

**“The power of Coaching while doing an MBA:
from a development and learning journey into a
sustainable transformational experience”**



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THANKS

“Planet alignment”, those are the words popping up into my mind when I think of this whole journey. How wonderful it has been to get up in the morning and be able to apply what I have learned and studied the day before. *“Learn today, apply tomorrow”* is one of the mantras of the organization I am fortunate to work in and for today.

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EXECUTIVE SUMMARY

More and more students enroll in MBA programs to develop, upskill and upgrade themselves. They are rarely aware that Coaching sessions are included within those postgraduate educational programs and don't often know what it consist in. As they move through their MBA journeys, they realize the effects, impacts and benefits of those sessions not only in their student learning experience, but also in their professional as well as personal lives.

Those various changes generated by the Coaching sessions turn out to be a profound transformational human experience for some of them.

An Academic Search as well as a Ground Survey of ten semi -guided interviews support the statement according to which not only does Coaching alter an MBA student journey, but it also deeply transforms the human being professionally and personally and for some, in a sustainable way.

KEY WORDS

MBA, Coaching, Learning, Education, Development, Change, Journey, Performance, "Transformance", Sustainability

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INTRODUCTION

An MBA (Master of Business Administration) is a graduate degree focused on building leadership skills and learning business principles. But for the majority of students, MBAs offer much more than that. Those curricula that appeared at the beginning of the 20th century and are classified in different categories turn out to be key to operate a change in one's career. Yet, this career change is not the only criteria of why a student signs up for an MBA. The reasons and expectations are numerous and so are the outcomes. MBA programs teach students analytical skills, long-term strategic thinking, networking, leadership and more. Part of the numerous courses provided through academics and practitioners ; Coaching has slowly been integrated through those curricula the past few decades and play a more and more important role part of the student journey. Most of the time, enrolled MBA students have a low level of knowledge of what Coaching is and consequently, few expectations. Yet, as they progress through their MBA journey, not only do they notice impacts, effects, benefits of those diverse Coaching sessions on their learning and development process, but also on their professional and personal lives. Coaching offers students the time for self-introspection, and the space to think clearly and independently about their academic lives. The student becomes more self-aware and personally responsible for achieving his or her goals. It also enables them to rapidly acquire key managerial and leadership skills, such as listening, communicating efficiently and providing constructive feedback. Their role and position within the organization is often impacted by the effects of the Coaching sessions. MBA students also notice the impacts and benefits that the Coaching sessions have on their personal lives, starting with a different approach and reading of things in general. Some highlighted behavioral changes ; others focused more on their thinking and analytical process modification.

Firstly, under an Academic and theoretical perspective, it is important to define and present the existing MBA programs worldwide, the reasons why students enroll and what their expectations towards the deliverables and outcomes of those programs are.

A second part provides the outcomes and results of a Ground Survey of ten MBA Alumni of Sacred Heart University Luxembourg to understand their personal reasons for onboarding such a journey, their expectations of Coaching, and, most importantly, the effects and benefits it had on their student, professional and personal lives.

The third part puts in parallel the Academic Review and the Ground Survey, revealing how Coaching turns out to be an undeniable vector of change as well as a powerful tool enabling some **MBA professionals to move from a development and learning journey to a sustainable transformational experience.**

*“Unlocking people’s potential to maximize their own performance.
It is helping them to learn rather than teaching them”*

Sir John Whitmore

“Change before you have to”

Jack Welch

PART 1 – Coaching within MBA programs

One of the best ways for a student to operate a change in his, her career is to enroll in one of the numerous MBA programs universities offer worldwide. Courses vary from management to accounting to communication and much more. For the past few decades, various types of Coaching sessions have been added into the curriculum to guide students through their learning process. Research shows that the effects of these sessions go beyond the learning experience onto the graduates' professional and personal lives. Impacts and benefits are noticed; change cannot be denied. There consequently exists a link and some interesting correlations between the Coaching sessions provided during the MBA programs and the changes noticed in parallel, should it be at work or on a personal level.

In order to understand the role and effects of Coaching on MBA students, this first part defines what MBA programs are and what differences exist between the different types of MBAs. It underlines the diverse reasons why people enroll within those programs and what are their main expectations when signing in, focusing also on the outcomes and deliverables those programs bring to their audience.

This first part also introduces Coaching part of those learning programs, its history, its definitions since there are different types of supports, as well as its objectives, modalities and the resources needed to deliver it properly and efficiently.

Then, and always under an academic perspective, it presents the noticed impacts, consequences and benefits of Coaching on the graduates' learning experiences, as well as their professional and personal lives.

1. MBA Programs

a. Definitions and presentations of different programs

Standing for “Master of Business Administration”, the MBA is the original graduate degree offered by business schools globally and the world’s most popular graduate management degree. First introduced by Harvard University Graduate School of Administration in 1908, the Master of Business Administration (MBA) is an internationally recognized degree designed to develop the skills required for careers in business and management. Today there are over 2,500 MBA programs offered worldwide (Wikipedia).

Most MBA programs include a core curriculum of subjects, such as accounting, economics, management, marketing, and operations, as well as elective courses that allow participants to meet their needs, answer their expectations and follow their own personal or professional interests. These electives are named “concentrations”.

Before deep diving into the concentration’s choice, as well as the scheduling, interested MBA profiles need to choose the matching MBA. Each year, thousands of ambitious professionals apply to different types of MBA programs. The three main ones are the Full-Time MBA, the Part-Time MBA and the Executive MBA. They all last approximately two years.

The **Full-Time MBA** is geared towards candidates with two to seven years of work experience looking for a new working experience while studying. Usually, students enrolling within a Full-Time MBA are willing to integrate a new market (if coming from abroad) and changing position (if local). To complete this program, students are compelled to do an internship or a consulting project of six to nine months in parallel of their learning program.

The **Part-Time MBA** is intended for students who are employed and looking for a career switch or jump within their current company, or in a different one after graduation. The curriculum is the same as the Full-Time MBA without the internship or consulting project. Part-Time students usually have between seven to twelve years of work experience and do MBAs at local business schools. Graduates of Part-Time MBA programs usually cannot expect the same kind of career mobility that a Full-Time MBA program offers.

The **Executive MBA** targets professionals with substantial leadership and management experience. Students at these programs typically have at least ten to fifteen years of work experience. EMBA's are similar to Part-Time programs with a variety of different scheduling options and some added options, such as more mentoring and Coaching sessions. These programs typically last between sixteen and twenty- two months.

MBAs can be done offline, online or “blended” (combination of off and online) for those who need flexibility, in terms of geography and scheduling.

b. Reasons and criteria for application and enrollment

There are different reasons for which a professional decides to do an MBA (Part-Time, Full-Time or Executive) and onboard on such a development and learning journey. Many students (especially those enrolled in Full-Time MBA programs) pursue their programs to make substantial **career shifts**, such as from one industry to another or from one country to another (Thomas & Fuller, 2021).

Yet, reasons are diverse and may vary depending on the types of MBA. As Baruch mentions *“The MBA can generate significant tangible and intangible inputs to graduates' careers and their employing organizations. Having an MBA contributes considerably to graduates' **human capital**”* (Baruch, 2009). Most of the time, prospective candidates and working professionals seek executive education to prove that they have the *“state of the art knowledge and requisite competencies for carrying out their responsibilities efficiently and effectively at the workplace”* (Dalton, 2018). They expect to have a **sound understanding of all business functions** as well as *“the strategic skills necessary for cross functional initiatives, to challenge global markets and effective decision making”* (Boyatzis & Saatchioglu, 2008) and seek *“professional development, leadership roles and **performance**”* (Carter, 1998).

Most of them are looking for substantial **salary increments along with promotions** (Wilkins, He, Zhu & Elmoshneb, 2018) as well as **extension of their network** through peers, professors, faculty members but especially Alumni associations (Dizik, 2008).

On the top of this, the MBA audience's decision to join is also largely based on their *“perception of its success in **rewarding their personal and professional needs**”* (Long, 2004).

Numerous factors influence a postgraduate student's choice of Master of Business Administration program. The reputation of the university as well as the accreditations of the curriculum appear to be also key factors and selecting criteria (Blackburn, 2011).

Proper accreditation ensures that a school and its program are certified and trustworthy. **Accredited schools** must adhere to standards articulated by outside learning commissions, so degree seekers know that they are obtaining a quality and recognized education.

Reputation as well as Faculty and Staff resources of the school are also important when choosing an MBA. Learning programs with renowned Alumni and respected professors attract attention, and the business community knows which schools reliably function as talent pipelines. Rankings give recruiters and hiring panels a sense of how adequately a school prepares its graduates for employment.

The **program length**, as well as the content of the curriculum and the options of concentrations are also key factors of choice. Some business schools do offer accelerated programs to answer those needs. While students cannot waive core classes, those who previously completed a business (or related) degree at the undergraduate level may be able to test out of a few of foundational courses.

Location (do they see themselves working in the same city as their school after graduation) and cost (options for scholarships and bank loans) are also to be taken into consideration.

Finally, added services such as **mentoring, career services and Coaching** do make the difference when benchmarking business schools for MBA enrollment. Aside from providing top-tier educational opportunities and teaching graduates the skills needed to become business leaders, one of the most significant services business schools provide is helping new graduates jumpstart their careers with Coaching which is at the core of the discussion here.

c. Learning and development outcomes of an MBA

Numerous are the learnings and development outcomes of MBA programs.

Firstly, they give fundamental **management knowledge** to be able to get a holistic view of business across areas like marketing, finance, and accounting, all while developing those vital

soft skills like leadership and management. Entrepreneurship skills are also part of the set acquired for those interested in learning how to start and grow a business. *“The special advantage of an MBA program is the opportunity to develop leadership and interpersonal skills with a group of peers in a sequence of experiential courses informed by current research”* (Batista, 2019).

Combining formal classroom training with experiential learning opportunities, MBAs give **hands-on experience** based on real business challenges. Depending on the program, students may also take courses geared toward a specific concentration or specialization, giving them the opportunity to customize their studies and acquire expertise as well as flexibility in a specific aspect of business.

In parallel, MBA programs help develop the **soft skills** needed to excel in business, such as motivation, teamwork, communication, public speaking, analytical thinking, problem solving and ethical reasoning. After graduation, one can expect to be able to think globally, not only because of the variety of the cohorts but especially about the content of the courses. Higher reading of business and life in general, as well as opportunities to reflect on some big business issues from a deeper and sometimes detached perspective are also outcomes highlighted by graduates.

MBAs also give access to an extensive **business network** which may be one of the reason why those programs enable professionals to find a job meeting his, her expectations in terms of position and salary more rapidly than non-MBA professionals. According to data collected by the Association to Advance Collegiate Schools of Business, 83% of 2015 MBA graduates found employment within three months of graduation, and 67% received a job offer by the time of graduation. Another Survey from the Graduate Management Admission Council found that 84% of companies worldwide planned to add MBA graduates to their employment roster in 2015 and up from 62% in 2010.

2. Coaching MBA students

a. History and definition of Coaching

The first usage of the word “coach” was in an academic context, at the University of Oxford in the 1830s (Online Etymology Dictionary) when it was referring to a tutor who supported a student with his, her academic work taking him from point A to point B, like a coach (meaning “carriage”) would also take passengers from one destination to another.

Then, in the late nineteenth century (1860), Coaching became central to elite sporting performance for generations. Back then, the word Coaching was identified as being used in an athletic sense.

Between 1940 and 1960, through the Human Potential Movement led by Abraham Maslow and Carl Rogers, the focus was on improving human performance through psychology and exploring human growth and development. It is then that some organizations started to provide their senior executives with counselling delivered by occupational or organizational psychologists. These interventions were designed to support the executives to overcome barriers and perform at their work.

In 1975, the successful US tennis player Tim Gallwey first wrote his bestseller *The Inner Game of Tennis: The Ultimate Guide to the Mental Side of Peak Performance* (Gallwey, 2015). This book was one of the first to focus not just on fitness, but on the ‘*battle within ourselves as we try and overcome self-doubt and anxiety*’. Coaching was moving from an athletic term to a development and performance methodology.

It is in the eighties, in the UK, that the first Executives Coaches appeared with John Whitmore, and Graham Alexander (who developed the GROW model) to then, rapidly moved to the US Continent where it became a real trend. Since then, it has been firmly embedded in many Western cultures and business schools.

Since then, even though Sir John Whitmer’s definition of Coaching (Flaherty, 1999 & 2009) seems to be universal and agreed upon now, many types of Coaching have emerged and

entered the Coaching world.

When talking about the different types of Coaching, Lenhardt & Buratti (2018) mention five types of Coaching: Performance Search, Awareness and Self-control, Awareness of others and Mastery of relationships, Awareness of change and Mastery of action and Combined Coaching. Marketing wise and commercially speaking, this refers to the differences between Life Coaching, Business and Entrepreneurial Coaching, Executive Coaching, Executive Leadership Coaching, and Career Coaching amongst others.

While **Life Coaching** focuses on creating a more fulfilled life; identifying values, purpose, goals and dreams, recognizing barriers, taking action towards goal achievement for an individual, **Business Coaching** targets professionals striving for business growth and success, identifying goals for the future while improving current operations according to International Coach Federation.

On the other hand, **Executive Coaching** aims at helping Business Executives or Senior Leaders to improve their leadership abilities, manage organizational change, find work/life balance and develop or strengthen people and performance management. Axsmith describes it as a “*catalyst for personal growth and corporate change*” (2004).

Last but not least, **Career Coaching** targets individuals focusing on employment improvement or shift. It consists of identifying individual strengths, passions and interests; sharing career vision and goals; finding fulfillment and purpose through work; clarifying the best fit between a person and a career or organizational culture and accelerating one's career path.

The two last types of Coaching mentioned above are at the core of the discussion here.

b. Coaching sessions part of MBA programs

As reflected above, the term Coaching first appeared within an academical context at the University of Oxford and since then, has often being used in numerous educational settings (Nieuwerburgh van, 2014) starting with Sports Coaching first then Counselling, Humanistic psychology and Business psychology programs and eventually, Executive Coaching.

Even if the role of Coaching in higher education is a relatively new phenomenon, it has gained recognition as a developmental intervention for academics and students in Europe, following its introduction in the US “*where a number of studies on models and effectiveness of Coaching in US institutions have been reported*” (Beetinger & Baker, 2011).

Coaching sessions are now delivered in many universities and business schools worldwide, especially in institutions offering MBA programs, since Coaching has been identified as “*an essential component of an effective professional learning and development program*” (Aguilar, 2013). In parallel to Coaching, MBA students can also benefit from mentoring support and this is often creating confusion hence the importance of underlining the difference between the two.

Coaching and Mentoring are indeed closely related terms. Coaches and mentors share similar skills, yet methodology and processes differ. **Coaching** is more performance driven, designed to improve the professional’s on-the-job performance. **Mentoring** is more development driven, looking not just at the professional’s current job function but beyond, taking a more holistic approach to career development. Coaches are hired for their expertise in a given area, one in which the coachee desires improvement. Examples: Presentation skills, leadership, interpersonal communication, and sales. Within organization mentoring programs, mentors have more seniority and expertise in a specific area than mentees. The mentee learns from and is inspired by the mentor’s experience and expertise. The mentor can be seen as an adviser or wise counsellor while the coach is more of a facilitator and thinking partner. Another key differentiator to be emphasized is the directivity or non-directivity of the person in the supporting role. Although both coaches and mentors can direct the conversational process, the coach is non-directive when it comes to what the coachee should do. On the other hand, the mentor has a more directive role. Mentors are expected to provide suggestions, share insights, and impart guidance.

Outcomes from a Coaching agreement are specific and measurable, showing signs of improvement or positive change in the desired performance area, while outcomes from a mentoring relationship can shift and change over time. There is less interest in specific, measurable results or changed behavior and more interest in the overall development of the mentee. Both supports offered as part of MBA curricula are one-to-one, confidential, meaningful as well as transformational conversations. The coach’s role (Executive or Career Coaching) is to support the coachee to identify a desired future state or goal and then listen and

ask questions as the coachee explores ways of moving forward. Career Coaching adds on guidance and recommendations to enter the market and flourish within it. The study here focuses on Coaching.

c. Objectives, modalities and resources

Coaching in the academic world firstly aims at providing students with space to think clearly and independently about their academic lives and then, their future professional and personal ones. In doing so, the student becomes more self-aware, self-confident and personally responsible for achieving his, her goals.

When entering an MBA program, students are most of the time introduced to Coaching through a first academical introductory class part of an onboarding program. **Objectives**, fundamentals, regularity, methodology as well as potential expected benefits are explained to a notified audience. Based on their backgrounds and the universities resources, each student is then paired with a trained coach to undertake fortnightly Coaching sessions of approximately one hour and taking place either face to face on campus, online over video conference or even more recently in a totally different setting like in the forest for example (Chavanis & Rojas Zamudio, 2021). Students are free to start the Coaching program when they deem it the most appropriate and depending also on their status of maturity and readiness when entering the program. Coaching sessions timeline in Academics are flexible even if strongly recommended during the first semester of the curriculum.

After the first introductory and goal setting session, it is all about creating an **alliance** between the coach and the coachee to accompany them where they want to go. Peterson (2011) describes a positive Coaching working relationship as an alliance between coach and participant that is *“characterized by trust, acceptance, understanding, open, honest communication, and other interpersonal factors that support learning and development”*.

Amar & Angel (2017) differentiate Coaching from other modes of intervention such as consulting, training, or therapy through its posture and its philosophy which call for a specific Coaching relationship aiming at a relationship between the coach and the coachee driven by their **"co-development"**.

To reach those objectives of alliance and “co-development”, coaches are trained in the skills needed to provide the space and structure within which a student can reflect and plan. Primarily, coaches do this by asking powerful, thought-provoking questions and carefully listening to their students. An efficient coach has indeed the ability to build relationships, ask challenging questions, listen effectively, create accountability and motivate them towards their objectives. In a tutoring session, there is a clear flow of information from teacher to student. In a Coaching conversation, the student leads the discussion and sets the agenda; the coach is then a facilitator rather than an instructor.

3. Effects, consequences, and impact of Coaching on MBA students

a. Effects on MBA experience

According to Aguilar (2013), “*Coaching promotes the implementation of learning and reciprocal accountability*”. Whether in small groups or individually, coaches are able to help participants **personalize and apply their learning** to their chosen context through open discussion or sharing personal business cases. A greater engagement from staff and students by involving them in their work is noticed as well as more shared responsibility for learning and creating more independence and autonomy.

Coaching also helps students and Alumni to **embrace a culture of depth and life-long learning**. They study while questioning themselves; the value and meaning of the learning is consequently modified and often optimized. Students are also engaged in personal follow up during and even after their program, and this motivates them to prolong their learning experiences after they graduate. Consequently, not only is the learning process leveraged on and strengthened thanks to Coaching, but it also becomes a way of life: living and learning.

Lastly, the MBA journey is impacted in a bonding way by Coaching. The **relationships** created and developed between the coach and the coachee as well as between the coachee and the coached fellows makes the experience different than it would have been without Coaching sessions.

b. Effects on professional life

Hein (1989) measured the impact of Coaching on professional lives. Providing feedback to employees, emphasizing facts or concepts, and identifying employee development needs were the main items focused on. Yet, much more can be discussed.

Firstly, after being coached, a professional has indeed a **better use of talent and resources**. Professionals listen and question more. They are able to identify better weakness and challenges, and this consequently open doors for problem and challenge solving. They uncover

people's talents and encourage them to find answers to problems. They do not have to find all the solutions themselves or shoulder the stress of thinking they have to. Their human side and caring interactivity with their teams are emphasized in their daily actions and contribute to creating an “*emotionally intelligent organization*” (Maddocks, 2009).

Coaching also largely contributes to becoming more self-aware and this has been identified as helping professionals becoming **more effective in leadership roles** (Levinson, 1996 & Peterson, 2011). Coaching can indeed significantly increase many aspects of self-awareness for participants as leaders and as team members (Church, 1997). Through Coaching, executives can focus on their styles of leadership as well as team roles and contributions. They can better appreciate their personality, motivations and fears as well as how they impact others. This is an important and powerful learning practice for many executives who often underestimate their impact as leaders and colleagues, and rarely get feedbacks they can really trust or take time to reflect on. This awareness can be raised through various evaluative tools as well as through experiential learning techniques (role play for example) and peer feedback. It surely impacts their life at work and the way they manage their teams (Goleman, 2004).

Thanks to Coaching techniques, coachees also learn how to **plan, project, anticipate as well as independently and efficiently navigate to their goals**. They consequently help their team, colleagues, stakeholders, and individuals do the same as well as focusing on project plans and reviewing contributions and progress made.

Lastly, not only does Coaching impact a professional within their day to day and established working time, but it also impacts and clearly facilitates **career move and change**, internally or externally as it is well documented by Yates (2014), Sheward & Branch, (2012), Chung & Gfroerer Allen (2003).

c. Effects on personal life

“The main interest of Coaching lies in the ability to provoke and support a reflection on oneself and on one's practice which can lead to personal transformation” (Cloet & Bournois, 2011).

The concept of **self- reflection, self-analysis**, and thinking deeper about oneself is proposed as

an important element for enabling coachees to explore their inner- self and work with the coach in this exploration (Augustijnen, Schnitzer & Van Esbroeck, 2011). This exploration drives the coachee to his, her personal life as they embrace a whole holistic and systemic approach. Effects and benefits are then impacting the whole individual and consequently their life outside of the university and their workplace.

Towell & Hall underlined again the benefit and value of “*self-awareness increase and time to reflect* ” as strongly touching a student personal life since it becomes an impactful habit, often driving to reconsideration, questioning and change. “*When you more easily and regularly hold a mirror up to yourself, you see problems you are not aware of and consequently thrive of solving them as soon and as efficiently as possible. Change actions often occur*” (2016).

Another noticeable impact on a student’s personal life is the **listening capability** to the others and this continuous one to one attention. Expanded thinking through dialogue with an outsider, including understanding blind spots, improves relationships, interactions and consequently personal lives (Turner, 2006 & Augustijnen, Schnitzer & Van Esbroeck, 2011).

Last but not least, as Goleman (2004) highlighted and Maddocks (2009) argued, Coaching drives to **emotional intelligence awareness and development** which deeply impacts an individual’s personal behaviors, actions and feelings.

The first part clearly defines what MBAs’ programs are and the different curricula offered nowadays. Full-Time MBA, Part-Time MBA, Executive MBA: targets, contents as well as outcomes are different from one curriculum to another one and so are the reasons and motivations why students enroll.

Coaching support has slowly been included in MBAs’ programs, playing different roles and aiming at different objectives. Despite those differences, the Academic Review clearly exposes the common effects, consequences and impacts benefiting the students. Change is noticeable on their student journey, their professional lives but also their personal one.

PART 2 – Ground Survey:

methodology and results

The Ground Survey exposed here aims at identifying the effects, impacts and benefits of Coaching sessions while doing an MBA, as well as understanding if an MBA student feels and perceives life the same way before being coached compared with after being coached.

To confirm the Academic Review, the Survey is first about acknowledging the reasons why students get into such a program, their expectations when learning Coaching sessions are part of the curriculum and then, analyzing the effects, consequences and impact of Coaching on their learning journey, their professional life, but also their personal one.

Carried out at Sacred Heart University Luxembourg where about forty MBA professionals study and are coached every year, the following hypothesis arise:

Students get into MBA programs for diverse **reasons** and so are their **expectations** of Coaching sessions as part of their curriculum.

Coaching sessions have different **effects and consequential benefits** on a student's MBA journey, as well as their professional and personal life.

Lastly, a “**change**” can be noticed between the before and the after.

1. Methodology

a. Sacred Heart University Luxembourg

Sacred Heart University Luxembourg (SHULU) has been offering AACSB accredited, graduate level programs tailored to the needs of working professionals in Luxembourg for 30 years.

Their academic options include Full-Time MBAs (Master in Business Administration) with internship, Part-Time MBAs, Executive MBAs, Professional Certificates in Sustainability & Social Impact, Digital Management, Private Equity, Corporate Finance or Leadership, as well as learning sessions and executive education for companies.

Sacred Heart University has educated business leaders at its main campus in Fairfield, Connecticut since 1965 and at its Luxembourg branch since 1991 (*Appendices 1 and 2*). Since then, more than seven hundreds business leaders have graduated from more than fifty different countries. The MBA is formally recognized by the Luxembourg Ministry of Higher Education and well respected by the business and finance community. Located in the Chamber of Commerce in Kirchberg, the heart of the financial sector and the European Institutions, SHULU focuses on building core business knowledge, communications skills, and ethics through applied and experiential learning that is supported by real-world examples.

After more than twenty years in the MarCom sector within international agencies, as well as Big Four companies, I joined SHULU one year ago as Marketing and Communication Strategic Adviser while I was starting my Executive Coach certification at ICN Business School. Six months ago, SHULU offered me the possibility to replace the Full-Time MBA program Senior Manager who was retiring as well as becoming one of their coaches for international students. I then investigated their offerings and programs under the valuable mentorship of Director of Student's Experiences, Professor of Management and Executive Coach Esther Celosse with whom we are working on developing the Coaching support at SHULU.

Within the context of my new role, I suggested the management team to work on a Ground Survey with some of their Alumni to assess the short-term and long-term benefits and impacts of Coaching sessions in order to have clearer data and feedbacks and be able to develop and improve the existing curriculum.

Such a Survey also came at the right moment of time since SHULU, like many other organizations these days, has been transforming this time of change and uncertainty into opportunity and has worked on repositioning some of their offers, as well as creating new ones. Consequently, this Survey suggestion was also a much welcomed part of the development and recent launch of a new Executive MBA, a Mini MBeA (Master of Benefits Administration), as well as a “**Driving Change through Education**” and a “WeCare” campaigns part of which Coaching support combined with mentoring are an important part.

b. Tool and structure of the questionnaire

The Ground Survey has been realized under the form of a three phases progressive questionnaire made of six semi-guided questions.

It was firstly of high importance to understand the Alumni profile and the **reasons** why they decided to do an MBA and of which kind. In this first phase, one also needed then to understand and assess their level of knowledge regarding Coaching in itself and their reaction as well as expectations when learning it was part of their enrolled program.

In the second phase, focus was on the direct and indirect noticeable **effects, consequences, impact** as well of potential **benefits** Coaching sessions made onto their student life, their professional one and lastly, their personal one.

The last sequence of the questionnaire was on the **potential change** that came about as a result of the Coaching, as well as its effects in the short-term and long-term.

c. Targets and channel of diffusion

This questionnaire targeted a complete range of SHULU Alumni varying from recently graduated to older ones, from Full-Time MBA to Part-Time ones, from employees to job seekers, from single to parent, from women to men, from local to foreigners. The average age of the interviewees is thirty-three years old.

A list of twelve potential interviewees have been shared by Esther Celosse with agreement of Office and Data Manager, Josh Dhillon. The interview guide has then been shared through a personalized emailing from my professional mail box (*Appendix 3*).

The emailing consisted of an invitation to meet physically or online to discuss the questionnaire attached (*Appendix 4*). Out of the twelve emails sent, ten Alumni answered positively and with enthusiasm, one did not respond for unknown reasons and one did not have time for the interview.

Eight of these interviews have been run through Zoom, two face to face in the SHULU offices.

2. Results

a. Reasons and motivations to enter such programs and Coaching expectations when onboarding

Out of the ten students interviewed, five main **reasons** pushed the professionals to sign on for an MBA (Part -Time, Full-Time or Executive) at Sacred Heart University Luxembourg.

The first and most common one (eight respondents out of ten) is the motivation to embrace a **career change** and more precisely, a professional “*boost*”. They clearly expressed the will to operate a career shift after their learning journey, from a managerial role to a higher position and a wage increase. *“Through this choice, sign in and commitment, I wanted to get on an avenue which will lead me to a managerial position with more responsibilities, people in my team and salary rise”*. The same respondents (except one) explained that **performance** is behind that motivation: *“It is all about performing”*. Five out of ten referred to their objective of **broadening their horizons** through an international career. Doing an MBA (and in this case, an MBA abroad) was a way to *“open up to the world out there”*, extend their network and enter a foreign market. Another shared reason was the knowledge extension, the **lifelong learning** mindset. Four respondents out of ten mentioned their motivation to get another *“arrow to their bow”*. *“It is about the learning experience and process, always more and forever....”*. Two students mentioned the holistic motivation of getting a **“change in their life”**. Onboarding such programs is not aimed at a specific and measurable objective or expectation but more about a systemic and general *“change in life”*.

When answering the question: *“What were your **expectations** when learning Coaching sessions were part of the program?”*, two students admitted that they did not have any expectations since they had a very limited knowledge of what executive Coaching was: *“I did not have a fair idea of what it consisted in so I could not have any whatsoever expectations of the outcomes and benefits it could bring me”*. For the other respondents, two different types of expectations arose ; some professional ones and some more personal ones.

Firstly, six students out of ten referred expectations on **support and guidance** towards their careers, from the *“Why an MBA and what will it bring/ lead me to?”* and *“what will I make out*

of it and how?” to concrete actions such as resume and motivation letters review, interviews rehearsals, concrete preparation to face as well as enter the market and business world. Two did mentioned the term “*Career Coaching*”, which could deserve another dedicated further analysis. Five students had more personal expectations than professional ones. Indeed, some put their expectations within the **self-learning** scope ; i.e., “*learning more about myself and the world out there*”. They mentioned how they expected Coaching to increase their self-esteem, their confidence and even more strongly “*finding themselves*”: “*I expect it will put me on the right track and help me find myself in a true and authentic way. I also hope to develop and work progressively and efficiently on my self-esteem and confidence through those sessions*”. Only two respondents shared high expectations through a combination of professional and personal ones. They justified it by the cost of the program they signed up for.

b. Impact on MBA journey, professional and personal lives

Impacts and benefits on the students’ journey can be categorized into three different parts hence three different sub questions under the main one: “*According to you, while on your MBA journey, what were the direct and indirect consequences/ impact/ benefits of those Coaching sessions onto your student, professional and personal lives?*”.

Regarding their **student lives**, eight out of ten noticed a strong impact on their **team work** process in particular as many assignments for MBA students are done into groups to develop their team and leadership skills: “*it impacted my team work, not the result or the grade but definitely the learning out of it, the way we worked or could work as a team to reach a common objective*”. Four students admitted Coaching sessions helped them to manage their work, through a more **structured, methodological and organized** way, and two recognized benefit on the preparation of the learning process. Coaching helped them to position and prepare themselves to embrace the full student experience.

As far as impacts and benefits on their **professional lives** are concerned, one respondent right away said “*none, since too early to assess*”. This is interesting in terms of acknowledging the different level of maturity from one student to another one. Four out of ten talked about **objectives and goals setting but also reaching**: “*As for my job, it helped me get a long-term goal and the plan to get there. During Coaching sessions, it was about objective definition and*

way to get there. At work, based on the different projects I handled, I did the same: objectives and action plans' definitions to succeed". The most cited benefits during those interviews were the **confidence** they gained (six respondents out of ten) all the way through the sessions. *"I slowly saw my voice was getting louder. I turned out to be more inclined of understanding and accepting my self-part of a team and as the manager I could be for that very team. I felt more confidence to bring my skills on the table but also to delegate easily as that was part of my new responsibilities"*. Lastly, four mentioned impacts on their **leadership communications styles** with their colleagues: *"I was listening more, in a different way and consequently communicating differently because I was actually listening to a question, a challenge in its globality and not only with one hear. My answers were deeper, more structured and often, more efficient for problem solving for example"*.

This communication benefit and value was also part of the **personal impacts** students referred to. Indeed, the same respondents turned this professional benefit into a personal one as *"it impacted their communication and listening attitude out of class but out of work as well"*. Seven respondents shared how the Coaching sessions increased and improved their **self-confidence and self-esteem**. *"I felt I was getting able to understand, accept and represent myself better"; "I discovered the "true me" thanks to the questioning process and all the exercises I have been through with my coach, should it be, in class during group assignments or individual Coaching sessions"*. One respondent used the strong adjective of *"louder"* when talking about his voice and how he managed to speak up his mind in public (work or elsewhere) in a much more confident and assertive way. That same student said: *"I can now stand up for myself and speak up my own truth, it was definitely a journey from self-esteem to self-secure"*. Within that continuity of personal benefits, five professionals emphasized how Coaching helped them *"clear their mind and soul"*. They mentioned this process of **self-introspection** which is part of their first courses of MBA programs. *"Coaching helped me clear my mind and clear goals, it is a thoughts process; it makes your thoughts together" or "I have definitely clarified what is important and essential to me. I do step back and have regular habits that I did not have before. I am conscious of my priorities and lead my personal life based on them now. I am able to do part of things. It is crystal clear and when dark will come back, I now know the process to clear my mind up and move forward"*. Thanks to the first questioning process, some also felt Coaching was an *"eye opening trigger"* which led them to **self-awareness** and consequently, well-being. Indeed, they explained how they felt *"calmer and more serene facing the world outside"*, *"no more mask to be worn"*. Last but not least, two interviewees talked about the

cultural learning and inclusivity. They mentioned how they learnt about the new culture they were immersed in and how Coaching helped them to integrate themselves better: *"The cultural learning was the most important part for me as coming up from an Asian culture. I learnt to listen to people, how to approach, talk to them and influence them, which is key within my leadership position".*

c. Noticeable change

It was very interesting to notice that all of the interviewees answered positively to the question: *"Any noticeable change compare to the one you were before onboarding the MBA journey?"*. Coaching is about listening to non- verbal and verbal; in this case, the *"change"* semantic field has been very rich: *"another", "from, to", "different", "modify", "transform", "evolute", "become", "move"* and many comparative *"better than", ...*

Firstly, six respondents referred to the notion of *"different reading on oneself, things and life in general"*. The notion of **angle and perspective** were dominant here. They explained how, through Coaching, they now have a different analysis and reading of themselves, the way they think, feel and act. They consequently have a different view of the world they are living in: *"I am looking at life from a different angle, a more holistic view, a broader approach"*.

Then, six out of ten noticed a change from **one state to another one**. To remain on the perception mode, two respondents mentioned this change from a fatalist mode to a confident and trustful one. *"Once you have started to understand your potential, you have understood that you have the muscle memory to do it again, I fully trust myself and trust life from that day on", "I used to have so many fears and sources of stress, I now realize that my only limits are the ones I create myself"*. Two respondents also talked about the evolution from being a taker to a giver or also, from a follower to an actor. *"The only limit is yourself. It is all about taking the first action and then, you act, you go, you move forward"*. Those *"from, to"* definitely translate a change mode.

The third noticed change item points towards **maturity level**. Four respondents acknowledged a swift change in their maturity: *"I got to another and actually higher level within not only my actions and behaviors but also my thoughts, feelings and soft skills", "my approach towards*

*people and companies is different, more mature, confident and assertive I guess". It is indeed interesting to notice that aside from this change in the maturity level, they assess and acknowledge transformation not only in actions and behaviors but also in mindsets and mentalities: "Not only do our experiences and way of acting and dealing with things are modified but also our personalities and our way of just being" or "the effects of Coaching are perceivable not only onto our experiences but also our personalities ". One talks then there about a change both in **Savoir Faire** and **Savoir Etre**.*

Four respondents talked about a noticeable change within their **relationships**, their interactions with their surroundings, ecosystems, networks and communities. They referred to their listening abilities which were different, as well as their communication style. They felt more empathy and emotions awareness, as well as acceptance. *"I deal differently and better with people, maybe because I listen differently and especially express my feelings more transparently and openly" (laugh).*

Another essential semantic field to be underlined here is the "*sustainable*" one. Indeed, nine out of ten interviewees used words as "*lasting*", "*long term*", "*forever*", "*now and then*", when referring to the changes and benefits they noticed out of Coaching sessions.

This Survey firstly verifies the academic learnings on the different reasons why students decide to onboard an MBA journey: boosting their careers, performing, broadening out their horizons, lifelong learning or just seeing a change in their lives are amongst the most cited and agreed upon.

The interviewees also confirmed the different expectations students have when learning their MBA programs include Coaching sessions. For those who had some, they shared how they wanted to get to know themselves better and get prepared for the business world they wanted to embrace and fully succeed in.

It secondly confirms the different effects, impacts and benefits Coaching sessions have onto their student journey, their professional lives and also their personal ones. Part of their student journey, they noticed effects in the way they manage their work, they prepare themselves for the learning process and their team work. When referring to the professional impacts, for those who already noticed some, they acknowledged a better ability to define and reach their goals, more confidence in their managerial role as well as a shift in their communication and listening styles. The personal impacts are also confirmed though this Survey as it points out benefits such as: communication skills development, clear thought process, objectivity, self-introspection, self-awareness as well as self-confidence without forgetting the inclusivity and the cultural learning. Concerning the different readings of life in general, they observed a modification of their actions and their mindsets, as well as the relationships with others as well as their emotional expression. All students noticed changes in themselves from before the Coaching session to after.

Through this Ground Survey, it has indeed been showed that the students experienced a transformational journey. The main effects noticed were about a change and more precisely a potential deeper and sustainable one.

PART 3 - Coaching as a vector of sustainable “Transformance” for MBA students

Coaching as part of MBA programs is a vector of noticeable change, but can one talk about a transformational experience or even further, one of a sustainable “Transformance”?

From the Academic Review as well as the Ground Survey, it has been acknowledged that Coaching contributes to change, but how long for and of which impact?

In this third part, it is firstly discussed the different levels of change Coaching sessions operate on, as well as the difference between change, transformation and “Transformance” since the latter refers to a permanent status.

Then, the potential limits and criteria according to which this noticeable change is going from transformation to “Transformance”, and then from a permanent status to a sustainable one are analyzed.

Culture, mindset, motivations, level of maturity, what is needed to make Coaching a vector of impactful and sustainable “Transformance” and for whom in particular?

1. From a development and change journey to a transformational experience

a. Level of changes

Should it be the Academic Review or the Ground Survey, it has been exposed that Coaching is a vector of “change” and often converts an MBA student journey from a development and learning journey into a transformational experience. Yet, based on Lenhard’s “Level of Changes” (Lenhardt & Godard, 1999), different kind of changes exist: the external noticeable ones (mostly acknowledged by the interviewees here), categorized at levels zero and one, as well as the invisible internal ones, from type two, to three, to four (*Appendix 5*).

Type changes zero and one operate on the management of elements external to the person, the transformation of their apparent behaviors, the achievement of immediate results. Type changes two to four involve a reorganization of attitudes and of the frame of reference to lead to more knowing how to be, autonomy and self-confinement. It has been remarked that development and change of type zero and one tend to remain superficial and consist essentially of controlling and of not allowing the person to change sufficiently in depth to be credible. Deep behaviors, and in particular instinctual behaviors, do not return as soon as the situation becomes stressful or challenging.

Yet, it is important to underline that for lasting and sustainable results and impacts, it is necessary to go through the level of change one and then, to work in depth towards a level two which corresponds, of what one calls in systemic, **the level of attitudes**. It consists in questioning a set of deeper elements which include beliefs, values and especially **systems of representations**, which has been mainly shared within the Ground Survey interviews.

The Review and Survey focused on the noticeable changes, the external ones and not the internal ones hence the limits of the analysis here. Yet, since this study has already showed and proven how the system of representations are altered by MBA programs’ Coaching sessions, the term “change” can be qualified as an understatement when related to the MBA students’ experiences.

b. Transformation versus “Transformance”

From level two onwards, one then don’t only talk about a change but a transformation as the system of representation is concerned and involved.

MBA is typically described as being “**transformational** on an individual learning level and preparing learners to transform the organizations they work in”, (AMBA, 2013) and, according to Janssens (2020), “*MBAs are these multidisciplinary, intensive and operational training courses which respond to a multitude of issues and satisfy both professional and personal needs. It's a **transformative process** which is about both traditional learning and personal development*”. It is then acknowledged that MBA programs are transformational, but so are they even more thanks to Coaching sessions operating as not only a powerful vector of this transformation but an accelerator.

Yet, aside from this adjective of “transformational”, there is another layer to be taken into account, the one of durability and sustainability. Therefore, Lenhardt’s “Transformance” (Lenhardt & Buratti, 2018) is interesting here since, according to him: “*Transformance goes beyond transformation and helps clients to change reality (situation, organization, problem, relationships) by opening the field of possibilities thanks to the transformation of their vision and their representation of reality (i.e., systems of representations)*”. “Transformance” is defined “*as a **permanent** process of questioning and constructing possibilities which must allow the organization to adapt. It implies making the actors **responsible** for the challenges*”.

One of the differentiating factors between transformation and “Transformance” is indeed the durability. It lies in one being an observation at a defined moment of time and the other, a permanent and recurrent process as referred above. Yet, does permanent mean and refer to sustainable and what are then the conditions and criteria to push it to that next level of a sustainable “Transformance”?

2. Limits and criteria of Coaching as vector of sustainable “Transformance”

a. Motivations and performance

Many parameters contribute to operate a “Transformance” and not only a change...

Amongst others, diverse culture and mindset while this transformation operates can be discussed. Yet, as exposed in the two first parts, the focus here remains on the reasons and motivations behind signing up for an MBA program and consequently, the Coaching process and potential outcomes.

Just like the “why” getting into a Coaching process is key, reasons and motivations to onboard an MBA journey seem to be essential, too. Indeed, as Lenhardt says; *“there are the true good reasons to start being coached and the false good reasons”*. It is the same for MBA journeys.

In Coaching, one of the first good reason to jump into the process is the search for efficiency and performance. The first false good reason is to expect the coach to give the coachee the tools, techniques, and recipes to access that higher level of efficiency and performance. While applying and enrolling an MBA, it is the same: the motivation should not only be about getting a top-down knowledge, purely academic lecterns, a high GPA (Global Performance Indicator) and access to a wider network which may facilitate a career shift and boost, but it is about a deeper, systemic, holistic, and lasting change in oneself. It is then about true intrinsic motivations and not extrinsic ones.

From an academic Coaching perspective, intrinsic motivation is a feeling of happiness, relaxation, or accomplishment, while extrinsic motivations are tangible rewards such as money, bonus, gifts, medals, trophies, etc. The latter is external and can pull oneself forward. Intrinsic motivation is that which comes from within oneself. It allows people to not be dependent on external conditions over which they cannot control (such as rewards and punishments, for example). Intrinsic motivation is based on meaning, mastery (the fact of developing skills and progressing), and autonomy (not being subjected). Through intrinsic motivation, people become empowered and stronger and this, in a **sustainable** manner. Behind the questioning of

what could convert a transformational experience into a sustainable “Transformance”, the nature and source of the motivations behind a student’s reasons for pursuing an MBA program seem to be essential.

Taking into account the most cited motivation through the Survey and the one highly discussed in the Academic Review, let’s focus on the motivation of performance for MBA students.

According to Lenhardt, performance consists of “*a setting in motion, a dynamic by which the person becomes aware of his resources, strengthens his self-confidence, and thus puts himself in a position to build the solutions that will allow him to progress, regardless of the complexity of the challenges and situations. It often involves a deconstruction / reconstruction of the actor's identity. Once started, this positive dynamic continues beyond the end of the Coaching. We then speak of overall performance*”. When onboarding an MBA Program, some students are indeed looking for performance as defined by Oxford Dictionary: “*action or process of performing a task or function*”. This refers to an extrinsic motivation. Others, ready and determined to make a more systemic change and leverage Coaching sessions to do so (having expectations then), look as performance as defined above by Lenhardt. It is that very intrinsic motivation of **performance** which drives MBA students to a real “**Transformance**”. But what accounts for this difference of motivations (intrinsic or extrinsic) from one MBA student to another one?

b. Preferred audience for sustainable and impactful “Transformance”

Since the performance referred to above often involves a “*deconstruction, reconstruction of the actor's identity*”, one can see here another limit of enabling this “Transformance” for each and every MBA student. As a reminder, age average for Full-Time MBA students is thirty years old while it is thirty-three for Part-Time MBA students and thirty-six for EMBA ones. Taking these data into account, one assume that a deconstruction, reconstruction is more likely to happen to someone with a certain **level of experience and maturity**, i.e., EMBA students. These experiences of “*deconstruction, reconstruction*” could happen before joining the program but occur most of the time, during Coaching sessions as part of the EMBA program. They appear to be key and required to operate a sustainable “Transformance”. Another criteria which seem to be essential to see an MBA student being sustainably transformed is the level of

responsibility they accept to embrace and feel aligned with. MBA students' coaches tend to feel this "co- responsibility" with students of a certain maturity.

Under the notion of sustainability, there is undoubtedly the connotation of perennity but also of **positive impact**. Sustainable is indeed an adjective for something that can be "sustained", i.e., something that is "*bearable*" and "*capable of being continued at a certain level*" (Oxford Dictionary) and that is why, in the end, sustainability can perhaps be seen as the process(es) by which something is kept at a certain level. In this way, the term sustainability has been broadly applied to characterize **improvements** in areas like natural resources overexploitation, manufacturing operations, linear consumption of products, direction of investments, citizen lifestyle, consumer purchasing behaviors, technological developments or business and general institutional changes.

Within the Coaching world and as referred to by Lenhardt, Coaching is a "*methodology to someone's sustainable development*" and long-term positive impacts on someone's personal and professional lives are underlying here. Since the 1990s, there have indeed been concerted efforts within the field to broaden the evidence base of Coaching in the academic arena (Passmore & Fillery-Travis, 2011) and broadly speaking, it has been possible to demonstrate that Coaching has positive effects on "*performance, well-being, goal attainment, and attitudes to work*" (Theeboom, Beersna & van Vianen 2016), (Bowles, Cunningham, De La Rosa, & Picano, 2007). This is indeed what has been understood and proven through the Academic Review and Ground Survey.

It would be interesting to investigate further on the perimeter of this positive impact. Yet, before doing so, one could recommend a broader survey to figure if, out of MBA coached students, some endured negative impacts as part of their Coaching experience through their chosen curriculum, since the Review and analysis here only listed and combined positive impact effects, i.e., benefits. Could MBA Coaching sessions have the opposite effects, i.e. negative impacts, as deconstructing without reconstructing afterwards? This could be the subject of an additional study.

The Academic Review as well as the Ground Survey confirm that Coaching sessions as part of MBA programs not only operate noticeable change onto student's lives but this change could also be qualified as transformational since tackling internal level of changes and not only external ones.

This analysis goes further by understanding the difference between transformational change and "Transformance" since the latter refers to a permanent status as evoked by the literature and the interviewees.

Then, through limits and criteria such as nature of motivations (intrinsic or extrinsic), meaning and objective behind performance, level of maturity, experience, and responsibility, one understand that this "Transformance" could even become sustainable in its full meaning (long term and impacting positively). Executive MBA students appear to be the preferred audience for such a sustainable "Transformance".

CONCLUSION

The Academic Review firstly introduces Coaching part of MBAs' programs. It covers a range of topics from the definitions of Coaching to the reasons why students enroll as well as the history, types and objectives of Coaching for MBA students. It is interesting to understand the impact, consequences and benefits that Coaching has on the students' development and learning journey.

Indeed, the Review (backed-up by a Survey of SHULU Alumni) shows the power of Coaching whilst studying for an MBA. It transforms not only the development and learning journey of students, but also benefits them at a professional and personal level.

It is acknowledged that whilst Coaching is transformative for most students, it doesn't impact them all in the same way. Some students feel that Coaching just has a change impact whilst for others, one can talk about a transformation since it hit every component of their life and for some, it even qualifies as being a "Transformance".

The effects, consequences and benefits are not the same based on criteria and limits such as motivations lying behind application and enrollment, level of maturity, responsibility acceptance to name a few and, it appears that the EMBA students are the ones for whom Coaching has the most sustainable and impactful change.

The question is whether one should continue to offer Coaching sessions as part of the EMBA programs only, rather than for all MBAs? Should one focus on EMBA students who seem to be the most likely to benefit, **or** should a range of Coaching courses be offered to all MBA students? The choice of Coaching support (for example, Life Coaching, Career Coaching, Executive Coaching and especially, Transformational Coaching (*which is proven to utilize the best of every type of Coaching and to facilitate growth and change at a deeper and longer-lasting level than other forms of Coaching*)) would then depend on a student's profile, motivation, level of maturity or responsibility to ensure that it would fulfill his, her objectives and have a transformational impact on them, long-term.

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APPENDICES

APPENDIX 1: SHULU Generic Flyer

APPENDIX 2: SHULU Corporate Video

APPENDIX 3: Email towards potential interviewees

APPENDIX 4: Interview Guide

APPENDIX 5: Level of Changes by V. Lenhardt (outline)

APPENDIX 1: SHULU Generic Flyer



SHULU FACTS:

- 100+ students from more than 40 nationalities currently enrolled
- More than 700 alumni
- The only AACSB accredited institution in Luxembourg
- Full-Time MBA job conversion rate of 92%
- Amongst the "Best Business Schools for 2021" by The Princeton Review
- Ranked #1 in Luxembourg by Eduniversal
- Recognized by the Luxembourg Ministry of Higher Education & Research
- Classes taught by Luxembourg Faculty and US Professors



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Enseignement Supérieur
et de la Recherche



• AVERAGE SALARY

After graduation = between 90K and 120K euros/year

• AVERAGE WORK EXPERIENCE

Part-Time MBA = 10-12 years // Full-Time MBA = 3-5 years

• DIVERSE BACKGROUNDS

Engineers, physicians, bankers, lawyers, actors, scientists

• AVERAGE AGE

Part-Time MBA = 33 // Full-Time MBA = 30 // Certificates = 36

Located in the heart of Luxembourg's Financial and Business district, SHULU offers a wide network of partners and renowned companies.

Our programs build core business knowledge, communications skills, and ethics through applied and experiential learning. We prepare skilled leaders for successful careers in a global business world through the following programs:

Part-Time MBA

- Rolling admission
- Students complete at their own pace
- Average completion time of 24 months
- Mid-program, students will have the opportunity to evaluate their eligibility and interest in switching to the Executive MBA program
- Career advancement support for up to 3 months post-graduation

Executive MBA

- Rolling admission
- Offers assessment and evaluation meetings with staff, as well as access to our Board of Regents
- Final EMBA level paper required
- Career advancement support for up to 3 months post-graduation

Full-Time MBA with Internship

- Includes a 6-9 month paid-internship with prestigious domestic and international companies
- Admission starts in mid-August for students in need of visas; rolling admission for others
- Average completion time of 20 months
- Career advancement support for up to 3 months post-graduation

Business Certificates

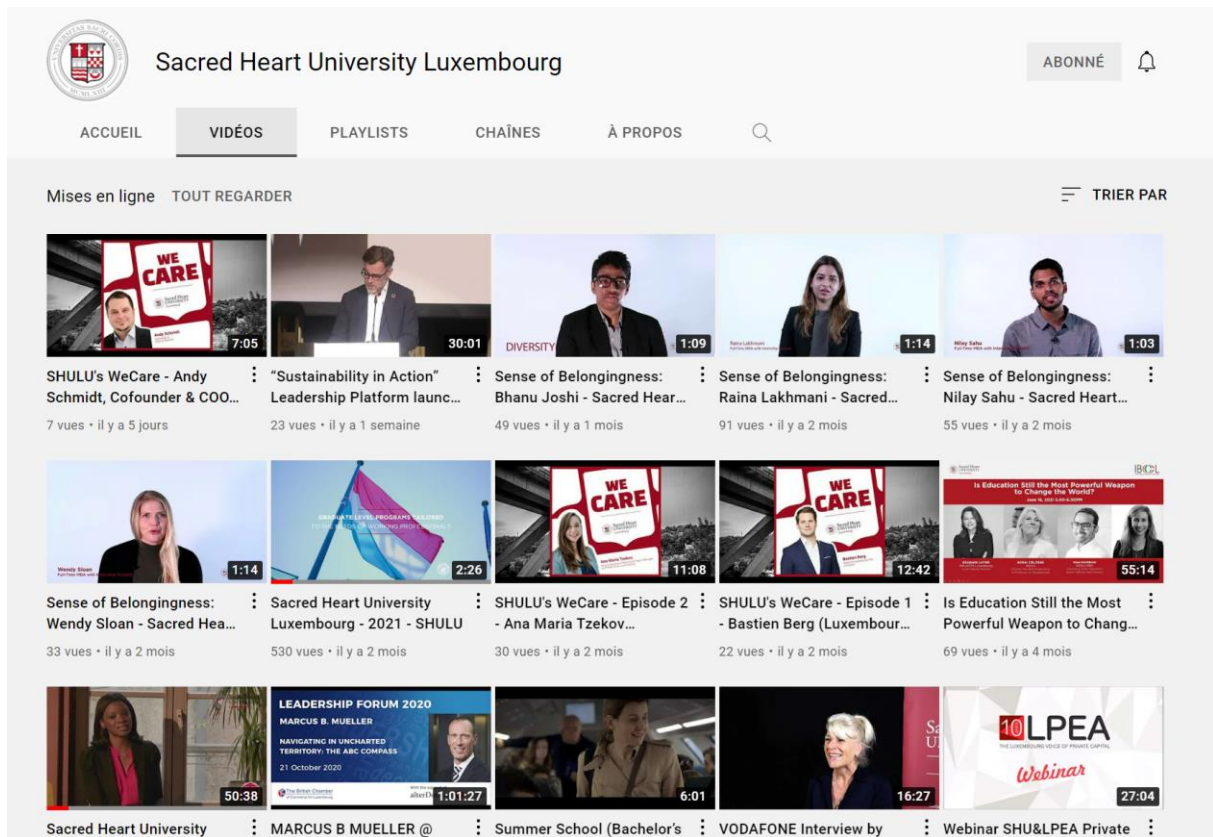
- Corporate Finance
- Digital Management (Blockchain & Big Data, Artificial Intelligence, and Digital Transformation)
- Leadership
- Private Equity



More info on **shu.lu**


















APPENDIX 2: SHULU Corporate Video



Sacred Heart University Luxembourg

ACCUEIL | **VIDÉOS** | PLAYLISTS | CHAÎNES | À PROPOS

Mises en ligne TOUT REGARDER TRIER PAR

Thumbnail	Title	Views	Upload Date
	SHULU's WeCare - Andy Schmidt, Co-founder & COO...	7 vues	il y a 5 jours
	"Sustainability in Action" Leadership Platform launc...	23 vues	il y a 1 semaine
	Sense of Belongingness: Bhanu Joshi - Sacred Hear...	49 vues	il y a 1 mois
	Sense of Belongingness: Raina Lakhmani - Sacred...	91 vues	il y a 2 mois
	Sense of Belongingness: Nilay Sahu - Sacred Heart...	55 vues	il y a 2 mois
	Sense of Belongingness: Wendy Sloan - Sacred Hea...	33 vues	il y a 2 mois
	Sacred Heart University Luxembourg - 2021 - SHULU	530 vues	il y a 2 mois
	SHULU's WeCare - Episode 2 - Ana Maria Tzekov...	30 vues	il y a 2 mois
	SHULU's WeCare - Episode 1 - Bastien Berg (Luxembour...	22 vues	il y a 2 mois
	Is Education Still the Most Powerful Weapon to Chang...	69 vues	il y a 4 mois
	Sacred Heart University		
	MARCUS B MUELLER @		
	Summer School (Bachelor's		
	VODAFONE Interview by		
	Webinar SHU&LPEA Private		

https://www.youtube.com/watch?v=yfJ3HnOZ_CM&t=13s

APPENDIX 3: Email towards potential interviewees

From: Erica LECLERCQ

Sent: 22 July 2021 09:52

To: 'XXX

Cc: Esther CELOSSE

Subject: Personal request : Contribution to my ICN Business School Executive Coaching Mémoire/
Certification

Dear XXX

Trust you are doing well since we last met.

In parallel of my position at SHULU, I have been studying at ICN Business School this year to obtain a certification in Executive Coaching.

Part of my curriculum, I need to write a “Mémoire” on the topic of my choice.

I am grateful Esther has been guiding me within that project and I have decided to work on the following topic : *“The power of Coaching for MBA students : From an accelerated learning journey to a professional and personal transformational experience”*.

To deep dive into the topic, I am conducting some semi guided interviews with some of our students and I would like to know if you had one hour to grant between August 16th and September 3rd to participate to my work?

Your name will not be mentioned within that “Mémoire”. I would just use your experience to support my readings and statements.

If you agree to help me within that project, **could you please share with me some availabilities so that I can invite you to a zoom call or a face to face meeting in the office?** Thank you.

If you are not available and not willing to participate, I fully understand and wish you a very nice summer.

Thank you for your answer and all the best,

Erica

Erica Van Ossel Leclercq
MBA with Internship Program Manager
Marketing & Communication Adviser
Sacred Heart University Luxembourg

APPENDIX 4: Interview Guide

Interview Guide Mémoire Erica Leclercq

July-August 2021

Title of Mémoire: *“The power of Coaching for MBA students : From an accelerated learning process to a professional and personal transformational journey”.*

Objective : Semi Directive qualitative interviews

Context/ Presentation : Within my Executive Coaching certification curriculum, I am working on a mémoire to be presented to jury members in Nov 2021.

To that extent and to comfort my conviction of the transformational power of Executive Coaching sessions during an MBA (FT, PT, EMBA), I would like to get your view of your expectations when onboarding, the noticeable consequences, impacts it had on your personal and professional lives.

Policy:

Under your agreement, this session will be recorded with zoom. The data will be for my personal use.




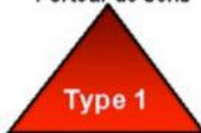
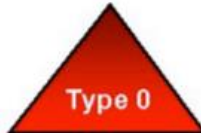
All the information below will be retranscribed not using your name unless you agree

Interviewee name and Status :

Date and Time :

<u>Status/ Themes</u>		<u>QUESTIONS</u>	<u>ANSWERS</u>
<i>(Starting Position/ Status)</i>	1	1. Why did you decide to do an MBA ?	
EXPECTATIONS and Level of knowledge of what Coaching is when onboarding the journey		2. When you learnt that Coaching sessions were included within the program you applied and registered to, what were your reactions ? Did you have expectations about this?	
IMPACTS/ CONSEQUENCES/ BENEFITS MBA STUDENT LIFE, PRO and PERSONAL	2	3. According to you, while on your MBA journey, what were the direct and indirect consequences/ impact/ benefits of those Coaching sessions onto your MBA student and professional lives?	
		4. Could/ can you notice any impact of those sessions onto your personal life ?	
Noticeable CHANGE/ Sustainable TRANSFORMATION <i>(Arrived Position/status)</i>	3	5. Any noticeable change compare to the one you were before onboarding this journey ? 6. To which extend, the coaching sessions contribute to the person you are/ became and will be ?	

APPENDIX 5: Level of Changes by V Lenhardt (outline)

Internes (invisibles)			Externes (observables)	
Structure la plus profonde	Structure profonde de la personne	Les attitudes	Les comportements managériaux	L'environnement du manager
<ul style="list-style-type: none"> Le Prince, toujours à développer 	<ul style="list-style-type: none"> Son système de défense et ses blessures Ses décisions archaïques Son histoire Son inconscient Son corps Ses émotions 	<ul style="list-style-type: none"> Croyances Valeurs Systèmes de représentations 	<ul style="list-style-type: none"> Style de management Ecoute Communication Capacité de travail en groupe Protection / permission Donneur d'ordre, Ressource, Porteur de sens 	<ul style="list-style-type: none"> Stratégie Structure Système
				

Source: *LE DEVELOPPEMENT PERSONNEL DU DIRIGEANT*, Vincent Lenhardt

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