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

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ABSTRACT

This paper continues the multi-phase exploration of management education, the growing profession of executive coaching, and its value to workplace preparation. It is the third in a series of five papers dedicated to this exploration. Part III summarizes the knowledge presented in both Part I and Part II. Part I included a literature review and discussion as to who defines premier business education, the growing profession of executive coaching, and higher education's responsibility to relevant workforce preparation. It set the stage for the multi-phase research plan focused on three sets of stakeholders: senior leaders/employers, business faculty, and MBA graduates. Part II reported insights from eleven in-depth interviews with senior leader as the future employers of our business graduates. It revealed what employers expect of business educators, as they prepare students to become their future leaders. **Part III** reports on the insights of eleven business faculty as relates to their role as the gatekeepers of business curriculum and student learning outcomes. Without the faculty, the integration of coaching skills, knowledge, and disposition into business education, will not be successful. 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?*

Keywords: Pedagogy, Coaching, Leadership, Manager Development.

INTRODUCTION TO THIS MULTI-PAPER SERIES OF SCHOLARLY PAPERS

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. The discipline of coaching lives outside of the traditional business curriculum; at the most, it lives at its fringe. Yet, the skills and knowledge of coaching can serve senior leaders as they face their daily challenges. Coaching aligns with, and supports, participative leadership and empowerment. It serves leaders as they gain insights on their own thinking; it also serves them as they learn how to motivate and empower their followers. (DiGirolamo & Tkach, 2020; DiGirolamo & Tkach, 2019). The profession of executive coaching has expanded. Executive coaches guide and support valued talent to rise-up and be ready for the leadership opportunities that require self-awareness and thought-leadership. Yet, these leaders were not introduced to coaching as a legitimate management practice within their business curriculum and education (Filipkowski, Heverin, Ruth, 2019; Jamison, 2018).

As scholars and educators, we must explore whether coaching knowledge and skills should be actively integrated into the program-level learning outcomes for graduate business education? Currently, training for coach practitioners and internal executive coaches emerges from external organizations, rather than from the universities and colleges. Are business schools lagging behind this shift in leadership preparation?

WHY THIS RESEARCH IS IMPORTANT—REVIEW OF PART I (For full paper, see Mackenzie-Ruppel, 2021)

The Relevance of Higher Education to Student Success. 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. At the 2020 Northeast Business & Economics Association Conference, the influencing factors on higher education under-performance *prior to the 2020 Pandemic*, were presented (Mackenzie-Ruppel, 2020). They included Public Doubt and the questionable confidence that existed in the value of a college education. The student debt crisis

and the high cost of college led students and parents to demand tangible economic outcomes for the investment (The Trends Report, 2019, CHE).

Premier Workforce Preparation. Though business schools should take the lead as the premier source of business education, there is a threat of professional organizations becoming the ‘*go-to*’ educational providers, as is the case with *executive coaching*. Also, the Mega-university offers a degree at a low cost with high convenience that allows students to earn the degree with ease and focus on industry certifications to prepare them for the workplace (Mackenzie-Ruppel, 2020).

Business Education Defined. There is *no* universal set of requirements that define *good* education for a discipline. Education oversight emerges from four viewpoints: (1) state government holds the authority to permit an institution to grant a degree (Program Registration, 2020), (2) academic disciplines and their voluntary national associations, (3) educational institutions and their regional and national associations, and (4) the federal government with its reach from the Department of Education with funding for students and colleges with regional accreditation (Harclerod, 1980, Hegji, 2018, Harclerod & Eaton, 2005).

Business Education Accreditation. The Association to Advance Collegiate Schools of Business (AACSB) connects educators, students, and business so these stakeholders can develop the curriculum for the next generation of leaders; yet there is no explicit clarity on curriculum *content*. Recently, there has been an intentional move away from a model or prescribed curriculum, leaving the institutions to make their own decisions as to the content of their business curriculum (AACSB, 2021, 2013, p. 35-36).

Executive Coaching is Launched as an Industry. In 1995 Thomas Leonard started a non-profit called the International Coach Federation (ICF). His purpose was to support fellow coaches with an organization focused on coaching and research. He advanced the coaching profession by setting high standards, providing independent certification, and building a worldwide network of trained coaching professionals (ICF 2021; International Coaching Federation, 2020: International Coaching Federation Website). Additional professional and international coaching organizations that have strengthened the profession 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 Growing Profession of Executive Coaching. Managers, leaders, human resource professionals, and talent-development professionals are using coaching skills and knowledge in their daily workplace interactions. A 2019 study described the range of coaching modalities and competences being used. The coaching continuum includes five categories: (1) Managers and leaders, (2) Human Resource and Talent development professionals, (3) individuals who work as *both* internal and external coach practitioners, (4) internal coach practitioners, and (5) external coach practitioners. Relevant to this study is that 99% of the responding coach practitioners completed coach-specific training. 85% of the training was accredited or approved by a professional coaching organization (e.g., ICF), yet only 10% of the training was university-based (International Coaching Federation, 2020).

Organizational Development. The intersection of managing, leading, and coaching supports the development of a coaching culture, which links to coaching and employee engagement, training and professional development for leaders and managers to learn coaching skills and leadership development for new managers and for millennials, as well as coaching to manage change. Increasingly, organizations plan 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%). The characteristics of high-performing organizations were correlated with organizations reporting a strong coaching culture, including high-performer retention (Filipkowski, Heverin, Ruth, 2019).

The Theoretical Foundation for the Coaching Profession. The ICF defines coaching as *partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential* (International Coaching Federation website, 2021), separate from mentoring, consulting, and therapy. The coach uses questioning to discover, clarify, and align with what the coachee wants to achieve. The coach encourages self-discovery, so that the coachee can generate solutions and strategies that move forward the coachee’s agenda forward (Filipkowski, Heverin, Ruth, 2019, p. 5). The theoretical foundation for coaching builds on a rich history of self-help philosophers from the 1800s and early 1900s focused on positive thinking for mental gain. Collectively the emphasis was on self-reliance. Humanistic Psychology (1950s) led to understanding human drive and seeing the individual as good with a holistic view of raising human potential. Abraham Maslow was considered breakthrough in the field of human potential. Kurt Lewin’s work on Group Dynamics helped individuals explore what happens inside groups. (Maslow, 1968; Wildflower, 2013). Mace and Mahler introduced managers to coaching skills by the 1970s and it began to take hold in the business world. Managerial coaching optimizes potential in a style of participative management and leadership, rather than an autocratic or directive style of management (DiGirolamo & Tkach, 2019).

Why Executive Coaching is Valued in Organizations. More organizations are hiring executive coaches to help onboard senior leaders, to remove barriers so that talented leaders are able to move up, and to optimize leaders' abilities and influence by removing limiting thoughts. More senior leaders are being trained to coach others within the organization. The ability to increase human potential through partnering with a coachee to change the way he or she thinks, is gaining recognition in organizational life. Yet, we allow the discipline of coaching to live outside of the traditional business curriculum? Why are coaching skills not being actively taught to our business students at a foundation level when they are undergraduates and at an advanced level within graduate school? Coaching directly aligns with and supports participative leadership and empowerment. It serves leaders and managers as they gain insights on their own thinking; it also serves leaders as they learn how to motivate and empower their followers.

INSIGHTS OF SENIOR LEADERS—REVIEW OF PART II (For full paper, see Mackenzie-Ruppel, 2022)

The insights gained from a primary stakeholder of business education was reported in PART II. The subjects for this study were *senior leaders* willing to share their experience and expectations of business education as pertains to executive and leadership coaching. The subjects included eleven senior leaders: 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 representative with the Healthcare industry being the largest. The Part II paper provided details as to the research methods employed to gain the insights summarized here.

RESULTS

Fifteen (15) themes emerged from the research results and are presented under three umbrella concepts: (1) executive leadership coaching within organizations, (2) expectations of business graduates after being hired, and (3) expectations of business educators in preparing graduates to be workplace successful.

CONCEPT 1: Executive Leadership Coaching within Organizations. Seven themes revealed how executive coaching has become a valued tool for leader development. An intimate insight into the inner workings of leadership development was revealed.

Theme 1 - Leaders are exposed to executive coaching in different ways. 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?

Theme 2 - Shift in coaching from being perceived as remediation. Coaching has made a shift *away* from being perceived as a form of remediation. It is now viewed as a valued gift to those leaders projecting the most potential. Coaching is also used to help a valued leader to transition or onboard to *fit* into the new or current organizational culture. Coaching is also often used to upskill a newly promoted or hired senior leader. 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.

Theme 3 - Senior leaders align coaching with mentoring. When exploring how the senior leaders perceived the process and concept of coaching, its alignment with *mentoring* revealed a near full overlap. Mentoring expects that the coach has previously walked *similar steps* that the coachee is now needing to navigate, and therefore can provide guidance. In summary, the senior leaders align coaching most closely with mentoring with some seeing a broader overlap with consulting and even a little therapy.

Theme 4 - 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 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*", yet an external coach is unable to help the coachee "*figure out how to fight for resources for your project ... and how to handle tension.*"

Theme 5 - A coaching culture is desired, but it is unclear how it is defined. It was clear that working in a coaching culture is desirable, but there was no clarity as to how a coaching culture is defined. 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.

Theme 6 - Measuring the benefits of coaching. How to define the payback on a company's investment for an executive coach for a new, rising, transitioning, or sitting leader, is unclear. A direct link between the investment and the return is unrealistic. As one leader stated, "*coaching requires patience.*"

Theme 7 - Coaching resources dedicated to support diversity, equity, and inclusion. An organization's commitment to diversity, equity, and inclusion is demonstrated by who is selected to receive the benefits of leadership coaching, which can make a significant difference in the career trajectory of the coachee.

CONCEPT 2: Expectations of Business Graduates After Being Hired. Three themes shift us from an 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.

Theme 1 - Who will get the job? Senior leaders are seeking the traits that will allow the candidate to integrate, thrive, and rise within the organization. Senior leaders desire new hires to be coachable, to demonstrate that they are team-oriented, hard-working, desirous to get involved, and willing to fit in.

Theme 2 - Expectations of young leaders as they develop and rise in the organization. Senior leaders are immediately assessing a new hire for current and future challenges and opportunities. An expected quality of rising leaders is "*self-awareness.*" Rising leaders also need to "*be able to dissent.*" They need to learn how to disagree, by supporting their positions, and "*saying it in a professional manner.*" Other desired traits include the ability to *empathize, actively listen, and actively receive and integrate feedback.*

Theme 3 - Expectations of rising leaders as they begin to lead others. The natural progression for the employee is to lead others. This led to insights about the one-on-one interactions between supervisor and subordinate. *One* path revealed 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. The *other* path revealed a coaching vibe that expected our rising leader to offer support and encouragement. It was suggested that "*a genuine interest in helping people do what they are trying to do*" be demonstrated. The use of powerful questioning to inspire subordinate development emerged in the data as valued.

CONCEPT 3 - Expectations of Educators in Preparing Graduates to be Workplace Successful. Five themes emerged that 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 experience, and (4) acquiring skills that allow knowledge to be applied, and (5) *how* business education should *integrate* coaching skills and knowledge into the curriculum.

Theme 1 - Weakening student entitlement. Entitlement from an individual who has yet to earn it will alienate support from a senior leader. Some senior leaders believe that the entitlement is 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.

Theme 2 - Managing student expectations. Dampening entitlement is tied to managing expectations. The senior leaders expect developing leaders 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. Senior leaders expect faculty to set higher standards, forcing students to lift a heavier load before feeling success.

Theme 3 - Gaining real-world experience. Senior know that *experience*, as compared to education, can be a powerful teacher. Experience can be gained from professional work assignments as well as integrated into the student learning journey. It was suggested that forced failure be built into the classroom experience.

Theme 4 - Acquiring and using skills. Senior leaders expect their new hires to have learned how to *apply* gained knowledge. The ability to speak with ease and maturity, emerged as a sub-theme. The soft skills were consistently cited as necessary for workplace success (e.g., E.Q, empathy, working in teams)

Theme 5 – Integrating coaching skills, knowledge, and practice into business Education. Senior leaders recognized the value of coaching as *both* a skill and a disposition. 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 integration into the classroom.

DISCUSSION of Part II Research Results

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.

Senior leaders desire new hires to be *coachable*, team-spirited, 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.

INSIGHTS OF BUSINESS FACULTY – PART III

The objective of this research agenda is to explore the growing profession of executive coaching and to determine if its body of knowledge, skills, and theories should be integrated into business education. This series of papers has provided the landscape of the profession, its theoretical foundation, and the insights of those who benefit from the preparation of business students: employers and their senior leaders. Those who hire business graduates expect our students to be prepared to work in a coaching culture, be coachable, and to be able to coach others. The insights gained from a primary stakeholder of business education, has led us to those who design and deliver this valuable education and professional preparation: Business faculty.

The intended outcome of this research will be generalizable knowledge related to whether Management and Leadership education needs to actively integrate into its program-level outcomes, the coaching knowledge, skills, and theories. The target audience of the final research results will be the business, management, and leadership scholars and academics who influence textbooks and curriculum within business schools. Business education must remain cutting edge. As we raise-up business education, we will better serve the world of business, both employers and future leaders.

Research Subjects for Part III

Eleven Business Faculty were interviewed from eleven different institutions of higher education. Of the eleven faculty: 45% were male, 55% were female; 45% held the academic rank as Full Professor and 55% held the rank of Associate Professor. The subject group reported a total of 223 years of college level teaching experience. The average teaching years of the eleven faculty members is over 20 years each with a range of 7 to 40 years. Even removing the outliers, the average teaching experience is 20 years.

All the faculty subjects worked within the management discipline, with many having an additional discipline, such as Accounting, Information Technology, Economics, Business Law, and Business Analytics. None of the faculty subjects are from the same college/university, so 11 institutions are represented. Of the 11 institutions, 9 of the 11 are in the state of New York, with 1 within a borough of the City of New York; 3 are located on Long Island, NY, and the remaining 5 being spread through the state of New York. The other 2 institution are located in NJ and KS.

Research Methods

In-depth interviews were used to capture the experience, insights, viewpoints, and opinions of the faculty subjects. The interviews followed the protocol for a semi-structured interview, which allowed the researcher to probe the subject's answers, while still maintaining the basic interview structure.

The interview schedule of questions inquired as to each faculty member's teaching focus and whether the faculty member's college had considered integrating coaching skills, knowledge, or practice into the curriculum. The professor's familiarity with the coaching process as compared to mentoring, consulting, and therapy was explored. What business educators can do to better prepare graduates to: contribute to a coaching culture, use coaching skills and knowledge in their development of others, and to be prepared to be coached as they rise through their careers, were explored. The professor's opinion was captured as to the

potential benefit and/or risk of integrating coaching skills, theories, and knowledge, into college-level business education, and what would be needed to accomplish the integration

The interviews were recorded and transcribed without any subject identifiers being captured (the IRB approved protocol was followed). The original recording was destroyed as soon as the transcript was created. The data was systematically collected and analyzed. Content analysis was used to collect the data points from the transcribed interviews. An iterative process was used to reduce the data and allow the themes and patterns to emerge. Grounded theory allowed patterns to form and the theories to be generated.

RESULTS

A total of 110 data points were systematically drawn from the eleven transcripts. These data points are verbatim sentences or sets of sentences. The data points were reduced in an iterative process to allow the themes to emerge. A total of eleven themes emerged that are being presented under two umbrella concepts, which are: (1) understanding coaching, and (2) the work of the faculty to deliver coaching skills and knowledge to students.

CONCEPT 1: Understanding Coaching

Many of the faculty had heard of coaching yet had a mixed level of acceptance and awareness. Some had no familiarity with coaching beyond what would align with coaches in the world of sport. As descriptors of what is *not* coaching were placed in front of the faculty, deeper insights and understanding emerged. The faculty started to align coaching with areas that made sense for them. A total of 25 datapoints drawn from the eleven leaders' interview transcripts, were reduced, allowing **five (5) themes** to emerge that reflect the faculty seeking to understand coaching.

Theme 1 – Faculty not aware of coaching as a professional business discipline. Though not a major theme within the results, it is still relevant to report that not everyone recognized that executive coaching exists in the world of business. For some, the lack of awareness did not prevent the faculty member from valuing its existence. Select data points that illustrate this theme include:

- ✓ *“Not that I'm aware of actual coaching.”*
- ✓ *“Not formally familiar with a coaching model, but I think that this is what you do as a good management teacher or instructor. I think that's some of that comes from trying to work your hardest for the students to achieve great things.”*

Theme 2 – Coaching brings to mind – sport. Though not a major theme it is relevant to faculty seeking and finding alignment with coaching as a business discipline. Initially some faculty had difficulty separating coaching from sports. Some suggested that the word coaching has no meaning in business curriculum beyond *“the athletic arena”*. One faculty shared his own mentor's reliance of influential athletic coaches' behaviors as examples to illuminate the difference between leading and managing. It was suggested that *“one way to think of coaching more directly resonates with the sporting context.”* One faculty member used the example of athletic coaching to express that the coach does *not* need to have been the greatest athlete to be successful as a coach. Select data points that illustrate this theme include:

- ✓ *“Coaching is not a word that has any meaning in our business curriculum. People are familiar with coaching in the athletic arena.”*
- ✓ *“My previous mentor was very passionate and would explain the difference between coaching and managing; he would always give us the examples of baseball managers and baseball coaches.”*
- ✓ *“I would use a sports analogy in that a coach does not necessarily to have been the best baseball player but can still coach another to be great.”*

Theme 3 – Coaching as compared to mentoring, consulting and therapy. The formal coaching profession makes clear that coaching is *neither* mentoring, therapy, nor consulting. When exploring how the business faculty perceived concept of coaching, there were *some* faculty that expressed *“surprise”* that mentorship was separate from coaching, suggesting that these concepts *‘get muddled together’* and that *“they are all connected.”* More often the faculty accepted the separation of these four concepts. This acceptance is in contrast to the senior leaders' perceptions; leaders more closely linked coaching and mentoring. Mentoring suggests that the coach has previously walked the same or similar steps that the coachee is now needing to navigate, and therefore can provide the meaningful guidance or mentorship. The faculty more easily grasped coaching as a discipline and set of skills that can help a coachee inspire and shift thinking. Select data points that illustrate this theme:

- ✓ *“We will need help to understand the difference among coaching, mentoring, and consulting. Those all get muddled together; what's the difference?”*
- ✓ *“Mentoring means somebody else is going to throw them a rope and pull them through the situation.”*
- ✓ *“was surprised when you said that they exist separately from each other because to me, they are all interconnected.”*

Theme 4 – Communications as a proxy discipline and skill. The faculty naturally linked communications skills with coaching skills. As the path for success is envisioned, an individual with well-developed active listening and speaking skills is *also* envisioned. A connection emerged that improving communication skills is a prerequisite for coaching skills. It is suggested that a coach requires “*reflective or active listening skills.*” Also, the student must minimize any predetermined idea and focus on “*asking the questions that get folks to thinking.*” A prime focus was on listening skills blended with critical thinking skills that would inform powerful questioning. Select data points that illustrate this theme include:

- ✓ “*We talk a lot about the importance of communications as a path for being successful in any organization.*”
- ✓ “*Before they can move forward with coaching others or being coached; active listening must be developed.... I think communication goes hand-in-hand with coaching.*”
- ✓ “*Develop listening skills in a business communication class, they need reflective or active listening skills. Learn to not have a predetermined idea in mind, mentoring but coaching, It sounds like you need to start asking the questions that get folks to thinking. Help them practice those skills.*”

Theme 5 – Curriculum needs to be reflective of what employers need. Faculty have a role in society as gatekeepers for their disciplines (e.g., humanities, sciences, or the professions). Unlike other disciplines, the professional world of business requires keeping a collective thumb on the pulse of what business leaders and employers need from their future employees. This theme reflects the bridge from the faculty seeking and gaining *understanding* of coaching to the next umbrella concept where the faculty work to *deliver* this knowledge and these skills to their students. Select data points that illustrate this theme:

- ✓ “*Making sure that those skills are what employers want so they don't have to train them when our graduates get there. We don't want employers to be disappointed.*”
- ✓ “*We need to be aware of the changing landscape of business industries.*”
- ✓ “*The type of curriculum that we're providing must be appropriate and driven in large part by what employers' need are; that relationship is key.*”

CONCEPT 2: Work of the Faculty to Deliver Coaching Skills and Knowledge to Students.

The faculty moved from *understanding* to *action* as they recognized their role in delivering the knowledge and skills that the profession requires of graduates. A total of **85** datapoints drawn from the eleven faculty transcripts were reduced, allowing six (6) themes to emerge. These themes collectively tell a story. At first the faculty seeks where coaching skills and knowledge may already exist in the curriculum, next the faculty become more focused on where it *could* be inserted in the current curriculum, then they move to a clear affirmation that coaching needs to be *established* as a course, certificate, badge, or program. The story continues as they reflect on required faculty expertise in effectively delivering this new curriculum. The final theme is the realism as to the challenges that higher education faces in creating new curriculum.

Theme 1 – Faculty find where coaching may overlap the current curriculum. Faculty shared their realization that coaching already lives in parts of the curriculum. Their alignment of coaching with consulting, managing HR, and leading change, had faculty *seeing* the coaching knowledge and skills within those modules. Faculty named both programs and courses where they suggested that coaching already lives. This included such programs as the Master of Organizational Development and in such courses as entrepreneurship and organizational behavior. Faculty also reported that coaching skills are overlapping in the area of career development. Select data points that illustrate this theme include:

- ✓ “*We do not have a coaching class, but we have consulting, we have change management, we have HR, we have stuff that might straddle the border of this notion of coaching.*”
- ✓ “*We have career services, that talk about resumes and interviewing skills and how to use online databases and the value of internships.*”
- ✓ “*I feel that a fair amount of coaching happens both directly and indirectly; in our entrepreneurship courses as well, because the students create business plans for different, venture ideas, and you have to make sure that they are viable. And so, there's coaching.*”

Theme 2 – Faculty recommend places in the current curriculum where coaching may fit. As the faculty members' thinking expanded around the knowledge and skills of coaching, recommendations emerged as to where the natural fit may allow for *insertion* in the current curriculum. It was suggested that undergraduate students may be less ready to learn and demonstrate coaching skills. Rather, it was suggested that undergraduate students become exposed to “*being coached,*” and to learn “*what it feels like to be coached*” and experience “*the benefits of coaching.*” Graduate students are better prepared to learn *how* to coach. The explicit courses that faculty recommended for the integration of coaching skills and knowledge included: Leadership, Organizational Behavior, and Human Resource Management. Career and professional development were also explicitly recommended as a natural fit where “*coaching at a more basic level would work ...in terms of interview skills, resume writing, or communications.*” It was also suggested that “*every one of our fields could include coaching. There could be coaching related to analytics, coaching related to project management, and working with teams.*” This theme found faculty actively looking for the spots in the current curriculum that would welcome coaching skills and knowledge. Select data points that illustrate this theme include:

- ✓ *“In the organizational behavior class, you're talking about employee satisfaction. It's not framed in coaching language; but there would be overlap. We could easily change some of the language to talk about coaching in those classes.”*
- ✓ *“So, my first thought would be that HR and OB professors could articulate the model that you talked about, you know, coaching, therapy, mentoring, and consulting”*
- ✓ *“It's the final week of the human resource class, but I left time to give them an overview on coaching, this is just like a value added. I'm giving them an overview on coaching just because it's not anything they've heard or know.”*

Theme 3 – Affirmations made as to establishing a form of coaching as a course or program. As faculty consider where coaching currently show up in the curriculum, and then recommended where it could be inserted, the affirmations for establishing new courses, certificates, and programs emerged. Faculty recommended establishing new learning opportunities at the graduate level. One faculty member remarked that *“I don't really think our undergraduate students are ready. They have a hard enough time figuring themselves out.”* Faculty recommended that coaching knowledge be delivered as a micro-credential, a stack-able certificate, or a separate course. It was suggested that coaching is *“too big a piece just to be sprinkled lightly into a class here or there. It's something that would need its own course.”* It was also suggested that the coaching course be more fully integrated into the curriculum to ensure overlap to avoid having the coaching course be *“stranded by itself in a little corner and not allowing the students to get the added benefit.”* Another professor recommended a *“dedicated track”* be developed within the MBA program. As the faculty members' thinking expanded, a theme of revenue opportunities emerged while citing the low cost and low risk that a coaching program presents. One professor stated that *“you could start this program with low risk, high reward.”* Select data points that illustrate this theme include:

- ✓ *“If coaching could lead to a certificate, that might be something of interest. Allow different certificates to be added to our students resumes; it can be attractive to employers.”*
- ✓ *“I think even a dedicated track whether it's an MBA with a concentration in whatever the knowledge and skills that would prepare one to go in that direction for the proper credentialing.”*
- ✓ *“I definitely see the benefit of integrating coaching because it can be a revenue producer, in terms of return on investment. It is education in a field that is not yet totally flooded.”*

Theme 4 – Why and how might coaching be offered to students. This theme emerged with the greatest strength. Faculty shared both *why* and *how* coaching should and could be offered to students. Leading with the *why* created the motivation for integrating coaching into the curriculum. It was suggested that *“being part of a learning organization ... or a coaching culture is accepting that there's going to be failure”* therefore helping *“each other understand what we need to do to move forward,”* is important. Understanding that *“failing is an opportunity to learn”* is an insight that also emerged from the senior leader interviews. Helping students to *“change criticism into coaching”* elevated the learning objective and aligned with other faculty insights that *“education is not just about business management,”* rather the students *“need to go out and be lifelong learners.”* The value of coaching in helping individuals respect each other was articulated by one professor suggesting that *“DEI is part of coaching; it is to get people to listen to others and to respect others and to really get to know them better.”* The *whys* continued with faculty suggesting that coaching *“would help people with the changing society”* and is *“leadership training at its finest.”* It was suggested that coaching is *“like a personal Kaizen process ... to continually improve.”* As faculty recognized the value for students, the recommendations emerged that it be embedded in general education because it supports *“critical thinking”* and *“problem solving ... where you're asking questions.”* The benefit to the student is the development of a *“growth mindset. We need to teach them how to instill and appreciate that”*. Select data points that illustrate this theme include:

- ✓ *“Failing is an opportunity to learn; that's a big part of learning. Helping students be aware that they're learning from their successes and the failures; then teaching students to be able to help each other.”*
- ✓ *“We are trying to generate the leaders of the future, so I hope that I'm inspiring them.”*
- ✓ *“Faculty must educate students about what coaching is; that is important. We can educate them on how to be receptive to being coached, as well as how to coach as they rise through their organization.”*
- ✓ *“Keep focused on the growth mindset. We have to teach students not to perceive feedback as an attack; it can be supportive, it can be helpful, it can be something to build upon.”*

Theme 5 – What do faculty need to offer a coaching course or program. As faculty became more committed to integrating a coaching curriculum, the question was raised as to what the faculty would need to feel confident and competent in teaching this curriculum. The data reflected the faculty desire to gain the needed knowledge, skills, and credentials. It was suggested that *“you need people who are cutting edge to teach.”* The faculty desire *“expertise”* in coaching before being expected to teach. It was suggested that *“current faculty develop that expertise ... and to have expertise come from the outside, or a combination of both, which is typically what happens.”* It was suggested that faculty be supported to gain licensure or the coaching credentials that are recognized by the profession. The faculty *“want to fully understand what coaching is.”* Select data points that illustrate this theme include:

- ✓ *“They should get me some licensure ... before I can teach coaching.”*
- ✓ *“So as a coach-teacher, I need certifications; I need all of the curriculum that is involved in the coaching body of knowledge, I would want to fully learn and fully master that.”*

- ✓ *“I think it would it makes sense to have faculty educated on coaching.”*

Theme 6 – Barriers to establishing a coaching curriculum. The final theme expresses the barriers to curriculum creation. This is a valuable theme as it may help us understand why this growing profession is gaining its education *outside* of the colleges and universities. Though the faculty may be willing, the process to develop and offer new curriculum appears to be a roadblock. Barriers included the lack of qualified faculty; *“I don't know how many people have PhDs in this field”*. Another barrier is motivating faculty to change suggesting that *“it is a fairly heavy lift and hard to get faculty to agree to change curriculum”* and that *“it's hard to reach consensus.”* Another barrier is convincing administration that the market demands the change, with one faculty member remarking that his *“school wouldn't start coaching unless they heard executives talking about coaching.”* Another professor stated that *“...must be able to demonstrate that there is demand in the market for this sort of thing for it to be supported.”* Another professor shared that the barriers are less economic and more political, stating that *“I think the politics of the college is too much; why are you knocking your head against the wall with colleges?”* And the final barrier that was shared was the low motivation of senior faculty to learn a new field; *“I'm past that at this point in my career”* and *“It's kind of late for me.”* One professor stated that *“There's a lot of teachers out there that have apathy. And it's a lot easier to just show the PowerPoints that come with the textbook.* Select data points that illustrate this theme include:

- ✓ *“It's just so hard to make new curriculum happen; realities of developing curriculum and getting it approved.”*
- ✓ *“Getting the right staffing resources, is the first thing to ensure, which is a real challenge...”*
- ✓ *“A year ago, we had this little contest to develop new programs for the college. And I submitted a minor in organizational coaching. But it didn't win, although sustainability won because it got the buzz.”*
- ✓ *Building this new coaching program will take a lot of energy and a lot of work.”*

CONCLUSION OF PART III PAPER

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**, rather than passive process. As the executive 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. The insights from the Part III research reveals that faculty support the integration of the coaching skills and knowledge into Business education. They also shared the barriers and roadblocks that will need to be overcome.

NEXT STEPS FOR PART IV and PART V OF THIS MULTI-PHASE STUDY

The exploration will continue with interviews of our final stakeholder: MBA graduates who have now moved fully into their professional roles. The **Part IV** research will invite in-depth interviews from eleven MBA graduates. Their reflection on what they experienced and how their MBA education *did* or *did not* prepare them for the workplace, will provide the needed triangulation for this research agenda. **Part V** will draw together the stakeholder insights with the intention of developing explicit recommendations for improving business education. Part V will also include an environmental scan of how the skills and knowledge of the executive coaching profession is currently showing up within business education. The goal of this exploration is to not only answer the question, *Does Management Education need a facelift?* But to make meaningful recommendations that will serve both our students and stakeholders.

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