

BUILDING EXECUTIVE COACHING AS AN ACADEMIC DISCIPLINE:
ESTABLISHING THE ACADEMIC COMMUNITY DATABASE AND PEER
REVIEW OF PROPOSED ACADEMIC GUIDELINES AND STANDARDS FOR
GRADUATE EDUCATION IN EXECUTIVE COACHING

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ABSTRACT

Graduate academic institutions in the United States, Canada, Australia, United Kingdom, Ireland, and Scotland were identified via online searches that offered coaching courses for which one earns a grade and are part of a graduate degree; coaching courses for which one earns a grade and that contribute to a graduate certificate but are not part of a degree; coaching courses for which there is no grade but that contribute to a certificate of attendance; and coaching applications and delivery services. Results indicated that there were no academic programs in New Zealand; 17 coaching programs were being offered at universities in Australia; 21 in Canada; 52 in the United Kingdom, Ireland, and Scotland; and 124 in the United States. While all offered Master's level coaching and the UK offered three Doctoral programs, most academic coaching was being used as a development service rather than as academic coursework. Follow-up recommendations were made to support the continued engagement and building of the academic coaching community through this web system.

Overview

Among the important challenges to be overcome by organizational and executive coaching and common to all academic and professional disciplines seeking maturity (e.g., medicine, law) are controls over how one enters the domain, engages in scholarship or practice, and interacts with others within or outside the scope of activity (Williams,

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1995). Moreover, at least six criteria must be met in order to move toward professional and academic maturity (Bullock, Stallybass & Trombley, 1988).

First, there must be significant and defined barriers to entry. This means that to be a member of the coaching community, one must apply, meet certain standards of competency, and be admitted. Suggesting that anyone may call him/herself an “executive coach” without meeting specific entry criteria (such as possessing one or more recognized academic degrees or equivalent education) dilutes the value of those with credentials and blurs the overall status of those in the domain. Unfortunately, at present, entry barriers are feeble.

Second, there must be a shared body of knowledge within the community. This is in contrast to sets of private or proprietary systems or procedures that are either not peer-reviewed, or do not have established measures of reliability or validity. Without an open, clear, and agreed upon set of theories, models, and systems of thought and practice, all of which permit evaluation, coaching and its membership will be perceived as inconsistent and unpredictable in scope and content. Efforts to define a body of knowledge are ongoing by academics, practitioners, and professional groups, but agreement has not been reached.

Third, there must be formal qualifications at the university level denoting competency. Courses and programs of study concerning organizational and executive coaching must be available perhaps starting at the undergraduate level, and must be followed by graduate programs where advanced study and contributions to the field can be made. Without clearly defined courses and programs through the formal academic institutions, students of coaching will not have a clear pathway for learning and development. Without university qualifications, i.e., degrees that denote completion, coaching will not have an accepted academic presence. Graduate coaching programs are

emerging in the United States, Canada, UK, Australia, and several other countries.

However, it will take several years for graduates to enter into the community, to build the next generation of coaching professors, and to have their academic and professional impact evaluated.

Fourth, there must be regulatory bodies with power that can be exercised over coaching members in areas of admission, as well as definition of and delivery of discipline and sanctions. Without such governance and controls, deviant members can move freely within the field without concern over their actions or impact. At the university level, academic admissions committees provide some of this role. However, once a person has completed studies, there is no defined or structured governance over performance as exists, for example, in the medical or legal profession.

Fifth, coaching must have an enforceable code of ethics. Unless ethical behavior is defined and mechanisms for monitoring and sanctioning are available, standards of acceptable behavior will be vague. This results in methods, values and violations that are idiosyncratic. Professional coaching associations including the International Coaching Federation, European Mentoring and Coaching Council, International Association of Coaching, and Worldwide Association of Business Coaches have each issued a code of ethics for their members. But these are not standardized, formally shared, or acknowledged to be enforced.

Sixth, formal licensing or regulation for those who consult or practice coaching in the non-academic environment, perhaps by an independent group, must be in place. This would define the scope of practice for professional coaching and would offer clear standards for performance and competency. At present in the United States, there is no requirement for licensing or regulation of coaches or coaching.

As well, there are many challenges for those within the academic/university community responsible for development and management of coaching programs. These include but are not limited to identification of coaching competencies for a student's course; meeting appropriate criteria to be an instructor of coaching; establishing (field) coaching practice standards and metrics; creating and sustaining appropriate governance for practice; and developing standardized processes for the academic accreditation or quality assurance of executive and organizational coaching programs.

Interests of Project

This project was designed in the interest of helping to build an academic coaching community. To support this, programs of coaching within universities were identified. As the project is based in the United States, we selected English-speaking institutions in the United States, Canada, Australia, New Zealand and the United Kingdom, which included Britain, Ireland and Scotland. As the project was proposed by a consortium of graduate-level universities (Graduate School Alliance for Executive Coaching), the search occurred only for institutions that had a graduate program.

To support the exchange of information among these institutions and to support the interests for prospective coaching students, faculty, and organizations who may wish to vet the credentials of an organizational or executive coach, a coaching resource website was created. This was designed to permit the entry and presentation of information about the institutions, their leadership, and detailed characteristics of their programs.

To support the building of a peer-reviewed body of knowledge from which graduate courses of coaching may be drawn, a draft curriculum for graduate courses in coaching was included in the website. Leadership from the institutions could review and

comment on the draft, in an open forum. This would help to facilitate discussion of how each institution decided about their curriculum, courses, and practice of organizational and executive coaching.

Methodology

Six research teams of up to three graduate students per team from the University of Pennsylvania identified then recorded in a standardized database the name and web address of accredited universities and colleges with graduate schools in Canada, Australia, United Kingdom (Britain, Ireland, and Scotland), and New Zealand. Previous research had identified institutions in the United States. The researchers then conducted internet searches within these institutions using the keywords “coach,” “coaching,” “executive coaching,” “organizational coaching,” and “coaching program” in order to identify which of the institutions offered graduate coaching programs. This was followed by a redundant review, by the senior research associate, of all data collected by the teams to determine if entries remained consistent over the four-month search period. Errors or omissions were altered appropriately.

Academic Coaching Programs

An institution was considered to have a graduate academic coaching program if any of the four categories noted in Table 1 was present.

Table 1. Inclusion Criteria for an Academic Coaching Program

Category Name	Category Description
1. Graduate Degree	Post-Baccalaureate course(s), concentration, track, or degree that contributed to an academic transcript.
2. Graduate Certificate	Post-Baccalaureate courses or workshop not part of a graduate degree that

	contributed to an academic transcript.
3. Non-Degree Certificate	Post-Baccalaureate courses or workshop that was ungraded and did not contribute to an academic transcript.
4. Applications of Coaching	Delivery of coaching services for individuals or groups through the academic institution.

An institution was coded as providing a “graduate degree program” (Category 1) if it required a baccalaureate for admission and offered at least one graduate level course in organizational or executive coaching within an ongoing Master’s or Doctoral degree. Degree programs may also have a set of courses labeled a coaching concentration (track) or they may offer a dedicated graduate degree in coaching. Each course within a graduate degree program is assumed to be formally evaluated for competency in that a course grade would appear on an academic transcript.

A university offering a “graduate certificate program” (Category 2) was defined as one that required a baccalaureate for admission but was not part of a Master’s or Doctoral degree. This category included a single course or a set of courses often packaged as a certificate or workshop program. This type of coaching education formally evaluates each student, produces a grade for each course (which then appears on an academic transcript), and upon successful completion of all courses, issues a certificate of completion. The courses listed on the transcript may be used to meet degree requirements for a graduate degree program.

A “non-degree certificate program” (Category 3) is one that did not provide an evaluation or did not produce an academic transcript. Such programs may offer one or more coaching classes and may be labeled a workshop or certificate program similar to those in category 1 and 2; however, as this category of program does not formally evaluate student performance (i.e., a grade for a course is not earned), participants receive

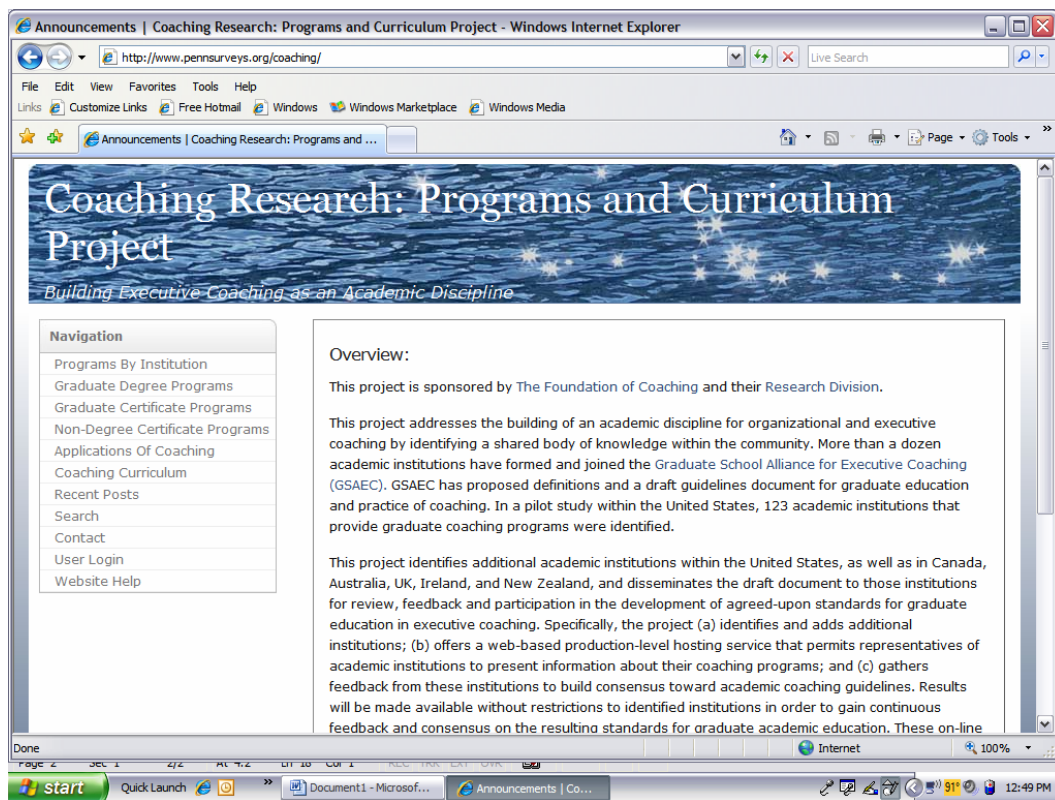
a certificate of attendance rather than of competency. As a transcript is not issued, courses may or may not be acceptable to meet requirements for a graduate degree program.

An institution with “coaching applications” (Category 4) is one that provides coaching to the academic or local community. Examples include personal, career, or professional coaching to MBA or other students, university faculty or staff, and others who are eligible for development services. In some situations, supervised students conduct the coaching. Indeed, institutions may offer coaching applications as part of an academic or certificate program, via designated coaching instructors connected to an academic program, through the institution’s Human Resources or Training Department, or by private contract or partnership with an outside vendor.

Website Structure and Presentation

A website system was designed and created that permitted data warehousing, presentation, searching, navigation, and interactive communication at the address: **<http://www.pennsurveys.org/coaching/>**. The website homepage (Figure 1) presented an overview of the project and provided links to the project sponsor (Foundation of Coaching) and their Research Division and to the Graduate School Alliance for Executive Coaching. A summary of the objectives of the project were also listed.

Figure 1. Coaching Research Website



The website presentation format permitted one to view and search for all available coaching programs and those within each of the four categories (see “Navigation” in Figure 1). A structure to permit email postings by the project leaders and by leaders of the identified programs was also established. In addition, a secondary “filter” was created which permitted a search to be limited to a specific country (e.g., Canada) or region (e.g., Northeast US, or Europe). These filter categories were arbitrary for the project.

All collected information about the programs was entered into the data warehouse. The system capabilities were tested and where appropriate revised for presentation clarity. On July 1, 2008 the website was released. An example of a search for “all institutions” filtered by “Canada” is presented in Figure 2.

Figure 2. Search Results for All Coaching Programs in Canada

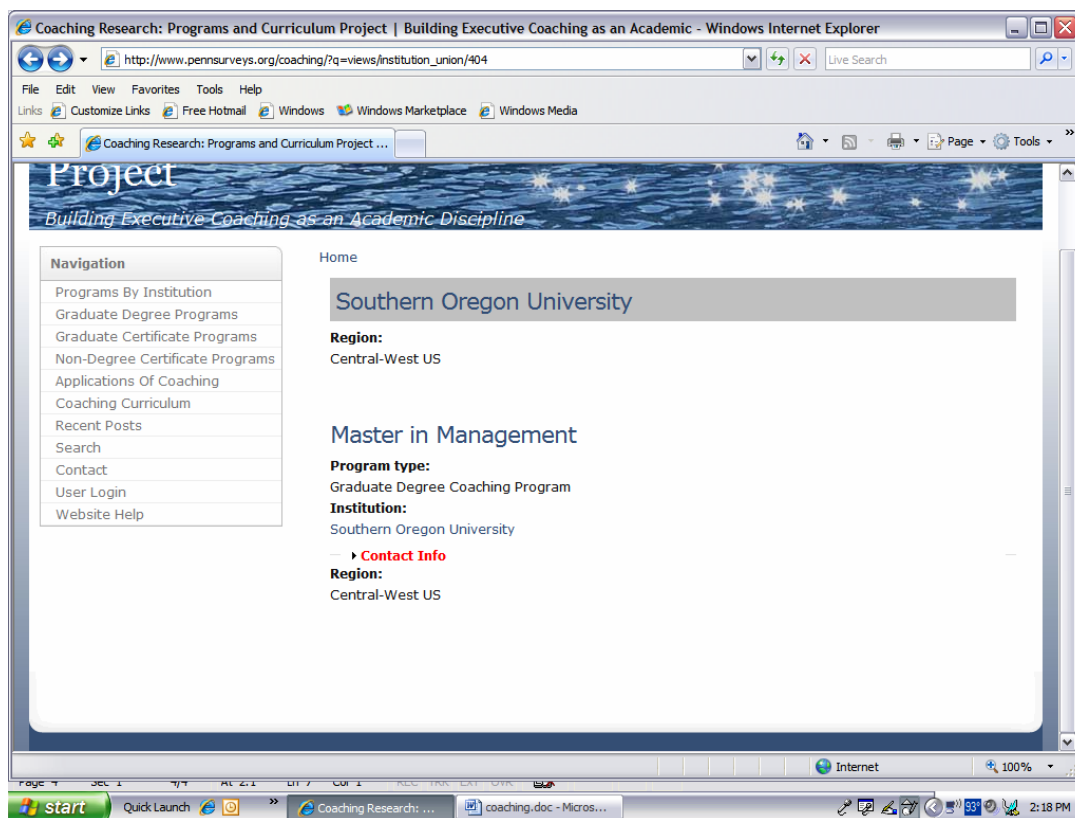
The screenshot shows a web browser window with the following elements:

- Browser Title Bar:** "Institutions with Executive Coaching Programs | Coaching Research: Programs and Curriculum Proj - Microsoft Internet Explorer"
- Address Bar:** "http://www.pennsurveys.org/coaching/?op0=OR&filter0%5B%5D=Canada&q=views%2Finstitutions"
- Page Header:** "Coaching Research: Programs and Curriculum Project" with the subtitle "Building Executive Coaching as an Academic Discipline".
- Section Title:** "Institutions with Executive Coaching Programs" with a navigation menu below it containing letters: "A B C D H M O Q S U All".
- Institutions List:**

Institutions
Athabasca University
Brescia University College at The University of Western Ontario
Concordia University
Dalhousie University
HEC Montréal
McGill University
Mount Saint Vincent University
Ontario Institute for Studies in Education
Queen's University
Saint Mary's University
Simon Fraser University
- Navigation Menu (Left):**
 - Programs By Institution
 - Graduate Degree Programs
 - Graduate Certificate Programs
 - Non-Degree Certificate Programs
 - Applications Of Coaching
 - Coaching Curriculum
 - Recent Posts
 - Search
 - Contact
 - User Login
 - Website Help
- Filter Institution by Region (Left):**
 - Is One Of
- Taskbar (Bottom):** Shows the Windows Start button, several open applications (Meeting Maker, Outlook, Project files), and the system clock showing 4:06 PM on Thursday, 12/18/2008.

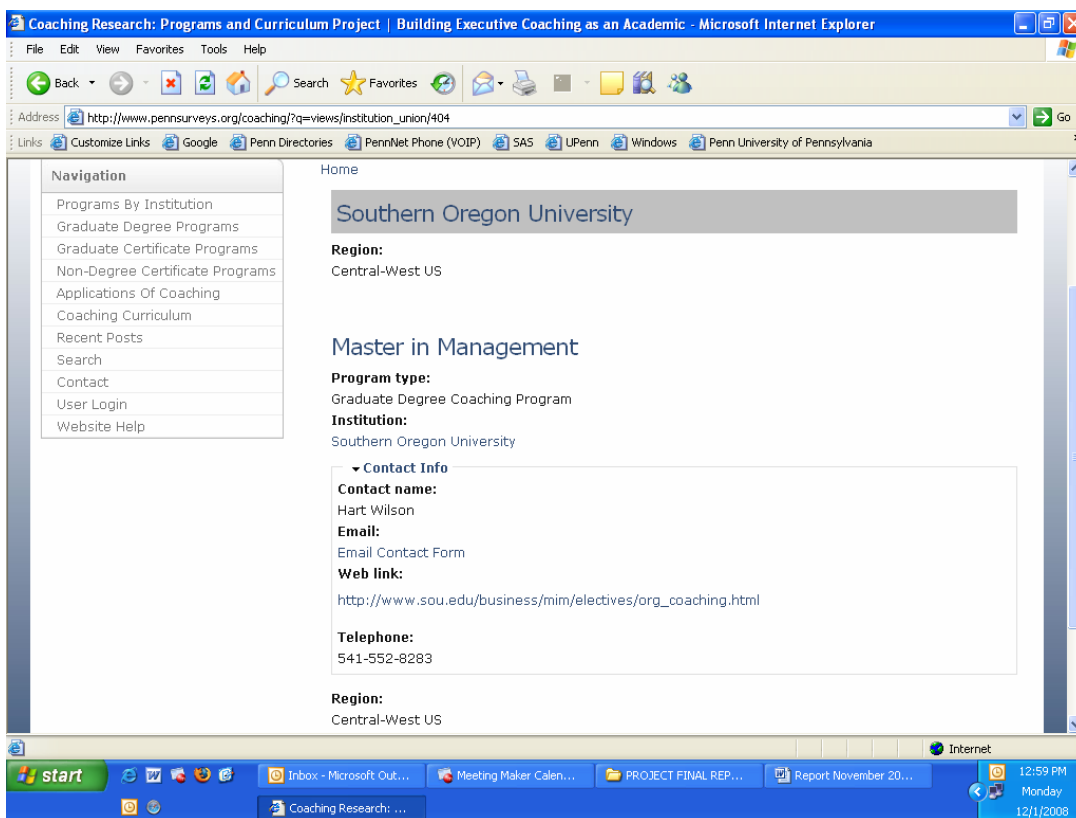
If searching for programs in the Central-West of the United States, for example, Southern Oregon University will be identified (see Figure 3). The name of the institution is presented at the top of the frame. Below this is the name of the degree program (Master of Management), the project's coaching program category (Graduate Degree), and a link for contact information (Contact Info). The institution's geographic region is also listed.

Figure 3. Coaching Programs at Southern Oregon University



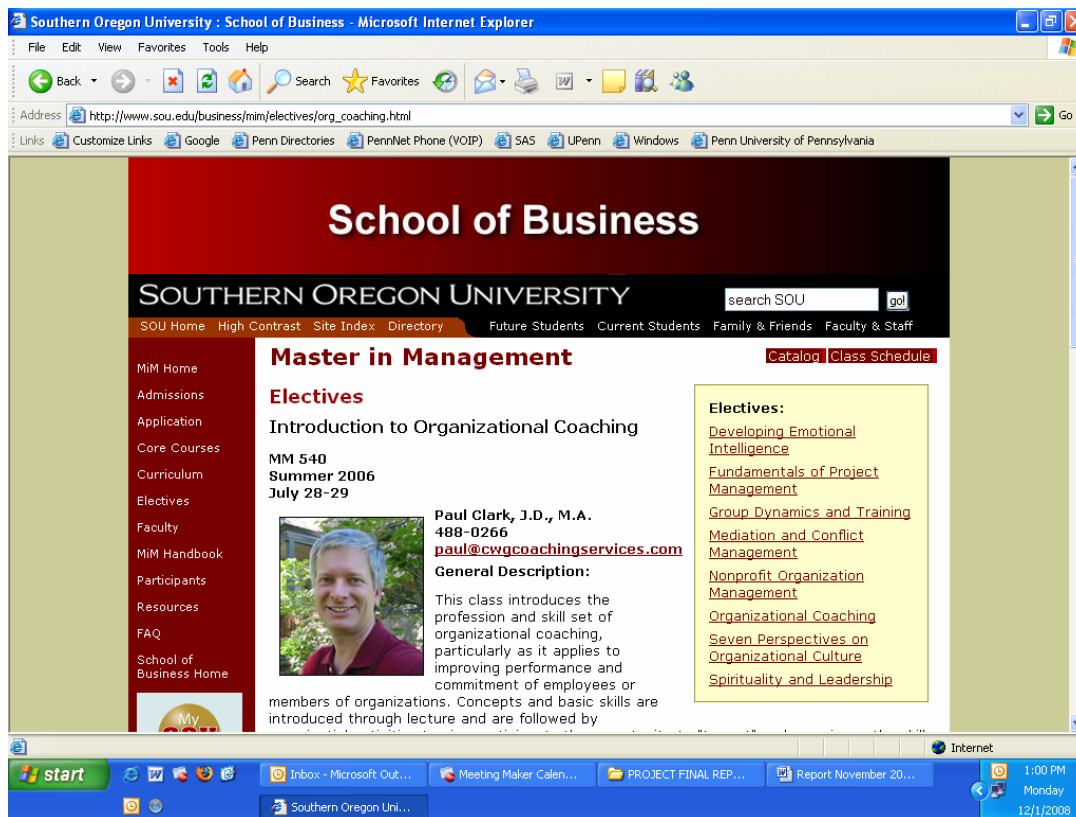
Following the Contact Info link (see Figure 4) produces expanded notation for the “Contact name,” “Email,” “Telephone,” and a “Web link” to the institution’s coaching entry.

Figure 4. Searching Within a Program



In this example, the entry is an elective course entitled Introduction to Organizational Coaching (see Figure 5).

Figure 5. Southern Oregon University Master of Management Course - Introduction to Organizational Coaching



For an institution with more than one coaching program, an additional menu is provided. For example, when examining any of the six coaching programs offered at Columbia University, a menu showing all entries at the institution is presented on the left above the Navigation menu (see Figure 6).

Figure 6. Also at this Institution Menu

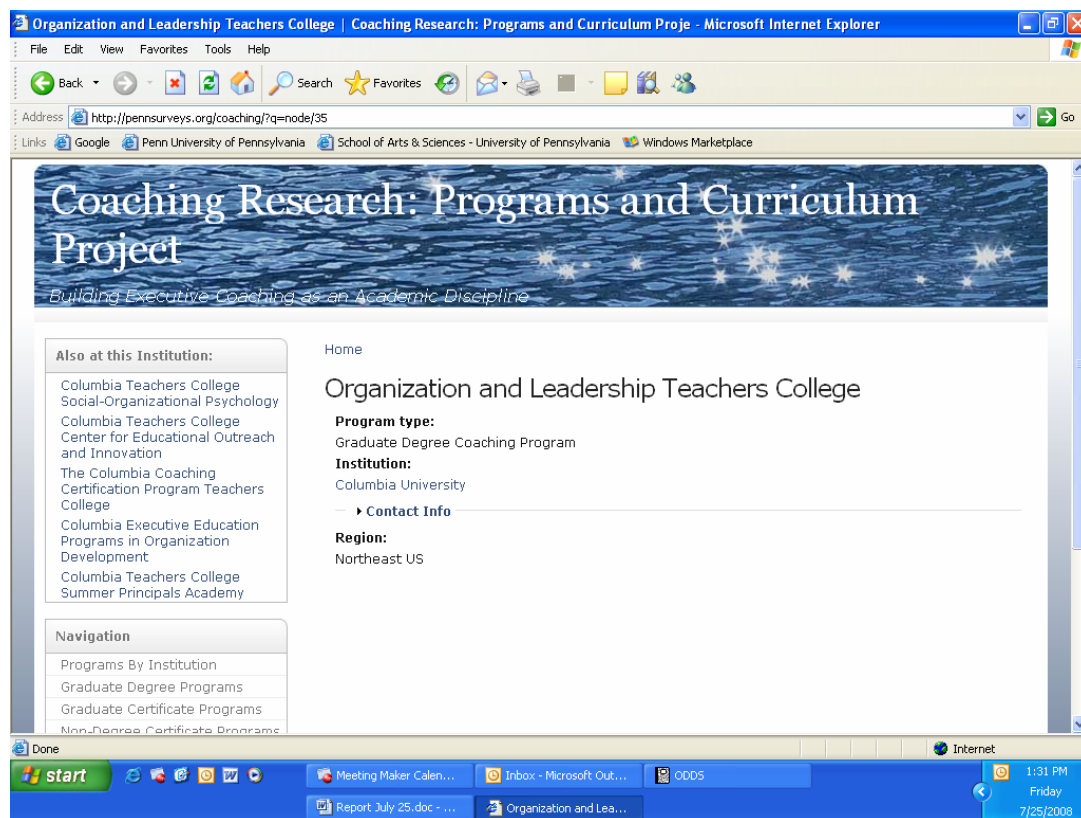


Figure 7 presents the “Recent Posts” feature, a time-based summary of communication by those who interact with the website. For example, the data entry activities of the senior research associate can be tracked (dates were not listed but are available).

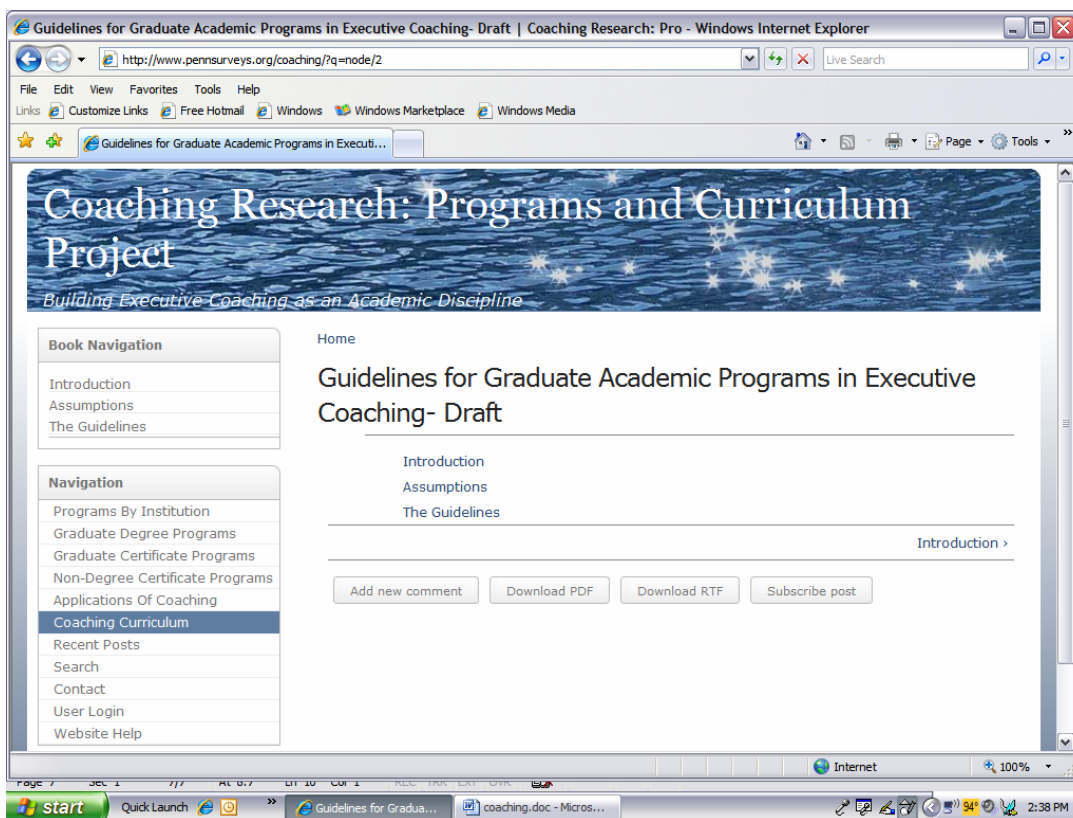
Figure 7. Recent Posts on Website

The screenshot shows a Windows Internet Explorer browser window displaying the website 'Coaching Research: Programs and Curriculum Project'. The browser's address bar shows the URL 'http://www.pennsurveys.org/coaching/?q=tracker'. The website's header includes the title 'Coaching Research: Programs and Curriculum Project' and the subtitle 'Building Executive Coaching as an Academic Discipline'. A navigation menu on the left lists various categories, with 'Recent Posts' highlighted. The main content area, titled 'Recent posts', contains a table with the following data:

Type	Title	Author	Replies	Last Post
Coaching Program	Consulting and Coaching for Change	Nai-Wei	0	5 days 45 min ago
Institution	HEC Paris	Nai-Wei	0	5 days 48 min ago
Coaching Program	Consulting and Coaching for Change	Nai-Wei	0	5 days 49 min ago
Coaching Program	Executive Coaching	Nai-Wei	0	5 days 17 hours ago
Institution	Wayne State University	Nai-Wei	0	5 days 17 hours ago
Coaching Program	F.A.S.T. Employee Feedback & Coaching Skills (New Program)	Nai-Wei	0	5 days 17 hours ago
Coaching Program	Master of Arts in Human Resources Management	Nai-Wei	0	5 days 17 hours ago

The draft coaching curriculum guidelines were placed in the “Coaching Curriculum” link on the Navigation menu (see Figure 8). Following this link produces a page with the categories “Introduction,” “Assumptions,” and “The Guidelines” each of which hyperlinks to the document. The document can be read online or downloaded in PDF or RTF format. Comments to the document can be made by following the “Add new comment” link.

Figure 8. Draft Coaching Curriculum



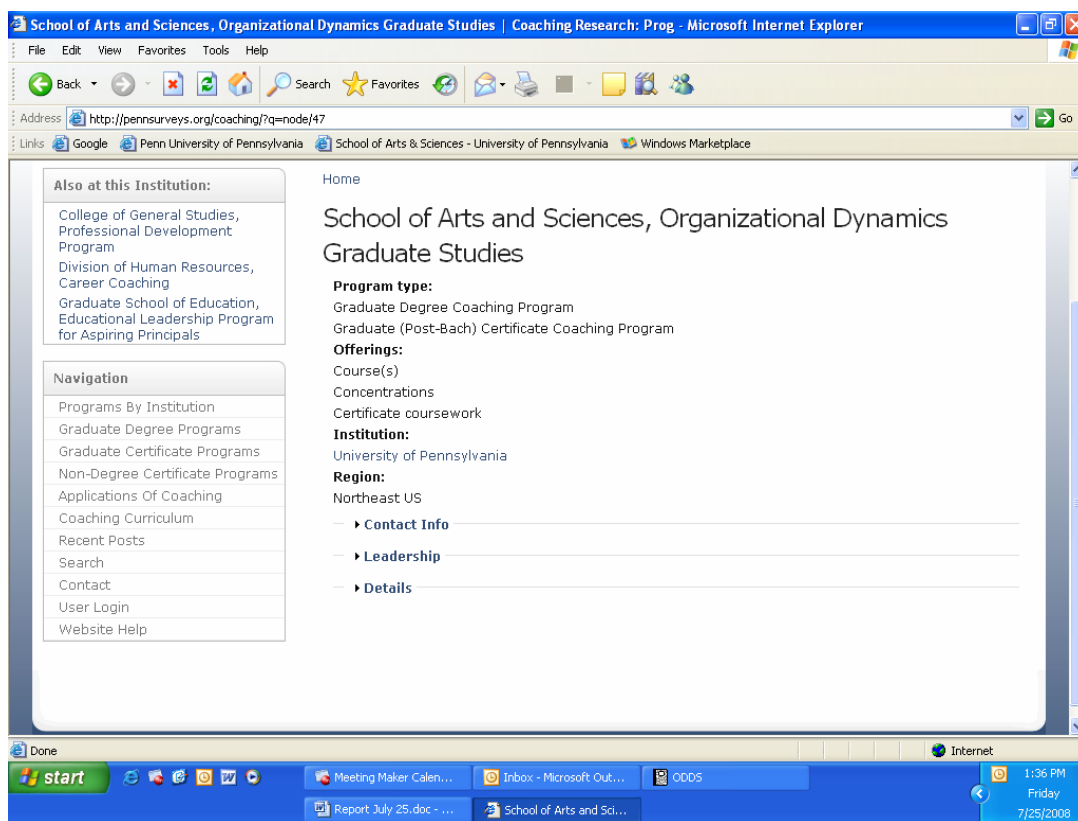
Program Information Update and Dissemination of Guidelines

In July 2008 with the release of the website, an email blast from the Principal Investigator was sent to the contact person at all listed institutions. The website was designed to confirm and record that all email were sent and received. The email provided a brief explanation of the nature of the project, requested confirmation of contact information accuracy, and requested participation. When granted (or if directed elsewhere), a second email with instructions about administrative-level control was sent. This additional engagement permitted the institution's leader or program administrator to enter additional descriptive information about their program directly into the website. Any contacted person who responded to the email (or who telephoned) with questions

was contacted by the Principal Investigator by email or telephone to have questions answered or additional information about the project provided.

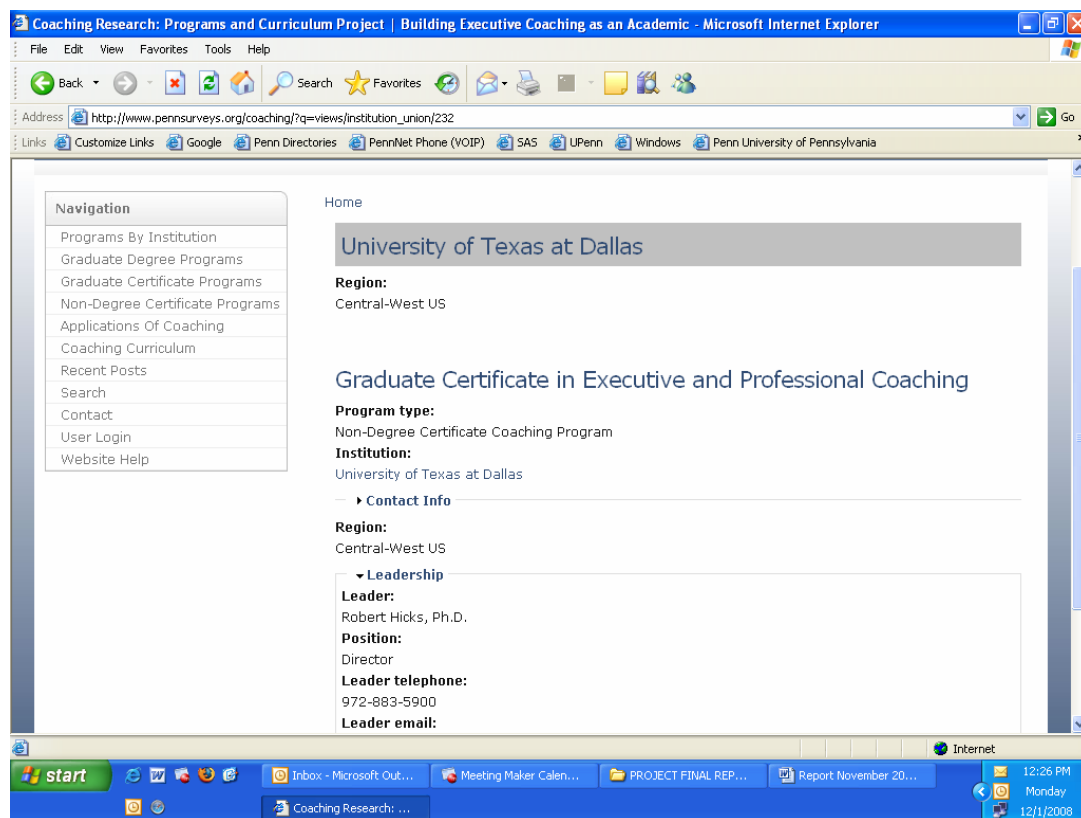
Figure 9 shows that in addition to “Contact Info,” categories of “Leadership” and “Details” of a program are available.

Figure 9. Descriptive Categories of a Coaching Program



The “Leadership” section permitted the name, position, and telephone of a program’s administrator to be identified as noted in Figure 10 for the University of Texas at Dallas.

Figure 10. Description of Leadership Information



To protect privacy, the program leader's email address is not provided. Rather, if contact is desired, a message link is created as noted in Figure 11.

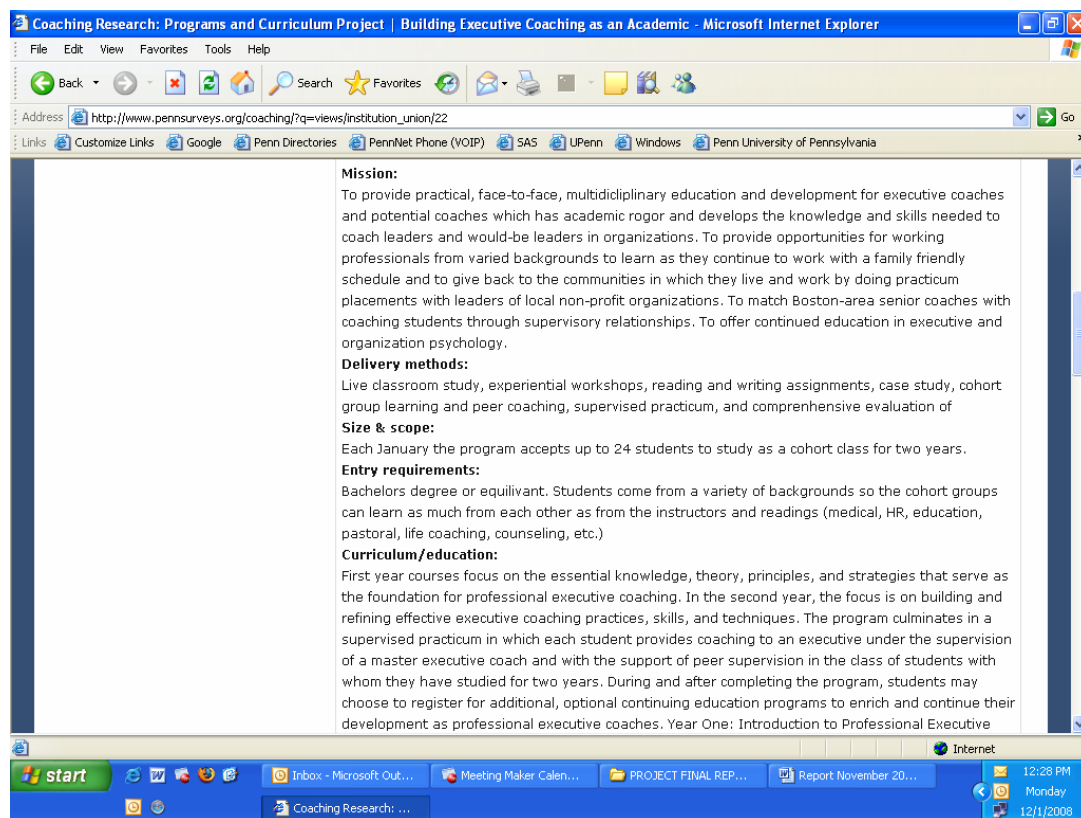
Figure 11. Email Contact for a Coaching Program Leader

The screenshot displays a web browser window with the following elements:

- Browser Title:** Email Contact Form | Coaching Research: Programs and Curriculum Project - Microsoft Internet Explorer
- Address Bar:** http://www.pennsurveys.org/coaching/?q=email(233)/field_prog_leader_email
- Page Header:** Project Building Executive Coaching as an Academic Discipline
- Navigation Menu (Left):**
 - Programs By Institution
 - Graduate Degree Programs
 - Graduate Certificate Programs
 - Non-Degree Certificate Programs
 - Applications Of Coaching
 - Coaching Curriculum
 - Recent Posts
 - Search
 - Contact
 - User Login
 - Website Help
- Main Content Area:**
 - Home**
 - Email Contact Form**
 - Your name: *** [Text Input Field]
 - Your e-mail address: *** [Text Input Field]
 - Subject: *** [Text Input Field]
 - Message: *** [Text Area]
 - Send e-mail** [Button]
- Taskbar (Bottom):**
 - Start button
 - Open applications: Inboxes - Microsoft Out..., Meeting Maker Calen..., PROJECT FINAL REP..., Report November 20...
 - System tray: Internet, 12:45 PM Monday, 12/1/2008

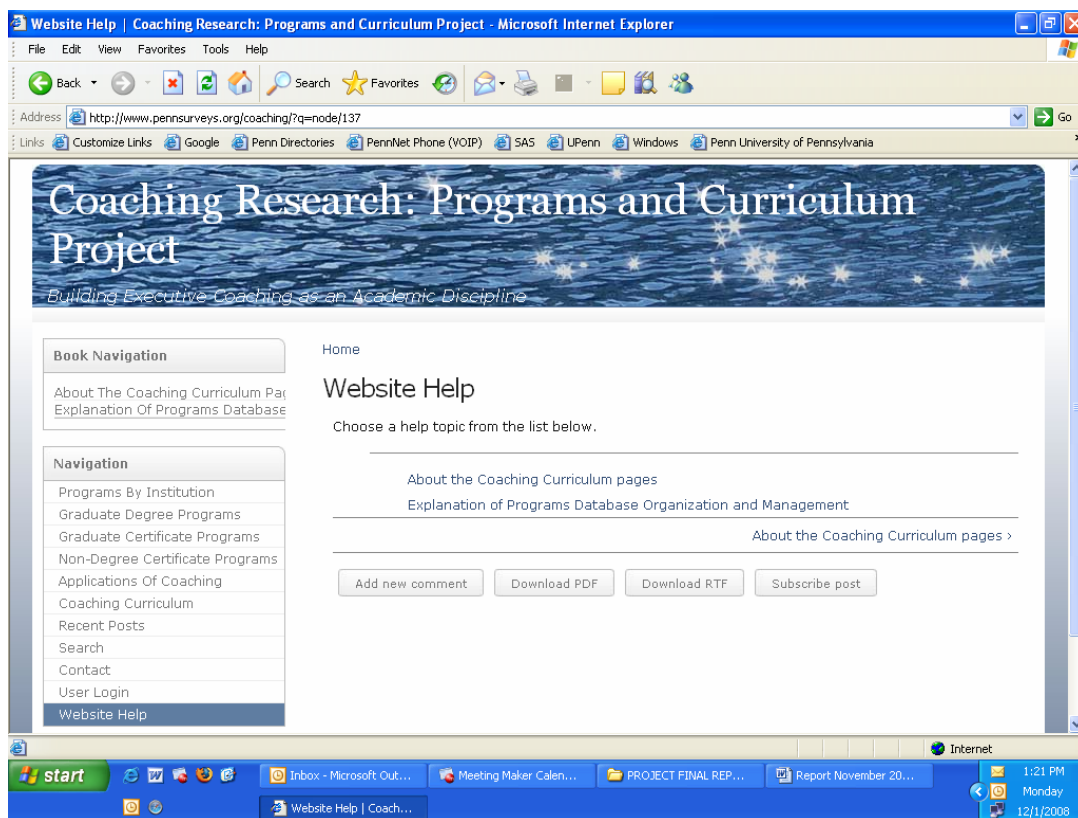
The “Details” section provided space to present information about each program’s mission, delivery methods, size and scope, entry requirements, curriculum/education, time to complete, exit requirements, exit outcomes, faculty characteristics, and student characteristics. Information from the Massachusetts School of Professional Psychology is presented in Figure 12.

Figure 12. Expanded Details of a Coaching Program



Information explaining how to use all interactive components of the website, including the procedures to review and evaluate (relative to the institution's coaching program) the proposed curriculum guidelines, were also provided to the contact person. It was explained that comments, adjustments, improvements, and other feedback were available to be collected, posted, and shared during the remainder of the project timeline. As well, written explanations and descriptions were provided on the website as a reference guide (see Figure 13).

Figure 13. Website Help Menu



Results

The search for academic coaching programs resulted in the identification and listing of 17 institutions in Australia; none in New Zealand; 20 in Canada; 52 in the United Kingdom, Ireland, and Scotland; and 124 in the United States (see Appendix A).

Australia and New Zealand Coaching Programs

Multiple searches for coaching in New Zealand revealed no academic programs. Correspondence with university faculty engaged in coaching research in New Zealand confirmed that (as of July 2008), no university programs were offered. This was supported by the Senior Research Associate for this project. After completing an

undergraduate degree at University of Auckland and not being able to locate a graduate coaching program in her home country, she came to the United States.

Table 2 summarizes the coaching programs in Australia. Six are part of graduate degrees, three are offered as degree-related graduate certificates, and seven are coaching application programs. University of Sydney, perhaps the most well-known academic coaching program in the world, offers two degrees: a Master of Organisational Coaching (M.Org.Coaching), and a Master of Applied Science in the Psychology of Coaching (M.Appl.Sc.[Psych.Coach]).

Table 2. Australian Coaching Programs

Category 1	Graduate Degree Programs	Institution
	Master of Applied Science (Psychology of Coaching)	University of Sydney
	Master of Business Coaching	University of Wollongong
	Master of Management	Australian National University
	Master of Organisational Coaching	University of Sydney
	MCom	University of Canterbury
	MEd, MEd Leadership	University of Waikato
Category 2	Graduate Certificate Programs	Institution
	Graduate Certificate in Business Coaching	University of Wollongong
	Graduate Certificate in Management	Australian National University
	Postgraduate Certificate in Mentoring and Coaching	Monash University
Category 3	Non-Degree Certificate Programs	Institution
	Graduate Certificate in Executive Leadership – Learning Organisations	University of Queensland

Category 4	Coaching Application Programs	Institution
	Executive Coaching: Creating High Performance Leaders	University of Melbourne (Melbourne Business School)
	Job and Career Coaching Services	Victoria University of Wellington
	Managing People Series: "Coaching"	University of New South Wales
	Organisational Development at the University of Newcastle	University of Newcastle
	Professional Management Program: Coaching	University of Canberra
	Tech Park Business Coaching Service	Auckland University of Technology
	Training Programs: Coaching to Improve Performance	University of Otago

Canadian Coaching Programs

Table 3 summarizes the 21 academic programs offered in Canada. As noted, two programs are offered within graduate degrees; two institutions (Concordia University and the Ontario Institute for Studies in Education/University of Toronto/Adler School of Professional Studies) offer a non-degree certificate program; and 17 are coaching application programs. There were no Category 2 programs offered. Both Category 1 programs consisted of a single graduate coaching course in within a degree program (i.e., MA in Leadership and Executive MBA).

Table 3. Canadian Coaching Programs

Category 1	Graduate Degree Programs	Institution
	MA (Leadership)	University of Guelph
	One-Year Executive MBA Program	University of Toronto

Category 3	Non-Degree Certificate Programs	Institution
	Personal and Professional Coach Program	Concordia University
	Leadership Coaching Certificates	Ontario Institute for Studies in Education/University of Toronto/Adler School of Professional Studies

Category 4	Coaching Application Programs	Institution
	Career Coaching	Simon Fraser University
	Coaching & Training	Dalhousie University
	Coaching Services	Mount Saint Vincent University
	Coaching Services	Athabasca University
	Corporate Coaching	Saint Mary's University
	Customized training/Individual Coaching	University of Ottawa
	Executive Coaching Model Service - For MBA Students	University of Western Ontario
	Executive Coaching Service	Queen's University
	Personal Development Coaching - Queen's MBA	Queen's University
-	Personnel Services - The Foundation For Coaching	Dalhousie University
	Richard H. Field Management Services - Leadership Coaching	University of Alberta
	Staff Learning and Development	Athabasca University
	Team & Individual Coaching	McGill University
	The "ME" Program - Career Coaching	Brescia University College at The University of Western Ontario
	UBC Coaching Services	University of British Columbia
	Workshop/Custom Program	HEC Montréal

United Kingdom, Ireland and Scotland Coaching Programs

Table 4 presents the 54 coaching programs identified in the United Kingdom separated by country (UK represents Britain). There are 17 programs associated with graduate degrees, seven graduate certificate programs, five non-degree certificate programs, and 32 coaching application programs. Of particular note are the three coaching doctoral programs available in the UK: the DCaM degree is available from Oxford Brookes University, the DProf is from Middlesex University, and the DPsych is from City University of London. Consulting and Coaching for Change is offered as a joint program from Oxford University and from the HEC School of Management in Paris. Completing the coursework and a capstone/thesis (Category 1) earns a Master of Science degree. Completing only the coursework earns a Graduate Certificate (Category 2).

Table 4. UK, Ireland, and Scotland Coaching Programs

Category 1	Graduate Degree Programs	Institution
UK	Doctor of Coaching & Mentoring (DCaM)	Oxford Brookes University
Scotland	Business Coaching (MBA)	University of Edinburgh
UK	Master of Science in Consulting and Coaching for Change	University of Oxford
UK	Doctorate in Professional Studies (DProf)	Middlesex University
UK	MA Coaching and Mentoring	University of Wolverhampton
UK	MA Education	University of Winchester
UK	MA in Coaching and Mentoring Practice	Oxford Brookes University
UK	MA Leadership & Management	York St John University
UK	MA Personnel and Development	University of Brighton
UK	MA: Coaching for Organisational Excellence	University of Sunderland
UK	Masters in Executive Coaching	Ashridge Business School
UK	Masters in Professional Studies (MProf)	Middlesex University
UK	MSc Coaching and Development	University of Portsmouth
UK	MSc Management Consultancy	Liverpool John Moores

Category 1	Graduate Degree Programs	Institution
		University
UK	MSc Coaching and Mentoring	Sheffield Hallam University
UK	MSc Coaching and Coaching Psychology	University of East London
UK	Post-Chartered DPsyCh	City University London

Category 2	Graduate Certificate Programs	Institution
UK	Consulting and Coaching for Change	University of Oxford
UK	Personnel and Development	University of Brighton
UK	Pg Diploma in Coaching and Mentoring	Sheffield Hallam University
UK	Postgraduate Diploma Coaching and Coaching Psychology	University of East London
UK	Postgraduate Certificate in Supervision for Coaching & Mentoring	Oxford Brookes University

Category 3	Non-Degree Certificate Programs	Institutions
UK	Lancaster Certificate in Coaching	Lancaster University
UK	Mentoring and Coaching PGCert	University of Worcester
UK	PgCert Coaching and Mentoring	Sheffield Hallam University
UK	Postgraduate Certificate Coaching and Coaching Psychology	University of East London
UK	PG Cert Business Coaching	University of Derby
UK	PG Certificate in Coaching	Northumbria University
UK	Postgraduate Certificate in Coaching and Mentoring at Work	University of Westminster
Scotland	Postgraduate Certificate in Coaching for Success	University of Aberdeen
Scotland	Postgraduate Certificate in Executive Coaching	University of Strathclyde

Category 4	Coaching Application Programs	Institution
Ireland	2 Day Introduction to Coaching Programme	University of Limerick
UK	A personalised MBA Careers Service	University of Cambridge

Category 4	Coaching Application Programs	Institution
UK	Academic Practice and Organisational Development	University of Birmingham
UK	Career Development - Career Coaching	Bradford University
UK	Centre for Staff and Educational Development - Performance Element of Lecturing - One to One Coaching	University of East Anglia
UK	Coaching and Consultancy	Durham University
UK	Coaching and Development Skills	University of the West of England
UK	Coaching Services	University of Exeter
UK	Coaching Services	University of Oxford
UK	Coaching Services	Canterbury Christ Church University
UK	Counselling, Coaching & Mentoring Services	York St John University
UK	Development Opportunities for Postdoctoral Research Staff - One to One Career Coaching	Imperial College London
UK	E-Learning programmes for Coaching Skills - Performance Management: Coaching Skills	University of Sheffield
UK	Enterprise: Organisational Consultancy Services	Roehampton University
UK	Executive Coaching - MBS coach referral service	University of Manchester
UK	External coaching partnerships	University of Cambridge
UK	Human Resources - Staff Development and Training: Coaching	University of Liverpool
UK	Human Resources - Training & Development: People Management Skills	Dublin City University
UK	Human Resources: The RGU Leadership Portfolio of Development Activities	Robert Gordon University
UK	Leadership and Management Development - Coaching	University of Bristol
UK	Leadershipskills Coach - Excellence through Coaching & Networking	University of Surrey

Category 4	Coaching Application Programs	Institution
UK	Leading the way in leadership coaching	Cranfield University
UK	One-to-One Coaching and advice	Swansea University
UK	Personal Coaching	De Montfort University
UK	Staff & Educational Development - Leadership Coaching	University of Nottingham
UK	Staff Development - Coaching	University of Northampton
UK	Staff Development - Coaching	University of Bath
UK	Staff Development - Coaching Skills for Change	University of Essex
UK	Staff Development Workshops - Everyday Coaching	Keele University
UK	Staff Development: Executive Development - Coaching	Newcastle University
UK	UCL HR - Organisational & Staff Development: Coaching and Mentoring	University College London
UK	Workplace Coaching	University of Leeds

United States Programs

We identified in the United States 45 Graduate Degree programs, 12 Graduate Certificate programs, 5 Non-Degree Certificate programs, and 65 Coaching Application programs. We did not locate any doctoral program that focused on coaching. However, coaching courses are included in the curriculum of the Columbia University PhD in Social-Organizational Psychology and in the Widener University PsyD in Organizational Psychology degree programs. We located only one program that named its degree in coaching, a Master's in Executive Coaching earned in the United States by completing a collaborative program between Middlesex University (London, UK) and BeamPines, Inc., a US-based consulting company. Table 5 presents the results separated by program category and by US region.

Table 5. Coaching Programs in the United States

Category 1 (Northeast)	Graduate Degree Programs	Institution
	BeamPines/Middlesex University Master's Program in Executive Coaching	Middlesex University
	Executive MBA	Pennsylvania State University- University Park Campus
	Executive MBA Program	Villanova University
	Human Resource, Education Program (Ed.M)	Boston University
	M.S in Human Resource Development	Villanova University
	M.S. in Human Resource and Development	New York University
	MA in General Psychology (Industrial/Organizational Concentration)	Adelphi University
	MA in Social-Organizational Psychology	Columbia University
	Master of Arts in Organizational Psychology Program (MA)	Massachusetts School of Professional Psychology
	Master of Psychology (Psy.M.)	Rutgers, The State University of New Jersey
	Master of Science in Organizational Change Management	The New School: A University
	Master of Science in Organizational Leadership (MSOL)	Nyack College
	Master's in Communication and Leadership	Canisius College
	Masters of Arts in Industrial/Organizational Psychology	New York University
	Masters of Management	Cambridge College
	Masters of Science - Industrial/Organizational Psychology	Bernard M. Baruch College of the City University of New York
	MBA	University of Hartford
	MS in Training and Organizational Development	Saint Joseph's University

Category 1 (Northeast)	Graduate Degree Programs	Institution
	MSOD, MPhil (Organizational Dynamics Graduate Studies)	University of Pennsylvania
	PhD in Social-Organizational Psychology	Columbia University
	PsyD in Organizational Psychology	Widener University

Category 1 (Mid-Atlantic)		Institution
	M.A. in Counseling & Organizational Psychology	Adler School of Professional Psychology
	M.A. in Organizational Leadership (MOL)	Regent University
	M.Ed. in Organizational Leadership	Vanderbilt University
	Master of Arts (Organizational Communication)	Queens University of Charlotte
	Master of Arts in Human Resources Management	Washington University in St. Louis
	Master of Arts in Leadership (MAL)	Augsburg College
	Master of Science in Leadership and Management	Amridge University
	Master of Training, Development and Performance Improvement	Northern Michigan University

Category 1 (Mid-Atlantic South East)	Graduate Degree Programs	Institution
	M.A. in Counseling & Organizational Psychology	Adler School of Professional Psychology
	M.A. in Organizational Leadership (MOL)	Regent University
	M.Ed. in Organizational Leadership	Vanderbilt University
	Master of Arts (Organizational Communication)	Queens University of Charlotte
	Master of Arts in Human Resources Management	Washington University in St. Louis
	Master of Arts in Leadership (MAL)	Augsburg College
	Master of Science in Leadership and Management	Amridge University

Category 1 (Mid-Atlantic South East)	Graduate Degree Programs	Institution
	Master of Training, Development and Performance Improvement	Northern Michigan University

Category 1 (Central-East)		Institution
	Master of Arts in Adlerian Counseling & Psychotherapy Emphasis in Management Consulting & Organizational Leadership (MCOL)	Adler Graduate School
	Master of Arts in Human Development	Saint Mary's University of Minnesota

Category 1 (Central-West)		Institution
	Coaching Certificate & Master of Arts in Organizational Psychology, Consciousness Studies or Career Development	John F. Kennedy University
	MA in Organizational Psychology	Alliant International University
	Master in Management	Southern Oregon University
	Master of Arts in Organizational Systems	Saybrook Graduate School and Research Center
	Master of Arts in Psychology	Golden Gate University
	Master of Science in Human Services (MS)	Bellevue University

Category 2 (Northeast)	Graduate Certificate Programs	Institution
	Graduate Certificate in Executive Coaching Program	Massachusetts School of Professional Psychology
	Graduate Certificate in Organizational and Executive Coaching	New York University
	Post-Master's Certificate in Advanced Human Resource Applications	Villanova University
	Certificate Program in Organization Dynamics and Leadership	Saint Joseph's University

Category 2 (Northeast)	Graduate Certificate Programs	Institution
	Graduate Certificate in Organizational Coaching Studies	University of Pennsylvania
	Summer Principals Academy	Columbia University
	The Corporate University at Millersville	Millersville University of Pennsylvania

Category 2 (Central-West)	Graduate Certificate Programs	Institution
	Coaching Certificate & Master of Arts in Organizational Psychology, Consciousness Studies or Career Development	John F. Kennedy University
	Evidence Based Coaching Graduate Certificate	Fielding Graduate University

Category 3 (Northeast)	Non-Degree Certificate Programs	Institution
	Coaching - A New Horizon: Theory, Emerging Evidence & Practice	Harvard University
	University of Vermont Employee Assistance Program	University of Vermont

Category 3 (Central West)	Non-Degree Certificate Programs	Institution
	12-Week Evidence Based Coaching	Fielding Graduate University
	Appreciative Coaching Certificate	Fielding Graduate University
	Graduate Certificate in Executive and Professional Coaching	University of Texas at Dallas

Category 4 (Northeast)	Coaching Application Programs	Institution
	Career Center Services	Western New England College
	Career Coaching	University of Pennsylvania
	Career Coaching	Smith College
	Coaching and Support for Union Leaders and Staff	Cornell University
	Coaching Services	Adelphi University
	Coaching Services (Health)	University of Massachusetts-

Category 4 (Northeast)	Coaching Application Programs	Institution
		Boston
	Coaching Services for Executive MBA Students	Drexel University
	Connecting With The Nonprofit Community	Bernard M. Baruch College of the City University of New York
	Duquesne University Center for Corporate and Executive Education	Duquesne University
	Educational Leadership Program for Aspiring Principals	University of Pennsylvania
	Employee Assistance Program - Support for Managers	University at Albany, State University of New York
	Executive Coaching	Rutgers, The State University of New Jersey
	Executive Coaching Services	Babson College
	Executive Coaching: Career Coaching for EMBA Students	University of Pittsburgh
	Executive MBA Program	Saint Joseph's University
	Executive Service Corps	Robert Morris University
	Follow-up Programs - Executive Coaching	Rensselaer at Hartford
	Learning Plus - Coaching Services to Students	University of Hartford
	Mindfulness in the Workplace Program	University of Massachusetts-Worcester
	Non-profit Executive Leadership Institute	Bryn Mawr College
	Organization & Employment Development - Coaching Services	Massachusetts Institute of Technology
	Workplace Learning and Development - Feedback and Coaching	University of Massachusetts-Amherst
	Yale Organizational Development and Learning	Yale University

Category 4 (Mid-Atlantic South East)	Coaching Application Programs	Institution
	Coaching for Community and Organizational Change Roundtable	Iowa State University of Science and Technology
	Coaching Service	University of Alabama
	Coaching Service for MBA Students	Franklin University
	Coaching Services	Duke University
	Custom Training - Enhancing Employee and Organization Performance	Kent State University
	Executive Coaching	Virginia Commonwealth University
	Executive Coaching	University of Arkansas
	Executive Coaching and Leadership	Lawrence Technological University
	Executive Coaching and Team Building	The George Washington University
	Executive Coaching for Success	University of Missouri
	Executive Coaching Program	University of Maryland University College
	Executive Coaching Program	Georgia State University
	Executive MBA - Career Coaching Services	Marshall University
	F.A.S.T. Employee Feedback & Coaching Skills (New Program)	Washington University in St. Louis
	Faculty & Staff Development / Training	Michigan State University
	Graduate Student Coaching for Professional Development	Franklin University
	Individual Career Coaching	University of Wisconsin–Milwaukee
	Leadership Coaching Program	University of Tampa
	Leadership Development Program	University of Wisconsin–Stout
	Leadership Development Training	Davenport University
	M-Coach: Executive Coaching and Advising	University of Michigan
	Merit Coaching for Managers and Employees	University of Northern Iowa

Category 4 (Mid-Atlantic South East)	Coaching Application Programs	Institution
	Personal Coaching	Missouri State University
	Personal Coaching For the Executive	Bradley University
	Personal Tools for Coles Executive MBA Students: Awareness through Assessment and Coaching	Kennesaw State University
	The Christian Leadership Center - Coaching	Andrews University

Category 4 (Central East)	Coaching Application Programs	Institution
	Adult Community Support Services	University of Montana– Missoula
	Career Coaching	University of Minnesota
	Career Development/Coaching	University of Arizona
	Coaching Services	Northern Arizona University
	Consulting Services: Consulting, Public Speaking & Training	University of Houston
	Executive Coaching	Wayne State University
	Executive Development Executive Coaching	Texas Christian University
	Executive Education: Custom Program	University of St. Thomas
	Governor's Executive Development Program	University of Texas at Austin

Category 4 (Central West)	Coaching Application Programs	Institution
	Alumni Consulting Team: Executive Coaching	Stanford University
	Career Coaching	University of California
	Career Counselors & Executive Coaching	University of California
	Coaching Service	San Jose State University
	Coaching Services	Alliant International University
	Evening & Weekend MBA Career Services	University of California

Category 4 (Central West)	Coaching Application Programs	Institution
	Staff Development	University of California

Level of Participation

When the leadership of each academic institution was invited to participate in this project (via email) there were two levels of involvement available. One was for the institution to passively acknowledge that they were being listed and do nothing more. If any wished to have their entry removed, this was, of course, done immediately. The other was to be active. By responding to the email, the contact person could enter information about their academic program on the website. Each was offered a password that would allow them to enter descriptive text into categories of “Leadership” and “Details.” Within the Details section were 10 subsections: Mission, Delivery Methods, Size and Scope, Entry Requirements, Curriculum/Education, Time to Complete, Exit Requirements, Exit Outcomes, Faculty Characteristics, and Student Characteristics.

Despite confirmation that all identified programs received an invitation, only three institutions responded to the active involvement option. These were St. Joseph’s University (United States), Widener University (United States) and the Massachusetts School of Professional Psychology (United States). The University of Pennsylvania has information listed but this was completed as a model for others to view.

Contact representatives were also encouraged to participate in a peer-review forum about the proposed curriculum for graduate courses in coaching. The Graduate School Alliance for Executive Coaching, a consortium of US and Canadian universities offering coaching programs, had produced a draft document entitled, “Guidelines for Graduate Academic Programs in Executive Coaching” which was placed on the website. Participants in the project were able to read (and print) the document, and to comment on

its value in their coaching programs. Any comments could be entered into a discussion board area that was posted for others to read.

No comments about the curriculum were issued by representatives of any of the institutions.

Conclusions

This project identified 214 coaching programs offered by graduate academic institutions in the United States, Canada, Australia, United Kingdom, Ireland, and Scotland. The website permits anyone who is searching for a graduate coaching program to identify within these regions the universities offering degrees, other coursework, and two types of certificate programs. It also notes where coaching is offered as a development program to the community through the institution.

Two conclusions seem warranted. First, organizational and executive coaching is clearly within the academic community. While some countries have been more active (and for longer) than others, the distribution across the countries surveyed is positive and encouraging. UK countries, in particular, are leading in terms of the availability of dedicated Master's and Doctoral coaching programs. The United States has 62 programs in Category 1 reflecting graduate degree coursework.

Second, the engagement by the academic community hoped for in this project was not fulfilled. That only three institutions agreed to enter descriptive information and that no inter-program communication occurred on the website were disappointing. Despite these absences, the following recommendations are being suggested.

Continued Program Listing

As the search for programs was restricted in geography and limited by time, it is recommended that the listing of programs continue. First it is recommended that programs continue to be identified and added within the countries already noted. As academic coaching programs are increasing within the academic community, it is likely that more entries can be expected. Second it is recommended that an expansion to other countries be started. Coaching programs are known to exist in South Africa, Asia, Israel, and in Scandinavian countries, for example. These and other locations should be included in the database. It is expected that modest funding for an agent to manage this project will be required to support the search and entry of new programs.

Continued Program Presentation

The website (<http://www.pennsurveys.org/coaching/>) will be maintained by the Organizational Dynamics Graduate Studies program at the University of Pennsylvania. It is recommended that a link to this website (and to a description of the project report) be made available on the website of the Foundation of Coaching. These links should then be promoted and made available to the global academic and professional coaching community as a resource. For example, organizations including but not limited to the Graduate School Alliance for Executive Coaching, International Coach Federation, and European Mentoring and Coaching Council should be invited to post link(s) as a resource for their communities. It is also recommended that related professional societies such as the Academy of Management be contacted to post this web link. This global community of scholars and practitioners, mainly associated with schools of business, currently consider coaching to be part of their formal divisions of Organization Development and Change and of Management Consulting. Both divisions could promote this resource.

Promotion about Program Details

While the project has created a web system that enables the entry and presentation of descriptive information (Details) about a coaching program by its leadership, little response occurred. One reason may be that there was little time or value perceived by program leaders to support a small research project. However, if the program leadership appreciated that the website information was promoted as a global resource for prospective students, faculty, employers, and other in the academic and professional coaching community, interest about self-presentation for marketing purposes would likely increase. It is recommended, therefore, that the benefits of presenting the program contact, leadership and detail information continue to be offered and that the opportunity to control the management of the information by program leadership also be continued.

Proposed Curriculum Guideline and Discussion

That the draft curriculum guideline document received no evidence of attention (there were no written comment entries) is disappointing. Similar to the absence of program details, leadership may not have felt compelled to participate in this aspect of the research. The draft document was comprehensive and so contained many sections and subsections listing knowledge and skill competencies. Reviewing and comparing this information against a program's offerings would require considerable time and effort. As well, the global academic coaching community is young, decentralized, and has not yet established an image of community or another common bond around curriculum development, nor among its teaching or research faculty. It is recommended, therefore, that if the website is maintained (and is expanded) that the proposed guideline document be retained as a resource.

References

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Appendix A

Academic Coaching Programs

<u>Adelphi University</u>
<u>Adler Graduate School</u>
<u>Adler School of Professional Psychology</u>
<u>Alliant International University</u>
<u>Amridge University</u>
<u>Andrews University</u>
<u>Ashridge Business School</u>
<u>Athabasca University</u>
<u>Auckland University of Technology</u>
<u>Augsburg College</u>
<u>Australian National University</u>
<u>Babson College</u>
<u>Bellevue University</u>
<u>Bernard M. Baruch College of the City University of New York</u>
<u>Boston University</u>
<u>Bradford University</u>
<u>Bradley University</u>
<u>Brandeis University</u>
<u>Brescia University College at The University of Western Ontario</u>
<u>Bryn Mawr College</u>
<u>Cambridge College</u>
<u>Canisius College</u>
<u>Canterbury Christ Church University</u>
<u>City University London</u>
<u>Columbia University</u>
<u>Concordia University</u>
<u>Cornell University</u>
<u>Cranfield University</u>
<u>Dalhousie University</u>
<u>Davenport University</u>
<u>De Montfort University</u>
<u>Drexel University</u>
<u>Dublin City University</u>
<u>Duke University</u>
<u>Duquesne University</u>
<u>Durham University</u>

<u>Fielding Graduate University</u>
<u>Franklin University</u>
<u>Georgia State University</u>
<u>Golden Gate University</u>
<u>Harvard University</u>
<u>HEC Montréal</u>
<u>HEC Paris</u>
<u>Imperial College London</u>
<u>Iowa State University of Science and Technology</u>
<u>John F. Kennedy University</u>
<u>Keele University</u>
<u>Kennesaw State University</u>
<u>Kent State University</u>
<u>Lancaster University</u>
<u>Lawrence Technological University</u>
<u>Liverpool John Moores University</u>
<u>Marshall University</u>
<u>Massachusetts Institute of Technology</u>
<u>Massachusetts School of Professional Psychology</u>
<u>McGill University</u>
<u>Michigan State University</u>
<u>Middlesex University</u>
<u>Millersville University of Pennsylvania</u>
<u>Missouri State University</u>
<u>Monash University</u>
<u>Mount Saint Vincent University</u>
<u>New York University</u>
<u>Newcastle University</u>
<u>Northern Arizona University</u>
<u>Northern Michigan University</u>
<u>Northumbria University</u>
<u>Nyack College</u>
<u>Oxford Brookes University</u>
<u>Pennsylvania State University- University Park Campus</u>
<u>Queen's University</u>
<u>Queens University of Charlotte</u>
<u>Regent University</u>
<u>Rensselaer at Hartford</u>
<u>Robert Gordon University</u>
<u>Robert Morris University</u>

<u>Roehampton University</u>
<u>Rutgers, The State University of New Jersey</u>
<u>Saint Joseph's University</u>
<u>Saint Mary's University</u>
<u>Saint Mary's University of Minnesota</u>
<u>San Jose State University</u>
<u>Saybrook Graduate School and Research Center</u>
<u>Sheffield Hallam University</u>
<u>Simon Fraser University</u>
<u>Smith College</u>
<u>Southern Oregon University</u>
<u>Stanford University</u>
<u>Swansea University</u>
<u>Texas Christian University</u>
<u>The George Washington University</u>
<u>The New School: A University</u>
<u>University at Albany, State University of New York</u>
<u>University College London</u>
<u>University of Aberdeen</u>
<u>University of Alabama</u>
<u>University of Alberta</u>
<u>University of Arizona</u>
<u>University of Arkansas</u>
<u>University of Bath</u>
<u>University of Birmingham</u>
<u>University of Brighton</u>
<u>University of Bristol</u>
<u>University of British Columbia</u>
<u>University of California</u>
<u>University of Cambridge</u>
<u>University of Canberra</u>
<u>University of Canterbury</u>
<u>University of Derby</u>
<u>University of East Anglia</u>
<u>University of East London</u>
<u>University of Edinburgh</u>
<u>University of Essex</u>
<u>University of Exeter</u>
<u>University of Guelph</u>
<u>University of Hartford</u>

<u>University of Houston</u>
<u>University of Leeds</u>
<u>University of Limerick</u>
<u>University of Liverpool</u>
<u>University of Manchester</u>
<u>University of Maryland University College</u>
<u>University of Massachusetts- Amherst</u>
<u>University of Massachusetts- Boston</u>
<u>University of Massachusetts- Worcester</u>
<u>University of Melbourne (Melbourne Business School)</u>
<u>University of Michigan</u>
<u>University of Minnesota</u>
<u>University of Missouri</u>
<u>University of Montana–Missoula</u>
<u>University of New South Wales</u>
<u>University of Newcastle</u>
<u>University of Northampton</u>
<u>University of Northern Iowa</u>
<u>University of Nottingham</u>
<u>University of Otago</u>
<u>University of Ottawa</u>
<u>University of Oxford</u>
<u>University of Pennsylvania</u>
<u>University of Pittsburgh</u>
<u>University of Portsmouth</u>
<u>University of Queensland</u>
<u>University of Sheffield</u>
<u>University of St. Thomas</u>
<u>University of Strathclyde</u>
<u>University of Sunderland</u>
<u>University of Surrey</u>
<u>University of Sydney</u>
<u>University of Tampa</u>
<u>University of Texas at Austin</u>
<u>University of Texas at Dallas</u>
<u>University of the West of England</u>
<u>University of Toronto</u>
<u>University of Vermont</u>
<u>University of Waikato</u>
<u>University of Western Ontario</u>

<u>University of Westminster</u>
<u>University of Winchester</u>
<u>University of Wisconsin–Milwaukee</u>
<u>University of Wisconsin–Stout</u>
<u>University of Wollongong</u>
<u>University of Wolverhampton</u>
<u>University of Worcester</u>
<u>Vanderbilt University</u>
<u>Victoria University of Wellington</u>
<u>Villanova University</u>
<u>Virginia Commonwealth University</u>
<u>Washington University in St. Louis</u>
<u>Wayne State University</u>
<u>Western New England College</u>
<u>Widener University</u>
<u>Yale University</u>
<u>York St John University</u>