

NSF ACES
Coaching Template for Chairs

Pre-Reading: FAQ on Coaching

<http://www.coach-federation.org/aboutcoaching/about.asp>

Session 1 – Overview and Introductions

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, experience with leadership of department
- Areas of work focus as department chair
- What does your typical workday look like?
- Description of departmental work environment

III. Leadership Highlights

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

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

- Leadership issues
- Departmental management issues
- Resource creation and allocation issues
- Work performance issues – research, teaching, service
- Work-life balance issues

V. Assignments – Complete Prior to Next Session

- Describe your strengths as department chair. What distinguishes your specific leadership?
- What have you learned as the department's chair?
- Describe your current level of visibility and influence in your department? In the university? In your field? What are your desired levels?
- Read article:
 - “Leadership That Gets Results” by Daniel Goleman, *Harvard Business Review*, March-April 2000.

Session 2 – Academic Leadership Effectiveness

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 Leadership Effectiveness

- How do you define great leadership as a department chair?
- What do you expect from yourself? Explore all dimensions of your academic job.
- Whom do you know who is a successful leader? Why do you admire them?

III. Indicators of Leadership Success

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

IV. Increasing Your Impact and Contributions to Your Department and School/College

- What would increase your influence and contributions?
- What would increase your effectiveness in junior faculty development?
- 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. Doing Your Leadership Job More Effectively

- How can you do your job more creatively? What would be some bold steps to take to increase the results of your leadership? New strategies/approaches?
- What are some resources that you are not recognizing or under-utilizing?

VI. Mentoring Committees For Your Women Faculty

- Meet individually with your women Assistant and Associate Professors about setting up Mentoring/Development committees. Brainstorm with each of them about 3 people that you can invite to serve on their mentoring committees for the next 2 years: one departmental member, one university member (outside the primary department), one member from your field (outside the university)
- 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. 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 your personal vision of leadership excellence based on identified role models.

Session 3 – Vision and Goals

I. Review Learnings from Homework Assignments

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

II. Development Successes and Challenges

- When have you developed yourself successfully? What happened to make it work?
- What were the challenges you faced?

III. Leadership Vision and Aspirations over Your Career

- What are your aspirations for leadership over your career?
- What are the immediate challenges? Long term challenges?

IV. Goals

- Immediate Objectives
- Short Term Goals
- Mid Term Goals
- Long Term Goals

V. 360 Degree Feedback

- Overall process of 360 degree feedback data collection and feedback
- Feedback report will be provided in Session 5 but the data collection process should start now
- Contact feedback assessors to alert them about emails they will be receiving shortly
- Self-assessment deadline

VI. Mentoring Committee Follow Up

- Have you worked with your women faculty (Assistant and Associate Professors) to finalize their mentoring committee members? Have you connected with the Full Professor women to offer them assistance for their development?

VI. Assignments – Complete Prior to Next Session

- Review your leadership vision.
- List your personal goals – immediate, short term, mid-term, long term
- Determine what you need to change/improve to reach your goals
- Complete online self assessment of 360 degree feedback.
- Read article on emotional intelligence for next session:
 - "What Makes a Leader?" Daniel Goleman, *Harvard Business Review*, November-December 1998.

Session 4 – Emotionally Intelligent Leadership

I. Review Learnings from Homework Assignments

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

II. Leadership and Emotional Intelligence

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

III. Strategies and Tools

- How to handle stress
- Conflict management
- Taking initiative and risk
- Optimism in the face of administrative constraints
- Role plays

IV. Assignment – Complete Prior to Next Session

- Ensure that all deadlines have been met for completion of your 360 degree survey
- Read article:
 - “Managing Oneself” by Peter Drucker, Harvard Business Review, March-April 1999

Session 5 – 360 Degree ECI Feedback Report

I. Review Learnings from Homework Assignments

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

II. ECI Feedback Report

- Overview and explanation of Emotional Competence Inventory (ECI)
- Guidelines to analyze ECI feedback report

III. Discussion of Feedback

- Reactions to feedback
- What is confirmed for you? What surprised you?
- Overall patterns and trends in the data

IV. Assignments – Complete Prior to Next Session

- Review ECI feedback report following suggested guidelines for analysis of data
- Complete Self-Analysis Guidebook
- Read book:
 - Deryl R. Leaming, Academic Leadership: A Practical Guide to Chairing the Department (Anker, 1998)

Session 6 – Development Planning

I. Review Learnings from Homework Assignments

- What are the implications, and what new decisions or actions need to be taken?
- ECI Follow-up Activities – Interpretations of ECI feedback
- Implications in NSF ACES related areas (pertinent to the advancement of women faculty and the creation of a departmental climate of inclusion and respect)

II. Identification of Professional Strengths

- Discussion of EI competencies that are strengths
- Other strengths
- Create a personal balance sheet of competency assets and liabilities

III. Professional Development Needs in Light of Goals (immediate, short-term, mid-term, long term)

- Discussion of competency gaps
- Opportunities for development

IV. Creating an Action Plan

- Tasks/actions to achieve goals – immediate, short term, mid-term, long term
- Strategies for developing targeted competencies
- Time log/allocation

V. Assignments – Complete Prior to Next Session

- Create your Personal Development Plan (use template provided)
- Search the web for insights about the development of key competencies of interest. For example, conflict management or emotional self-control or initiative or leadership.
- Practice new behaviors related to targeted competencies
- Read ACES REC reports on website in preparation for discussion about gender issues in academia: <http://www.cwru.edu/menu/president/resourceequity.doc>

Session 7: Gender Implications for Department Leadership

I. Review Homework Assignments

- What new behaviors were experimented with, and with what results?
- What are the implications, and what new decisions or actions need to be taken?

II. Departmental Climate For Women

- What is the overall departmental climate for women faculty?
- How can you improve data gathering about the women faculty members' perceptions of the departmental climate and community
- Women graduate students?

III. Recruitment, Retention, and Advancement of Women Faculty

- Current issues and challenges
- Possible solutions

IV. Assignments – Complete Prior to Next Session

- Practice new behaviors related to targeted competencies
- Talk to your department's women faculty (as a group) about their experiences in the department. Initiate regular meetings with this group.
- Read:
 - Chapter 1 of Valian, V. 1999. *Why So Slow? The Advancement of Women*, Cambridge, MA: The MIT Press.
 - “A Modest Manifesto for Shattering the Glass Ceiling” by Debra E. Meyerson & Joyce K. Fletcher, *Harvard Business Review*, January-February 2000.

Session 8 – Leveraging Leadership Impact and Contributions as Department Chair

I. Review Learnings from Homework Assignments

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

II. Departmental Vision and Goals

- Create a process for determining/revisiting departmental vision and goals
- Begin/revisit a process of strategic planning for the department – 7-10 years out
 - Utilize SOAR model: strengths, opportunities, aspirations, results
- Initiate process for examining key resources and key constraints in the future

III. Develop an Improved Departmental Communication Plan

- Does the departmental web site need new energy? How can you assist department faculty in improving their web pages?
- How can you improve on current methods to update faculty about events, activities?
- How can you improve on current methods for communicating with graduate students?
- How can you improve on current faculty and staff awards and recognitions?

IV. Departmental Culture

- Create a process to re-examine the departmental culture
- Create mechanisms to enhance the quality of the academic community.

V. Increase Your Impact in the School/College and the University

- What will increase your contributions to your school/college?
- What opportunities will help showcase your talents at the university level?
- What conferences/activities can your department host that will bring national attention to the university?

VI. Assignments

- Continue clarification and implementation of Personal Development Plan
- Practice new behaviors related to targeted competencies
- Read book:
 - Ann F. Lucas, Leading Academic Change: Essential Roles for Department Chairs (Jossey-Bass, 2000)

Session 9 – Enhancing Interpersonal/People Skills

I. Review Learnings from Homework Assignments

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

II. Negotiating More Effectively With Higher Administration and other Funders

- 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. Closure of Coaching Relationship

V. Future Assignments

- Continue clarification and implementation of Personal Development Plan
- Continue to practice new behaviors related to targeted competencies
- Read book:
 - Deryl R. Leaming, Managing People: A Guide for Department Chairs and Deans (Anker, 2003).

Resources for Chairs

Estela Mara Bensimon, Kelly Ward, and Karla Sanders, The Department Chair's Role in Developing New Faculty into Teachers and Scholars (Anker, 2000).

Mary Lou Higgerson, Communication Skills for Department Chairs. Anker 1996.

Ann F. Lucas, Leading Academic Change: Essential Roles for Department Chairs (Jossey-Bass, 2000)

Ann F. Lucas, Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities (Jossey-Bass, 1994).

Deryl R. Leaming, Academic Leadership: A Practical Guide to Chairing the Department (Anker, 1998)

Deryl R. Leaming, Managing People: A Guide for Department Chairs and Deans (Anker, 2003).

Susan A. Holton (ed.), Mending Cracks in the Ivory Tower: Strategies for Conflict Management in Higher Education (Anker, 1998).

Robert M. Diamond, Aligning Faculty Rewards with Institutional Mission: Statements, Policies, and Guidelines (Anker, 1999)

Robert M. Diamond, Serving on Promotion, Tenure, and Review Committees: A Faculty Guide, 2nd ed. (Anker, 2002).

Cathy A. Trower (ed.): Policies on Faculty Appointment: Standard Practices and Unusual Arrangements (Anker, 2000).

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

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

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

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

What do you hope to achieve through your leadership of the department?

What does your department hope to have accomplished 2-3 years from now? What is your department's vision and mission?

What is your plan for the next 2-3 years? How will you move your department agenda forward?

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

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

What can you do to make your department an inclusive and friendly place for all faculty and students?

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?)