

NSF ACES
Coaching Template for Women Faculty
Pre-Reading: FAQ on Coaching
<http://www.coach-federation.org/aboutcoaching/about.asp>

Session 1 – Overview and Introduction

I. Introductions and Coaching Relationship

- Introductions
- Goals of NSF ACES grant
- Roles – who am I and how do we establish mutual trust? How can I support you? What is your experience with coaching?
- Mutual expectations – What can we expect of each other?
- Overview and broad agenda of future coaching sessions

II. Background Review

- Career history; experience with department and field
- Areas of work focus
- Contributions you make to your department
- What does your typical workday look like?
- Description of departmental work environment

III. Career Highlights

- What have been some of the high points of your career?
- What have been some of the disappointments of your career?
- Enjoyments/challenges in current work role
- Enjoyments/challenges outside current work role

IV. Current Areas of Interest/Concern – immediate, mid-term, long term

- Work performance issues – research, teaching, service
- Department or Chair issues
- Work-life balance issues
- Mentors you can count on for good advice

V. Assignments – Complete Prior to Next Session

- Describe your strengths – as a scientist, colleague, professor, leader.
- What distinguishes your specific work?
- Describe your current level of visibility and influence in your department? In your field? What are your desired levels?
- Read articles:
 - “Managing Oneself” by Peter Drucker, Harvard Business Review, March-April 1999
 - Multiple Mentoring in Academe: Developing the Professional Network (Janasz & Sullivan, 2002, *Academy of Management Proceedings*)

Session 2: Professional Excellence and Academic Success

I. Review Learnings from Homework Assignments

- What are the implications, and what new decisions or actions need to be taken?
- Priorities: personal/professional, life stage, time management, balance

II. Definitions of Academic Success

- How do you define academic success? What is successful science?
- Describe professional excellence. Explore all dimensions of the academic job.
- Whom do you know who is academically successful? Why do you admire them?

III. Indicators of Academic Success

- What are indicators of success for your position – personal and institutional?
- What are the most important measures of your effectiveness?

IV. Increasing Your Impact and Contributions to Your Department and Your Field

- What specifically brings visibility in your field?
- What would increase your influence and contributions?
- What would be the personal consequences of doing this?
- How can you effectively challenge the status quo?
- How can you take risk more effectively?

V. Creativity in Your Science

- What are the desired outcomes of your science? What would take your work into a higher league?
- How can you do your job more creatively? What would be some bold steps to take to increase the results of your work? New strategies/approaches to writing?
- What are some resources that you are not recognizing or under-utilizing?

VI. Mentoring Committee

- Begin a conversation with your Chair about 3 people that your Chair can invite to serve on your mentoring committee for the next 2 years: one departmental member, one university member (outside the primary department), one member from your field (outside the university)
- Begin creating an agenda for first mentoring committee meeting
- Plan to attend the ACES Mentoring Skills workshop that is coming up

VII. Assignments – Complete Prior to Next Session

- Pick a role model for leadership in your field/science. Observe this individual's style, behavior, presence, influence. If possible, interview him or her about their journey, choices, advice, etc. Make a list of why you admire them.
- Identify personal vision of professional excellence based on identified role models
- Read articles:
 - Meyerson, D. E. & Scully, M. A. 1995. Tempered radicalism and the politics of ambivalence and change, Organization Science, 6, 5: 585-600.

Session 3 – Career Vision and Goals

I. Review Learnings from Homework Assignments

- What surprised you about your vision of professional excellence?
- What are the implications, and what new decisions or actions need to be taken?

II. Development Focus and Experience with Self-Directed Intentional Change

- What is your development focus: tenure, promotion, full professorship, leadership in your field, administration?
- When have you developed yourself successfully? What happened to make it work?

III. Career Aspirations and Challenges

- What are your career aspirations?
- Immediate career challenges? Long term career challenges?

IV. Career Goals

- Short Term Goals
 - i. Writing/research/grant commitments that need to be addressed
 - ii. Dealing with co-authors to confront needs that are not being met
 - iii. Getting reenergized about ongoing projects
 - iv. Managing performance problems in the classroom or lab
 - v. Increasing department receptivity to your ideas
- Mid Term Goals
 - i. Target advisory/management skills
 - ii. Motivate graduate students, post-docs, and colleagues to achieve your goals
 - iii. Prioritize own development – progress in summer is crucial
- Long Term Goals
 - i. Clarify scientific leadership vision – where want to be and what does it look/feel like?
 - ii. Departmental leadership

V. Mentoring Committee Follow Up - Finalize committee members

VI. Assignments – Complete Prior to Next Session

- List your personal goals – immediate, short term, mid-term, long term
- Determine what you need to change/improve to reach your goals
- Follow up on short term goals; i.e., meet with co-authors, create timeline, prioritize tasks, revisit project goals, speak with graduate students/postdocs
- Follow up with your Chair and the ACES representative working with your department regarding your Mentoring Committee members.
- Read article on emotional intelligence for next session:
 - "What Makes a Leader?" Daniel Goleman, *Harvard Business Review*, November-December 1998.

Session 4 – Emotional Intelligence

I. Review Learnings from Homework Assignments

- What are the implications, and what new decisions or actions need to be taken?

II. Emotional Intelligence

- Concept of emotional intelligence
- Personal triggers
- Examples of stress-inducing situations
- EI competencies – self awareness, self management, social awareness, relationship management skills

III. Strategies and Tools

- Define effective behaviors related to competencies
- Identify people who demonstrate these behaviors consistently and reflect on how they do this.

IV. Discussion/Role Plays of Frequent Problem Areas

- How to handle work and work-life balance stressors
- Emotional self-control
- Conflict management
- Taking initiative and risk
- Optimism in the face of administrative constraints
- Strategic thinking

V. Assignment – Complete Prior to Next Session

- Self assessment of emotional intelligence competencies.
- Consider 360 ECI for senior women
- Search the web for insights about the development of particular competencies of interest. For example, conflict management or emotional self-control or initiative or leadership.
- Practice new behaviors related to targeted competencies.

Session 5 – Achieving Goals

- I. Review Learnings from Homework Assignments**
 - What are the implications, and what new decisions or actions need to be taken?
- II. What is Needed to Achieve Your Goals?**
 - Tenure/promotion package requirements
 - Networking within/without department
 - Professional/personal balance
- III. Identification of Professional Strengths**
 - Discussion of EI competencies
 - Other strengths
 - Personal balance sheet
- IV. Professional Development Needs in Light of Goals (immediate, short-term, mid-term, long term)**
 - Discussion of competency gaps
 - Opportunities for development
- V. Creating an Action Plan**
 - Tasks/actions to achieve goals – immediate, short term, mid-term, long term
 - Time log/allocation
- VI. Assignments – Complete Prior to Next Session**
 - Create your Personal Development Plan (use template provided)
 - Read articles:
 - ”Nice Girls Don’t Ask” by Linda Babcock, Sara Laschever, Michele Gelfand, Deborah Small. *Harvard Business Review*, Oct 2003.
 - “Leadership That Gets Results” by Daniel Goleman, *Harvard Business Review*, March-April 2000.

Session 6 – Leveraging Professional Impact and Contributions

I. Review Learnings from Homework Assignments

- What are the implications, and what new decisions or actions need to be taken?

II. Negotiating Effectively

- Role play/practice asking for resources

III. Learning to Deal with Different Styles

- Concepts around personal styles
- Consider doing Learning Styles Inventory (LSI) or Myers-Briggs Type Indicators (MBTI) instruments

IV. Closing Down the Coaching Relationship

V. Future Assignments

- Continue implementation of Personal Development Plan
- Read article:
 - “A Modest Manifesto for Shattering the Glass Ceiling” by Debra E. Meyerson & Joyce K. Fletcher, Harvard Business Review, January-February 2000.

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Coaching Questions

If you could design your ideal world, both professional and personal, what would it look like? Where would you spend your time? Create 2 pie charts 1) how you currently spend your time and 2) how you would like to spend your time

How will you balance your professional and personal life? What resources do you need to make this balance possible? From whom? What can you do to create the desired balance?

What do you hope to achieve through your research? Your teaching? Your service? Create two statements 1) of your research philosophy and 2) of your teaching philosophy.

What would be the ideal scenario here for you at Case? (Dream big, don't censor your answers based on practicality or plausibility.)

What can you do to make this an excellent place for you to do your 'best' science?

What would the department leadership need to provide for you to be happy here?

What can you do to maximize your research productivity?

What would encourage you to make your career at Case?

Rank your professional priorities - what is most important to you, next most important? etc. What won't you live without professionally?

What is your short term plan in the next 6 months? How will you move your research agenda forward? What are your plans for your lab? For funding? How will you manage your students/post-docs? What are your goals for your students/post-docs?

What do you hope to have accomplished 1 year from now? 2 years from now?

What resources do you currently have to draw on? What resources do you need to develop in order to attain your 1 year and 2 year goals?

Personal Development Plan Template

The objective of this assignment is for you to create a living document that motivates and guides your actions as you embark on your journey of career and personal development.

Here is a description of the major components to include in your plan:

Part 1: Statement of your Personal Career/Life Vision

- Your career and life vision or goal over the next 5-10 years – Where will you be in your career? What will be your responsibility? What will you find exciting and challenging in your career? What kind of results will you be achieving?
- Describe the relationship between your vision and your values

Part 2: Discussion of your Strategy to Develop your Emotional Intelligence Competencies

Using what you have discovered about your abilities through the Emotional Competence Inventory, describe which competencies are important to you as you create your desired future.

- Identification of abilities that have high developmental priority for achieving your career and life goal
- Discussion of overall strategies for developing chosen abilities—how do you plan to learn and develop these abilities?
- Linkage of these abilities and strategies to the goals and sub-goals in Section 4—how will your development plan provide you with opportunities to develop the high priority abilities?

Part 3: Goals, Sub-Goals, and Action Steps (SMART)

This section can be written in outline form. Remember to construct goals, sub-goals, and action steps that fit the SMART criteria: Specific, Measurable, Attainable, Relevant, and Time-bound.

- 2-4 Goals: In one sentence, describe an outcome that is concrete, specific, personally meaningful, affirmative, challenging but attainable, and tied to a timeframe.
- Sub-goals (2 or more per goal only if your goal is more than 5 years into the future), using the same criteria as above for goals.
- Action Steps (2 or more per goal or sub-goal): In one sentence, these should be concrete and specific and address the "when, how, who, what, and where" of the action. These are the steps that you will complete to accomplish each sub-goal/goal.
- For each sub-goal (or goal if you don't have sub-goals), discuss how you will monitor your progress along the way towards accomplishing it.
- Potential helping and hindering forces for achieving your goals (what will help you get there? what might stand in your way?)