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Does Management Education Need a Facelift?
The Intersection of Managing, Leading, and Coaching.
Part II

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ABSTRACT
This paper continues the exploration of management education and its value to workplace preparation. The purpose of this research path is to ensure that management education remains cutting edge and relevant to the needs of organizational leaders *and* to our students' professional goals. At the 2021 NBEA conference the author set the stage for a multi-phase research agenda. In part I of this series the author discussed who defines premier business education, the growing profession of leadership coaching, and higher education's responsibility to relevant workforce preparation. In this paper, titled, *Part II*, the author reviews the theoretical foundation for this exploration and reintroduces the IRB approved study designed to explore the attitudes of the stakeholders of business education; this includes senior leaders/employers, business faculty, and former students. The research questions explore the interest, the process, and the potential benefit of integrating coaching skills, theories, and knowledge into management education. This *Part II* paper explicitly reports on the insights gained from senior leaders as the future employers of our business graduates. A primary outcome of this *Part II* research was the insight into what employers expect of us, as business educators, as we prepare our students to become their future leaders.

Keywords
Pedagogy, coaching, leadership, executive coaching, manager development, workforce preparation

1 INTRODUCTION
A series of scholarly papers will explore management education and *coaching* as a meaningful body of knowledge, skills, and theories, for business managers and leaders. There is a growing profession of executive and leadership coaching, which lives outside of higher education (Mackenzie-Ruppel, 2021). We can infer from employers' active engagement of both internal and external coaches that they value the skill and knowledge that their leaders gain from their interactions with leadership coaches. The literature reflects support that the gained skills can serve senior leaders as they face their daily challenges. Coaching aligns with, and supports, participative leadership and empowerment (DiGirolamo & Tkach, 2020; DiGirolamo & Tkach, 2019). And a coaching culture serves leaders and managers as they gain insights on their own thinking (Jamison, 2018). Coaching also serves leaders as they learn how to motivate and empower their followers (Filipkowski, Heverin, & Ruth, 2019).

This paper, *Part II*, reviews the landscape developed in the prior *Part I* paper (Mackenzie-Ruppel, 2021), establishes the multi-phase research path, and most importantly, reports on the in-depth interviews of 11 senior leaders. The growing profession of coaching and its integration into the workplace, demands our attention as business educators. The goal of this *multi*-paper exploration is to seek answers related to the question; *Does Management Education need a facelift?* If so, *should the coaching body of knowledge, skills, and theories, be integrated into management and business education*?

2 WHY THIS RESEARCH IS IMPORTANT
The knowledge, theories, and skills related to the discipline and profession of leadership coaching has not found its way into the canon of management education. Jamison (2018) found that leaders who wish to create a coaching culture may find resistance or reluctance from organizational leaders and managers. Jamison (2018) goes on to suggest that this reluctance can be lessened if coaching is introduced as a legitimate management practice within traditional business curriculum and management education.

The Impact of the Global Pandemic on Higher Education.
College administrators point to the global pandemic as the cause of enrollment drops. Though the global pandemic has negatively impacted many colleges, this deflection of responsibility to keep curriculum lean and mean, has allowed professional certifications to emerge as a meaningful credential for students and employers. In the March 6, 2020, *Chronicle of Higher Education*, **prior** to the shutdown of face-to-face education across the United States, it was reported that 30% of colleges face some market risk with 10% of colleges facing *severe* market risk (Mackenzie-Ruppel, 2020).

The influencing factors of Higher Education' underperformance *prior to the 2020 Pandemic,* start with Public Doubt in the economic value of a college education. Although there is evidence that earning a college-degree will improve the economic future of an individual (Source: Georgetown University), public doubt still exists (The Trends Report, 2019, CHE). This research is important because business education must ensure that the knowledge, skills, and disposition gained in college is economically relevant to the professional journey and goals of the student.

Defining Premier Business Education

For many, business education is about workforce preparation. When we consider the enrollment dips and the growing value of professional education, business educators must be hypervigilant to the threat of professional organizations becoming the 'go-to' educational providers, as is the case with *leadership and executive coaching.*

Business Schools must take the lead as the premier source of business education. We need to consider the success of The Mega-university model, which offers a degree at a low cost with high convenience. We need to recognize that some students believe that the credential of a college education is all that is needed, regardless of the educational content (Mackenzie-Ruppel, 2020). It is unclear as to who and how premier business education is defined. Mackenzie-Ruppel (2021) shared the various influences and authorities that define the content of business education. This included state government (Program Registration, 2020), academic disciplines and their national associations, education institutions and their regional and national associations, and the federal government, who has delegated and empowered the regional accreditors (e.g., MSCHE). (Harcleroad, 1980; Hegji, 2018). The concern is that they do not define the disciplines (Harcleroad & Eaton, 2005). That role should be filled by the discipline-specific business program accreditors (e.g., IACBE and AACSB). Yet, there has been an intentional move away from a model curriculum (AACSB, 2021; AACSB, 2013; AACSB, 2020; AACSB, 2018), leaving the institutions to make their own decisions as to the content of their business curriculum.

3 A GROWING BUSINESS PROFESSION: LEADERSHIP AND EXECUTIVE COACHING

Thomas Leonard started a non-profit in 1996 called the International Coach Federation (ICF) to support fellow coaches. Its progressive success trajectory has led to significant research and global membership. It is now considered the gold standard for coach certification. (ICF 2021; International Coaching Federation, 2020). ICF is not alone in dominating the educational and certification arm of this growing profession. Other organizations include: The International Authority for Professional Coaching and Mentoring (IAPC&M), Center for Credentialing and Education (CCE), European Mentoring & Coaching Council (EMCC), International Association of Coaching (IAC), and the Association of Coaching (AoC).

The use of coaching skills has expanded beyond professionally trained coach practitioners to include managers, leaders, human resource professionals, and talent-development professionals. A 2019 study attracted 22,457 responses from 161 countries and territories with a 46% response increase over its 2016 study. Results revealed that there were approximately 71,000 coach practitioners in 2019. This reflected an increase of 33% on the 2016 estimate. Add to this statistic the number of managers and leaders using coaching skills, which was estimated to have risen by 46%, bringing the total estimate to 86,900 individuals using coaching skills and approaches in the workplace (International Coaching Federation, 2020). Compelling to this exploration is that only 10% of the training was university-based (International Coaching Federation, 2020). Business Coaching is up to 65% in 2019 from 62% in 2016. 94% of coach practitioners offered other services (e.g., consulting, training, facilitation services). 50% of coaches reported that clients are mostly managers and executives (International Coaching Federation, 2020).

Organizational Development (OD) and the Coaching Culture

A series of studies spanning six years, sponsored by the Human Capital Institute (HCI) in collaboration with the International Coach Federation, have focused on coaching cultures in organizations. Results revealed that thirty-two percent (32%) of responding organizations used internal coach practitioners, external coach practitioners, and have managers and leaders using coaching skills. Approximately 83% of organizations reported plans to expand the use of coaching skills by their organizational leaders and managers. Respondents reported that coaching activities were used to develop leaders (55%), enhance performance management discussions (49%), and to develop talent (51%) (Filipkowski, Heverin, Ruth, 2019).

The Unknown History of Coaching and its Theoretical Foundation

The theoretical foundation for coaching builds on a rich history. The early influencers include Napoleon Hill (1883 -1870), Samuel Smiles (1812-1904), Dale Carnegie (1888-1955), Bill Wilson (1895-1971), and Bob Smith (1871-1950), Collectively these self-help philosophers place the emphasis on self-reliance (Wildflower, 2013). The emergence of Humanistic Psychology (1950s) led to understanding human drive with less focus on pathology and more on the holistic focus of the human experience. A holistic view with a focus on raising up human potential emerges (Maslow, 1968; Wildflower, 2013; Schultz 1994).

The theoretical foundation of coaching evolved from the influences of Richard Price (studied Psychology at Harvard), Michael Murphy (influenced during his time at an Ashram in India), and the Esalen Institute (Wildflower, 2013). The theoretical foundation for coaching emerges from the organizational behavior theorists, such as Abraham Maslow and Kurt Lewin.

4 EXPLORATORY RESEARCH IS UNDERWAY

Revising management education requires exploratory research that includes the attitudes of business education stakeholders. The larger multi-phase study will include the viewpoints of management faculty, students, and senior leaders/employers. The range of research questions will explore the interest, process, and potential benefit of integrating coaching skills, theories, and knowledge into management education. Business educators must face the reality that more organizations are hiring coaches to help onboard leaders and to support rising talent. More senior leaders are being trained to coach others within organizations. Yet, the coaching profession has been ignored, with only minimal reference to it within the traditional Organizational Behavior course.

In *this* paper (part II) the insights gained from a primary stakeholder of business education, is reported. The subjects for this study are ***senior leaders*** willing to share their experience and expectations of business education as pertains to executive and leadership coaching. This research will inform business faculty on how its influence over future leaders, can remain relevant.

Subjects

Eleven senior leaders were interviewed: 18% - President level, 37% - Executive Vice President/Senior V.P. level, 18% - CIO/CFO level, and 27% - Vice President/AVP level. Of the eleven senior leaders, 18.2% were female and 81.8% were male. A diversity of industries was explored with healthcare being the largest. The industries include: 27.2% Healthcare; 18.2% Financial industry; 9.1% Marketing; 9.1% Movie industry; 9.1% Real-estate; 9.1% Education; 9.1% Human Services; 9.1% Technology.

Research Methods and Results

The IRB-approved protocol was followed. In-depth interviews were used to capture the experience, insights, viewpoints, and opinions of the subjects. The protocol for a semi-structured interview was followed, which allowed the researcher to probe the subject's answers, while still maintaining the interview structure. The schedule of questions inquired as to each subject's experience with coaching, familiarity with the coaching process as compared to mentoring, consulting, and therapy. Inquiry was made into organizational culture as relates to coaching, and the subject's expectation of business educators in preparing our students to become their employees. The interviews were recorded and transcribed without any subject identifiers being captured. The original recording was destroyed as soon as the transcript was created. Content analysis was used to mine the data points from the transcribed interviews. An iterative process was used to reduce the data and allow the themes to emerge.

A total of **138** data points were drawn from the eleven transcripts. These data points were reduced in an iterative process. Fifteen (15) themes emerged that are being presented under three umbrella concepts, which are: (1) executive leadership coaching within organizations, (2) expectations of business graduates after being hired, and (3) expectations of business educators in preparing graduate to be workplace successful.

Executive Leadership Coaching within Organizations

Gaining access to the thinking of senior leaders, is a valuable source of knowledge for business educators. A total of **61** datapoints drawn from the eleven leaders' interview transcripts, were reduced, allowing seven (7) themes to emerge. These themes collectively tell a story. They reveal how executive and leadership coaching has become a valued tool to influence the development of leaders. These results reveal some of the internal challenges that business leaders must navigate, such as hiring internal vs. external coaches and justifying the investment. The recommitment of senior leaders to the softer skills that elevate communications, active listening, collaborating, and thoughtful decision-making, was revealed. An intimate insight into the inner workings of leadership development and the behaviors that senior leaders value in their rising leaders, was revealed.

Leaders are Exposed to Executive Coaching in Different Ways

The interviewed senior leaders who had been exposed to executive coaching first experienced it in the workplace. Many of the leaders were exposed to coaching either as a recipient, being selected as high-potential talent; or as an observer of others in the organization receiving coaching. For some, coaching was part of the day-to-day communications with other workplace colleagues or in the activity of managing interns. It was not always clear to the senior leaders as to how executive coaching *fit* into the workplace landscape; was it positive *or* negative that a person was given an executive coach? Relevant to this research is that coaching was not part of these leaders' college education. Select data points that illustrate this theme include:

✓ *"I was introduced to leadership coaching through advances in my corporate experiences at work.*
✓ *"Learned that it was a formal process that companies use to invest in people they are looking to grow and to advance."*
✓ *"... 40 years ago, I was skeptical. I'm not skeptical anymore; coaching is so common and it's so important."*
✓ *"...we are coaching at all levels ... we carve out five-minutes in our support meeting to talk about personal development, professional development, and use that time for some type of coaching."*
✓ *"The first time I learned that my CEO had a coach, I was shocked. I loved our CEO. It was a shock that someone who was already a CEO, who I look at as a person that knows everything, was getting a coach."*

Shift in Coaching from Being Perceived as Remediation

A theme emerged that coaching has made a shift *away from* a form of remediation. It is now positioned as a valued gift to those rising leaders that are showing the most potential. Coaching is also used to help a valued leader to transition or onboard so that the leader is able to *fit* into the new or current organizational culture. In the past, a senior leader who was getting close to a cliff may be given a coach to pull him back from the ledge and prevent him from failing. For some, the perception of that role for coaching, still exists. A senior leader may resist being given an executive coach because of the perception that coaching is a sign that you are *not* on track. The realization is becoming more common that executive and leadership coaching is a meaningful investment to those senior leaders who are most valued by the organization. It is now a tool to accelerate the development of rising and high-potential leaders so that they are ready for promotion, more quickly. Also, a valued leader who has a set of skills that are essential for organizational success, may be given a coach to *round out* the skills that are less developed. Coaching is also often used to upskill a newly promoted or hired senior leader. Often coaching engagements focus on the softer skills, such as communication and executive presence. Select data points that illustrate this theme include:

✓ *"Coming into a company at a very senior level, you can't really trust anyone; I didn't have the friends I had at my prior company. And so, it was super helpful."*
✓ *"Coaching has evolved. Now companies bring in executive coaches for high potential executives, not because they're going to derail, but much like coaches for Tiger Woods and Serena Williams. You have a coach to help you be better."*
✓ *I love the transformation. Companies used to use coaching as a remedial tool, now you give to help your highest potential executives, so they achieved their full potential."*
✓ *"Look at the people that are receiving coaching; they are perceived as the most important people in the company."*
✓ *"When I worked as a C-suite executive, there was a lot of bullying in the company. When I went to the CEO about it, he asked me, 'would it be helpful to have a coach to help you deal with this?' He should have said, 'I'll change the culture'."*

Senior Leaders Align Coaching with Mentoring

The coaching profession makes clear that coaching is *not* mentoring, *not* therapy, and *not* consulting. The International Coaching Federation defines coaching as a partnership between the coach and coachee "in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity, and leadership." (International Coaching Federation Website, 2021). When exploring how the senior leaders perceived the process and concept of coaching, its alignment with *mentoring* revealed a near full overlap. Mentoring requires that the coach has previously walked *similar steps* that the coachee is now needing to navigate, and therefore can provide mentoring. This is in conflict with the purist view of coaching. The senior leaders also suggested that consulting aligns with their view of coaching, which is when the coachee is clearly advised on the right path to take. And finally, it was peripherally suggested that coaching can bleed a bit into therapy, which the coaching profession strongly stands against. In summary, the senior leaders align coaching most closely with mentoring with some seeing a broader overlap with consulting and even a little therapy. Select data points that illustrate this theme include:

✓ *"Coaching gives guidance based on experience that someone else has."*
✓ *"It's everything, especially mentoring and some therapy".*
✓ *"Isolating coaching to one category is a loss. We should take a holistic view at how to help a business professional."*
✓ *"It's hard to imagine coaching without mentoring"*
✓ *"Coaching should be integrated with mentoring. Someone should have background in the field that you work with.*

External vs. Internal Organizational Coaches

Insight on the benefits and/or challenges of hiring either external or internal coaches to support leadership talent revealed the various factors that CHROs must consider. "**Internal** *coaches will reiterate*" and reinforce the current culture, yet this is "*wrought with bias*." Hiring an external leadership coach will bring an "*external view*". An internal coach may encourage a "*herd mentality*," which may be lessened by hiring an external coach, who will allow the coachee-leader to broaden the path of exploration and insight. On the other hand, an **external** coach is unable to help the coachee "*figure out how to get through the conflict; an external coach is not going to help you figure out how to fight for resources for your project over your counterpart, and how to handle tension.*" This theme emerged without any clear direction or preference. It is a valuable theme as business educators should understand the different market paths for its students. Select data points that illustrate this theme include:

✓ *"Every company has a culture. Internal coaches will reiterate that culture, 'this is how you do it, based on our culture'."*
✓ *"My hesitation exclusively having internal coaches is that this it's wrought with bias."*
✓ *"It is important to have an external view OR you end up with herd mentality; everyone's kind of doing the same thing,"*

A Coaching Culture is Desired, but it is Unclear How it is Defined

The literature around the future of the workplace suggests that a *coaching culture* can elevate an organization's performance and optimize employee' talent. Inquiry surrounding the senior leaders' experience with and in a coaching culture revealed a range of viewpoints. A unified viewpoint did not emerge. It was clear that working in a coaching culture is desirable, but there was no clarity as to how a coaching culture is defined. An insight that emerged is that students need to be aware of coaching and its focus on interpersonal relationships in the workplace. This facet of a coaching culture is essential. The command-and-control

culture is fading; influence is power. Senior leaders expressed that listening, communicating, collaborating, gaining insight, spending time with people to know them, and to become known, all contributed to developing and maintaining a coaching culture in the workplace. Select data points that illustrate this theme include:

✓ *"A coaching culture will steer professionals that the company deems as high potential, in the right direction."*
✓ *"I was taught that you coach salespeople; based on how they take your coaching, you spend more or less time with them."*
✓ *"Some people really want to be coached and take the guidance; they grew and make a lot of money. The people that didn't do what the coaching session suggested, fizzled out. So yeah, I was brought into a coaching culture."*
✓ *"As a President, I surrounded myself with people that were as knowledgeable as me, if not more. They were my coaches."*

Measuring the Benefits of Coaching
Business professionals are inculcated to seek the return on an investment and to understand that what gets measured gets done. A theme that emerged is how to define the payback on a company's investment for an executive coach for a new, rising, transitioning, or sitting leader. The theme that emerged is that a direct link between the investment and the return is unrealistic. As one leader stated, "*coaching requires patience*." A low-level anxiety of coach expense justification exists. The sponsoring executive must be able to answer to the higher-ups that the coaching engagement *did* lead to observable change that serves, or will serve, the organization. This list reflects a range of the desired outcomes for a workplace coaching engagement:

o Coaching to a milestone (e.g., presentation, promotion)
o Defining and observing the desired behaviors in the coachee/leader
o Increased awareness; seeing the world differently
o Broadening the intentional awareness of how the coachee sits amongst his or her peers
o Accurate empathy, which is being able to stand in another's shoes and then consider what that person needs from you
o Defining success and then setting criteria to compare and measure progress toward the defined success
o The leader's development of an open mind.

Developing soft skills is woven into the fabric of the desired outcomes for executive coaching. There was an awareness that coaching should *not* be a forever crutch, but a transformational relationship that allows the business professional to shift and elevate. Teaching a rising leader to "*leave time for unexpected insights to develop*" is an outcome of coaching that serves the organization with effective decision-making. The nature of the sport alignment with coaching has allowed coaching to become more accepted and to thrive. One senior leader suggested that a person needs a different coach to build different skills, just as "*Derek Jeter has a strength coach, an agility coach, and a psychologist*." Select data points that illustrate this theme include:

✓ *"After the engagement, how do you know the change happened, without a baseline? How do you know if the coaching prevented a bad behavior? ... be intentional about the value you're going to get and the amount of investment you make."*
✓ *"Defining what success will be, and then have criteria to measure how you're doing against it."*
✓ *"It's a thought process. Coaching is helping someone to think, to get the best possible outcome."*
✓ *"Encourage them to be open minded and listen, be receptive. ...you learn a lot by listening."*
✓ *"Have a mindset to be able to work together and have open dialogue."*

Coaching Resources Dedicated to Support Diversity, Equity, and Inclusion
How an organization distributes resources sends a message of what the organization values and supports. A theme that emerged is that an organization's commitment to diversity, equity, and inclusion will be demonstrated by who is selected to receive the benefits of leadership coaching. Hiring an external coach is expensive but can make a significant difference in the career trajectory of the coachee. It was suggested that there is "*not enough focus on diversity, equity, and inclusion in coaching and the equitable distribution of coaches*." The coach does not need to be diverse but must be "*equipped for the nuances of bias*" in the workplace. It was suggested that the next frontier of addressing DEI will be the support of leadership at the highest levels of the organization, not just at the entry or middle-level. It was suggested that "*coaches have to be ready for that*." It was suggested that senior leaders are "*not looking at the country it serves*" with an eye toward DEI.

Expectations of Business Graduates After Being Hired
These emerging themes shift us from the intimate insider view of coaching *within* the organization to an external view of what a graduate could expect as he or she transitions from student to employee. These insights are valuable as they emerged from the probing of answers provided to other questions that were not directly seeking this information. The gift of insight is valuable to business educators who may serve as student advisors and mentors. A total of **43** datapoints drawn from the eleven leaders' interview transcripts, were further reduced, allowing three themes to emerge.

Who Will Get the Job?
Senior leaders expect that candidates have business skills and foundational knowledge, but that did not emerge as the criteria or characteristics that will allow one candidate to be selected for hire, over another. The transcript and resume should clearly communicate the candidate's achievements both in college and in work history, so these boxes can the 'checked.' The candidate should know that in the interview, the senior leaders are looking for the traits that will allow the candidate to integrate, thrive, and rise within the organization. Senior leaders desire new hires to be coachable. A candidate must find the path to demonstrate

that he or she is team-oriented, hard-working, desirous to get involved, and willing to fit into the culture of the organization. This is the challenge! The official interview questions may not provide the candidate a sufficient runway to make this clear to the hiring committee. The candidate must set an intentional desired outcome for the interview to make these traits observable. Select data points that illustrate this theme include:

✓ *"Well, for one, they have to be coachable."*
✓ *"Undergrads are pretty much a commodity these days. But it's about the person; if they are not coachable, that's hard."*
✓ *"Give me an employee who is team oriented, hardworking, empathetic, and focused, and I can train them to do anything."*
✓ *"I want my new hire to be enthusiastic, motivated, want to make a difference, want to be on a team, and to get involved."*
✓ *"I ask myself if this person can fit into my organization."*

Expectations of Young Leaders as They Develop and Rise in the Organization

Once the candidate is hired, senior leaders are immediately assessing the individual for current and future challenges and opportunities. Pulling the curtain back, we gain insight into the non-published expectations for these new hires as they seek to rise in the organization. Similar to the expectations to be *hired*, there was no explicit demand for technical skills. Rather, the focus was on behaviors that will lead to meaningful and purposive interpersonal interactions. The desired outcome is to serve the best interest of the organization. A quality that was expressed as expected for rising leaders is "*self-awareness*." The rising leader must have a maturity as to self-understanding. One senior leader shared that many young rising leaders, *"do not know who they are… they did not have a real sense of their skills*." Rising leaders also need to "*be able to dissent*." It was suggested that young rising leaders are afraid to disagree. Rather they need to learn **how** to disagree, by supporting their positions, and "*saying it in a professional manner*." Other desired traits was the ability to *empathize, actively listen, and actively receive, accept and integrate critical feedback*. Another major expectation is being a "*hard worker*." Young and rising leaders need to work harder than more experienced leaders to achieve the same outcomes. Understanding this dynamic is lost on some and can be detrimental to moving forward. Select data points that illustrate this theme include:

✓ *"Be able to dissent. I find that so many people in the business world are afraid to dissent because their focus is on the wrong thing. They worry, 'if I don't agree, then how am I going to be perceived.' People need to be coached to disagree, but then you need to be able to support why and say it in a professional manner."*
✓ *"Not only listening to advice, but also evaluating the advice, so that the person performs better."*
✓ *"...willingness to accept insight and guidance and to evaluate it against what they know about themselves."*
✓ *"Be coachable in ways that will improve performance."*
✓ *"Listening is not always hearing; you have to really concentrate to understand. Paying attention is very important",*
✓ *"I look for is someone who has a vision and has a plan on how they can support our agency and our mission"*
✓ *"They must work more. They need to learn how to accomplish what an experienced person can accomplish in less time."*

Expectations of Rising Leaders as They Begin to Lead Others

A theme emerged relating to the expectations of rising leaders as they begin to *lead others*. The natural progression for the employee is to assume higher levels of responsibility, which may include leading others. This led to insights about the one-on-one interactions between supervisor and subordinate. Two veins appeared in the data. **One path** revealed a tough-love vibe that is practical and clear that the employee relationship is economic in nature. The employee is being hired for a job, and the explicit exchange of salary for results, should not be minimized. At times there is a harshness to these leader comments as they describe supervisory roles. For example, it was suggested that "it's not up to anyone else to unstuck you; you have to unstuck yourself." Similarly, it was expressed that a person is *expected* to do a great job. "*we're not going to pay you extra or promote you, because you're doing a great job… you've got to go that next level.*" "*Handholding*" or needing to be "*told what to do*", described negative attributes. The **other path** revealed a coaching vibe that expected our rising leader to offer support and encouragement. For example, it was suggested that "*a genuine interest in helping people do what they are trying to do*" be demonstrated. Another leader stated, "*I expect high levels of tolerance and acceptance*." And another leader advised that the new supervisor "*respect other people; keep an open mind, and then people will trust you*." A coaching practice was expected to be part of the leadership role. The use of powerful questioning to inspire subordinate development emerged in the data suggesting that "*the best coaches are the best questioners [and that] open ended questions can get them whatever they want.*" Furthermore, a senior leader shared that "i*t is an eye-opening experience when somebody asks you a question that really makes you think. We don't take enough time to really allow our brains to explore solutions on our own.*" These insights offer evidence that coaching skills and practice could benefit graduate students who wish to pursue leadership careers. The ability to ***communicate*** is the primary skill of rising leaders as they begin to lead others. Additional data points illustrate this theme:

✓ *"They must take the initiative without the hand holding and the constant reassurance that they're doing the right thing."*
✓ *"Be able to take criticism … It's not an attack, it's nothing negative. It doesn't mean you're getting fired."*
✓ *"A good coach, coaches someone to be able to do what they want to do better, not forcing their own position on to them.*
✓ *"Coaching is not pushing; coaching is helping somebody accomplish what they want to accomplish."*
✓ *"Encourage them to be open minded and to listen, be receptive. You learn a lot by listening."*
✓ *"I think that they should be prepared and open to learning and adapting."*
✓ *"...may not come up with the right solution at first, but brainstorm, take that initiative, and move the project forward"*
✓ *"How do you communicate a plan to the team? What's in your head? How do you communicate in a clear, succinct way?"*

Expectations of Business Educators in Preparing Graduates to be Workplace Successful

The role of business educators is to understand the profession that the discipline serves, develop the curriculum that aligns with that profession's history and body of knowledge, establish a sequence, and set of delivery methods, that allow the students to systematically acquire a worthy depth of discipline-related knowledge, and to prepare the student with skills and a disposition that will allow him or her to enter into the world of business. The closer we get to understanding what the marketplace leaders need and desire from our students, the more relevant our roles as educators will become. A total of **34** datapoints drawn from the eleven leaders' interview transcripts, were reduced, allowing five themes to emerge. Four of the themes collectively paint a picture of what business educators need to do to prepare students, *beyond* knowledge acquisition. They are (1) weakening student entitlement, (2) managing student expectations, (3) raising the need to gain real-world working experience, and (4) acquiring skills that allow knowledge to be applied. The fifth theme provides business educators direction as to how business education should *integrate* coaching skills and knowledge into the curriculum.

Weakening Student Entitlement

There is nothing that will more easily alienate the mentorship of a senior leader than entitlement from an individual who has yet to earn it. A plausible theory is that senior leaders believe that the entitlement is planted and nurtured during the college journey. An inflated sense of entitlement for recognition for moderate work products, needs to be severely dampened. An entitled behavior can cause a young leader damage to his or her fledgling career. Select data points that illustrate this theme include:

✓ *"I find a lot of people right out of college feel entitled that they should climb the ladder quicker than other people.*
✓ *"So, you were at the top of your class, well, you know what? even if you graduated from an Ivy, you're starting lower than you think."*

Managing Student Expectations

Dampening entitlement is tightly tied to managing expectations. Professors with real-world corporate experience are best prepared, and more credible, to clarify expectations. The senior leaders were very clear that young and developing leaders need to sit in many chairs and win many battles, before being elevated. Expecting rapid promotions may be a symptom of a college culture where praise is given to readily. The senior leaders are expecting faculty to set higher standards, forcing students to lift a heavier load before feeling success. Select data points that illustrate this theme include:

✓ *"...you're just out of college, like whoa! You're going to crush the world. But then you enter reality and see what you're worth. There is a disconnect. Manage their expectations about their worth."*
✓ *"...what they bring to contribute to the organization, right out of college, is not as valuable as they think."*
✓ *"There's an impatience in college grads. After six months they are ready to move on. Manage their expectations!"*

Gaining Real-world Experience

Senior leaders expect new employees to hit the ground running. These seasoned leaders know that *experience*, as compared to education, can be the better teacher. One leader shared her preference of a candidate with a 2-year degree coupled with strong job experience, *over* a 4-year degree with no experience. The experience can be gained from professional work assignments as well as integrated into the student learning journey. The senior leaders provided examples that would develop students. Examples include creating teams and then observing student-leader behavior when faced with challenges. Also, it was suggested that forced failure be built into the classroom. Having student face failure is a source of powerful learning. The senior leaders valued having faculty who had corporate careers *before* teaching. Select data points illustrate this theme:

✓ *"Create situation where the xx hits the fan, and the game is over; the students get punched in the face with a bad situation. How do they react? Then the students must reflect. Perhaps they will see where they got ahead of themselves, or become overly emotional, or took things too personal."*
✓ *"I had professors with significant business experience and were able to talk about their professional experiences"*
✓ *"Create team environments that need to get things done, including winning and losing and dealing with failure..."*
✓ *"Observe students inside group projects. Find out who steps up to lead, observe who can coach, see who can make decisions, and who is able to influence others. That's really the value of group projects."*

Acquiring and Using Skills

College provides students with foundational knowledge related to the discipline, but the senior leaders expect their new hires to have learned how to *apply* that gained knowledge. This translated into students acquiring skills that allow knowledge to be transformed into solutions. Social skills also emerged as expected from graduates. The ability to speak with ease and with maturity, emerged as a sub-theme. The soft skills were consistently cited as necessary for workplace success. Students need to know how to work in teams, show empathy, and demonstrate emotional intelligence. Select data points illustrate this theme:

✓ *"Help students build an appropriate talk track. They talk about what they did in college; but they may be talking to a 45-year-old executive who does not want to talk about college. Their talk-track needs to be monitored and improved."*
✓ *"Students need to learn how to talk in groups. There was a recent hire who is constantly talking about her own interests. Nobody cares how much you know, until they know how much you care."*
✓ *"Have curriculum focus on measuring and advancing soft skills"*

Coaching Skills, Knowledge, and Practice Should Be Integrated into Business Education
The senior leaders recognized the value of coaching as both a skill and a disposition. When considering what these senior leaders expect from business educators in developing their next generation of leaders, coaching *needs* to be part of the recipe. These leaders were generous with their suggestions as to how coaching skills could be practiced during the college years. Some recommended a course or a concentration, but also recommended coaching be integrated into the classroom as with peer-to-peer evaluations. They also recommended that students learn how to ask powerful questions with the intent of inspiring insight.

The senior leaders often referred to an athlete's development and compared it to the trajectory of a rising leader. Leaders want their new employees to be comfortable with coaching and be willing to be coached. Transformational leadership was also cited and compared to coaching in the workplace. Select data points serve as clear illustration of this theme:
- ✓ *"Coaching can be aligned with sports. An athlete in high school is getting skills on how to play baseball, swing the bat, and run the bases. They get a scholarship and to the major leagues. The coach does not have to teach them how to run the bases, that's already understood. The coach can focus on raising the athlete to the next level."*
- ✓ *"Teach students coaching skills. If you're looking for information, ask the right questions that allow for expansion; 'tell me more?' They should create an inquisitive thirst for information, so they help someone without being too aggressive."*
- ✓ *"The formal educational process should include a coaching component so that the students are aware of the value of coaching. Gaining that coaching knowledge is less for their own development, but for when they are in a leadership role."*
- ✓ *"...have a formal coaching curriculum so that students within a business program can learn early in their academic career, the concepts of coaching, and how they could be applied"*

5 CONCLUSION AND NEXT STEPS
The profession of executive and leadership coaching has entered into the world of business and is influencing the development of new, rising, transitioning, and senior leaders. *Business education* is the traditional pathway that prepares and transitions individuals who wish to enter into the world of business. A transformational mindset is needed to ensure that business educators are aware of what is needed and desired in the marketplace so that there is no gap in the preparation for these rising professionals. This must be an active process, rather than passive. As the executive and leadership coaching profession has grown, there appears to be only minimal evidence that business education has been updating its curriculum and learning outcomes to incorporate what is expected. This research is exploring this pathway. Three super-ordinate steppingstones have emerged from this research: This includes an intimate look at executive leadership coaching within organizations from a senior leader's viewpoint, what a senior leader may expect of business graduates after being hired, and what do senior leaders expect from business educators in preparing these graduates for the demands of the workplace so that they are positioned for success.

In the past, executive coaching was perceived as remediation for a senior leader who may be getting too close to the cliff and needed to be rescued. This perception is fading as the most valued leaders are welcoming the partnership of an executive coach. It was made clear that senior leaders view coaching as an extension of mentoring, though the coaching profession suggests otherwise. The decision to staff internal coaches vs. hiring external coaches speak to culture (reinforcing it with an internal coach) vs. breakthrough thinking (seeing the broader pathway which an external coach may inspire). The concept of a coaching culture within the organization was raised but needs time to mature. The dilemma of measuring the coaching ROI benefits is a challenge that will not be easily resolved. And finally, the linkage of the coaching resource and its support of an organization's DEI initiatives found its way on to the radar of this research.

The research *shifted* from an internal POV of coaching within the organization, toward the expectations of newly hired business graduates. The journey begins with the hiring decision. Insight was gain on what differentiates one candidate from another. Senior leaders desire new hires to be *coachable*, team-spirted, hard-working, and willing to fit into the culture of the organization. After being hired, leaders will focus on behaviors that allow for meaningful and purposive interpersonal interactions. Self-awareness, empathy, self-understanding, the ability to disagree, and the willingness to be coached, are expected of the rising leader. And ultimately, if successful, the rising leader will lead others with confidence and skill.

This leads to our research goal of understanding what business educators can do to prepare graduates for success in the workplace. Senior leaders expect that faculty will lessen student entitlement, manage their expectations, and help them gain both skill and experience. The integration of coaching skills, knowledge, and disposition emerged as a needed component in business education.

The next step in this research plan is to explore and gain insight from those who will educate and influence our future leaders. Part III of this series will report on the insights of *management faculty* as relates to the integration of coaching skills, knowledge, and disposition, into business education.

6 ACKNOWLEDGEMENTS

7 REFERENCES

Provided upon request.