

# Case Study

## Henley MSc in Coaching & Behavioural Change



**Dirk Anthony**

Management Consultant and  
Executive & Leadership Coach

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### How did you choose Henley for your master’s degree, and why?

‘I was looking to add academic rigour to the experience I’d already gained as a director and latterly as an independent management consultant, working extensively in the UK and Australia addressing cultural change and strategic business planning. I’d been looking around for a programme, and was recommended Henley by someone I met at a business event.’

‘Initially, I thought that the Henley Professional Certificate in Coaching would suit me best, but when I came along to the Open Day, I could see the development potential of the degree programme.’

### What were the surprises and highlights of the programme?

‘One of the main reasons I chose Henley was for its links to the University of Reading and the level of academic theory that underpinned the programme. But what I hadn’t expected was the amount of practical work. I soon realised how important – and useful – the experiential balance was.’

‘The quality of the tutors and the input from real practitioner experts were incredible, and the links with neuroscience and psychology provided precisely the rigour I’d been looking for around the coaching models.’

### What has changed since you graduated?

‘I used to think I was a good coach, but when I started the programme it didn’t take me long to realise that I had simply been repeating the narrow expertise I had.’

‘Now I’m able to win higher quality work from a higher calibre of clients and I’m comfortable with a deeper, broader range of issues. Not only does this translate into a different scale of fees, but it also allows me to think, learn and develop to a whole new level.’

‘At a time when coaches are looking for credibility, having an association with a business school with Henley’s reputation has given me a significant edge, and I have unquestionably gained a very positive ROI from my time on the programme, not only financially, but in terms of understanding new ways of learning.’

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