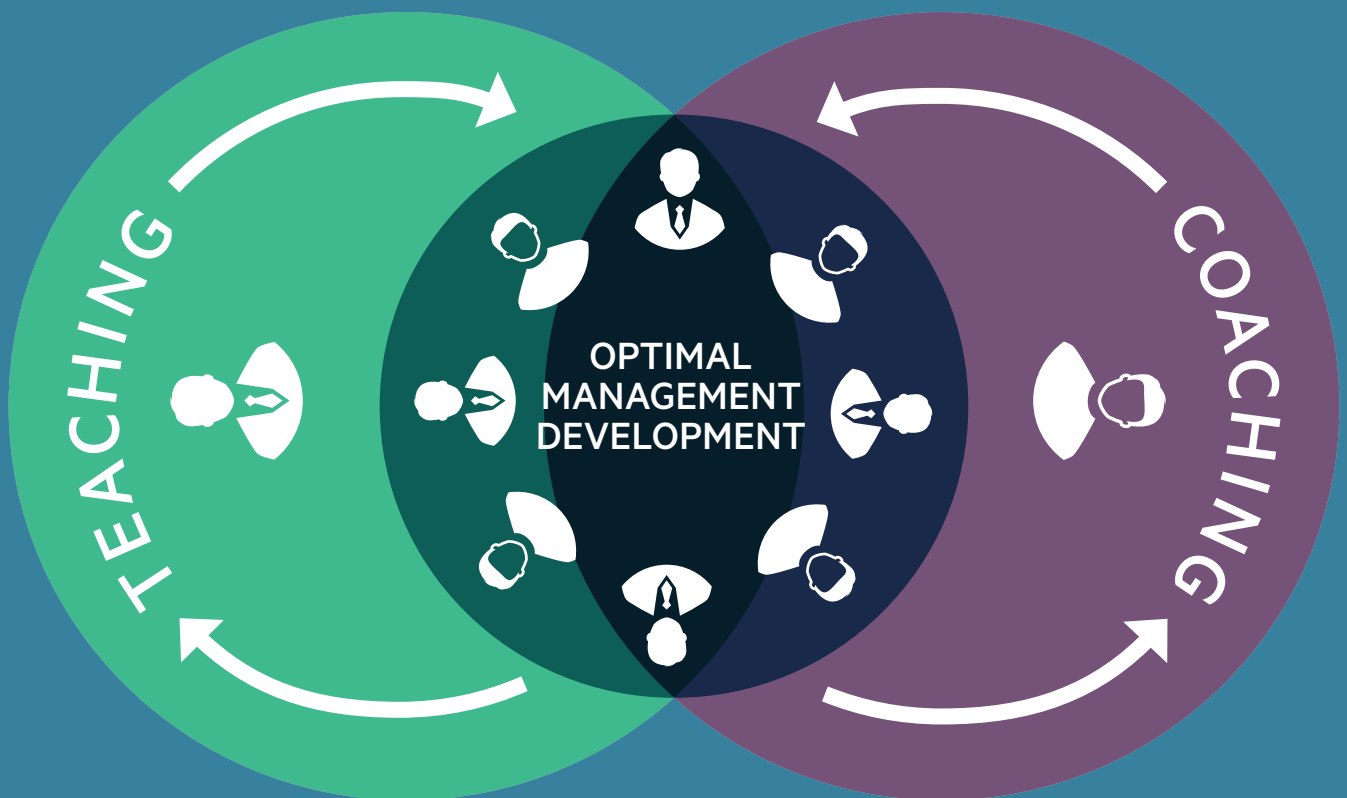


A GIBS WHITE PAPER

OPTIMAL MANAGEMENT DEVELOPMENT: THE SYNERGY BETWEEN COACHING AND TEACHING

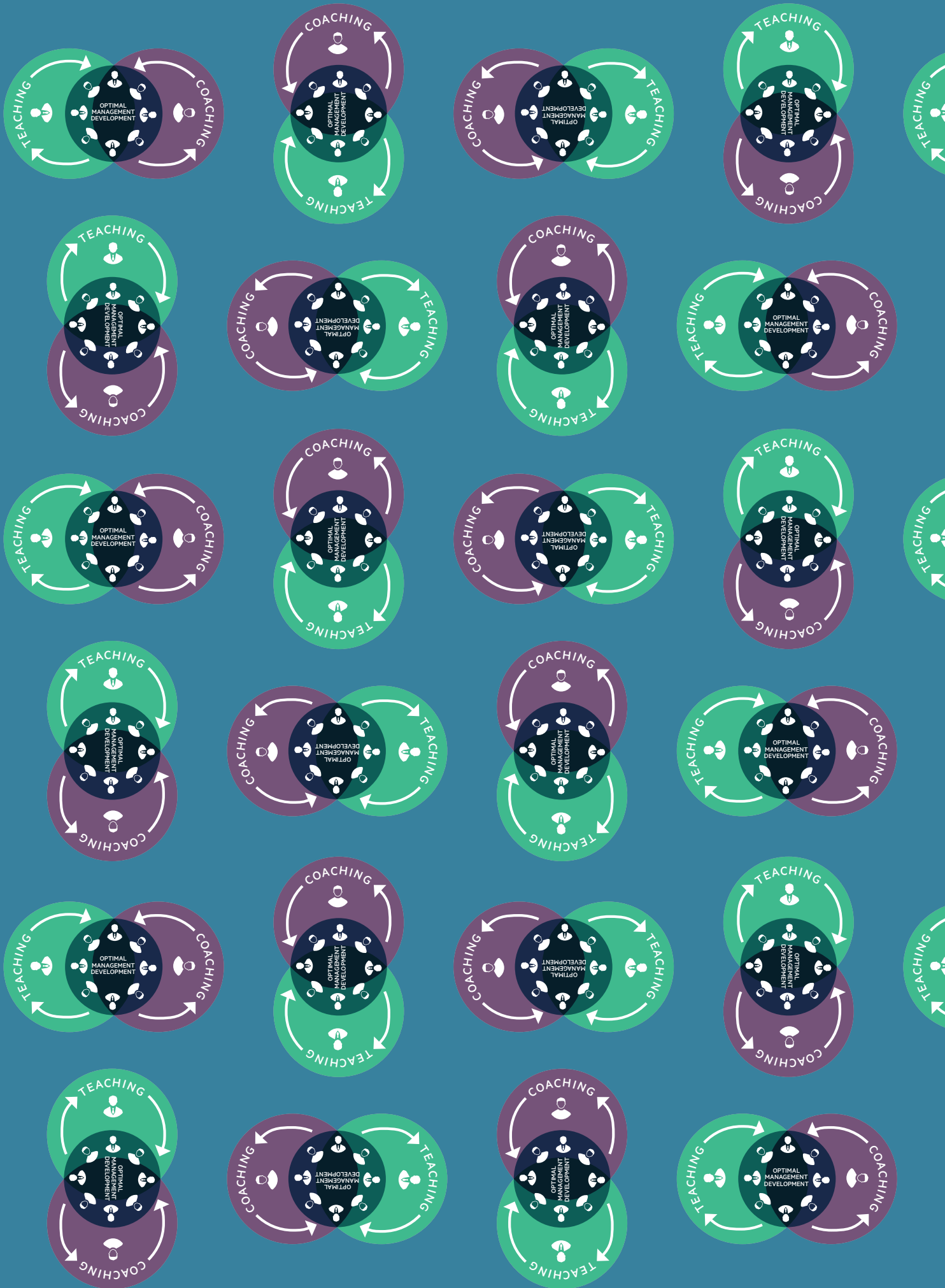
PROF CAREN SCHEEPERS AND ALISON REID

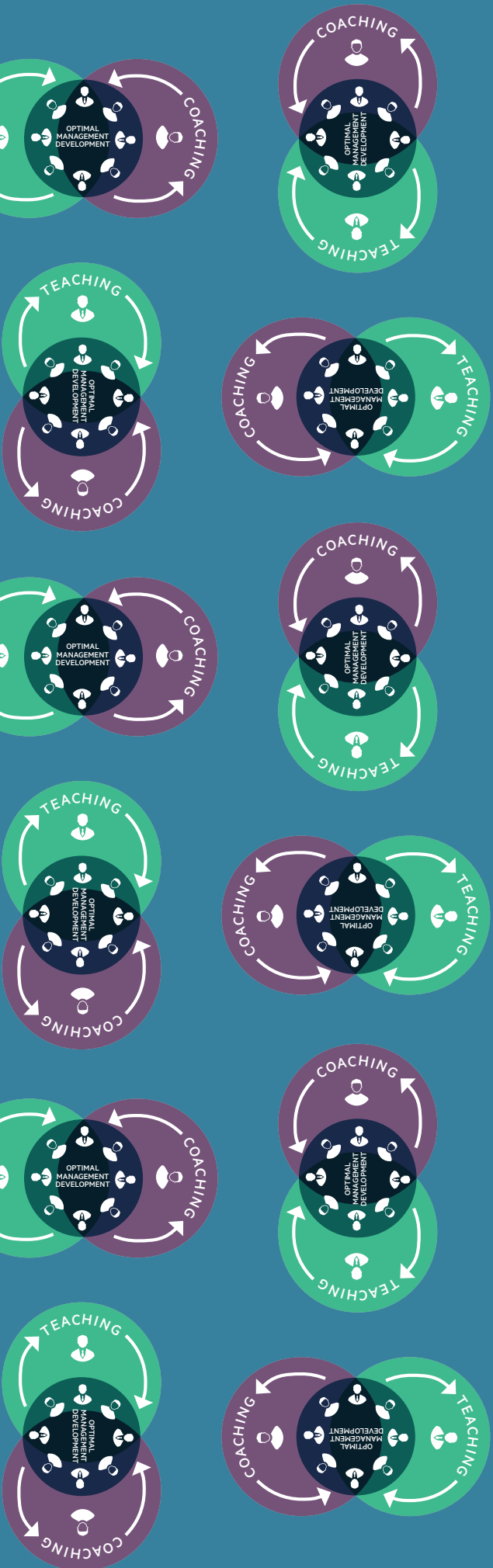


**Gordon Institute
of Business Science**

University of Pretoria

APRIL 2022





This paper builds on the academic article published in *The International Journal of Management Education* titled, “Developing management effectiveness: The nexus between teaching and coaching” by GIBS colleagues: Alison Reid, Jonathan Cook, and Caren Scheepers, as well as Conrad Viedge from University Johannesburg (2020).

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Main question:

How might teaching and coaching at Business Schools augment each other to optimise learning?

1. Introduction



In this paper, we aim to explore the strengths and limitations of teaching and coaching, as well as the multiplier effect of combining them both, in executive education customised corporate and open programmes in Business Schools. Good management education teaching on its own has tremendous impact for its participants; and good executive coaching

likewise has high impact for its participants. Our discussion focusses on how teaching and coaching could enhance impact in a complementary and holistic individualised learning experience, and intends to be of value to faculty, coaches, those who design executive education programmes and organisations that make use of them.



Teaching

in this paper refers mainly to traditional class room or online based lecturing to transfer knowledge.



Coaching

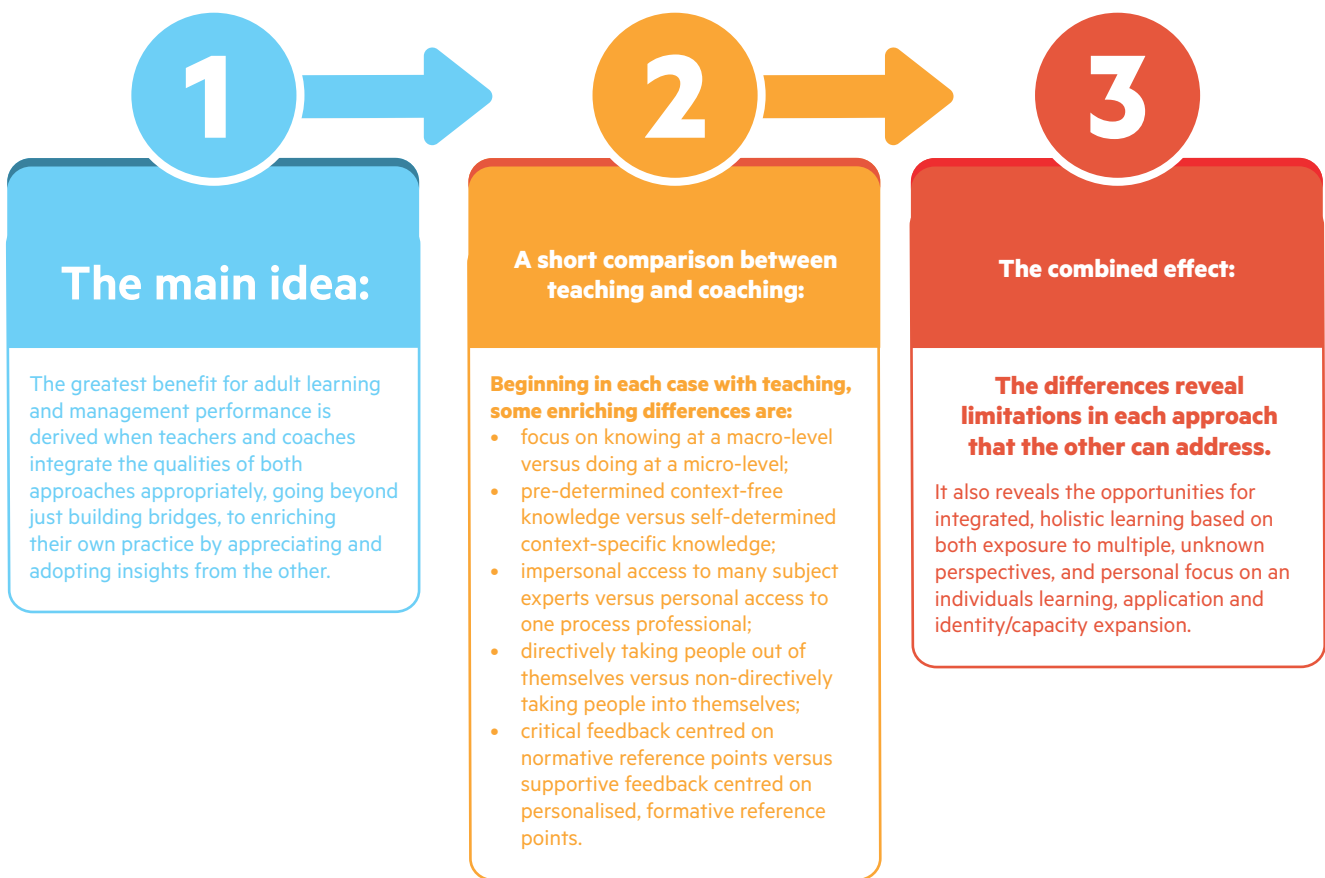
in this paper refers to facilitated personal development discussions with business executives, focused on holistic transformative learning.

Source: *Classic definition of teaching (Goldstein, 1980)*; *Coaching (Kitchenham, 2008)*

While including coaching in the design of the executive education journey, admittedly increases the cost of the overall programme slightly, an enhanced and lasting impact on the student experience is seen by many companies to outweigh the investment. Similarly, teaching programmes are more cost effective, but are often criticised for not yielding direct return on investment, or sustained change, through continuous, applied performance changes. Business schools should link knowledge generation to knowledge application/transfer as well as ongoing capacities to change; the combination of teaching and coaching therefore is a strong multiplier for a truly impactful learning experience.

An optimal learning experience would facilitate a holistic shift in thinking, feeling, action and mindset, (or world view), called transformative learning. Transformative learning is ‘the process of effecting change in a frame of reference’ (Mezirow, 1997, p. 5).²

THIS PAPER IS STRUCTURED AS FOLLOWS: first we discuss the challenges at business schools, then we move our discussion to the educational worldviews, learning theories and hone-in on a comparison between teaching and coaching. Finally, the paper shares implications and practical tips for students, learning designers, faculty and coaches.



Note:

GIBS (the Gordon Institute of Business Science) has a decade-long track record in building these capabilities and capacities. Coaching at GIBS is located in the Personal and Applied Learning (PAL) department, which is a centre of excellence and a business unit that focuses on coaching and facilitation capabilities to enhance learning across the School’s offerings. Check out PAL’s Thought Leadership outputs here:

<https://www.gibs.co.za/coaching/pages/coaching-resources.aspx>

Research design and methodology



Business schools are professional schools, that should train individuals to practise management as a profession, based on knowledge acquired from business and social sciences, but also developing new and relevant knowledge to improve business operations. Learning outcomes must therefore be multidimensional.

Criticisms in the fifties (see Gordon & Howell, 1959)³ were that business schools were not rigorous enough academically. This led to a pivot towards greater academic rigor in teaching facts, frameworks, and theories (the “knowing” component) over the next forty years. Unfortunately, this overcorrection resulted in an increasing distance from the field of practice and reduced emphasis on non-analytic aspects of business management. A study in the eighties (see Porter & McKibbin, 1988)⁴ pointed out that this correction had swung the focus away from business practice and people. Business schools had to rebalance their curricula so that more attention was paid to developing the skills, capabilities, and techniques that lie at the heart of the practice of management (the “doing” component).

Around 2010 the pendulum might have reached its furthest point, with an increasing number of books calling for business schools (see Datar, Garvin & Cullen, 2010)⁵ to focus on the values, attitudes, and beliefs that form managers’ worldviews and professional identities (the “being” component). In their critical review of business schools, Datar et al. (2010) argue that whereas the majority of programmes have focused almost exclusively on a cognitive curriculum, good programmes should cover “doing” and “being” as well as “knowing”. “Knowing” refers to the content of the curriculum; “doing” refers to skills, capabilities and techniques, and “being” to the development of the managers’ identities and worldviews. Most business schools now understand that “doing” is a key part of management development, but “being” (the managers’ worldviews and identities- which drives behavior) has not received the attention it deserves. As Warren Bennis (1989: 38) put it, ‘A person does not gather learnings as possessions but rather becomes a new person with those learnings as part of his or her new self’. In this regard, Muff (2016, p. 147) contends that entrepreneurial business schools are custodians of society (and therefore) a “whole-person learning pedagogy” is required. The illustration in figure 1 shows these turning points in the development of business schools. The figure uses arrows to show

the direction of the development and the diagonal lines indicate that time is moving forward and anchor the arrows in specific time zones.

A further turning point in the evolution of business Schools is the criticism for not being responsible and are even blamed for preparing executives in a way that led to some of the recent corporate scandals (Bendell, 2007)⁶. Missing skills include interpersonal skills or so-called “soft skills” and ethical behaviour. The question is whether the focus of business schools in the next era will remain in the academic quadrant, regress to the practical, but academically light quadrant (which were abandoned in the 1950s), or move forward to the ideal of academic rigour supporting optimal management performance, with students emerging with interpersonal, ethical and critical thinking skills. Figure 1 therefore introduces the third dimension of Being to these two of Knowing and Doing, to suggest that as business schools address both Knowing and Doing fully, they should also focus on Being or the mindset of students.

For these reasons, business school accreditation bodies such as AMBA (Association of MBAs), AACSB (Advance Collegiate Schools of Business) and EQUIS (European Quality Improvement System), explicitly require integrated and cross-disciplinary teaching. In addition, business schools created the Principles for Responsible Management Education (PRME)⁷ in 2007 by an international task force of sixty deans, university presidents and official representatives of leading business schools and academic institutions. These principles are aligned to the UN’s Sustainable Development Goals (SDGs)⁸ and supports the triple bottom line idea of considering the social and environmental impact of business. It requires the purposeful development of students to be future generators of sustainable value for business and society at large.⁹ For business schools to focus only on knowing will thus not be adequate to meet these future needs of an inclusive sustainable global economy. GIBS is aligned to these principles and is a signatory school to PRME. We argue that a third era for business schools lies ahead and that blending the value offered by both teaching and coaching assists with this evolution towards sustainability both as a mindset and as a continuous and collective action.

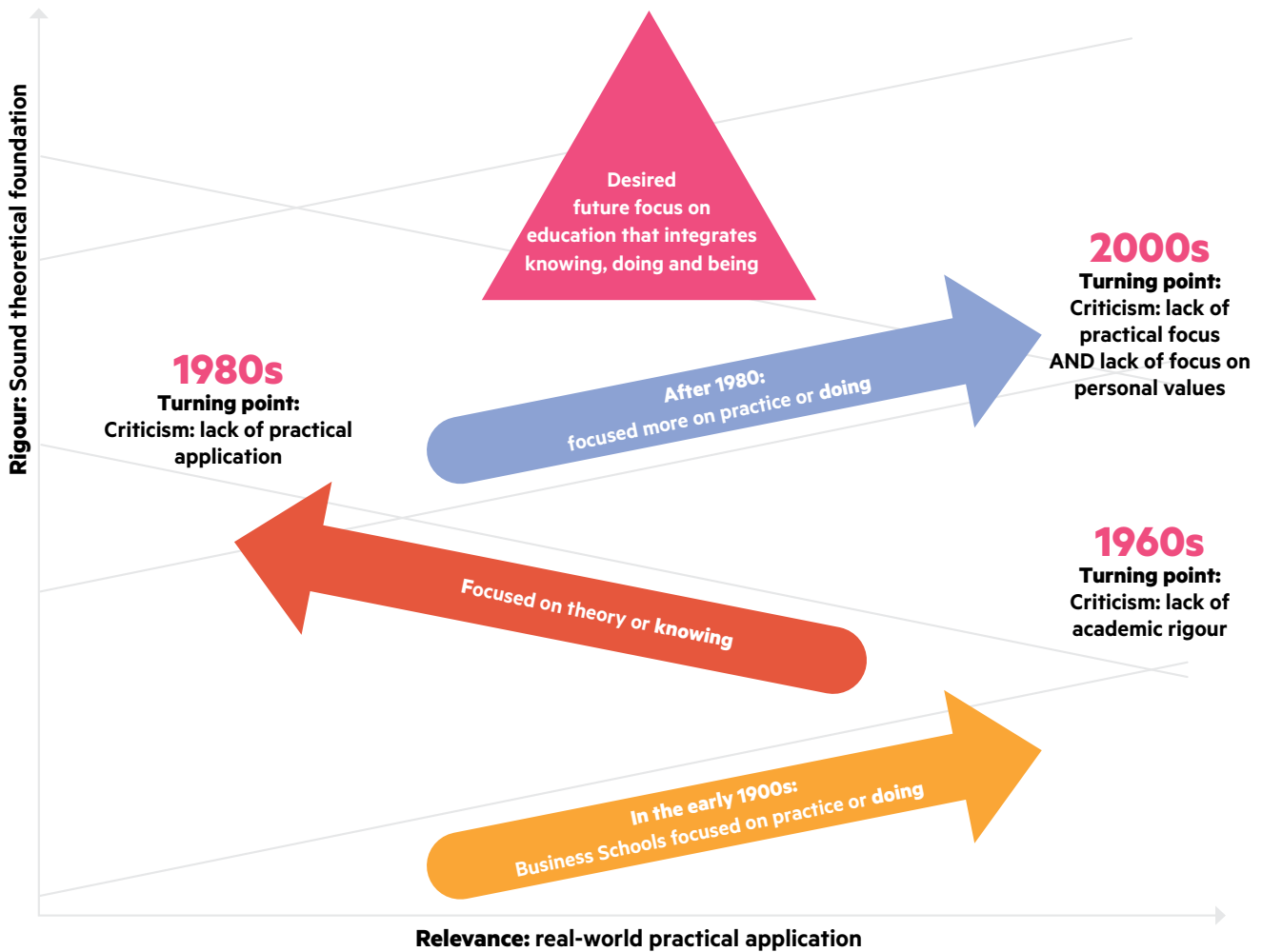


Figure1: Illustration of turning points in Business Schools' evolution
Source: Authors' own compilation

Goleman, Boyatzis and McKee (2001) illustrate this point well with the example of Juan, a senior manager who needed to be more empathic. Juan had read the books and attended the seminars, yet he complained that this did not make him more empathic. At this point he undoubtedly knew what empathy was, but this had not translated into behaviour. So he wisely chose to volunteer for a crisis

centre to help him practise more empathy. This experience of doing led to his change in being and by extension his identity of himself as a caring and empathic person. His being empathic came from doing empathy. As Pascale and Athos (1982) claim, good doing leads to good being.

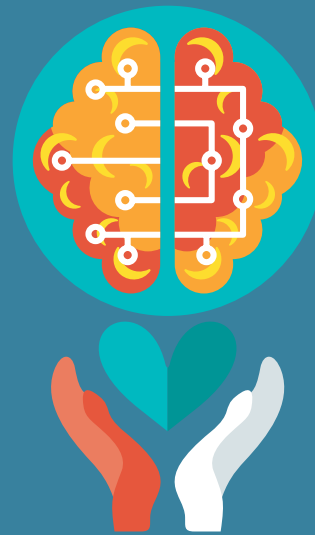
Reid, A. et al (2020)

Doing, Knowing and Being

For business schools to develop effective leaders and entrepreneurs, as opposed to individuals, trained in analysis, they need to:

- Re-assess the facts, frameworks and theories they teach (the knowing component)
- whilst at the same time re-balancing the curricula so that more attention is paid to developing and transferring the skills, capabilities and techniques that lie at the heart of the practice of management (the 'doing' component) and
- actively develop (unlearn, re-learn, expand and reconfigure) values, attitudes and beliefs
- surface and support the evolution of the values, attitudes and beliefs that form managers' worldviews and professional identities (the "being" component)."

Source: Adapted from Datar et al. (2010, p. 7)



This requires new blends from the range of learning methods available, underpinned by their respective education philosophies and assumptions. This has become increasingly important as the global business landscape becomes dominated by complex, emergent, volatile multiple realities requiring relevant skills of self-awareness, adaptive capacity etc.

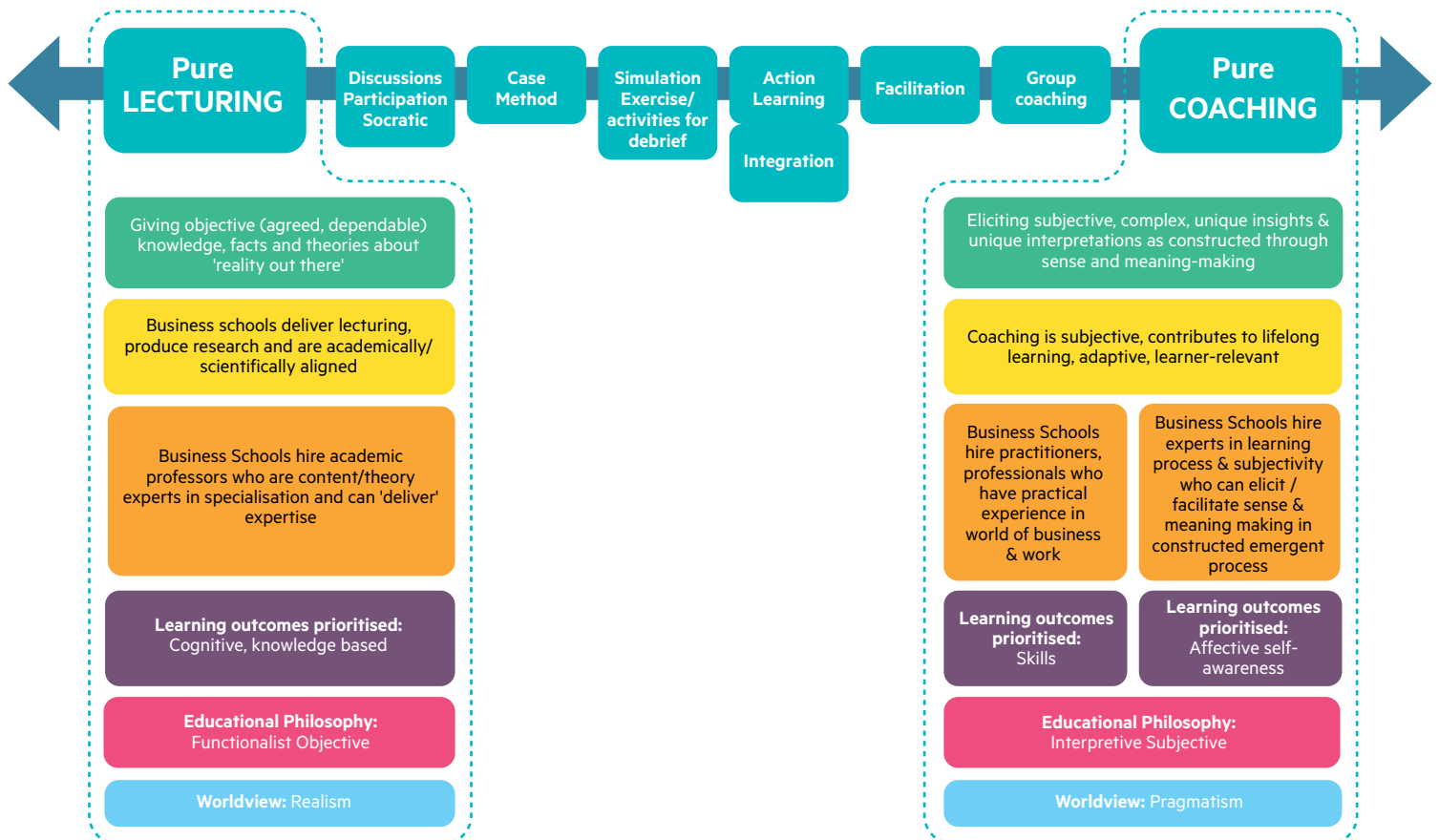


Figure 3: Illustration of education methods mapped on the educational philosophies continuum
Source: Alison Reid, GIBS Director at PAL (2018).



Drawing on the two paradigms in the diagram above, Ardalan (2006; 2008) offers corresponding educational philosophies. The table below illustrates the different sides further:

Paradigm: Educational Philosophy	Pragmatism	Realism
Focus	Seeks out the processes which work best to achieve desirable ends. Both process and content are thus important.	Promotes the scientific method and knowing the world through facts and education which is primarily technical and leads to specialisation.
Educating towards	The philosophy is education towards proper mental and moral attitudes to tackle contemporary problems.	For the realist, the teacher is a guide who introduces the student to the real objective world through lectures.
Role of educator is to:	Educators should be aware of the background and motivations of the learners and focus on cognitive, physical and emotional aspects.	Lecture as an efficient, orderly way to deliver gain dependable knowledge from an organised educator as role model.
Could be to the detriment of students when...	The focus is on the learning process that emphasises discussion and therefore the quality of the discussion relies on the people present to participate.	When the teacher uses all the air time in class to discuss theory, there is not adequate time to do problem-solving or decision-making or implement planning or shift identities/ frames of reference.
This method would be most efficient when...	When learning objectives include integration of theory and practice, development of understanding, critical thinking and judgment, for the purpose of behavior and mindset shifts.	When transfer of knowledge is the primary objective.

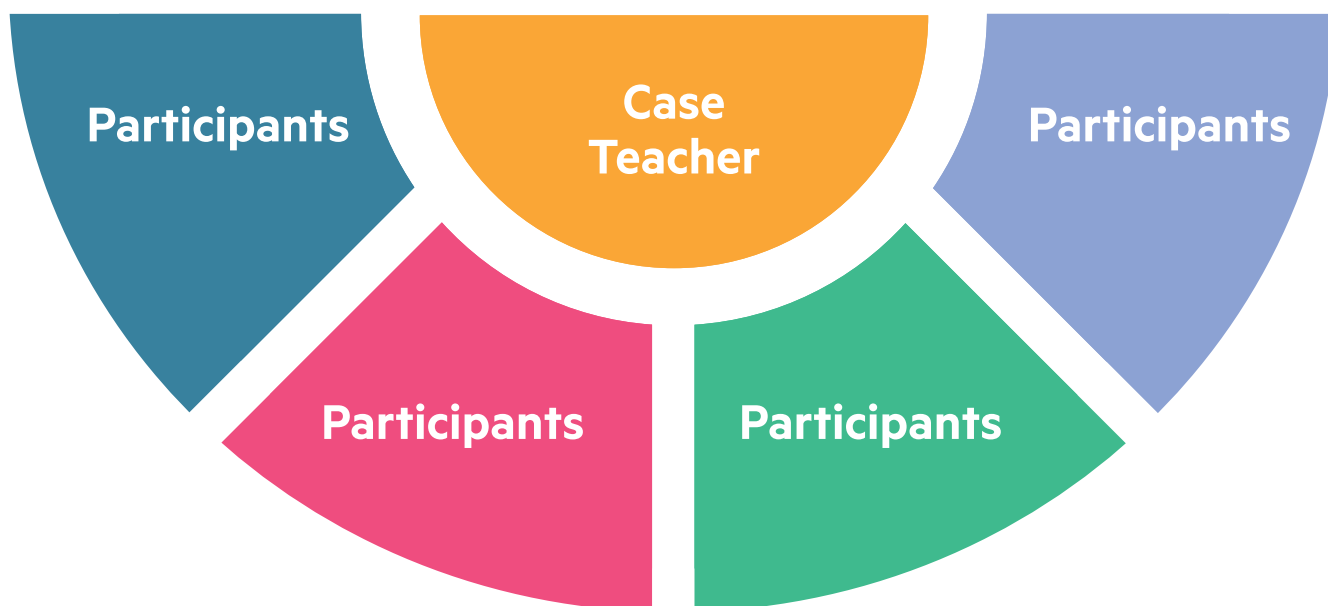
Table 1: Comparison of Educational Philosophies
 Source: Author's own compilation Source: Author's own compilation



Coaching is a form of creative dialogue pedagogy that focuses on the cognitive, affective and behavioural aspects of learning and enables subjective interpretation of knowledge to construct unique (and new) meaning for the individual learner. As such, coaching is positioned at the subjective dimension of the continuum and supports a pragmatic educational philosophy. It is the intention of this paper to draw attention to the value offered by both teaching and coaching and enable amplified value by leveraging the assumptions and methods in both. For purposes of distinction and description, we have discussed 'pure' types at ends of a continuum. However, it is precisely our intention to draw attention of teachers and coaches to the value offered by the assumptions underlying the other. We understand that many great teachers and coaches are aware of the limitations of their approach and work in a way where they draw on the benefits from the methodological assumptions of the other . One such example is case teaching.

This is an education methodology which utilizes a level of both content dissemination and dialogic discovery through guided discussion. The standard design of the business school class room is to this end, a tiered semi-circle so that all participants can see and hear all other participants. The case teacher poses a dilemma embedded in a real context for the class to solve on behalf of the case protagonist (with whom the class is encouraged to identify), in order to teach the skills of decision-making. The discussion appears to be spontaneous, but follows a teaching plan prepared to lead to insights the instructor believes to be important.

The discussion process encourages participants to identify and then express and defend their point of view and listen to learn. Discussion as educational methodology therefore requires paying attention to both the environment for learning, like in a group setting and the process, that is designing events that stimulate sharing, asking, debating, encouraging, challenging and giving feedback. Class mates can be role models, idea-givers, challengers, providers of feedback and encouragers.



Mezirow's transformative learning theory (1991) emphasises the ability of adults to examine the assumptions they hold critically and then reframe them in order to have a more inclusive and less dysfunctional world view. By acknowledging the relative viewpoints on reality and surfacing subjective interpretation of knowledge, case teaching extends into the pragmatic educational approach, that coaching supports.

Coaching would further offer business executives the opportunity to surface and examine their assumptions in a safe learning climate through rational discourse, while questioning beliefs and perspectives to become more open (Cox, Bachkirova, & Clutterbuck, 2014).

Our hope is that practitioners transcend the exclusive assumptions represented by the pure forms of their practice and appreciate, learn and combine the value underpinned by both teaching and coaching in management development processes.

The direction promoted in this white paper may therefore lead to a category of business school faculty whose expertise is in learning process and context-specific application. Coaches would work alongside the traditional faculty whose expertise lies in content and abstraction.

Blends of teaching and coaching (and shared appreciation of the value in each) would result in creative and effective management development programmes.

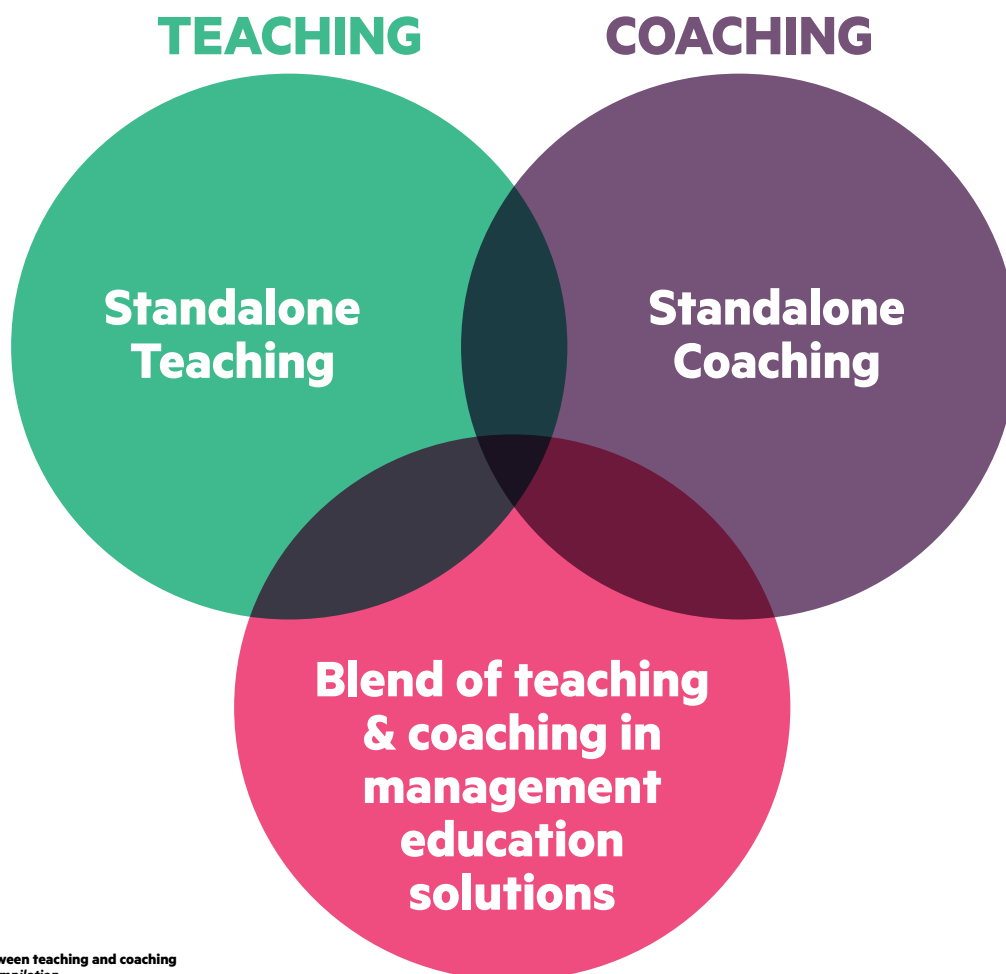


Figure 1: The nexus between teaching and coaching
Source: Author's own compilation

“The coaching was relevant to the ongoing problems we are facing in our teams right now. The session provided a great opportunity to learn from each other and share winning strategies. It provided very practical tips to take away.”

~ Participant on GIBS programmes who evaluated their group coaching

Kolb's learning cycle (Kolb, 1984) provides a useful guide for the design of executive education programmes. Kolb's learning cycle deals comprehensively with both thinking (reflective observation) and doing (active experimentation). Some of the participants on executive education programmes prefer to step into an experience itself, others prefer to watch, reflect and review, and some others like to conceptualise, hypothesise

and theorise, and finally others like to experiment with doing something new (Stout-Rostron, 2014). While participants will have a preference of one or two, they would all integrate all four learning modes, namely concrete experience, reflective observation, abstract conceptualisation and active experimentation.



Figure 4: Application of coaching and teaching and adapted from Kolb's learning cycle (Kolb, 1984)
Source: Adapted from Kolb (1984) by authors

Participants come into the business school with their concrete experience. They gain knowledge through their own experience and filter their world view through reflection on their experience. Both teaching and coaching would support a participants moving through each mode, but they can also lend themselves to deepening or emphasizing specific modes, and amplifying value by blending approaches.

- For example in teaching case studies, the case provides a shared experience that a skilled lecturer can use to generate conversation that links knowledge to the participants' experience through shared reflection during group discussions.
 - » case-based discussion offers the opportunity to critically reflect on underlying assumptions.

- In the coaching environment: through reflecting further on concrete experience (including a recent experience of teaching in the classroom), participants can transform experience into useable knowledge.
 - » Coaching offers the opportunity to surface underlying cognitive/ emotional assumptions in order to assess them critically to form new world views.

Both teaching and coaching should cover the full cycle, but teaching would be strongest in providing knowledge and perspectives to inform abstract conceptualisation, while coaching would be strongest in providing processes for reflective observation/exploration and creative action.

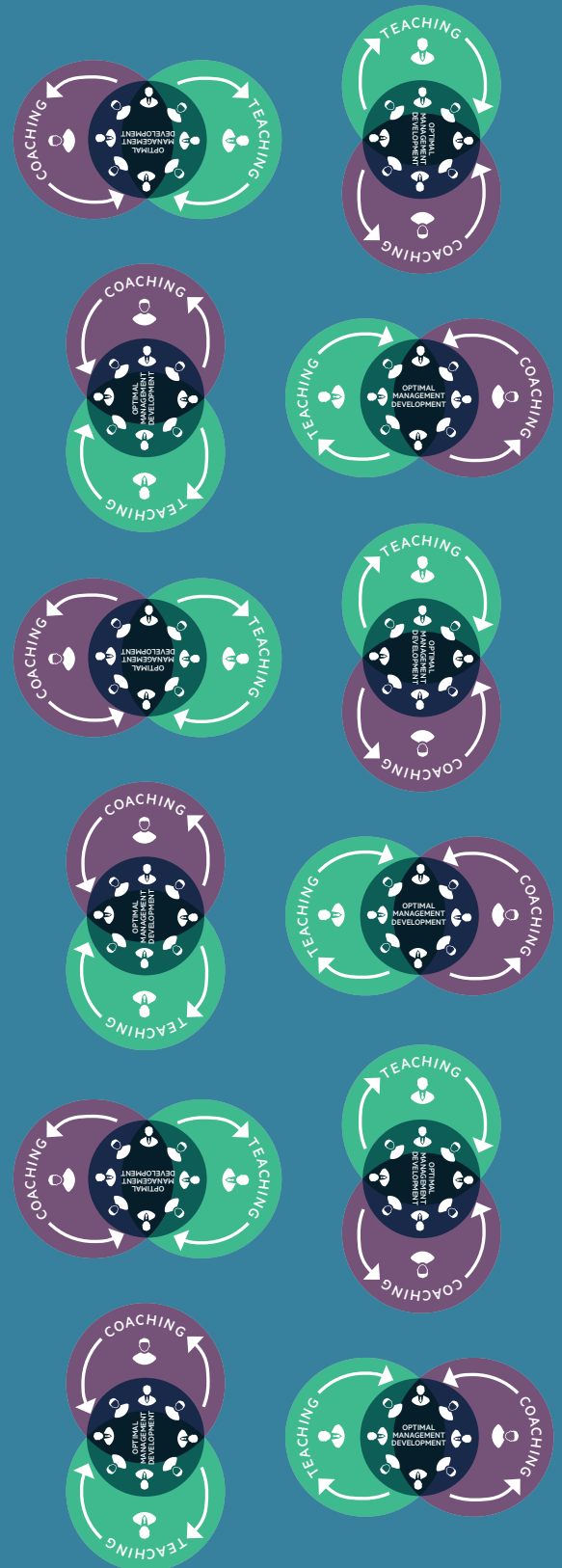
Teaching and Coaching need to ensure that the participants then go on to experiment actively with their new insights and design opportunities for them to receive feedback on the outcome. They would use different approaches to do this. Coaching is usually a longer term process that can be used to partner the coachee in a journey of action and reflection: each session reflecting on the success levels of action taken and modifying for application again. The ideal intent with coaching being to expand identities and capacity to change, over time (as well as specific insight and application).

Action learning coaching was originally created by Revans (Yeo & Marquardt, 2015) and is an example of coaching, following a teaching component, and designed to enable students to learn by working in groups to solve a real life business problem. Participants' learning could thus be further enhanced, when experiencing real life application of the learning, and then also afterwards, reflect on it, through coaching discussions, either individually or in group coaching, where participants would learn about peers' application of the content. Coaching could therefore assist in personalising the learning to participants' own unique circumstances. Shifting the participant's mindset or world view could further be achieved through coaching, in transformative learning.

Reflection is the "process of critically assessing the content, process, or premise(s) of our efforts to interpret and give meaning to an experience" (Mezirow, 1991, p. 104). Critical reflection on problematic taken-for-granted assumptions lead therefore to perspective transformation. Rational dialogue is as also a critical component of transformative learning and apart from critical reflection, rational dialogue can also be facilitated through coaching.

Both teaching and coaching need to ensure that the participants go on to experiment actively with their new insights and design opportunities for them to receive feedback on the outcome. For example, the student, Juan, in our vignette at the start of this paper found it difficult to learn through merely hearing about models and frameworks in class. He had to integrate the learning and apply the models practically, enabling him to learn by solving a real life problem. The student's learning would thus have been further enhanced, if he could experience real life application of the learning, and then also afterwards, reflect on it, through coaching discussions, either individually or in group coaching, where he would have learned about his peers' application of the content. Coaching could therefore assist in personalising the learning to his own unique circumstances. The vignette further illustrated the student's assumptions or frame of mind or paradigm regarding his lack of influence in his milieu. Shifting this mindset or world view could further be achieved through coaching.

Reid, A. et al (2020)



3. Six principles of adult learning

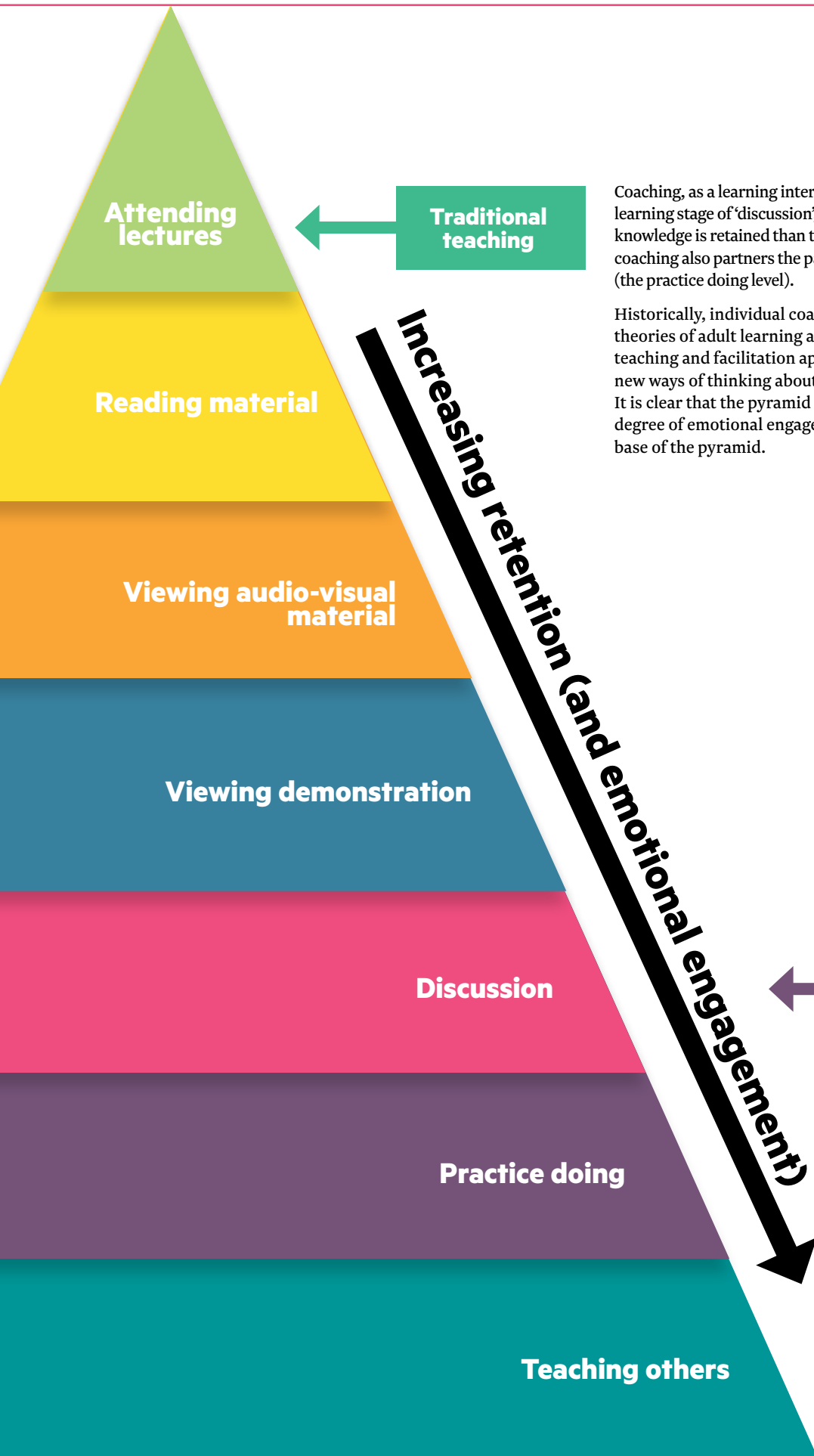
This section highlights how teaching and coaching historically align with adult learning theory. Knowles' (1973) term andragogy refers to the learning process of adults which follows six principles. In each case the principles are described in the context of teaching and coaching.

- 1** *The need to know:* Adult learners need to be engaged as partners. They seek validation that the time they are investing will yield returns that are important to them. Teaching helps students identify what they do not know. Coaching in its turn, helps students focus on what they know they need to learn in order to perform effectively.
- 2** *The learner's self-concept:* This term refers to the preference for self-directed learning over being told what to learn. In that sense, coaching clearly comes closer to what Knowles intended than does the pre-determined curriculum offered by teaching.
- 3** *The role of experience:* Prior experience can be both a platform for, and a gatekeeper of, further learning. While experience is clearly more evident in coaching and experiential learning, the skilled lecturer enables the class to discuss practice and assists the students to relate the learning points to their own experiences. Teaching can be enriched by introducing elements of experience through guided class and small group discussion, personal reflection, assignments and exercises.
- 4** *Readiness to learn:* Students need to be ready to learn as it precedes the decision to seek either teaching or coaching. But once the decision is made, lecturers can help stimulate readiness in participants through teaching in a way that reveals what others have done, and through coaching in a way that reveals the student's own potential and links it to the student's current life stage and opportunities.
- 5** *Orientation to learning:* If adults prefer to learn by solving problems that are relevant to their current context, this too seems to support coaching as an intervention. For teaching to apply this principle, lecturers should encourage problem-solving sessions, and especially action learning, in addition to subject-based teaching.

- 6** *Motivation:* The importance of inner sources of motivation rather than external rewards applies to both teaching and coaching. In executive education the control of student behaviour through external means such as grades and qualifications are much less powerful than is the case for degree programmes, encouraging lecturers to turn to stimulating students to discover the intrinsic interest and value of what they are learning to know, do and be. When it comes to coaching, those designing the learning programme need to ensure that students realise the value of coaching, rather than seeing it as a distraction from what they perceive to be the main purpose of attending a business school.

Knowles (1973) shared these insights on andragogy even before the ubiquitous impact of the internet disrupted knowledge acquisition. Today's world, with its cornucopia of knowledge, lends itself even more to this approach, and suggests that the balance in teaching should shift from providing knowledge towards helping participants become informed finders and users of knowledge.

The National Training Laboratories (NTL) in Bethel, Maine, US in the late 1980's empirically revealed the notion of a learning pyramid, showing how learning is retained at graduated stages of learning interventions (Letrud, 2012). The complementary nexus between classroom based management education and coaching is reinforced by these studies.



Coaching, as a learning intervention for adults, would fall within the learning stage of 'discussion', which shows that at least 50% more knowledge is retained than through traditional lecturing. Great coaching also partners the participant in experimental practice (the practice doing level).

Historically, individual coaching has its roots in the same theories of adult learning and psychology that gave rise to teaching and facilitation approaches, but it was also shaped by new ways of thinking about human growth and development. It is clear that the pyramid could also represent the increasing degree of emotional engagement of the learners towards the base of the pyramid.

Coaching is about:

- Usually a one-to-one (but could be a small group) dialogic partnership based on facilitating new creative insights and new actions, primarily through expanding cognitive and emotional paradigms and capacities
- non-directive from the coach's point of view and self-directed from the client's point of view (the coach may guide the (insight and action creating) process, but not the content which is explicitly selected by the coachee)
- using listening, dialogue, trust, positive regard and the coaching relationship itself as tools for change (in addition to the coaches concrete expertise in personal development/ change processes).
- intensely personal meaning, based on self-knowledge, self-learning and self-creation
- learning from experience and reflection as well as action
- an integrative, holistic focus
- the existential and the 'being level' of an individual (implicitly about beliefs, assumptions, paradigms and values as frames of reference that shape not only identity but a person's capability to learn and act)
- discovery, expansion and exploring
- the power of choice
- wellness, optimal performance, possibility and positive solutions
- goals, action plans, accountability and results that mitigate for resistance to change and has a forward-moving orientation and an emphasis on practical application. Coaching is about achieving broader and deeper levels of potential (In many ways coaching is about personal strategy and personal capacities)

Source: Adapted from various sources (Griffiths & Campbell, 2009; Rock & Page, 2009; Stout-Rostron, 2006; Whitworth et al., 1998)

Since there has been increasingly a transition from command and control management styles to more empowering leadership, coaching increased in popularity as a strategic business tool (Kets de Vries et al., 2010).

Coaching described here links individual and organisational performance, with the aim of improving both:

Individual performance:

Coaching contributes to an increase in people management and leadership capability through better interpersonal skills, as well as increasing individual wellbeing, capacities and self-confidence (International Coaching Federation (ICF), 2009).

“Discover the fears I have and gave suggestions on how to deal with them. Her help gave me an insight of how to be positive in future”.

~ Participant on GIBS programmes who evaluated their individual coaching

Organisational performance:

Coaching also contributes to organisational performance through better team effectiveness and customer retention with reported ROI's of up to 17 times, or between 529% to 680% (ICF, 2009). Due to demand, the coaching industry was generating approximately \$1.5 billion annually as early as 2010 (Hawkins, 2011). More recent figures show an astounding growth of the coaching industry, with the International Coaching Federation's 2020 report estimating the market size in 2019, for the United States alone, at \$15 billion.

While coaching is used widely as a strategic leadership development tool within organizations with its own standalone outcomes for individuals and organisations, there is additional value to be harvested by blending coaching and teaching intentionally in management development programmes for bespoke learning outcomes.



4. The nexus and synergy between teaching and coaching

synergy/ˈsɪnədʒi/

noun

the interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects

Teaching and coaching can amplify each other. The integration of classroom teaching and personal coaching are core elements in management learning. Teaching without coaching or coaching without teaching could be limiting or at least sub-optimal, and each needs to be in tension with the other to deliver best results. Coaches could work alongside the traditional faculty whose expertise lies in content and abstraction.

Coaching has limited scaling abilities, due to usually involving two people, even though group coaching is increasingly used in management development (see Woodhead, 2011). Coaching can have a multiplier effect of up to 88% on the impact of training programmes (IEC, 2012). Where conventional lecturing methods are more theory-based, coaching focuses more on skills-based learning, experience and the practice of capabilities outlined in theory.

A Professor in Leadership at GIBS, Prof Karl Hofmeyr said the following on including coaching on a PGDip programme at GIBS:

“We want students to be able to identify their strengths, weaknesses and blind spots”

(Hofmeyr, 2020).

The contribution of teaching is to help managers open their minds to multiple perspectives, whereas the contribution of coaching is to assist managers focus their energy towards application of perspectives to their own context. Opening

minds and focusing energy are very different but entirely complementary processes. Coaching facilitates a person-centred exploration of clarifying goals, and teaching reveals information students might never have encountered without the business school intervention. Appendix A illustrates these differences in approaches between teaching and coaching and their respective contributions to learning.

For instance, teaching has a bias towards knowledge, whereas coaching represents a bias towards insightful action so that the student could take accountability. Coaching focuses on application of knowledge within the student’s context and personalize the learning, while teaching is directive and pays attention to well- developed generic principles.

“The coaching was relevant to the ongoing problems we are facing in our teams right now. The session provided a great opportunity to learn from each other and share winning strategies. It provided very practical tips to take away.”

~ Participant on GIBS programmes who evaluated their group coaching

5. Implications and practical tips

GENERAL IMPLICATIONS FOR BUSINESS SCHOOLS:

Business schools can provide transformative learning experiences that stretch students supportively and enable them to learn to lead more effectively, by taking note of these conceptual principles discussed in this White paper.

- While coaching enables people to make intentional change –
 - » teaching allows for unintentional change.
- Coaching facilitates a person-centred exploration of what they want, if the goal is not yet clear, or how to achieve it if the goal is clear (Grant, 2012).
 - » Teaching surprises participants by revealing opportunities both within themselves and in business that transcend their past experience and make available to them concrete alternative future experience.
- Coaching helps managers to make intentional changes, even if the process is emergent, often yielding positive but further unintended outcomes.
 - » The robust feedback in class could also leave students feeling battered and lead to their losing confidence, and multiple perspectives offered could leave students excited and informed, but potentially directionless.



"...our agency in business schools (is) to facilitate the mindsets, commitments and potential behaviors of scores of organisational leaders for decades to come"

~ (Parkes, Buono, & Howaidy, 2017:64) - Editors of a special issue in The International Journal of Management Education dedicated to PRME



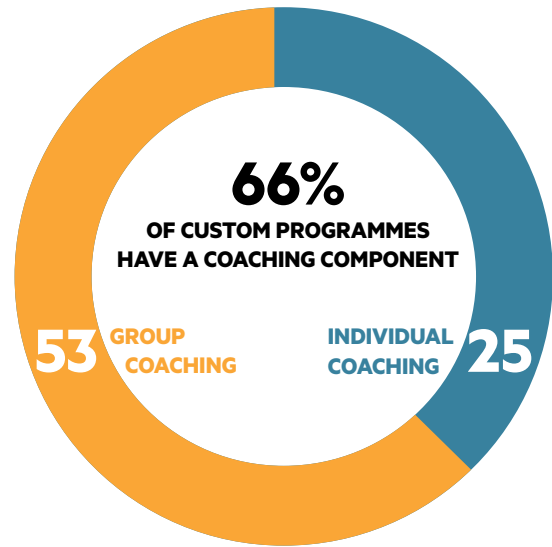
Hannah Botsis (2020) offers results of a qualitative analysis on an impact report of the coaching at GIBS (largely blended use of teaching and coaching). She found that through group coaching, delegates experienced increased personal insight and team cohesion. Process capabilities and tools attained in the group session made coaching's impact more sustainable. Concerning the impact of coaching on the personal learning journey, it was found that engaging in coaching processes at GIBS led to personal insight, change and development in the participants' career, and the sustained application of learning.

Read more in this report here:

<https://www.gibs.co.za/coaching/pages/coaching-resources.aspx>

BOTSIS (2020) REPORTS THE FOLLOWING ON GIBS PROGRAMMES:

There are 85 Custom Programmes, of which 53 programmes have a group coaching component, including ALPs. There are 25 programmes with an individual coaching element in this stream. In total, 66% of Custom Programmes have a coaching component



“Made it easy for me to talk about some tough challenges discovered through the assessment”.

~ Participant on GIBS programmes who evaluated their individual coaching

19% OF OPEN PROGRAMMES HAVE A COACHING COMPONENT

55% OF ALL ACADEMIC PROGRAMMES HAVING A COACHING COMPONENT AS PART OF THEIR COURSE OFFERING.

REASONS FOR USING COACHING AS REPORTED BY:

COACHES	COACHEES	BUYERS
Personal development (54%)	Personal development (27%)	Leadership development (55%)
Career coaching (53%)	Part of a programme (27%)	Career development (50%)
Leadership development (30%)	Career transition (22%)	Personal development (15%)
Strategic thinking space (21%)	Leadership development (16%)	

Please note that data was drawn from open-ended questions and respondents could list several factors and, as such, the percentages need not add up to 100%. Only those with more than 15% of respondents selecting items are listed.



Drawing on the respective strengths of teaching and coaching and emphasising the nexus between teaching and coaching, we offer the following implications and tips for learning designers, students, faculty and coaches, respectively:

IMPLICATIONS FOR LEARNING DESIGNERS:

- Learning designers should take notice of the findings in this paper, as it shows how each (teaching and coaching) could benefit from the other and this has implications for integrated solutions to enhance students' learning experiences.
- Since teaching and coaching are complementary, they should both be included in the design of executive education programmes. Teaching should open up the minds of students to a myriad of new ideas and sources of information and expertise. Coaching allows the individual participants to focus and then discuss, with coaches, the ideas and actions that they think could be worthwhile application in their own contexts, and to actively experiment with them. In this way coaching forms the bridge to the real-world application of knowledge.
- Coaching facilitates the possibility of the new knowledge being applied in the student's work environment. Most managers are partly unsure of themselves, especially as they move into new roles, and need support. Study groups could serve this purpose in business schools, but the un-facilitated peer group process is more risky for sensitive participants, so business schools can consider group coaching to enable an effective support system.
- In designing the learning experience, decisions have to be taken about whether a parallel process or tandem design would work best. For example, coaching can follow lectures to personalise and apply the insights. Coaching can also take place prior to lecturing to raise personalised questions and provide motivation to make sense of the input in a class room session. Lastly, coaching can form the core of a leadership development process, but pull in either pre-selected content or individual curated content, as the individual's coaching process surfaces relevant knowledge needs.

“I was pleasantly surprised by the depth of the conversation in our team.”

~ Participant on GIBS programmes who evaluated their group coaching



In supporting a lifelong learning orientation to leadership development, the combination of teaching and coaching is essential to consider in the learning design, since it is clear that teaching and coaching can amplify each other.

“I feel closer to my colleagues and part of the broader team.”

~ Participant on GIBS programmes who evaluated their group coaching

GIBS has learned from feedback of participants of how to improve on learning designs. For example, a participant gave the following feedback:

“Timing is important, in the broader programme... so that the difficult conversations happen earlier. By the time these conversations happen, the year is almost over.”



Group coaching is increasing in popularity and in the COVID-19 era, Group Coaching is moving to online. Refer to this article on virtual Group Coaching: Reid, A., Proudfoot, T., & Ackermann, R. (2020, August 3). Online group coaching – an impactful tool for South African companies. *MyBroadband*. Retrieved from <https://mybroadband.co.za/news/industrynews/362322-online-group-coaching-an-impactful-tool-forsouth-african-companies.html>

“I am inspired. The group was able to open up more on personal upbringing, growth, career and social space. The coach made the environment neutral and relaxed. Wise. Insightful. Empathetic. Created high trust. Created safe space. Non-judging.”

~ Participant on GIBS programmes who evaluated their group coaching

IMPLICATIONS FOR COACHES:

- Coaching is a transformative learning experience that enables the student to critically reflect on how the new knowledge gained can be used to improve performance at work. Faculty and coaches should collaborate to ensure that the best of both worlds is included in the overall management development programme.
- Coaches must purposefully facilitate the building of bridges between the classroom and the real world of work. Students may need coaching to cope with the pressures and demands of the executive education course and learn new ways of managing themselves as they respond to the new challenges. Knowledge is not applied equally for individuals. Coaches should also encourage active experimentation and a curious view to what works best in their context.
- Coaches must be aware of both the value and the limitations of focusing. The value of awareness and insight is that it gives power and leverage over restrictive biases and creative possibilities. The limitation is that this exploration takes place within the bounds of the coach and coachees attentional lenses (where teaching could offer multiple perspectives from the group). Coaches could encourage and sometimes challenge students to expand their minds, growing their network, and actively curate knowledge from outside their existing assumptions.
- Coaching, on its own, has certain limitations. It is not easy to scale to high volumes or to transfer learning to the organisation. Combining coaching with other interventions increases the impact on business performance (IEC, 2012). Just as leadership at its best sometimes requires the leader to take people where they do not want to go, so coaching could be less than helpful if the coach simply works with managers to achieve what they state they they (thought they) wanted.

IMPLICATIONS FOR FACULTY:

- Faculty and coaches can each learn from the strengths of the other to enrich their own practice.
- Faculty could consider how to complement the value of broadening and challenging the students' thinking, feeling and being. For example, they could purposefully allow time in class for personal reflection in which students apply the knowledge, consider the implications for their own work lives. By asking application questions, faculty could allow students to take the material in directions that relate directly to their own challenges. Sufficient time is important to ensure deeper reflection occurs instead of the easier, quicker recall of old (possibly unchallenged) views and that adequate experimentation of application can take place. GIBS has a specialist learning process, supported by specific facilitation/coaching experts, called Learning Integration that provides for this integrative reflection after classroom lectures.
- Faculty could set ground rules of respect for diverse opinions and create a safe environment for self-disclosure and attentive listening. Faculty could set group assignments to be completed

outside the classroom that not only apply the material practically, but require students to experiment, receive peer feedback, and focus the context-free theory into context-specific action. Follow up would matter here.

- Faculty must take note that where conventional training methods are more theory-based, coaching focuses more on skills-based and identity-based learning, experience and the practice of capabilities outlined in theory, such as interpersonal and emotional intelligence skills (Butler, Forbes & Johnson, 2008; De Haan & Duckworth, 2013).

“The session was emotional, but we got to understand one another.”

~ Participant on GIBS programmes who evaluated their group coaching

IMPLICATIONS FOR PARTICIPANTS/STUDENTS:

- Students must take note of the principles of adult learning, by for example ensure that they engage in self-directed learning. To this end, students must clarify their learning goals and seek new knowledge to enhance the achievement of their goals.
- Students could privately engage the services of a professional coach or utilise the opportunities for coaching which their companies or the business school provides. Coaching should then be directed at application of the learning points to the student's own work environment to actively create positive

change from the previously provided abstract possibilities for change. Students whose careers and therefore identities unfold across their roles in different organisations may use business school courses as a way to expand their opportunities and facilitate transitions

- Business school programmes can help participants 'connect the dots' over several role transitions, through observation and real-time feedback with coaches.



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Coaching is also widely applied as a standalone leadership development process in organisations. This type of coaching is based on the same principles as the learning-oriented coaching described above, but additionally can deepen aspects of personal development in both a horizontal way (active goal achievement) and vertical way (depending personal capacities and awareness). GIBS has a good track record of providing this service and has developed a 'How to implement effective coaching processes within your organisation' guide. This 'how-to' guide is not prescriptive and does not tell the organisation whether it should use group or team coaching, virtual or not etc. However, it does aid in decision-making and advises about the strategic alignment of coaching processes to organisational objectives.

This guide can be found at <https://www.gibs.co.za/coaching/pages/coaching-resources.aspx>

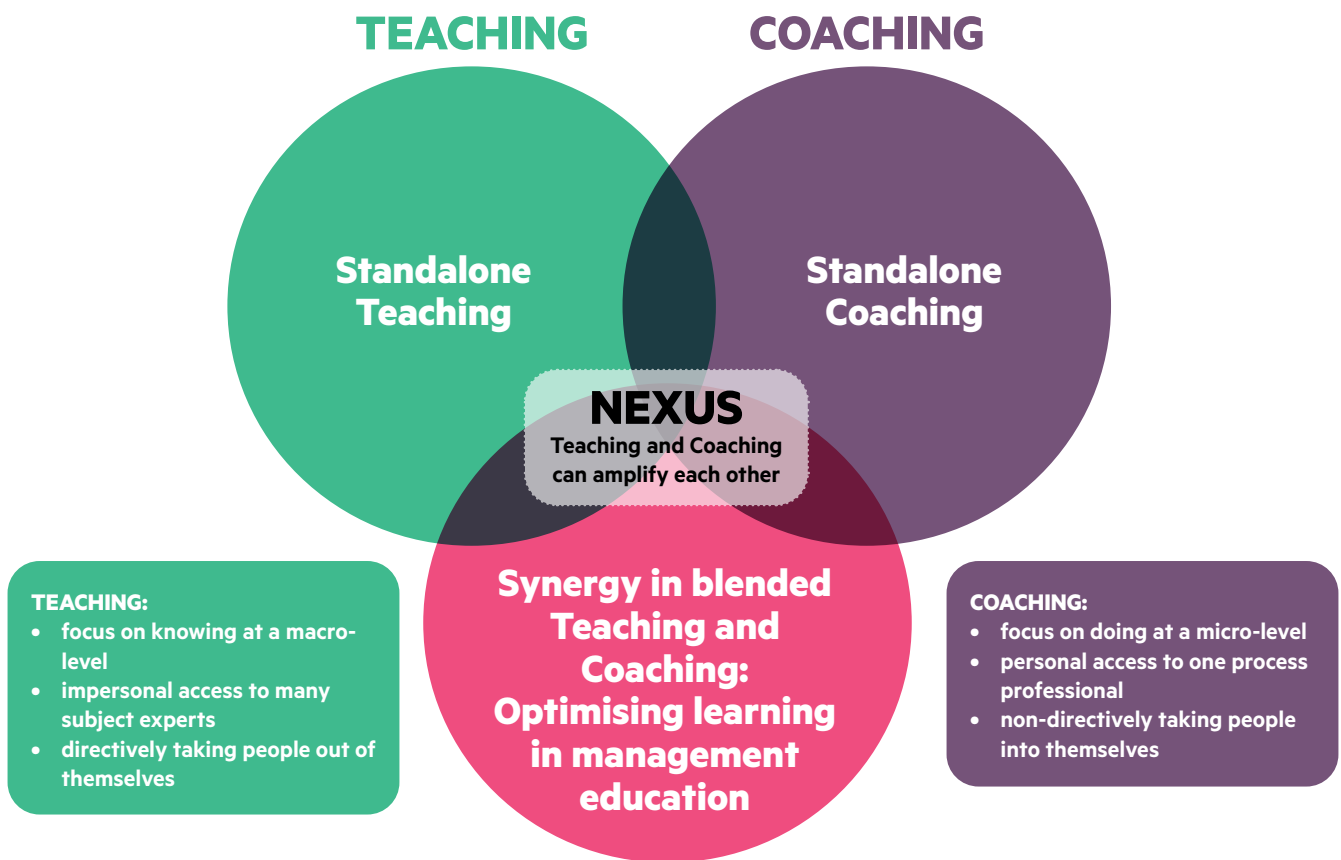
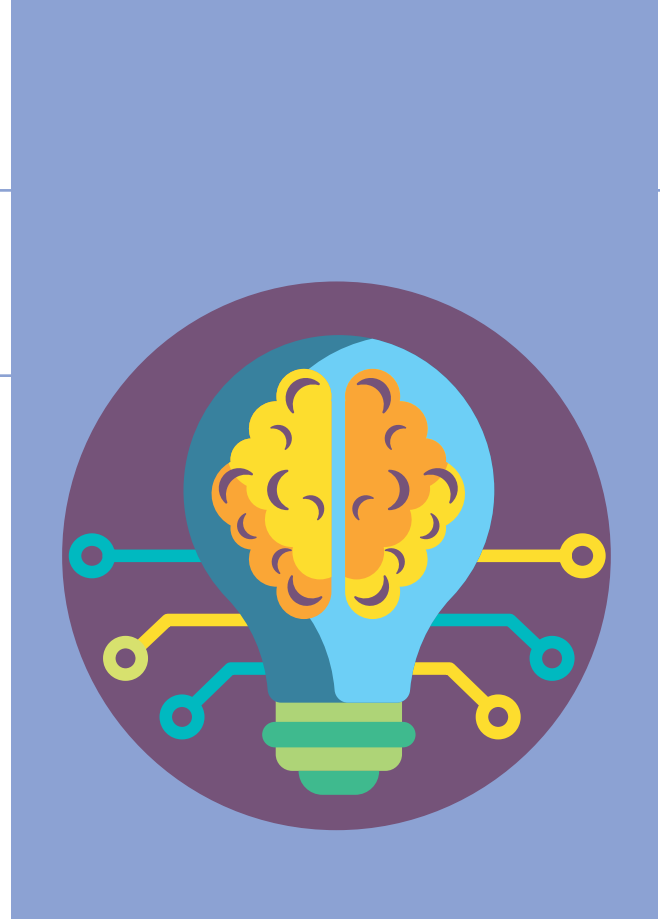


Learning minds need both to be opened and focused. An open mind without meaningful focus can lose direction and motivation; A focused mind that is narrow or selectively aware can overlook possibilities.

6. Conclusion

The figure below illustrates the nexus between coaching and teaching, and while the differences reveal the limitations in each approach that the other could address, teaching and coaching could amplify each other synergistically.

Our new era for business schools requires teaching to go deeper than just the transfer of knowledge. Business schools need to be even closer to the context of business, as well as being more responsive to the individual students' needs and focus on the interpersonal effectiveness of the student as leader. As change and ambiguity speeds up, it's also important to develop individuals' capacities to unlearn, re-learn and evolve identities through self-awareness and learning to expand beliefs and assumptions (ie learn how to learn, or learn how to change). The mutually enriching contributions of teaching and coaching may represent this new third era for business schools. The mutually enriching contributions of teaching and coaching may represent the new era business schools.



The differences reveal limitations in each approach that the other can address. Integrating and combining them amplifies value.

Figure 6: Blended teaching and coaching where the nexus of teaching and coaching can amplify each other
Source: Author's own compilation

Some facts about coaching



Executive Coaches: Sherpa report 2019

Coaching charges \$398 USD per hour, up from \$386 last year and \$352 in 2017



A practice definition of coaching:

'A Socratic-based future-focused dialogue between a facilitator (coach) and a participant (coachee/client), where the facilitator uses open questions, active listening, summaries and reflections which are aimed at stimulating the self-awareness and personal responsibility of the participant' (Passmore & Fillery-Travis, 2011).¹¹



Forbes (2017) reports:

Coaching is an estimated \$2 billion-dollar industry worldwide



International Coaching Federation (ICF) 2020

reported the market size of coaching in 2019, for the United States alone, at \$15 billion, and expect to have grown to \$20 billion in 2020.

“Teaching helps create dots and coaching helps the student joins the dots in a meaningful way and act on them”

Appendix A

Comparison between approaches of pure teaching and pure coaching

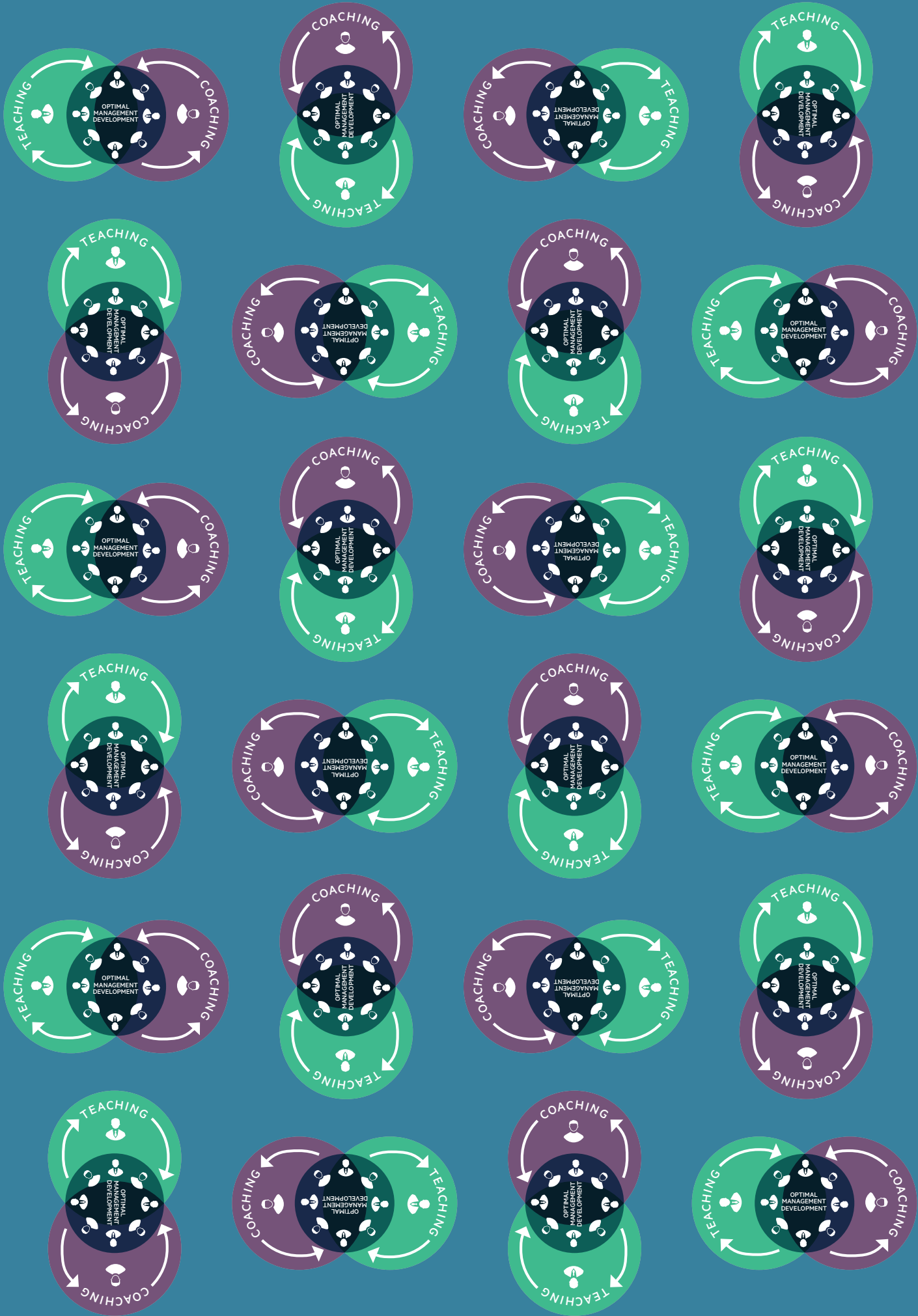
Pure Teaching	Pure Coaching
<i>Bias to knowledge:</i> Structured to drive insightful learning. The teacher does most of the talking and raises awareness by new inputs and by assignments.	<i>Bias to action:</i> Structured to facilitate insightful action. The coach mostly listens and raises awareness by having the manager think about/ reflect on what s/he will be accountable for.
<i>Macro-level, generic knowledge</i>	<i>Micro-level, personal knowledge</i>
The vehicle of change is <i>authoritative knowledge</i> . This is helped when faculty believe in themselves. Teachers can afford to be confident.	The vehicle of change is <i>trusting relationship</i> and knowledge of personal change processes. It helps when the coach believes in the manager being coached. Coaches can afford to be tentative.
<i>Context-free knowledge</i> , which has the advantage that students emerge with principles that are useful in all contexts. The student follows the professor's lead in this. The disadvantage is that they may find difficulty in applying it in their specific context.	<i>Context-specific knowledge</i> , which has the advantage that the manager understands best how to interpret and apply information in his/her context. The coach follows the manager's lead in this. The disadvantage is that the manager's existing assumptions and knowledge are less likely to be challenged or expanded.
<i>Pre-determined Curriculum</i> - Managers come to class to be told what they need to know and to make generic knowledge their own. They have to listen to others' opinions. They discover <i>unconscious incompetence</i> and are prepared to become consciously incompetent in new areas, in order to move on to conscious competence. By introducing them to what they did not know they do not know, teaching enables them to ask more questions to find out more. This is a <i>broadening, growing, unsettling</i> contribution. Confusion is necessary for learning, but an inexperienced teacher may create confusion that leads to withdrawal rather than engagement.	<i>Self-determined curriculum</i> – Managers go to the coach to achieve ends they have already identified, or that the coach helps them to identify. They gain insights, skills and affirmation that leave them with the capacity to put into practice what they know they must do. They may address areas of conscious incompetence, and may discover areas of <i>unconscious competence</i> , but are less likely to uncover areas of unconscious incompetence. The coach asks managers questions that enable them to interrogate the knowledge they already have. In the hands of less experienced coaches, this can be a <i>narrowing, focusing, funnelling</i> process that confirms at times when challenge might be needed.
<i>Knowledge given once.</i> If the manager is not listening when a particular issue arises in class, there may not be another opportunity to hear it.	Insights and activities <i>dealt with iteratively</i> in order for them to stick. Practice and feedback lead to new skills.
<i>Impersonal access to many subject experts:</i> a business school curriculum provides a wide range of experts in many fields. When combined, this provides a full set of insights across all fields to underpin decisions.	<i>Personal access to a single expert</i> in process: the coach has expertise in a limited range of fields, but offers expertise in integration and application.
<i>Normative:</i> Whether intentionally or not, business schools socialise students into a way of seeing the world and of acting as managers – by developing a managerial orientation. ¹²	<i>Formative:</i> The coach is expected to do his best not to impose his own norms onto the coachee, but to help her identify and apply her own values and aspirations.

The professor has a <i>generic focus</i> : “I would be failing in my responsibility to the rest of the class if we devoted too much time to a single person’s problem. So when you talk to me about your story, my focus is on seeing how it relates to the experience of the rest of the class, and I may lose sight of your particular perspective.”	The coach has an <i>individual perspective</i> : “When you tell me your story, I am focusing on your experience only, and on this particular problem. I may lose sight of the general applicability to other situations or problems.”
<i>Takes people out of themselves</i> , surprising them by exposing them to experiences and perspectives that they may never otherwise encounter.	<i>Takes people into themselves</i> , surprising them by discovering the depth of insight within.
Then <i>moves outside in</i> – the authority (in the form of the professor and texts and fellow students) is external to the student, who needs to internalise what is of value to her.	Then <i>moves inside out</i> – the authority is the coachee herself, who needs to recognise and draw on the wisdom within.
Can be <i>inspirational</i> , with the danger (if the inspiration comes from the professor’s personal impact rather than the situation) that the participant may be made to feel inferior to the lecturer’s brilliant presence, leading to disempowerment.	<i>Reassuring</i> , with the danger that the participant may be made to feel satisfied by a current state that does not do justice to her potential (although in the best case, coaching also challenges).
Relatively <i>directive</i> through giving of instruction and information (although the best case teaching promotes the nondirective approach almost exactly described alongside under coaching).	Relatively <i>nondirective</i> , through discovery, dialogue, questioning, listening
Difficult to draw on the workplace experience of each student.	Draws on learning and knowledge in the work place.
The many minds present in the class <i>increase the likelihood of challenge</i> to existing mindsets through the diversity of perspectives present. Yet in the relatively impersonal class room, the pressure to accept the challenge is relatively lower.	With only two minds present, there is <i>less likelihood of challenge</i> to the manager’s existing mindset. Yet in the relatively intense dyadic relationship, the pressure to accept a challenge is greater.
<i>Demand</i> : Teaching provides challenge and stretch, requiring managers to do things they would not normally do. Critical feedback (from teacher or class mate) in a competitive culture can lead to dramatic insight.	<i>Acceptance</i> : While coaches may challenge, they provide safety and support to help managers to feel positive about what they contribute. Affirming feedback in a supportive culture can lead to transformative awakening of the person’s potential. It is therefore essential that the coach demonstrates caring towards the client.
The danger is that demand and brutal feedback <i>may leave casualties</i> and not give space to the student to gain the wisdom to discern what can and cannot be changed.	The danger is that the coach may work so hard on the relationship that he forgets what the relationship is about, and <i>may leave the manager without a demand</i> .
Students revise their identity through seeing role models, cases, and challenging input.	Coachees revise their identity through questioning and reflection.
<i>External benchmark</i> : Managers grow in self-confidence by passing assignments and surviving the pressure. They can compare themselves to others, and to themselves in different subjects and at different times, leading to insights about themselves and a comparative perspective on their performance.	<i>Internal benchmark</i> : Managers grow in self-confidence by developing a particular skill (e.g. public speaking), leading to positive feedback and then general self-confidence. They receive personal feedback about their own growth, but they have little comparison with others.

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