations”, “solution-oriented expectations,” and “learning-oriented expectations” were suggested from the results of the preliminary investigation. Concerning the content of question items, they were close to the scale of Expectations on Seeking Counseling (Nakaoka et al, 2011a); therefore, the questions were modified to a coaching version based on this scale.

Question items for the scale of coach selection factors. Original items were created as results of the preliminary investigation. As suggested by the preliminary investigation, question items were classified into six large classifications, with 44 items within this classification. Question items are shown in Table 1.

Question items of the Scale of Independent and Interdependent Construals of the Self (SII). It was considered that coach selection was affected by “a construal of the self as independent” and “a construal of the self as interdependent”, due to previous research that found that cognition, emotion, and motivation were affected by the difference between “a construal of the self as independent” and “a construal of the self as interdependent” (Marks and Kitayama, 1991). It was also considered that coach selection was affected by independent and interdependent construals of the self (Kiuchi, 1995).

Therefore, question items of the Scale of Independent and Interdependent Construals of the Self (SII) were adopted,

Ethical considerations. This study was carried out following the examination and approval of the Tokyo District Committee of the University of Tsukuba Human-based Research Ethics Committee (Approval number: East 26 - 36).

Results

Analysis of the scaling.

Analysis of the Scale of Independent and Interdependent Construals of the Self (SII). The mean score and the standard deviation were calculated from the 16 items of SII (Kiuchi, 1995). Higher scores indicated mutual coordination. A ceiling or floor effect was not confirmed. A 3-factor structure was suggested from the factor analysis using all 16 items (principal factor method, promax rotation). Because there were two items that had a factor loading less than .40 with respect to one of the factors, these items were removed and the analysis was conducted again. As a result, all items had factor loadings greater than .40. The eigenvalues of factors 1, 2, and 3 were 4.501, 1.868, and 1.140 respectively. The cumulative contribution ratio of three factors was 53.6%. A 3-factor structure was appropriate in the viewpoint of interpretability. The first factor was named “others first” ($M = 2.38$, $SD = 0.69$), because it consisted of eight items that were regarded as “considering others first with deep thought.” The second factor was named “self-suppression” ($M = 2.58$, $SD = 0.68$), because it consisted of three items that were regarded as “suppressing of the self.” The third factor was named “tuning around” ($M = 2.54$, $SD = 0.70$), because it consisted of three items that were regarded as “tuning the situation around.” It should be noted that a higher score was seen as more interdependent in Kiuchi (1995). Due to the similar manner of this study, three factors were named with interdependent expression tendency. For SII, three factors of “others first,” “self-suppression,” and “tuning around” were extracted. The results of the factor analysis are shown in Table 2.

Table 2 Results of factor analysis for independent and interdependent construals of the self

Question No.	Questionnaire item	Factor 1	Factor 2	Factor 3	
10	A: You consider first how you get the will of people around. B: You consider first how you maximize your abilities.	.722	.010	-.154	
9	A: You serve first the role expected of you by people around, and then you exert your abilities. B: You exert your abilities.	.633	.182	-.190	
5	A: You consider first how you serve the role expected of you from the people around. B: You consider first how you provide your abilities.	.553	.091	-.055	
13	A: You take into account value judgments of people around. B: You act based on your own value judgment.	.552	-.052	.105	
12	A: You say your opinion with consideration to how people around think. B: You always speak your opinion with confidence.	.528	-.081	.199	
11	A: You often avoid confrontation with people with differing interests to your own. B: You often claim your rights and interests as clearly as possible.	.527	-.068	.276	
3	A: To conform to the expectations of the people around, you often adjust your way of thinking. B: You do not often change your way of thinking, even if it has been criticized by the people around.	.500	.053	.255	
14	A: Whatever you do, you often take a step back to the people. B: Whatever you do, you often push through on your own.	.466	-.048	.311	
*6	A: Even if you hold the opposite of the people around, you follow your own desire. B: If you have the opposite of people around, you suppress your own desire.	-.395	.691	.114	
*7	A: Even if you have the opposite of people around, you often follow your aspirations. B: If you have the opposite of people around, you often give up your aspirations.	.014	.650	-.140	
*8	A: You exert yourself more than what you are expected by the people around. B: You do what is expected by the people around.	.130	.607	.028	
1	A: You adapt to opinions of people around. B: You insist on your opinion.	.331	-.011	.493	
*16	A: You debate freely in the meeting. B: You are moderate in the meeting.	-.141	-.275	.468	
*4	A: You take an honest attitude to your own feelings. B: You take a combaind attitude to the people around.	-.027	.308	.436	
* Reverse item		Factor correlation matrix	Factor 1	Factor 2	Factor 3
		Factor 1	—	.692	.504
		Factor 2		—	.444
		Factor 3			—

In order to confirm the internal consistency, the reliability coefficient of Cronbach’s alpha was calculated. The Cronbach’s alpha value of each of the three factors was “others first” (.82), “self-suppression” (.73), and “tuning around” (.59). Factors of “others first” and “self-suppression” exhibited high scores. The factor of “tuning around” was slightly lower; however, it was decided to be used in further analysis, as it was a critical factor. The mean, standard deviation, and Cronbach’s alpha of the three factors is shown in Table 3.

Table 3 Means, standard deviations, and reliability coefficients of the subscale for independent and interdependent construals of the self

Subscale name	n	M	SD	α
Others first	567	2.57	0.41	.82
Self-suppression	567	2.42	0.55	.73
Tuning around	567	2.46	0.52	.59

Analysis of the scale of Expectations on Seeking Coaching and a Coach (SESCC). The mean score and standard deviation were calculated from 21 total items. A ceiling or floor effect was not confirmed. A 3-factor structure was suggested with factor analysis using all 21 items (principal factor method, promax rotation). Because there was one

item that had a factor loading less than .40 with respect to two of the factors, this factor was removed and the analysis was conducted again. As the result, all items had factor loadings greater than .40. The eigenvalues of factors 1, 2, and 3 were 12.270, 1.988, and 1.015, respectively. The cumulative contribution ratio of the three factors was 76.4%. A 3-factor structure was appropriate from the viewpoint of interpretability. The first factor was named “organizing inner & expecting support” (M = 3.44, SD = 0.83), because it consisted of 12 items that were regarded as “organize inner of mind and expectation of support.” The second factor consisted of four items of the dependent solution expected. Because this was a similar configuration to the scale of Expectations on Seeking Counseling (Nakaoka, et al, 2011a), the second factor was named “expectations of the dependent solution” (M = 2.76, SD = 0.91), the same as the scale presented by Nakaoka, et al. The third factor was named “promoting action & expecting learning” (M = 3.26, SD = 0.83), because it consisted of three items that were regarded as “expectations on promotion and learning.” For SESCC, three factors of “organizing inner & expecting support,” “expectations on dependent solution,” and “promoting action & expecting learning” were extracted. The results of the factor analysis are shown in Table 4.

Table 4 Results of factor analysis for expectations on seeking coaching and a coach

Question No.	Qusetionnaire item	Factor 1	Factor 2	Factor 3	
4	When you consult the coach, it is an opportunity to face your problems.	.923	-.139	.051	
5	The coach helps you to organize your thoughts and feelings.	.898	-.154	.113	
2	When you consult the coach, it is deepen your understanding of yourself.	.879	-.085	.038	
1	The coach makes you feel at ease while listening to your story.	.845	.083	-.040	
3	The coach listens your troubles and makes you feel fine.	.837	.209	-.166	
6	When you talk to the coach, you feel relieved by understanding your state.	.818	.075	-.003	
9	The coach gives signs of change.	.729	.010	.149	
13	The coach helps you in thinking how to solve the problem.	.725	.011	.167	
8	The coach raises your motivation.	.655	.150	.105	
10	The coach tells you about his/her professional opinion about your state.	.628	.042	.222	
12	The coach thinks of solutions for the problem with you.	.558	.244	.150	
11	The coach gives you good suggestions.	.543	.261	.155	
15	The coach solves the problem.	-.072	.871	.018	
16	The coach heals wounds of the heart.	-.026	.864	.015	
14	The coach gives suggestions or ideas to you somehow.	.043	.831	-.037	
17	The coach helps you to solve loneliness.	.044	.707	.116	
20	When you consult the coach, you are able to learn the coach's speaking and listening.	.114	-.039	.829	
19	When you consult the coach, you are able to learn coaching.	.116	.016	.801	
21	The coach tells information about coaching.	.074	.122	.685	
18	The coach prompts your action.	.291	.190	.447	
		Factor correlation matrix	Factor 1	Factor 2	Factor 3
		Factor 1	—	.692	.504
		Factor 2		—	.444
		Factor 3			—

In order to confirm the internal consistency, the reliability coefficient of Cronbach's alpha was calculated. Each Cronbach's alpha of the three factors was very high. The Cronbach's alpha of three factors was "organizing inner & expecting support" (.97), "expectations on dependent solution" (.91), and "promoting action & expecting learning" (.91). The mean, standard deviation, and Cronbach's alpha of three factors are shown in Table 5.

Table 5 Means, standard deviations, and reliability coefficients of the subscale for expectations on seeking coaching and a coach

Subscale name	n	M	SD	α
Organizing inner & expecting support	567	3.44	0.83	.97
Expectations of dependent resolution	567	2.76	0.91	.91
Promoting action & expecting learning	567	3.26	0.83	.91

Analysis of the Scale of Coach Selection (SCS). The mean score and standard deviation were calculated from a total of 44 items of the SCS. A ceiling or floor effect was not confirmed. A 3-factor structure was suggested with a factor analysis using 43 items (principal factor method, promax rotation). One item was excluded, because it was not a psychological question, but rather concerned information such as time and place. Because there were four items that had a factor loading greater than .40 with respect to two of the factors, these items were removed and the analysis was conducted again. Moreover, because there were two items that had a factor loading less than .40 with respect to two of the factors, these items were removed and the analysis was conducted again. As a result, all items had factor loadings greater than .40. The eigenvalues of factors 1, 2, and 3 were 21.286, 2.255, and 1.086, respectively. The third factor was excluded because it only contained two items. The cumulative contribution ratio of the two factors was 63.63%. The contribution ratio of the first factor was rather large (55.53%); however, from the viewpoint of interpretability, a 2-factor structure was reasonable. The first factor was named "formation of deepening relationship" (M = 3.61, SD = 0.72), because it consisted of 28 items that were regarded as "deepening and forming a relationship with a coach." The second factor was named "resources of a coach" (M = 3.24, SD = 0.72), because it consisted of seven items that were regarded as "confirming the resources of a coach and getting the feeling that challenges would actually be solved." The results of the factor analysis are shown in Table 6.

Table 6 Results of factor analysis for Coach Selection

Question No.	Questionnaire item	Factor 1	Factor 2
4	The coach makes you aware of what you do not notice.	.947	-.122
15	The coach has accurate common sense.	.907	-.090
22	The coach chooses his/her words carefully.	.863	.012
11	You can speak to the coach with peace of mind.	.860	-.177
21	It is easy for you to talk to the coach.	.846	-.146
41	You think your coach is worth paying money to.	.816	.073
20	The coach listens firmly to your story.	.792	-.043
7	You get a variety of points of view from coaching.	.767	.095
12	The coach gets accurate confirmation from you.	.760	.026
5	You feel growth and see the results of coaching.	.753	.118
23	You receive obediently his/her words.	.747	.085
9	You trust the coach's values.	.718	-.046
40	You feel your coach does not follow the profit principle.	.713	.141
37	The coach's behavior, attitude, and atmosphere fit with you.	.699	.203
34	The feeling and chemistry of the coach is a fit for you.	.690	.161
24	You can solve your problems with the coach.	.682	.226
36	The coach's voice is clear and sharp.	.656	.224
6	You change something yourself.	.611	.189
10	The coach has rich humanity.	.606	.132
28	The coach brings out yourself.	.603	.184
8	You find things surprising.	.593	.233
35	The coach is well dressed and displays cleanliness in personal appearance.	.557	.308
16	The coach has a high degree of expertise with psychology.	.536	.305
38	You pretend to be natural and free, because the coach is natural and free.	.525	.366
17	You can make the relationship what you want and talk about everything with the coach.	.511	.204
19	You can do things in cooperation with the coach.	.459	.267
14	You feel that the coach has mind for coaching.	.451	.323
13	The coach understands what you are.	.440	.229
42	The coach belongs to a coaching organization.	-.149	.830
44	You know the coach's activities.	-.033	.765
31	The coach's prior experience matches your goals.	-.013	.759
32	Past clients of the coach have the experience of solving their problems.	.111	.715
25	The results and effects shown by the coach so far indicate performance.	.334	.584
29	The coach has (industry, job) experience in a variety of occupations.	.117	.556
43	You are interested in the coach himself/herself.	.279	.550
Factor correlation matrix		Factor 1	Factor 2
		Factor 1	— .774
		Factor 2	— —

In order to confirm the internal consistency, the reliability coefficient of Cronbach's alpha was calculated. The Cronbach's alpha values of two factors had a very high score. The score of "formation of deepening relationship" was .98 and of "resources of a coach" was .91. The mean, standard deviation, and Cronbach's alpha of the two factors are shown in Table 7.

Table 7 Means, standard deviations, and reliability coefficients of the subscale for coach selection factors

Subscale name	n	M	SD	α
Formation of deepening relationship	567	3.61	0.72	.98
Resources of coach	567	3.24	0.72	.91

Path analysis. A path analysis was conducted to determine the impact on "coach selection" through "personal attributes, general information, and individual information," "independent and interdependent construals of the self," and "expectations on coaching and a coach." A multiple regression analysis was repeated with the use of independent variables that were the upper level of each lower level. A stepwise procedure for this analysis was adopted. One percent significant paths of .10 or greater are shown in Figure 3.

The first path, concerning the impact on "independent and interdependent construals of the self", "sex", and "anonymous bulletin board" found among "personal attributes, general information and individual information", were positively associated with "tuning around" and "others first."

The second path, about the impact on the "expectations on coaching and a coach", "coach information web site", and "attitude to coaching" found among "personal attributes, general information and individual information", were positively associated with "organizing inner & expecting support." In addition, "SNS," "anonymous bulletin board," and "contents of e-mail" were positively associated with "expectations on dependent solution." Furthermore, "Attitude to a client" was positively associated with "promoting action & expecting learning," and "Others first" of the "independent and interdependent construals of the self" category, was positively associated with "organizing inner & expecting support" and "promoting action & expecting learning."

The third path, concerning impact on "coach selection," "sex," and "attitude to coaching" among "personal attributes, general information and individual information" were positively associated with "formation of deepening relationship." "Reviews" was positively associated with "resources of a coach." Among items found in the "independent and interdependent construals of the self" category, "others first" was positively associated with "formation of deepening relationship." "Organizing inner & expecting support" among "expectations on seeking coaching and coach" was positively associated with "formation of deepening relationship" and "resources of a coach." "Expectations on dependent solution" and "promoting action & expecting learning" among "expectations on seeking coaching and a coach" were positively associated with "resources of a coach." "Promoting action & expecting learning" among "expectations on seeking coaching and a coach" was positively associated with "formation of deepening relationship."

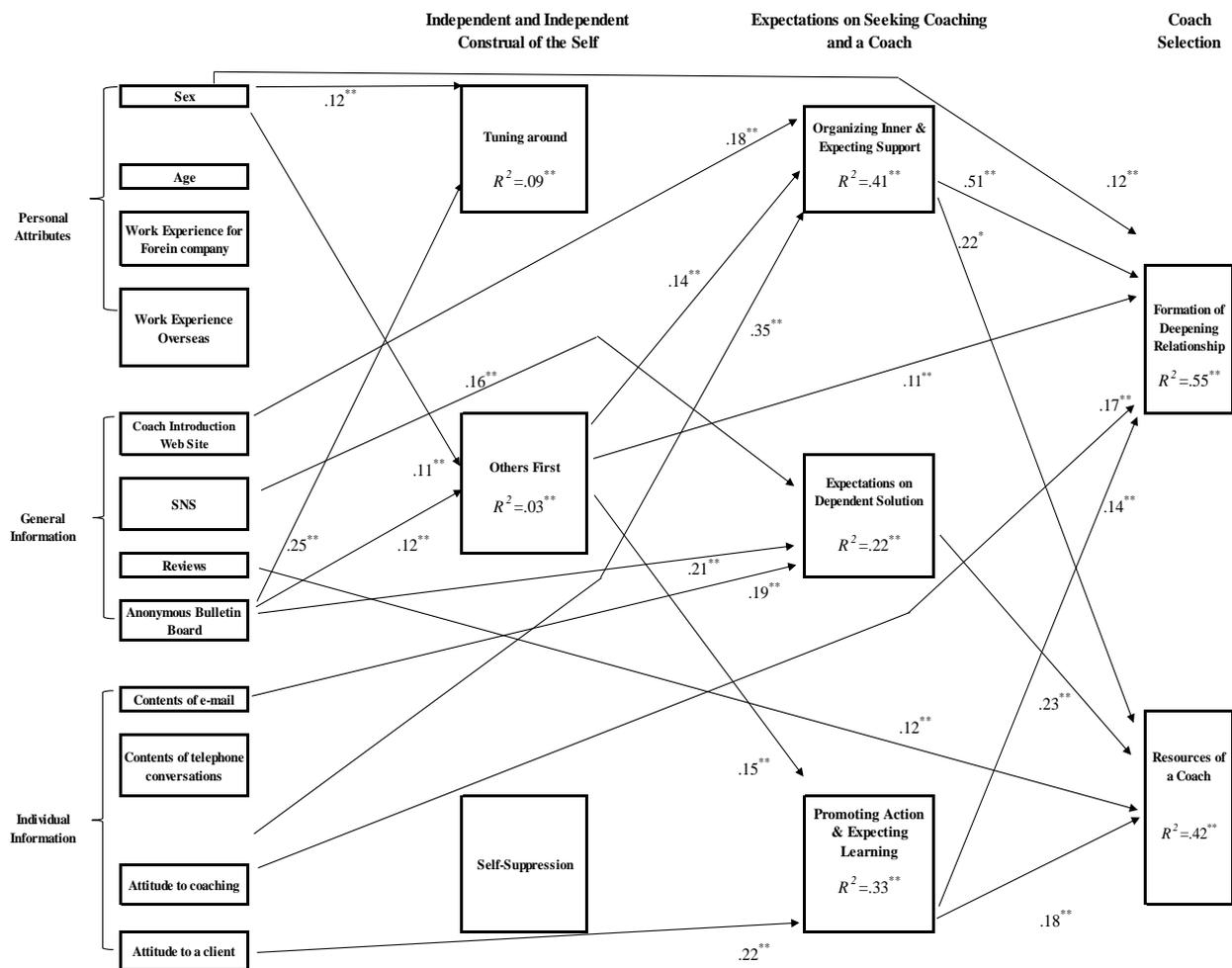


Figure 3 Results of Path Analysis 1% significant paths of .10 or greater are shown.

Discussion

The objective of this study was to consider whether a client selects a coach on the basis of any specific factors and to clarify these factors of coach selection.

Verification of hypothesis. Hypothesis 1: Independent and interdependent construals of the self had a positive impact on expectations in seeking coaching and a coach. “Others first” was positively associated with “organizing inner & expecting support” and “promoting action & expecting learning.” On the other hand, “self-suppression” and “tuning around” were not associated with “organizing inner & expecting support”, “expectations on dependent solution”, and “promoting action & expecting learning.” Therefore, Hypothesis 1 was partially supported.

Hypothesis 2: Seeking coaching and a coach displayed a positive impact on coach selection. “Organizing inner & expecting support” and “promoting action & expecting learning” were positively associated with “formation of deepening relationship” and “resources of a coach” respectively. “Expectations of dependent resolution” and “promoting action & expecting learning” were positively associated with “resources of a coach.” Thus, hypothesis 2 was generally supported.

Hypothesis 3: Independent and interdependent construals of the self had a positive impact on coach selection. “Others first” was positively associated with “formation of deepening relationship.” “Self-suppression” and “tuning around” were not positively associated with “formation of deepening relationship.” “Others first,” “self-suppression,” and “tuning around” were not associated with “resources of a coach,” respectively. Thus, Hypothesis 3 was partially supported.

Hypothesis 4: Personal attributes had a positive impact on coach selection. “Sex” was positively associated with “formation of deepening relationship.” Therefore, Hypothesis 4 was partially supported.

Construct of coach selection factors. As a result of a factor analysis, a 2-factor structure of “formation of deepening relationship” and “resources of a coach” was suggested. “Formation of deepening relationship” consisted of 28 items. Almost all of the “Relationship” items with six classifications, almost of the “Impression” items with six classifications, and all of the “Self-change” items with nine classifications, were used in organizing the table for coach selection factors (Table 1). These are more likely to be interpretable considering the following three points: 1) a client would like to confirm that the relationship between the client and coach can be deepened through communication and the impression obtained from the coach, 2) a client would like to confirm a deepened relationship, 3) a client would like to feel a sign of self-change. Moreover, when looking at all items of “formation of deepening relationship,” these items are more likely to be interpretable considering the following point: A client perceives the elements that deepen the relationship from a coach, then client use these elements to comprehensively judge a coach. On the other hand, “resources of a coach” consisted of seven items. “Performance/Results/Effects,” “Occupational experiences,” “Realization,” and “Client reputation” of the six “Solution” classifications and all items of the six “Coach” classifications found in the organizing table for coach selection factors (Table 1), are more likely to be interpretable considering that a client would like to confirm whether they will actually be able to start toward solving their problems based on the coach’s abilities and background.

Impact on coach selection factors.

Personal attributes, general information, and individual information. “Sex” and “attitude to coaching” were positively associated with “formation of deepening relationship.” “Reviews” was positively associated with “resources of a coach.” From these results, “sex” affected coach selection. It was partially confirmed that personal attributes significantly influenced the human view and interpersonal relationship reported by Kim et al. (2012). “Reviews” that a client heard directly from a “coach introduction web site,” “SNS,” and/or “anonymous bulletin board,” were positively associated with coach selection. Knowing impact of “sex” and “reviews” is basic knowledge for a coach. This will help produce a better encounter between a client and a coach.

Independent and interdependent construals of the self. “Others first” of independent and interdependent construals of the self, was positively associated with “formation of deepening relationship” in coach selection. This result partially confirmed the hypothesis of Kiuchi (1995) that the difference of self-awareness (independent self and interdependent self) affects social behavior. Namely, self-awareness of “others first” affects the behavior of selecting a coach. When a coach contacts a client who has self-awareness of “others first”, it will help a coach

to understand the client, and this knowledge will help in advancing mutual relationship building and the overall coaching process.

Expectations on seeking coaching and a coach. Both “organizing inner & expecting support” and “promoting action & expecting learning” were positively associated with “formation of deepening relationship” and “resources of a coach”, respectively. Both of these factors are important for coach selection. Especially for a coach, it is important to grasp and deeply understand the details of these expectations to promote the coaching process after starting an actual coaching relationship. This will be knowledge to assist in relationship building between a client and a coach.

In conclusion, two points—the configuration of coach selection and impact factors of coach selection—have been confirmed in this study. These two points will not only be useful knowledge for the coach selection stage, but also important knowledge for advancing the coaching process and building relationships between a client and coach.

Limitations and Future Considerations

The first limitation of the current study is that contract factors are actually related to coach selection. These contract factors include five points: the coaching fee, the number of sessions, the contract period, the termination clause, and the confidentiality clauses. In this study, however, psychological aspects were focused upon because these contract points were highly complicated. In fact, within many personal budgets, funds are limited when a client selects a coach. In future of empirical research, it would be necessary to carry out a study examining the relationship between coach selection and cost-effectiveness. The second limitation is that experimental sample sessions (i.e. trial coaching) were not performed. In many cases, before the signing the coaching contract, sample sessions are performed and this can affect a client’s decision during the coach selection stage. Further empirical studies examining the impact of sample sessions on coach selection are required.

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The author

Saito Shinichiro holds a Master's Degree in "Counseling." He has been an active coach himself since 2003. The research presented here is based on the subject of a master's thesis in Graduate School of Comprehensive Human Sciences of the University of Tsukuba in Japan.

Please feel free to contact me with any questions or feedback: saitoshi@m.ictv.ne.jp

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