

The Life Satisfaction Survey (LSS): Development of the Instrument

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The coaching profession has a developing ethical code that includes a duty to warn of life-threatening situations (International Coach Federation, 2005). In addition, the assessment of a client's "coaching readiness" is an evolving discipline, which encourages coaches to evaluate the degree to which coaching clients will benefit from the coaching process. Coaches have a duty to help their clients assess their intentions as they engage in the coaching process. The Life Satisfaction Survey was designed to enhance the range of options for coaches in these areas. The process of item construction and scale development is presented. Results of a factor analysis and the resulting scales on the LSS are described. The test-retest reliability for each scale and the survey as a whole is presented. Implications for theory and practice of professional coaching will also be considered.

The coaching profession has a developing ethical code that includes a duty to warn of life-threatening situations (International Coach Federation, 2005). In addition, the assessment of a client's "coaching readiness" is an evolving discipline, which encourages coaches to evaluate the degree to which coaching clients will benefit from the coaching process. It is a common practice among coaches to ask the coaching client to self evaluate their "readiness" for coaching (Corporate Coach U, Inc., 2005, Kellogg, 2005).

A theme and assumption among coaches is that coaching clients should be motivated prior to seeking coaching services. Montford (2005) has developed the Coaching Self-Assessment instrument where she asks a few motivational questions that may determine coaching outcome or "coachability". Her Coaching Self-Assessment instrument is a simple ten-item questionnaire that attempts to help individuals investigate their willingness to make an emotional or financial commitment toward coaching and their willingness to take risk in the coaching process. However, her questionnaire is limited in scope, only results in one score, has not been developed psychometrically and offers no standardized scoring to determine how an individual's score compares to other coaching clients or the public at large.

The level of satisfaction with life should be a key consideration for an individual contemplating the benefits of coaching services. This study begins to examine life satisfaction as a determining factor in the coaching process. It seems logical that some level of dissatisfaction would be a necessary prerequisite for seeking coaching services. If no dissatisfaction exists, why would anyone choose coaching?

This document describes an instrument that was created, by professional coaches,

based primarily on coaching principles, that aims to accurately measure the level of life satisfaction for an individual. The survey has the potential to: assess initial levels of satisfaction, provide a baseline from which to measure a client's progress, and identify areas on which a client may wish to focus.

Background and Rationale for the Instrument

Coaches have commonly relied on their own list of informal questions, generated from a multitude of sources, to assist them in ascertaining their clients' level of satisfaction in numerous areas of life; readiness for coaching; strengths; concerns and areas for growth. Additionally, in some cases, answers could suggest that a client may need to be referred to other professionals including: psychotherapists, body workers, nutritionists, health-care professionals or clergy. This ad hoc method of assessment has resulted in very divergent results.

Furthermore, given that skill sets among coaches may vary considerably depending on training, experience and personal capacity to deal with a wide range of human emotions, the outcomes for clients have been varied. Because of this wide qualitative variation, coaching clients have not been served as well as they could be. In some cases clients are being referred to other professionals when they may not need to be or NOT being referred when a referral is warranted.

Since coaching is about assisting clients to realize their own potential, it seemed important to equip coaches and their clients with a standardized system to provide valuable insights to each party. The authors wanted a format that would follow the coaching model of appreciating the wholeness, competence, creativeness and resourcefulness of each client. We also wanted an instrument that would enhance a client's ability to identify areas of life satisfaction, areas for growth and areas that might require outside assistance.

Because coaching is also interdevelopmental (Kilburg, 2002), meaning that by working with clients the coach also grows and develops personally and professionally, the authors wanted an instrument that would give the coach constructive feedback. Hopefully coaches will gain insight into areas in which they have a sense of competence and, of equal importance, areas that might offer an opportunity for expanded personal and professional growth. Ultimately, we wanted an instrument that would provide and maintain safety and support for clients. We also wanted to support the use of supervision and mentoring as a necessary adjunct to the professional development of coaches as they become aware of areas for growth in their coaching.

The authors developed questions that would address each area of a person's life to provide a wide range of information for the client and the coach. Also, the questions are designed to support the ethical guidelines requiring a coach to act if a client might be of harm to self or others. This approach meant that some questions could be seen as provocative. Consequently, clients were instructed that they did not have to answer any question that they believed was too intrusive. However, the fact that a client chose not to answer some questions may actually provide the coach with some insights that could be discussed over time.

Although the Life Satisfaction Survey is not intended to be prescriptive or diagnostic, it was designed to open exploration into any and all areas of a person's life and thus create awareness for the client. By following the coaching model of using deep listening, asking powerful questions, and offering direct communication (International Coach Federation , 1999), the coach would be able to encourage and support the client in exploring all areas of their life including those that were of immediate concern. Furthermore, the coach would provide the client with the opportunity to become aware of areas of strength, areas for growth and areas that might need a referral to another professional. Through the expert use of the coaching process, the clients could actually refer themselves to another professional because they would become aware that doing so would be in the best interest of their growth and achievement of their vision.

Method

Instrument Development

The development of the instrument began with the authors listing 100 items in a number of content areas. Content areas were selected to cover a wide spectrum of internal and external aspects of life. A five point likert scale was used to enable individuals to rate the degree to which each statement was "like me" (Bernstein, 2006). Content areas included:

- a) Emotions such as: Guilt, Anger, Depression and Hopelessness, and Anxiety
- b) Cognitive Functioning
- c) Decision Making
- d) The Capacity for Pleasure
- e) Movement Toward Goals and
- f) Self Care and Daily Functioning

The 100 items were randomized into a form and titled the Life Satisfaction Survey (LSS) – Beta version. An Internet form was created for people to complete the survey. This Internet form contains three pages (Appendix A):

Page 1: An introduction page to describe the steps needed to complete the survey and to gain an informed consent from the subjects for their participation in the study. This page included links to the ICF website and the specific presentation that resulted in this research.

Page 2: The survey itself

Page 3: And a thank you page that was displayed after a subject completed the survey and submitted their results.

Procedures

Subjects were sought via email among a network of professional coaches, psychotherapists, and the public at large. The researchers sent an initial email requesting participation in this research to professional coaches, coaching email listservs, coaching groups, and individual contacts.

A request was made for people to participate by asking them to complete the survey themselves and recruit other participants to complete the survey from the following groups: coaches, psychotherapists, coaching clients, psychotherapy clients and the general adult (18 and over) population.

The researchers also asked individuals to pass on the request for research subjects to other qualified participants they might know, creating a cascading distribution network. Research subjects themselves were not asked for referrals of other subjects.

A follow up request was made about a month after the initial request. Subjects were given the opportunity to receive the raw scores of their answers provided they were a coach or psychotherapist or if they were working with a coach or psychotherapist and gave consent to the researchers to release their results to their professional coach or therapist. A data collection period was set that ended April 30, 2005.

Subjects

A total of 286 subjects competed the LSS. The demographics of the subjects included approximately 30% women and 70% men. Regarding marital status the subjects were primarily married individuals (60%), with approximately equal numbers of single (14%) and divorced (16%) individuals.

The age of subjects ranged from nineteen to seventy-nine with an average of forty-eight.

The resulting breakdown of subjects regarding the five groups sought for this study reveals that 39% of the subjects were from the general adult population. The other representative groups were people who identified themselves as professional coaches (35%) and psychotherapists (13%).

Table 1: Normative Groups

	Frequency	Percent	Valid Percent	Cumulative Percent
Coaching Client	14	4.9	5.0	5.0
Therapy Client	3	1.0	1.1	6.0
General Adult Population	110	38.5	39.0	45.0
Coach	99	34.6	35.1	80.1
Therapist	36	12.6	12.8	92.9
Other	20	7.0	7.1	100.0
Total	282	98.6	100.0	
Missing System	4	1.4		
Total	286	100.0		

Retest Subjects

Volunteers taking the survey were asked at the end of the survey if they were willing to retake the survey 90 days after their initial participation. If so, they were asked to provide an email address to be contacted to retake the survey and assigned a retake code to collate their initial and retest results. A total of 185 people agreed to retake the survey but only fifty actually provided a valid email address and completed the retest about ninety days after their initial participation.

The retest portion of the study set a three-month test retest period and the average response time for subjects was ninety-nine days. Ninety days after their initial participation, subjects who volunteered to retake the survey were sent an email with a link to a retest survey that had the same items, in the same order as the original survey. They were also provided their “retest code” to enter so they would not have to provide any other identifying information when they retook the survey.

Results

Factor Analysis

A factor analysis was performed on the data from the 286 participants in the study. The extraction method used was a principal component analysis. The method of rotation was varimax with Kaiser normalization. The rotations converged after ten iterations and examination of the analyses revealed the most distinctive factors with a six-factor solution.

Based on the factor analysis fourteen items were eliminated from the Beta version of the LSS. These items were removed primarily on the basis of their low factor loadings. These fourteen items were replaced with two experimental subscales named Career and Spirituality. Since these items have been added subsequent to the data analysis no empirical results are available at this time for those two scales.

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Following are the six factors that resulted from the factor analysis. The factors names were agreed upon by the principle authors of the study and became the current six scales of the LSS. The final items for each scale and the factor loading are included. For each factor, the higher the score the more positively the named trait is present for an individual.

Factor A: Life satisfaction/ motivation (31 items)

The Life Satisfaction and Motivation scale contains items related to a general happiness and satisfaction with life. Items such as “I am satisfied with my life”, and “I’m really motivated to do what I want”, illustrate the ideas on this scale. A high score might indicate general satisfaction and drive in life, though a subject might still have areas to develop or enhance. A low score might be an indication of disappointment in life or a lack of motivation. A low score could be explored for the meaning that it has for the client. That discussion might lead to meaningful goals for the future.(Figure 2)

Factor B: Positive emotions/self control (20 items)

The Positive Emotions and Self Control Scale contains items related to feeling relaxed and good about oneself as well as being able to demonstrate self control. Items such as “I feel calm”, and “I worry too much” or “I react too strongly to others”, illustrate the ideas on this scale. High scores may suggest a freedom from negative emotions and their ineffective expression. Low scores may indicate that some growth is needed in understanding and working effectively with emotions, especially in relationships.

Figure 3 Factor B: Positive Emotions/Self Control (20 items)

Item From LSS	Factor Loading
02. I am able to calm myself when I feel anxious or stressed	0.583
05. I am hardly ever angry	0.557
09. I am angry more than I would like to be	(0.419)
13. I feel nervous most of the time	(0.510)
14. I think about the same thing over and over	(0.465)
18. When things go wrong it is my fault	(0.366)
30. I feel lost without my friends	(0.358)
32. I blame myself when things go wrong	(0.438)
34. I feel relaxed.	0.558
49. I feel guilty when my family is not happy	(0.494)
56. I feel calm	0.577
65. I can't relax	(0.579)
67. I'm clear about what is and what isn't my fault	0.438
70. I worry too much	(0.575)
83. I am always on guard	(0.481)
89. I express anger constructively.	0.416
91. I fall in love too easily.	(0.315)
93. I react too strongly to others.	(0.565)
95. I am angry all the time.	(0.459)
97. Once I start something I can't stop.	(0.255)

Figure 2: Factor A—Life Satisfaction/Motivation (31 items)

Item Number	LSS Item	Factor Loading
1	Life is an adventure	0.357
8	My life is an expression of my values	0.398
10	I wish I wasn't here	(0.598)
12	I don't have any motivation	(0.571)
15	I am satisfied with my life	0.737
19	I am excessively tired	(0.488)
20	When I think about the future, I feel hopeless	(0.679)
21	I have a lot of energy	0.504
24	My life is great	0.691
27	My sexual relations are satisfying	0.334
33	I'm just dragging through life	(0.658)
35	I don't know why I bother anymore	(0.708)
36	I'm really motivated to do what I want	0.532
37	Life has gotten in the way of me achieving my goals	(0.435)
38	I eat and then exercise like crazy	(0.302)
43	I experience joy	0.542
47	I wish I weren't here	(0.667)
48	My energy comes and goes	(0.437)
51	I'm just not thinking right	(0.539)
55	I am never really happy	(0.722)
61	I feel anxious about the future without knowing why	(0.444)
62	I am fulfilled in my life	(0.716)
63	My relationships don't last	(0.397)
66	I used to enjoy life, now I don't	(0.757)
71	I don't have any energy	(0.522)
75	I really enjoy my life	0.659
77	I'm sad all the time	(0.663)
78	I make a positive difference	0.488
79	No one listens to me	(0.423)
81	I'm not enjoying life	(0.753)
96	I can't stop crying	(0.373)

Factor C: Interpersonal confidence (11 items)

The Interpersonal Confidence Scale contains items related to how you see yourself in relation to others. Items such as “It’s easy to make friends”, and “I enjoy meeting people”, illustrate the ideas on this scale. High scores may indicate a comfort with relationships in general. A low score may indicate a desire for improved relationships with others.

Figure 4: Factor C—Interpersonal Confidence

Item Number	LSS Item	Factor Loading
11	I have difficulty being close to others	(0.635)
16	I enjoy meeting people	0.724
28	I have difficulty connecting with others	-0.631
41	It’s easy to make friends	0.769
42	I am shy	(0.582)
50	I have the best family	0.298
54	I have so many friends I can’t keep up with them	0.620
72	I am lovable	0.518
84	Friendships are important to me	0.542
87	I am outgoing when meeting people	0.730
92	I feel clumsy socially	(0.593)

Factor D: Good concentration and freedom from self-limiting beliefs (15 items)

The Good Concentration and Freedom from Self-limiting Beliefs Scale contains items related to decisiveness, self-starting behavior, and commitment. Items such as “It is easy for me to stay focused”, and “I can never make up my mind”, illustrate the ideas on this scale. A high score may indicate comfort with an ability to: make decisions, overcome obstacles, follow through and achieve reasonable goals. A low score may indicate the need to explore obstacles that may be interfering with goal setting and achievement. (Figure 5)

Factor E: Diet and exercise (5 items)

The Diet and Exercise Scale is a very simple scale that contains questions oriented toward healthy diet and exercise. Items such as “I enjoy exercise”, and “I have a problem with my eating”, illustrate the ideas on this scale. High scores may indicate a general satisfaction with this aspect of life and the presence of healthy diet and exercise behaviors. A low score might indicate that this is an area where the subject might benefit from new insights and behaviors. (Figure 6)

Factor F: Sleep quality (4 items)

The Sleep Quality Scale contains items related to healthy sleep. Items such as “I have difficulty getting to sleep”, and “I worry about whether I’m going to be able to sleep”, illustrate the idea on this scale. A high score may indicate satisfaction in this area. A low score may be an indication of a sleep disturbance that should be explored.

Figure 5: Factor D—Good Concentration and Freedom from Self-Limiting Beliefs

Item Number	LSS Item	Factor Loading
03	I enjoy success	0.329
07	I often start things and don't complete them	(0.626)
22	I worry so much that it's hard to get things done	(0.406)
26	I prefer that others decide for me	(0.422)
40	Once I make up my mind, then I start to doubt myself	(0.578)
44	I can't seem to get on track	-0.548
46	I can never make up my mind	-0.675
57	All I ever do is make mistakes	-0.423
58	It is easy for me to stay focused	0.614
60	Making decisions is easy for me	0.549
76	I limit my success	-0.466
80	I am fearful of achieving greater success in my life	-0.530
85	Unrelated thoughts knock me off my focus	-0.564
90	When I am trying to stay focused other thoughts get in the way	-0.632
98	I have difficulty staying on task	-0.660

Figure 6

Factor E: Diet and Exercise (5 items)		
Item Number	LSS Item	Factor Loading
29	I never exercise	(0.801)
31	I'm eating all the time	(0.520)
53	I enjoy exercise	0.802
88	I follow a regular exercise program	0.761
99	I have a problem with my eating	(0.519)
Factor F: Sleep Quality (4 items)		
52	I jump at the slightest noise	(0.497)
73	I worry about whether I'm going to be able to sleep	(0.688)
94	I wake up after getting to sleep and can't get back to sleep	(0.533)
100	I have difficulty getting to sleep	(0.666)

The combined factor scales and the two experimental scales resulted in the Life Satisfaction Survey (LSS) version 1.0. Standardized scoring is only available for the factor scales.

Test Retest Reliability

Test-retest reliability correlations were calculated for each individual scale (factor) as well as total score on the LSS. The test retest correlations varied from .68 to .84.

This range of test retest reliabilities is common among psychological measures. This range is fairly high and suggests that the characteristics being measured by each factor are relatively stable over a three-month period. In addition, a pre and post comparison of means was done for each scale and total scores. As expected, there was no significant change in scores over the ninety-day period.

Discussion

The Life Satisfaction Survey (LSS) was designed to assist coaches and clients. The objective was to provide insight into various aspects of a client's life including: strengths, coaching readiness and areas for growth. In addition, the survey has the potential to aid the coach by uncovering client behaviors that might require referral to another professional. The LSS was created primarily as a tool to open conversation into many areas of a client's life. Anecdotally, clients have reported becoming aware of strengths they did not know they possessed. One client stated that after reviewing her results she realized that her life was more satisfying than she thought. She went on to say that she wanted to work on how she perceived her life and the assumptions she made in that process. Also, several coaches became aware of areas in their client's lives that needed more exploration and in doing so uncovered concerns of which the client was not fully aware. In some cases, further exploration of these concerns resulted in clients being referred to other professionals (several continued with their coaching while also working with another professional). Other outcomes included a shift in the focus of a client's life design objectives, which added new elements to the mix. Finally, in a few cases, the survey led to the conclusion that the client was not currently ready for coaching and other possible strategies were discussed with the client. The end results in each case was that the client was supported and that their best interest was upheld by the coach.

The Code of Ethics of the International Coach Federation, the professional organization for coaches, states that for coaches:

#21) "I will take all reasonable steps to notify the appropriate authorities in the event a client discloses an intention to endanger self or others." (International Coach Federation , 2005) and

#20) "I will suggest that my clients seek the services of other professionals when deemed appropriate or necessary." (International Coach Federation , 2005)

This sets a standard that requires coaches to provide for the safety of their clients and make every effort to assure that the client's best interests are served by the type of support offered. Given this professional requirement to uphold the best interests of the client at all times, it is incumbent upon the coach to be aware of the client's life situations. Not knowing does not absolve the coach of responsibility. Therefore, an instrument that will give the coach and client some insight to most areas of a client's life, and that can point to possible areas of concern, is necessary to maintain a high level of professional efficacy.

The scores that are derived from the LSS appear stable and appear to measure areas of an individual's life that are relevant to the coaching conversation. The normed results add value in comparison to the existing coaching readiness surveys since scores can actually be compared to the general population.

The overall score on the LSS, as well as the specific subscale scores that were derived from the factor analysis, provide a rich array of data to foster the coaching process. The scoring program for the LSS includes normed scores based on the results from the general population as well as a list of both positive and negative items that the individual endorsed to the extreme (a rating of 1 or 5 on a scale of 5).

These results have already proved to be very helpful to individuals taking the LSS. Some of the uses of their results include the following.

Factor A: Life satisfaction/ motivation (31 items)

The first factor and largest scale, which looks at overall life satisfaction and motivation, provides information that can stimulate a fundamental exploration of a coaching client's outlook on life and level of motivation. Since the scales are scored in a positive direction, a high score can affirm a positive outlook on life and a high level of motivation and a low score can open a discussion about possibilities to increase future happiness.

Factor B: Positive emotions/self control (20 items)

The twenty items contained in this Factor focus on a person's feelings and the ability to manage those feelings. Because we believe "that every client is creative, resourceful and whole" (International Coach Federation, 2005), we assume that clients have access to the full range of emotions. Consequently, it is instructive to understand how they focus on and manage their emotions so that they can attain the outcomes they desire.

Answers to the items in this Factor can inform a coach and client about the client's preferences for dealing with challenges and open investigation into new strategies to address challenging areas. Since coaching emphasizes clients' ability to choose their responses and behaviors, this Factor encourages clients to examine the choices they make and the general way they view life. At that point a client can explore what changes he can make in a relationship to generate a desired outcome.

A client's inability to experience positive emotions or to manage strong emotions within a range of normal responses can lead to some deep exploration and discussions in the coaching process. For example, how might a client's difficulty with anger management be handled in the coaching process? When would it be appropriate to refer a client for

anger management training or psychotherapy? In the extreme, at what point does the coach have a legal responsibility to report anger outbursts that can potentially harm another? How would that reporting be handled? We leave these questions for future discussion, but our exploration of coaching conversations cannot help but raise such questions for the coaching profession.

Factor C: Interpersonal confidence (11 items)

All coaching takes place within an interpersonal and social context (Benfer & Krapu, 2004). It stands to reason that exploration of the interpersonal elements of a client's life will illuminate aspects of the coaching conversation that will have relevance toward any goals that emerge from that conversation. Strengths and areas of development that can be identified through the scaled score and individual items on this scale can be used to leverage efforts in pursuit of a future goal or to identify characteristics that may need to be developed in order to achieve a desired outcome in relation to others.

In addition, specific interpersonal goals in relation to one's social environment can also emerge from the conversation in this area. The domain of emotional intelligence has proven an important area for many coaches (Merlevede and Bridoux, 2004) and growth in that area can be identified by looking at the coaching client's interpersonal world.

Factor D: Good concentration and freedom from self-limiting beliefs (15 items)

Concentration and freedom from self-limiting beliefs can be viewed as critical determinants of client growth and both can be assessed by the LSS. Many coaching schools recognize the importance of identifying cognitive distortions and working with them in the coaching process when they are interfering with goal attainment.

Factor E: Diet and exercise (5 items)

It is interesting that, out of the 100 items presented in the survey, the five items contained in this Factor clustered together. By clustering together the items supported a link between diet and exercise.

In the context of this paper the word 'diet' does not refer to a restrictive or medically prescribed food plan. Instead, the term 'diet' refers to a normal, well-balanced consumption of an appropriate amount of nutritious food (often referred to as a healthy food plan) (Berg, 2006; Satter, 2005; Texas Women's University, 2005). In addition, the word 'exercise' is meant to convey an appropriate amount of physical activity that is suited for the skills and physical condition of the person (Family Doctor, 2005; University of Chicago, 2005; WebMD, 2005).

Based on our findings and other studies in the media (Greenberg Quinlan Rosner, 2006), we can conclude that a person's overall satisfaction with life is partially dependent on a well-conceived diet and exercise program. From a coaching perspective asking questions about diet and exercise can lead to a conversation about a client's satisfaction or dissatisfaction in these areas. Obviously, if the client is satisfied with an existing diet and exercise program this subject would not be an area of focus. However, if diet and/or exercise are areas of dissatisfaction further discussion within the coaching conversation can take place.

Some coaches have indicated that they do not want to know about their client's eating behavior, especially if it is problematic because they do not know how to approach clients about these challenges. However, to be of service to clients, we believe it is important that coaches be as informed as possible about all areas of concern in their clients' lives. In situations like these, we believe it is imperative that a coach receive mentoring and/or supervision from a more experienced coach who can comfortably address the concerns that arise.

Ultimately, it is important to be of service to our clients. That means that, as coaches, we do not abandon our clients when we are uncomfortable. It is also important for professional coaches to know their limitations. In such a situation it is important that a coach be aware of the range of resources available, such as consultations with another professional, to provide appropriate support for the coach and safety for the client.

Factor F: Sleep quality (4 items)

Although the Sleep Quality Scale contains only four items the responses to these items can provide considerable insight into the quality of a client's sleep patterns. Numerous studies (Coren, 1996; Dinges et al., 1997; Jewett et al., 1998; Monk, 1991) have shown that good quality sleep is an important part of a healthy and productive life. It is also reasonable to postulate that lack of sleep affects a person's level of fatigue and energy. A recent poll by Greenberg Quinlan Rosner (2006) showed that 56% of Americans experiencing high stress reported that they had problems sleeping. This same population also reported a high incidence of fatigue (51%) and a lack of energy (55%).

Therefore, a respondent's answers to "I have difficulty getting to sleep" or "I wake up after getting to sleep and can't get back to sleep" can open a coaching conversation into the client's experience about the level of satisfaction with sleep patterns. It is possible, perhaps even likely, that no sleep dissatisfaction will be identified. In that case a client may choose to move on to other topics deemed to be more important. However, should a client express dissatisfaction with sleep patterns or energy levels, more exploration may be warranted. If the client continues to experience sleep disturbance, the client and coach may determine that a referral to a physician or sleep study clinic for further evaluation is necessary. By paying attention to the sleep quality of a client's life the coach is assisting the client to take charge of this topic. Either through skilled coaching or with the assistance of a specialist, a client will be supported in resolving deficient sleep patterns and energy levels and, ultimately, in pursuing other goals.

Summary and Outlook

Measuring life satisfaction in general raises some very subtle questions. For example, consider the questions, "How much dissatisfaction in life is necessary to motivate a person to change?" or, "Where is the point where life dissatisfaction is so great that it becomes an indication for psychotherapy rather than coaching (e.g. a case of clinical depression)?"

Other questions about life satisfaction and the coaching profession also arise:

- Do psychotherapy clients differ significantly from coaching clients in their level of life satisfaction?
- Can a client's initial level of life satisfaction be a significant predictor of coaching outcome?
- Are there significant differences in the average life satisfaction scores of various groups, such as coaches, lawyers, psychotherapists, physicians, nurses, etc. and those of a representative sample of coaching or psychotherapy clients?

Further research could attempt to answer such questions.

Additional validation studies are also needed that correlate the LSS with other personality and satisfaction measures. Such studies would contribute to the validity to the LSS and its subscales while shedding further light on what the LSS is measuring.

The development of the Life Satisfaction Survey and other instruments designed specifically for the coaching profession will assist the profession to further develop into the independent, self regulating, and autonomous profession that it deserves to be. This current work is intended to stimulate such growth within the coaching profession.

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