

THE EFFECT OF A COACHING COURSE ON A PARTICIPANT'S SELF-PERCEPTIONS AS A COACH

A PRELIMINARY REPORT FROM A SURVEY OF GRADUATE BUSINESS STUDENTS



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Study



- How does an individual's self-perception of his or her own coaching ability changes as a result of participating in a skills-based course on coaching?
- How much do student self-perceptions of coaching ability change when they experience the course in varying delivery times?
- Work In Progress
 - First part completed during a summer mini-semester
 - Second part underway this current fall semester

Participants



- Section A consisted of 30 students, 25 of whom successfully completed both the pre- and post-test administrations of the Coaching Skills Inventory (CSI).
- Section B consisted of 26 students, all of whom have successfully completed the pre-test administration of the CSI.
- All of the students participating in both sections are graduate level (both master's and doctoral) and are enrolled in a business or business-related major.

Instrument



- Coaching Skills Inventory by Dennis C. Kinlaw
- Selected for its robustness, ease of administration and use, and ease of scoring
 - Contact and Core Skills
 - Counseling Skills
 - Mentoring Skills
 - Tutoring Skills
 - Confronting and Challenging Skills
- Each of the components contains ten statements and a Lichert-scale for indicating a skill level (where "5" corresponds to "Very Characteristic" of the participant and "1" corresponds to "Very Uncharacteristic" of the participant)

Results to Date



- A surrogate validity test to determine if the two classes were similar or different in their pre-test administration scores.
- A Student's *t*-Test was performed comparing the results of the pre-test for both groups
 $p=0.676$ ($p < 0.05$)
- This is important as it indicates that both groups entered the course with similar self-perceptions.

Results to Date



- Evaluated the difference between the pre-test and post-test aggregate scores for Section A.
- $p=0.066$ ($p < 0.05$)
- Indicates student's in the compressed course had no significant change in their self-perception of their own coaching abilities as measured by the CSI.

Discussion



- Many of the students' mean aggregate scores increased between the pre-test and the post-test.
- Many of the students felt their exiting coaching skill set was approaching that of the expert coaches on which the CSI is referenced
 - CSI Expert Mean = 4.01
 - PreTest_A Mean = 3.72 PreTest_B Mean = 3.68
 - PostTest_A Mean = 3.90 PostTest_B Mean = N/A

Discussion



- Immersion Expectation
- Student Self-Rating Inflation
- Instrument Validity & Design Issues

Possible Next Steps



- Post-Test administration to current term students.
- Follow up administration of the CSI to mini-semester participants in November.
- Future studies
 - Focus on more qualitative research
 - Re-validate the instrument using known experts
