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Maureen L. Mackenzie Ph.D.

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Does Management Education Need a Facelift? The Intersection of Managing, Leading, and Coaching. *Part V: Environmental Scan of Higher Education*

Maureen L. Mackenzie-Ruppel, PHD, PHR, CAPM, ICF-PCC

Full Professor of Business

Molloy University School of Business

Rockville Centre, New York 11571

(631) 682-0399

MaureenMackenzieRuppel@gmail.com

ABSTRACT

This paper is the fifth in a series of five papers that collectively explore 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 Northeast Business and Economics Association Conference (NBEA.us) the author set the stage for a five (5) paper multi-phase research agenda. The purpose of this research, *Part V*, is to explore where coaching knowledge and skill-development currently exists within higher education programs, degrees, and curriculum. This paper reports on the results of an environmental scan. It not only describes the landscape and the intersection of higher education and coaching, but it also offers recommendations to management and business faculty for improving the curriculum so that the growing profession of leadership, management, and executive coaching, can be seamlessly integrated into business education.

Keywords

Pedagogy, MBA Content, Executive Coaching, Leadership Development, Higher Education

1 BACKGROUND

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 students' professional goals. At the 2021 NBEA conference the author set the stage for a five (5) paper, 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 (Mackenzie-Ruppel, 2021). In 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. Part II reported on the insights gained from senior leaders as the future employers of our business graduates; especially what employers expect of business educators as they prepare *our* students to become *their* future leaders. (Mackenzie-Ruppel, 2022). Part III reported on the insights of Business and Management Faculty (Mackenzie-Ruppel, 2023, submission under review). Part IV reported on the experience of post-MBA graduates as they reflected back on their education journey and experience (Mackenzie-Ruppel, 2023 in progress).

Prior to starting *this* phase of the research (part V), and more specifically this environmental scan, a philosophy and framework for the growing profession of *coaching* was needed to guide the process. The International Coaching Federation (ICF) was selected as the guiding authority. The ICF is considered by many as the gold standard for the growing profession of coaching.

The International Coach Federation (ICF) was established as a non-profit in 1995 by Thomas Leonard, a professional coach. His purpose was to support fellow coaches. By 1996 a board was established, and a President was appointed. The organization grew quickly and by May 1996 sixty ICF chapters existed, and a coach referral system was set up in 1997. By 1998 the first credentials were awarded. By 2000 its membership was consistently growing with members coming from Asia, Australia, and Europe. In 2002 the ICF established a Regulatory Committee to protect the integrity of the coaching profession and in 2005 the standards for its credentials were raised. Following its own strategic plan, the ICF embarked on establishing a culture of research in partnership with PriceWaterHouseCoopers (PWC) and others. (Mackenzie-Ruppel, 2021)

The ICF is dedicated to advancing the coaching profession by setting high standards, providing independent certification, and building a worldwide network of trained coaching professionals. Additional professional and international coaching organizations that have strengthened the coaching 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). (Mackenzie-Ruppel, 2021)

Relevant to this research, the ICF has set *standards* of conduct for the coaching profession. It has developed a powerful set of core values and ethical standards that guide ethical reflection, education, and decision-making. The ICF has demonstrated its commitment to adjudicating and preserving these standards through its establishment of an Ethical Conduct Review (ECR) process. And, finally, the ICF has established a clear basis for ethics training in its ICF-accredited training programs. (ICF Code of Ethics, 2021). [For more detail on the ICF framework and philosophy, see: <https://coachingfederation.org/app/uploads/2021/01/ICF-Code-of-Ethics-1.pdf>]

In moving forward with this phase of research, a clear **definition** of coaching was needed. Once again, the International Coaching Federation (ICF) was consulted, Coaching, as *defined* by the ICF, was accepted as the guiding definition: coaching is “*partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential*” (All Things Coaching, 2022, section: what is coaching?). To support and defend this definition, the ICF has established and articulated a set of ethical standards for coaching, which includes a responsibility to the *client*, to *practice* and *performance*, to *professionalism*, and to *society*. (ICF Code of Ethics, 2022, section: 4 ethical standards).

With this foundational knowledge, the research process began.

2 PROCESS

The purpose of this research is to explore where coaching knowledge, skills and disposition currently exists within higher education programs, degrees, and curriculum. After establishing *executive and leadership coaching* as a subject and knowledge content area, then the exploration of its existence began. The sequence of exploration started with Long Island, NY colleges and universities and then the search was expanded to select schools located in the NYC borough of Queens, then Manhattan, (and Metro area), and then broadened to New York State. After initial analysis started, the search further expanded to universities and colleges outside of New York with the identification of Ivy League and Patriot League colleges and universities. Last, educational institutions within the California system were then identified to provide a wider scope of schools on the West Coast.

To allow the data collection process to be replicated for future researchers, the steps for the exploration are outlined here. Data collection began at the identified college’s main website (.edu). This often led to navigation to the college’s school of business or continuing education website. Through the college’s website, the researcher first looked at the programs/degrees offered at the undergraduate level and identified business programs that would most likely incorporate a coaching component (i.e., Management Degree vs. Accounting Degree). Most colleges had a sample curriculum that listed the associated courses within a selected degree program. The titles of the courses listed were scanned to identify any that may be related to coaching. Next, the course search, catalog, or curriculum was located for 2022-2023 where any courses previously identified were searched by course code or title to learn more about the course. For many of the identified colleges, this provided a course description, credits, and degree/program requirements. The keywords *coach*, *coaching*, and *executive* were used to identify additional courses that may indicate coaching education. In addition, the college’s general search was used where the same three keywords were entered. For certain colleges where available, such as *University of California, Berkeley (UCB)*, archived catalogs that outlined past courses related to coaching were identified. For example, UCB’s graduate course “*Global Leadership*” was offered in the Fall of 2013 – 2015. Similarly, UCB’s graduate course “*Leader as Coach*” was offered in terms prior to 2007 (University of California Berkeley, 2022). The same research process was also conducted for graduate programs. Next, the college’s office of financial aid webpage was reviewed to gather data on associated tuition or cost per credit for identified programs. It is important to note that the majority of the data relating to tuition was correlated to 2022-2023. However, some colleges did not have 2022-2023 tuition rates listed on their webpages. Thus, the most recent tuition rates were reviewed. For example, *University of Southern California (USC) - Marshall School of Business* provided tuition and financial aid data for the MBA program based on the 2020-2021 fees. In reference to the continuing education research process, the continuing education website was first located under the academics tab. The program titles were scanned for any indication of *coaching*. For example, *Baruch College’s* continuing education program; “*Professional Coaching Program (PCP - iCoach Program)*” was identified and reviewed as the title of the program included the keyword, *coaching*. Moreover, the general search bar was utilized by using the keywords *executive* and *coach* to discover additional programs. Once identified on the college’s website, the program contained a detailed description of the program overview, related certificates, criteria, credits, and courses. Within the majority of the colleges/universities, the associated fee related to each specific program was also located within the program description page.

The New York schools, specifically the Long Island colleges and universities, were contacted by phone to learn more about the specific programs and/or to identify additional courses that may not have been identified during the environmental scan. Either the college’s admissions office or business department was contacted. The general question asked was “*Are there any courses that incorporate executive coaching at the undergraduate or graduate level specifically related to business majors?*” The

information received was recorded by the researcher in a spreadsheet. Contact the author if wish access to advance this environmental scan.

In this process of data collection, the major areas of data included the college or university name, location, where executive coaching content was identified within the three pillars of higher education (undergraduate, graduate, and continuing education), degree/certificate, program/course title, associated credits/hours, and cost/tuition. The results were recorded in a spreadsheet with the following eight (8) categories; 1. College Name, 2. Location, 3. Coaching Skills Identified within the three pillars of higher education (undergraduate, graduate and or continuing education), where a Yes/No under any of the three pillars indicates whether or not the associated college/university offered a related program and or course, 4. Degree/Certificate Title, 5. Program/Course Title, 6. Program/Course Description, 7. Credit/Hours, and 8. Cost/Tuition and Fees. Moreover, all sources utilized were converted to PDF's and those that provided results pertaining to coaching were printed to provide a paper trail of the research conducted.

3 RESULTS OF AN ENVIRONMENTAL SCAN

Data was collected on 41 total colleges [see Appendix A]. Of the 41 colleges, 27 (65.9%) of the identified colleges yielded results, which included four (4) colleges in Long Island, NY (9.8%), two (2) in Queens, NY (4.9%), three (3) in Manhattan, NY (excludes Columbia University), (7.3%), two (2) in New York State beyond those previously mentioned and excluding Ivy and Patriot League colleges (4.9%), six (6) Ivy League colleges (14.6%), 5 Patriot League colleges (12.2%), and 5 in California (12.2%). This data is visually represented in the pie chart displayed in Figure 1. The sum of this pie chart reflects how 65.9% of colleges that yielded relevant results, related to this study. Of the 41 colleges reviewed, 14 (34.1%) did not demonstrate the integration of executive coaching in their programs. This data is further represented in Figure 2.

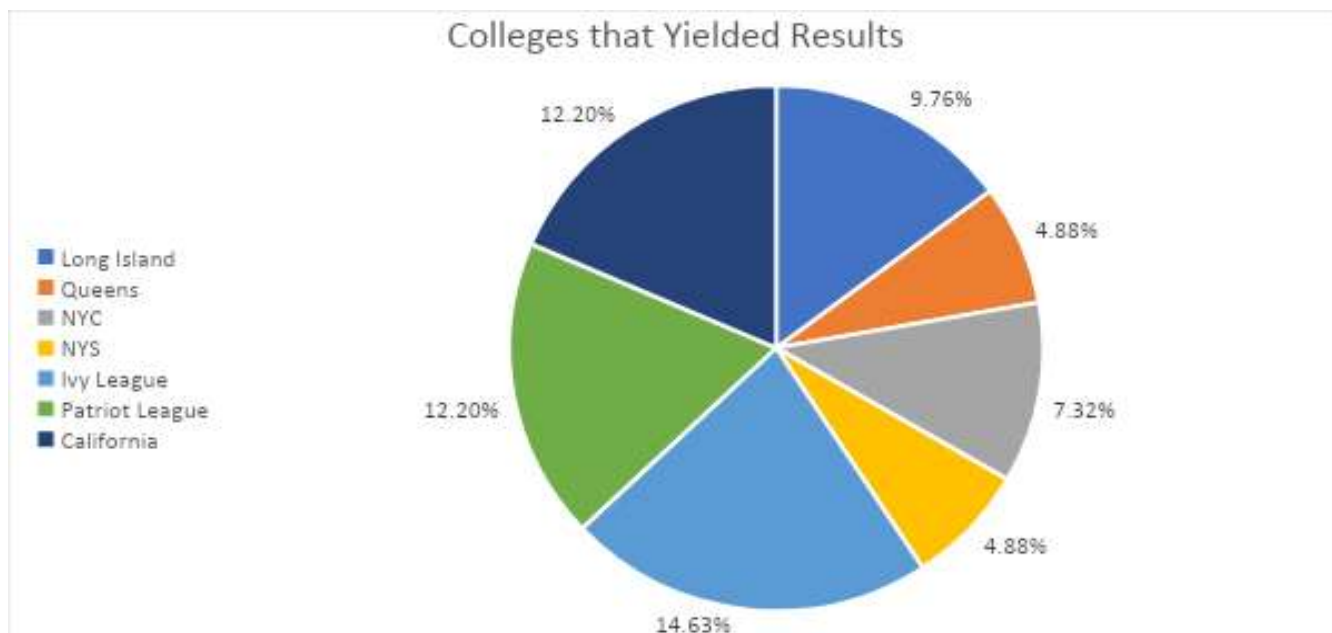


Figure 1

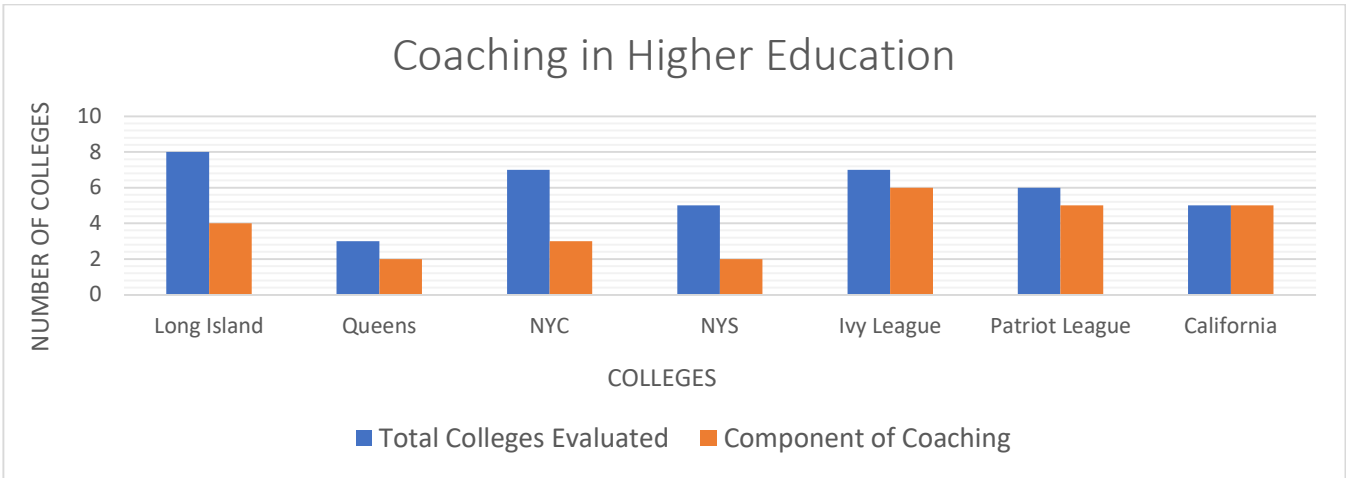


Figure 2

Four (4) themes emerged from an analysis of the result: (1) Coaching-related offerings are most prevalent as continuing education credits or within continuing education programs. (2) Coaching skills and knowledge within graduate level education. (3) Coaching skills and knowledge is most present at the Ivy League and Patriot League colleges, and, (4) many colleges integrate coaching skills and knowledge into the curriculum.

Theme 1: Coaching-related Offerings are Most Prevalent as Continuing Education Credits or are Within Continuing Education Programs.

Twenty-one (21) of the twenty-seven (27) colleges (77.8%) that yielded results reflected the presence of executive coaching within the institutions continuing education program(s). This may reflect the colleges’ caution as to how coaching skills and knowledge can be integrated into the for-credit curriculum for graduate and undergraduate students. The continuing education program allows students and corporate employees to receive training for these specific focus areas. Training has traditionally been a word that academic institutions sparingly use, as compared to education. For example, executive coaching was found in *Adelphi University* curriculum only at the continuing education level. The university offers a “*Leadership and Management Certification Program - People and Performance Workshop*” that prepares students and organizations to “*Develop the skills you need to coach, appraise employee performance and use corrective action, if needed; motivate; hold employees accountable; and increase employee engagement. You’ll learn techniques and tips for managing high, middle and low performers.*” (Adelphi University, 2022, section: People and Performance).

Figure 3 reports on the 27 of 41 colleges that yielded results. The blue bars are the 27 colleges that offered coaching education in any form. The orange line represents the number of colleges that include a coaching component within its continuing education program. For example, 1 of the 2 schools in Queens, NY, has a coaching-related offering within its continuing education program. Theme 2 moves our exploration from continuing education into the academic area.

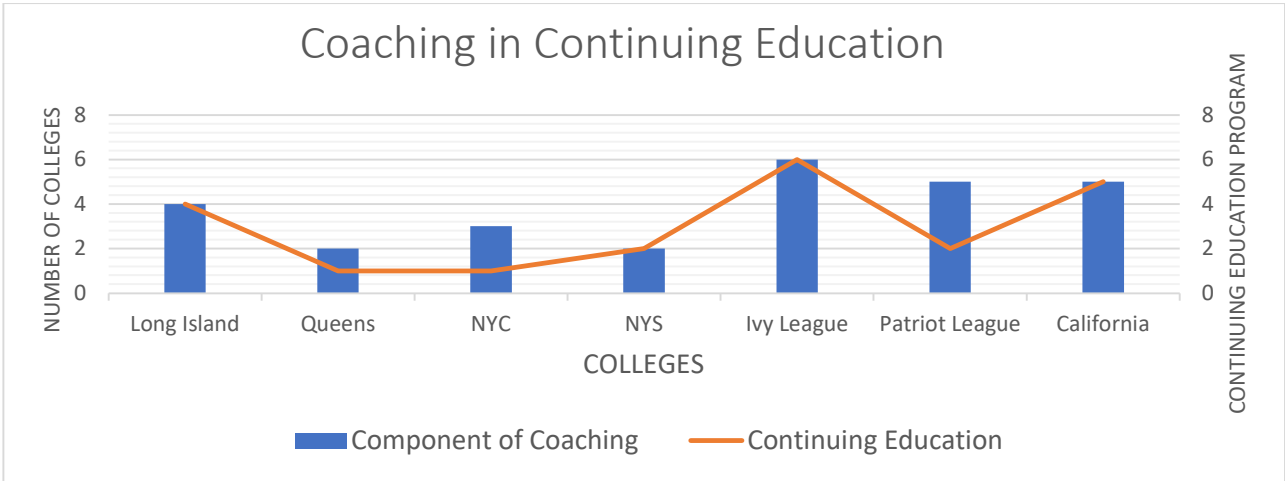


Figure 3

Theme 2: The Next Largest Academic Area where Coaching Skills and Knowledge was Found was Within Graduate Level Education.

While executive coaching was found most prominently within continuing education offerings, the next higher populated area in higher education is in graduate education. Sixteen (16) of the twenty-seven (27) colleges (59.2%) that yielded results included executive coaching at the graduate level (Figure 4). For example, *New York University (NYU), Stern School of Business*, offers multiple graduate courses that integrate coaching skills and knowledge. One course titled “*Foundations of Business Coaching*” is offered for 1.5 credits and states that “*This course provides an overview of the principles and practices of business coaching within organizational settings*” (New York University, 2022, section: Foundations of Business Coaching). Colleges may incorporate executive coaching at the graduate level because these students often have foundational business knowledge and may accept the concepts of executive coaching with ease, as compared to undergraduate students. Moreover, it is professionally relevant as graduate business students may be, or will become, more fully immersed in the complexity of the workplace business environment and be exposed to leadership and executive coaching.

Similar to figure 3, figure 4 represents the 27 colleges that yielded results (blue bars). The orange line on the graph signifies the colleges that offered a graduate level course that included a coaching component. For example, of the two (2) schools in Queens, NY that have integrated coaching into their curriculum, neither has coaching present within graduate level education.

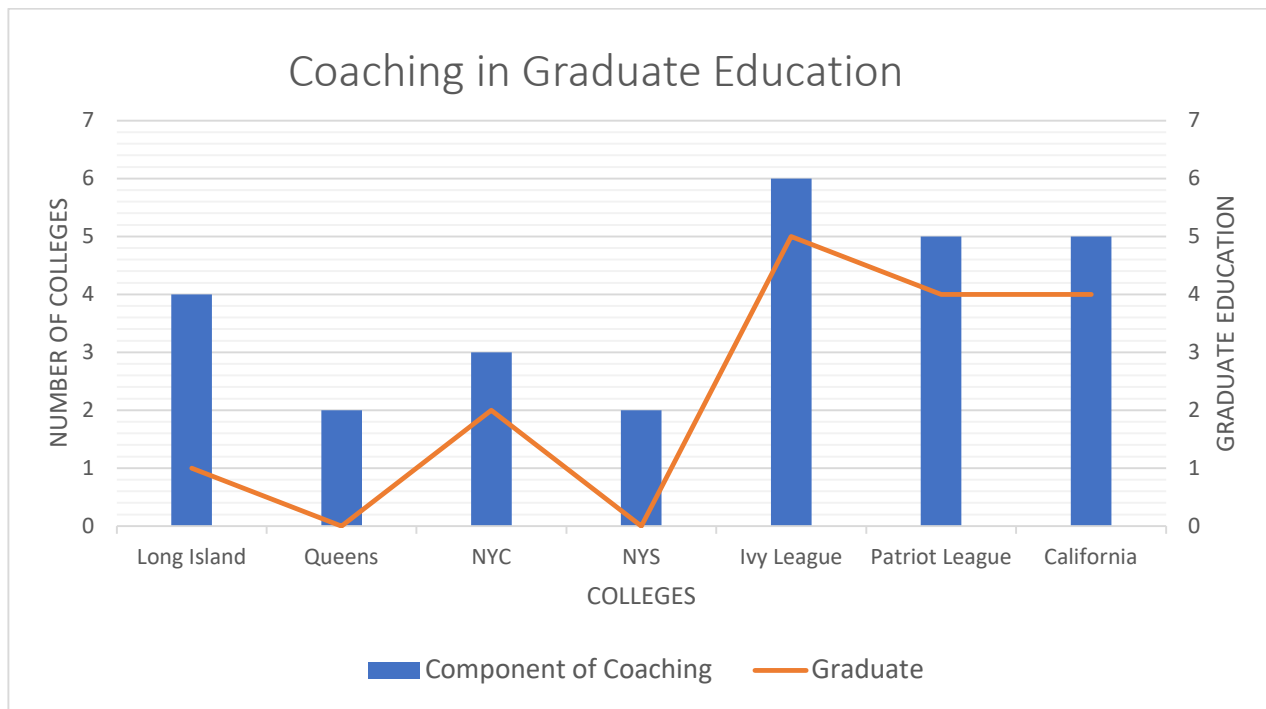


Figure 4

Theme 3: Coaching Skills and Knowledge is Most Present at the Ivy and Patriot League Colleges.

The Ivy League and Patriot League colleges have the broadest offerings of executive coaching skills and knowledge in higher education. For example, six (6) of the seven (7) Ivy League colleges yielded results; five (5) of the six (6) Patriot League colleges yielded results (Figure 5). Figure 6 exemplifies where executive coaching is offered in the Ivy and Patriot League colleges. These colleges had coaching-specific programs and courses with a focus on executive coaching. They demonstrated the value of coaching skills and knowledge within higher education. For example, the *University of Pennsylvania (UPenn)* incorporated coaching in all three (3) pillars of education. In addition, Harvard University offers a range of courses and programs that incorporate executive coaching (3 graduate courses and 3 continuing education programs). Moreover, it was found that these colleges best incorporated the International Coaching Federation (ICF) within their programs. *Columbia University, Brown University* and *American University* specifically reference the ICF. For example, Columbia University stated, “*In launching the program, the program has aligned its coaching approach to 11 core competencies as defined by The International Coach Federation*” (Columbia University, 2022, section: Columbia Program's Alignment with ICF and other Professional Associations). Furthermore, Brown University stated, “*The Brown University School of Professional Studies, in partnership with ACT Leadership, is offering ACT's Leadership and Performance Coaching Certification Program accredited by the International Coach Federation*” (Brown University, 2022, section: Leadership and Performance Coaching Certification). These colleges are highly endowed schools and as a result have the resources to be more forward thinking, which aligns with the quantity and quality of executive coaching in higher education. These colleges have access to funds that allow them to offer a wider variety of courses.

In comparison, smaller colleges may have discretionary resources to experiment with this curriculum. The risk and uncertainties of offering a new program is less present at a highly endowed and prestigious college.

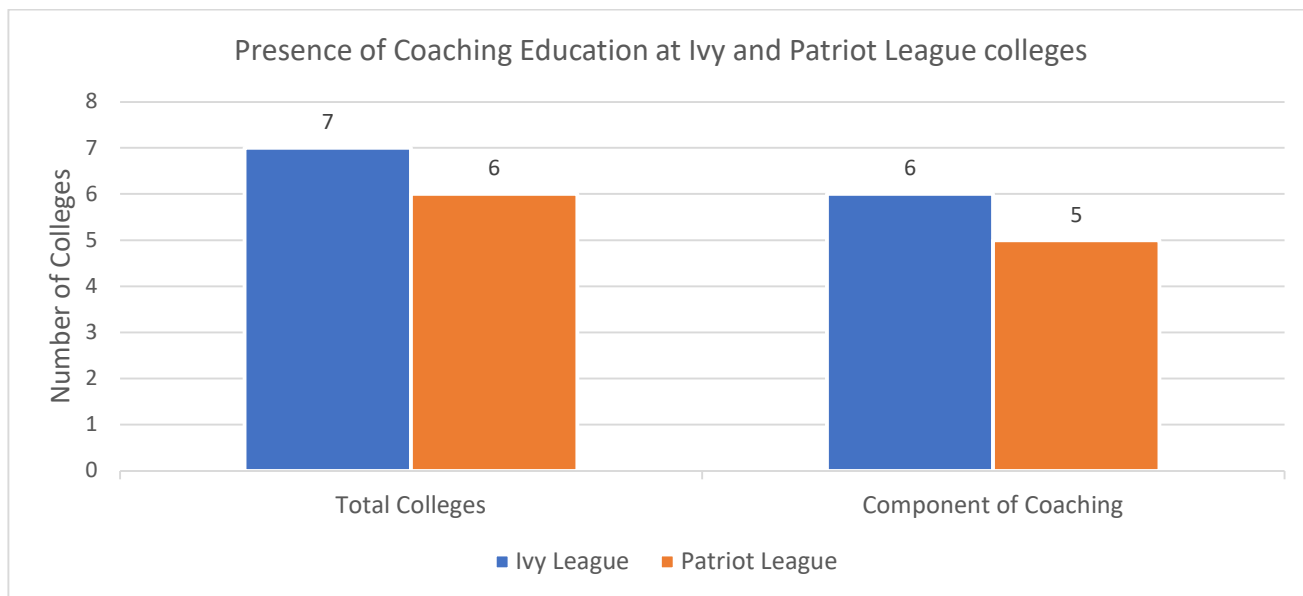


Figure 5

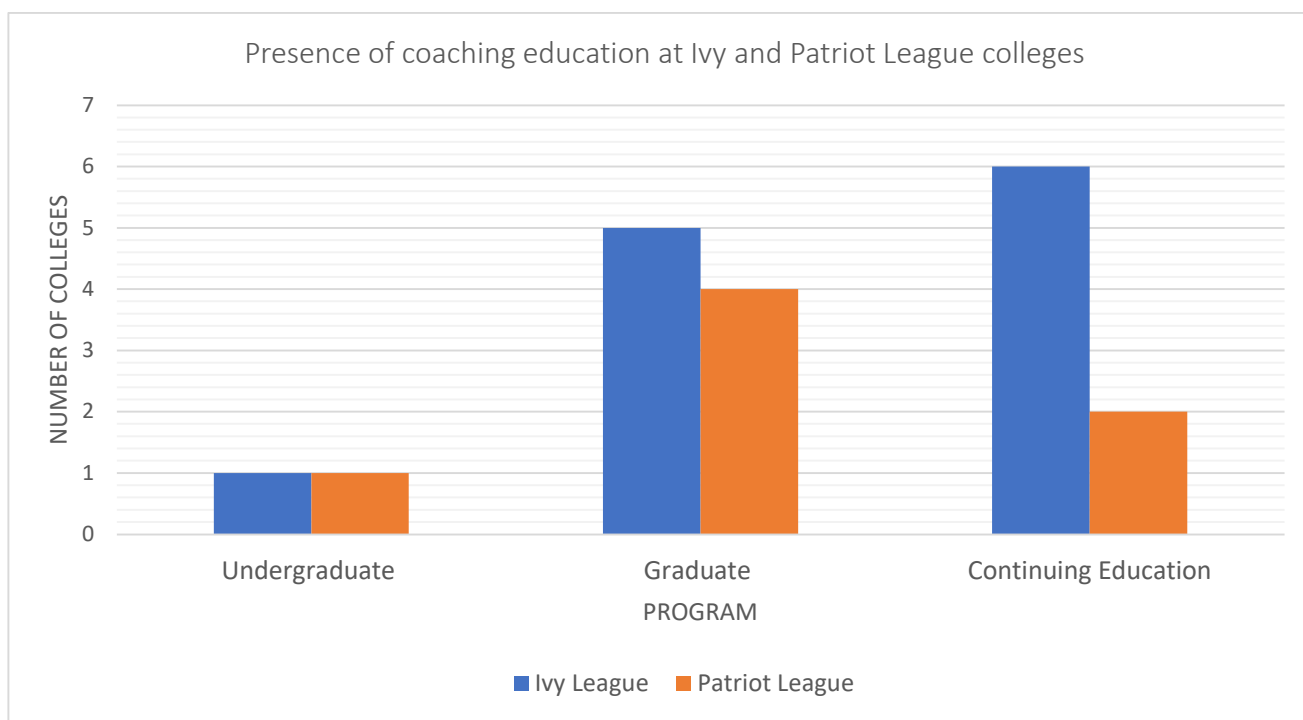


Figure 6

Theme 4: Colleges have Integrated Coaching Skills and Knowledge Within their Curriculum.

While many colleges have coaching focused classes that are specifically geared towards students seeking to advance their coaching skills, other colleges are able to effectively incorporate coaching as a smaller component embedded in a module or course. For example, *Stony Brook University* “*Workforce Training for Businesses or Organizations - Leadership & Management*” continuing education program unites four main topics: (1) Developing Self, (2) Developing the Team, (3) Developing a Great Work Environment and (4) Developing Management Practices. Within the second tier of “*Developing the Team*” a key focus is coaching and effective feedback. Thus, this course effectively incorporates coaching, but it is not the main focus (*Stony Brook University, 2022, section: Course Content*).

Moreover, colleges offer courses that mirror executive coaching though they do not specifically reference the term. For example, USC's "*Leadership and Executive Development*" graduate course makes no specific reference to executive coaching, however, its course description sounds a like executive coaching; "*Contemporary approaches to leadership, including corporate practices to develop leaders; examples of successful and derailed executives. Students self-assess personal leadership and draft development plans. Readings, speakers, cases*" (University of Southern California, 2022, section: MOR 571: Leadership and Executive Development). This illustrates how some colleges have courses or programs that mirror executive coaching yet **may not realize it**. Fortunately, colleges may be able to incrementally build upon these nuggets to increase the delivery of executive coaching skills and knowledge for our future business leaders.

4 CHANGING LANDSCAPE OF HIGHER EDUCATION CURRICULUM

Higher education curriculum continuously develops over time as the needs of students change and as society advances (i.e., in ideas and resources). Thus, universities must adapt and implement change to the curriculum. Three meaningful influences that have pushed business curriculum to change include technological advances, the global pandemic, and the need for workplace preparation.

Technology. A significant change in higher education curriculum was sparked as technology evolved, and society entered the digital age. Technology has influenced higher education for both students and educators. Advancements in technology create high-quality learning resources. For example, educators can use technology to create visual aids, simulations, interactivity, tutoring, collaboration amongst students, and assessment/feedback. These are all useful tools that are used to advance the students' education. "*Within the last decade, universities have experienced significant phases changes in making technology a transformative part of education, including efforts to organize distance and online education.*" (Coskun, 2015, section: introduction, pg. 197) Technology has played an integral role in the curriculum as digital skills have become a key skill sought and desired by graduating students. "*Possession of digital skills is considered as a prerequisite for innovation, creativity, and efficiency in many industries. Universities are therefore trying to prepare their curricula on the basis of these skills, with technology and consequently digital skills no longer being considered as mere tools of education but important outcomes.*" (Coskun, 2015, section: introduction, pg. 197-198).

Pandemic Influenced Education. A change in curriculum may be the result of current events as experienced by universities that were forced to adapt in the midst of the global pandemic. As campuses shutdown and classes were moved to the virtual environment, university professors had to alter learning objectives and change the way classes were offered and delivered. As an initial response to the pandemic, educators quickly shifted their traditional curriculums to be offered virtually (Bhagat and Kim, 2020, section: introduction, pg. 366). In the face of the pandemic, Kim Anderson (*Prof. at Oklahoma State University*) was one of many educators that was forced to create a curriculum that would "*come as close as possible to a classroom experience – without the classroom.*" Anderson stated that "*we had a week and a half to create a virtual course.*" Even after returning to "*face-to-face*" lectures, Anderson now uploads lectures and quizzes into the *Canvas* software learning management system. The original curriculum that Anderson taught came from Professor Dave Downing (*Prof. at Purdue University*). Anderson stated that "*Professor Downing developed the course over 25 years. He gave it to me. I have adapted it over the years.*" (Smith, 2020, section: Full Text). Yet the pandemic left Prof. Anderson no choice but to re-evaluate his original and cherished curriculum and create a new one intended for the current virtual educational environment (Smith, 2020, section: Full Text). **Perhaps for the best?** In reference to Prof. Anderson's video lectures, he stated "*Those videos forced me to change. When I review the video, I see the flow. I modify and tighten the overheads. I take a serious look at the flow and justify each topic.*" Anderson even admits "*I think it will be a better course because we had to do the virtual class.*" (Smith, 2020, section: Full Text). While the pandemic presented significant challenges and hardships, it has shown educators the importance of digital literacy in a digitized world (Bhagat and Kim, 2020, section: conclusion, pg. 369).

Workplace Preparation. Higher education is in an era of "*increasingly work-integrated learning.*" In other words, the curriculum has changed to meet the demands of employers for new types of credentials that are geared towards knowledge and skills that the employer desires. While evaluating the higher education landscape, community colleges are positioned to become leaders in this area as these schools have a history of providing work-preparation training programs. Moreover, colleges can offer "*short-workforce oriented credentials*" also referred to as *microcredentials*. Microcredentials are specialized credentials that show a mastery in a specific job competency. These credits can be used as an alternative or supplement to traditional degrees (e.g., BA, BS, minors). A prime example of a microcredential is a certificate issued by the educational institute. (Maxwell and Gallagher, 2020, section: Drivers for Change in Higher Education, pg. 9).

Employers' trust in the traditional college degrees, has diminished. Many employers cite a lack of job readiness and workplace skills among college graduates as they seek to enter the labor market. Weathers (2014) acknowledged that "*Only 11% of business leaders surveyed in 2013 perceived college graduates as ready for work*" (cited in Maxwell and Gallagher, 2020, section: Credentials for a New Era of Work and Learning). Moreover, Gallagher (2018) stated that employers (specifically in the

information technology field) are “*moving toward competency-based hiring practices that de-emphasize traditional degrees and increasingly consider microcredentials in the job qualification process*” (cited in Maxwell and Gallagher, 2020, section: Credentials for a New Era of Work and Learning, pg. 11-12).

In considering these three drivers of curriculum change, their alignment has been powerfully influential. Circling back to the topic of the growing profession of executive coaching, the most relevant is the driver toward **workplace preparation**.

5 DISCUSSION and CONCLUSION

The results of Part V provide evidence that coaching skills and knowledge are emerging in higher education as an academic pathway within the Ivy and Patriot league universities with some energy and strength. Other colleges and universities are *starting* to offer an educational path for interested students. The research results from Part II (Mackenzie-Ruppel, 2022) share the value insight that senior leaders, as our students’ future employers, desire that this knowledge and these skills be integrated into business education. Part III (Mackenzie-Ruppel, 2023a) reports that faculty are supportive, but the institutional barriers get in the way, and Part IV (Mackenzie-Ruppel, 2023b) reports on post-MBA graduate’s insights that coaching knowledge would have been valuable as a part of these professionals’ business education in preparation for the workplace.

The content of the curriculum for a leadership and executive coaching program, should be influenced by the International Coaching Federation (ICF) as it serves as a gatekeeper for this growing profession. Knowledge that focuses on the ethics of coaching is essential to a growing profession. Responsibility to the client, to practice and performance, to professionalism, and to society, must be embedded within any academic curriculum (ICF Code of Ethics, 2022). The history of coaching, which has its roots in the self-help profession, the work of Dale Carnegie, humanistic psychology and more, must live at the foundation of a program curriculum (Wildflower 2018). Essential to the integrity of an academic coaching curriculum is the knowledge and credentials of the faculty. It is recommended that all faculty directly teaching the coaching skills, be credentials by the International Coaching Federation (ICF).

Finally, any academic program should seek accreditation by the *Graduate School Alliance for Education in Coaching* (2018). This accreditation will ensure that the program and the curriculum include theory, knowledge, core coaching competencies, faculty credentialing, program values and ethical standards, program assessment, requirements for coach supervision, and more.

An influential driver of curriculum change is workplace preparation. As the results of this series of research papers roll forward, it becomes clear that executive coaching skills and knowledge has a place within business education. Essential is that the curriculum should serve future employers.

6 ACKNOWLEDGEMENT

Many voices influenced the knowledge captured in this five-paper series. The senior leaders, management faculty, and post MBA graduate students were active participants as research subjects. Their hands-on experiences as scholars and leaders, allowed this research to build on empirical evidence of what is needed to effectively prepare students for the world of business. I value the time and talent that these individuals shared so that this research could be built on stone and not on sand.

This environmental scan, (Part V) owes its breadth and depth to my graduate research assistant, Ms. Daniella Collura. Daniella worked tirelessly to seek out where coaching skills and knowledge were being offered in colleges and universities throughout the country. Daniella earned her MBA in accounting at Molloy University in May 2023, building upon her B.S. in Accounting. She is studying for the CPA exam and recently completed an audit internship at a Big Four Firm. I am thankful to Daniella for her commitment and dedication to the research and writing that defines the Part V paper.

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APPENDIX A

Long Island, New York:	Location	Undergrad	Graduate	Cont. Ed
Hofstra University	Garden City, NY	No	Yes	Yes
Adelphi University	Garden City, NY	No	No	Yes
LIU Post	Brookville, NY	No	No	No
Five Towns College	Five Towns, NY	No	No	Yes
Nassau Community College	Nassau, NY	No	No	Yes
Stony Brook University	Stony Brook, NY	No	No	No
Farmingdale State College	East Farmingdale, NY	No	No	No
Suffolk County Comm College	Suffolk County, NY	No	No	No
Queens, New York:	Location	Undergrad	Graduate	Cont. Ed
St. John's University	Jamaica, NY	No	No	Yes
Queens College, CUNY	Flushing, NY	No	No	No
York College, CUNY	Jamaica, NY	Yes	No	No
Manhattan (& Metro Area):	Location	Undergrad	Graduate	Cont. Ed
Baruch College	New York, NY	No	No	Yes
New York University	New York, NY	Yes	Yes	No
Fordham University	New York, NY	No	Yes	No
Pace University	New York, NY	No	No	No
Hunter College	New York, NY	No	No	No
Berkeley College	New York, NY	No	No	No
Iona University	New Rochelle, NY	No	No	No
New York State (NYS):	Location	Undergrad	Graduate	Cont. Ed
Binghamton University	Binghamton, NY	No	No	Yes
Syracuse University	Syracuse, NY	Yes	No	Yes
Cortland University	Cortland, NY	No	No	No
Oswego University	Oswego, NY	No	No	No
Oneonta University	Oneonta, NY	No	No	No
Ivy League:	Location	Undergrad	Graduate	Cont. Ed
Columbia University	New York, NY	No	Yes	Yes
Cornell University	New York, NY	No	Yes	Yes
Brown University	Providence, RI	No	No	Yes
Yale University	New Haven, CT	No	Yes	Yes
Harvard University	Cambridge, MA	No	Yes	Yes
Univ. of Pennsylvania (UPenn)	Philadelphia, PA	Yes	Yes	Yes
Dartmouth College	Hanover, NH	No	No	No
Patriot League:	Location	Undergrad	Graduate	Cont. Ed
Boston University	Boston, MA	No	Yes	No
Colgate University	New York, NY	No	No	No
Bucknell University	Lewisburg, PA	Yes	No	No
Lehigh University	Bethlehem, PA	No	Yes	No
Loyola University	Baltimore, MD	No	Yes	Yes
American University	Washington, D.C.	No	Yes	Yes
California:	Location	Undergrad	Graduate	Cont. Ed
Univ. of CA, Los Angeles (UCLA)	Los Angeles, CA	No	No	Yes
Stanford University	Stanford, CA	No	Yes	Yes
Univ. of CA, Berkeley (USB)	Berkeley, CA	No	Yes	Yes
Univ. of Southern CA (USC)	Los Angeles, CA	No	Yes	Yes
Pepperdine University	Malibu, CA	No	Yes	Yes