



# Executive Coaching for Senior Leaders

## Program Overview

The Ohio State University is committed to being an eminent institution. Achieving eminence requires extraordinary leaders. A key component of our talent strategy is developing leaders through executive coaching.

The executive coaching program at Ohio State was co-designed and developed in collaboration with the Office of Human Resources and the OSU Medical Center Human Resources. The program directly aligns with the university's aspiration of creating and sustaining a high performance culture.

### ***Coaching is a process to enhance individual and organizational performance.***

Coaches partner with executive leaders in a thought-provoking, positively challenging and creative process that inspires them to expand their ability to achieve results. The desired outcome for coaching is to *achieve sustainable improvement* in a behavioral pattern by stimulating a shift in thinking. A survey of industry data suggests that the impact of coaching lasts for several years as compared to a few months for most standard seminar-based training. The return on investment for training is between 25-30%, however, when coaching is added this return approximates to 80%.

The executive coaching program is offered to the following individuals:

- President, Provost, Vice Presidents, Vice Provosts
- Associate Vice Presidents, Associate Vice Provosts
- Deans, Associate Deans
- Department Chairs, School Directors
- High potential individuals for future promotion
- Leaders in critical roles (e.g. CNO, CIO, CFO, Physicians)

### **The essential elements of a successful coaching program – its criteria for success, include:**

- **Alignment with the University** – effective coaching programs have a clear connection to the strategic goals and institutional values.
- **Holistic strategy** – great coaching programs have an integrated plan that fits the culture and includes specific measures, communication points, and the ongoing management of the engagements and dependency.
- **Culture of openness** – the organization must be willing to share openly, both strengths and opportunities for growth and development. Coaching can help individuals embrace Ohio State's institutional values, e.g. trust, feedback, etc.
- **Choice of coaches** – personal chemistry is important; leaders must be able to choose & be comfortable with their coaches.
- **Capable coaches** – coaches must be successful in an academic medical center, higher education and business, be highly effective coaches, and understand our institution & its unique culture.
- **Leadership engagement** – senior management must believe in the value of coaching and be personally engaged in it.

- **Action** – all parties make a commitment to taking action, and do so.
- **Assessment** – of both the individual being coached, the effectiveness of the coach and of the impact on the organization (on both the person and across the organization); coaching engagements that go on forever are rarely effective.

## Guiding Principles

It is principles and values that endure. The coaching program includes a clear set of principles that set the stage for a successful coaching platform. The program is anchored in the institutional values.

- **Transferable skills/capacity building** – coaching must leave a footprint in the organization that builds our internal capability; leaders that are dependent on coaches are not likely to improve.
- **Relationship-based** – coaching is an intensive, relationship-based investment in making our very best even better; this effort focuses on bringing out their best, more quickly.
- **Coaching should not replace managing performance**, particularly for underperformers.
- **Confidentiality** – successful coaching relationships are confidential and must be respected by all parties.
- **Specific measurable results** – excellent coaches commit to agreed upon behavior changes, outcomes and deliverables; highly successful coaching relationships produce specific results.
- **Performance and development** – coaching arrangements should have clear development objectives as well as performance objectives.
- **No one should have the same coach as their boss.**
- **A good relationship 'fit' is important to success.**

# Coaching Framework

The coaching framework serves as a general guide for the coaching relationship. The Assessment – Challenge – Support (ACS) model allows individuals to focus their attention and efforts towards learning. Each engagement is custom designed for each leader, focusing on his/her particular development.



*Source: ACS Model reprinted with permission from Center for Creative Leadership, 2009.*

## Core coaching components:

- **Relationships** – Establishes boundaries; builds trust
- **Assessment** – Creates awareness; evokes discovery and insight
- **Challenge** – Challenges thinking and assumptions; promotes practice
- **Support** – Listens for understanding; facilitates engagement
- **Results** – Sets goals

# Types of Coaching and Resources

There are four general types of coaching provided to senior leaders – *Transition*, *Style*, *Skill* and *Succession*. Internal coaches focus primarily on transition needs of executives – new hire, promotion, expanded responsibilities. External coaches focus primarily on style, skill and succession needs.

Types of Coaching	Description	Possible coaching needs	Internal Coach	External Coach
<p><b><u>Transition</u></b> Leader is experiencing a role transition</p> <p><b>Result:</b> speed to readiness</p>	<p>A transition has occurred and coaching is needed to help leader a) build relationships, b) understand the new culture, and c) achieve results.</p> <p><b>(refer to transition coaching tool kit)</b></p>	<ul style="list-style-type: none"> <li>• New to organization</li> <li>• Lateral move</li> <li>• Promotion</li> <li>• Expanded responsibilities</li> <li>• New responsibilities</li> <li>• Building relationships</li> <li>• Understanding new culture</li> </ul>	<p><i>Med Center leaders</i> <i>contact: Bob Towne-Larsen – OSU Med Center; Campus leaders</i> <i>contact their Organization Development Consultant</i></p>	
<p><b><u>Style</u></b> Leader needs to adapt/flex leadership style</p> <p><b>Result:</b> effective leadership style</p>	<p>A different set of behaviors is required to move a function or team forward (e.g. building relationships in a complex matrix environment, versatility in communication).</p>	<ul style="list-style-type: none"> <li>• Inspiring others</li> <li>• Self awareness</li> <li>• Interaction with people</li> <li>• Communication style</li> <li>• Executive presence</li> <li>• Fostering trust</li> <li>• Managing emotions</li> </ul>		<p>OSU Med Center &amp; OSU-OHR will identify external coaches via approved vendor list. <i>Contact: Bob Towner-Larsen – OSU Med Center; Gail Gunderson, OHR</i></p>
<p><b><u>Skill</u></b> Leader needs to acquire a new specifically defined skill</p> <p><b>Result:</b>skill transfer</p>	<p>An expanded role or new challenge means a leader needs to acquire a specific skill (e.g. crisis management, turnaround or transformation strategies, large scale change, and negotiation skills).</p>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Develop talent</li> <li>• Strategic thinking</li> <li>• Managing meetings</li> <li>• Presentation skills</li> <li>• Embracing conflict</li> <li>• Relationship building</li> </ul>		<p>OSU Med Center &amp; OSU-OHR will identify external coaches via approved vendor list. <i>Contact: Bob Towner-Larsen – OSU Med Center; Gail Gunderson, OHR</i></p>
<p><b><u>Succession</u></b> Leader identified to fill higher level position requiring greater depth &amp; breadth of capability</p> <p><b>Result:</b> prepared for new role</p>	<p>Accelerates the transition of qualified employees from individual contributors to managers. Develops talent and long-term growth.</p>	<ul style="list-style-type: none"> <li>• Career development</li> <li>• Stretch assignments</li> <li>• Accelerated learning</li> <li>• Shift in mindset</li> <li>• Strategy execution</li> </ul>		<p>OSU Med Center &amp; OSU-OHR will identify external coaches via approved vendor list. <i>Contact: Bob Towner-Larsen – OSU Med Center; Gail Gunderson, OHR</i></p>

# The Coaching Partnership

The coaching partnership is a win-win approach in which all partners plan the process together, communicate openly, and work cooperatively toward achieving organizational and personal goals. A successful coaching partnership is guided by our institutional values and supporting individual behaviors, ethical guidelines, and experiences that establish the credibility of the coaching process. The four key partners in the executive coaching process are as follows:

<b><i>Coachee (senior leader)</i></b>	<b><i>Coach (internal/external)</i></b>	<b><i>Leader</i></b>	<b><i>Human Resources</i></b>
<ul style="list-style-type: none"> <li>• Articulate development needs</li> <li>• Commit to behavioral changes</li> <li>• Take responsibility for a successful outcome</li> <li>• Understand the expected results</li> <li>• Dedicate adequate time to prepare for and participate in all coaching sessions</li> <li>• Engage with leader and HR as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate the initial meeting with all four partners</li> <li>• Clarify coaching process, goals and outcomes</li> <li>• Outline milestones and timeline</li> <li>• Describe expectations</li> <li>• Recommend and co-define a course of action in case milestones are not being met</li> <li>• Facilitate an understanding and agreement on expected results/outcomes</li> <li>• Utilize coach tracking system</li> <li>• Integrate OSU institutional values</li> <li>• Maintain highest level of professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Co-define expected results/outcomes</li> <li>• Discuss how they will support the coachee's development</li> <li>• Provide ongoing feedback</li> <li>• Agree on specific check-in points</li> <li>• Inform all parties if goals or information significantly changes during engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and share information to understand context, organizational forces and financial constraints</li> <li>• Ensure tangible and measurable outcomes and results are defined</li> <li>• Provide support to coach, coachee, and leader around progress</li> <li>• Monitor progress and evaluate effectiveness of coach</li> </ul>

# The Engagement Process



Source: Adapted from American Express Executive Development Program, 2010

## 1. Define the coaching need

### ▪ Eligibility

- Executives and senior leaders at Ohio State are defined as:
  - President, Provost, Vice Presidents, Vice Provosts
  - Associate Vice Presidents, Associate Vice Provosts
  - Deans, Associate Deans
  - Department Chairs, School Directors
  - High Potentials
  - Leaders in critical roles (e.g. CIO, CNO, CFO, physicians)
- Is the coachee...
  - Experiencing a role transition?
  - Needing to adapt or flex their leadership style?
  - Needing to acquire a new skill?
  - Identified to fill a higher level position requiring greater capability?

### ▪ Impact

- Can we see and measure change? What is the intended impact?

### ▪ Readiness

- Does the coachee understand the value in being coached?
- At what stage of coachability is this individual?
- Is the coachee committed to doing something different?
- Is the coachee's leader supportive of coaching?
- Is this an appropriate time to begin coaching?
- Are all the partners fully committed?
- Is there adequate funding?
- Are the four coaching partners engaged?

### ▪ Decision

- HR, Leader and Coachee make decision to proceed

## 2. Initiate partnership and process – clarify objectives, development options and coach selection

### ▪ Identify and qualify executive coaching

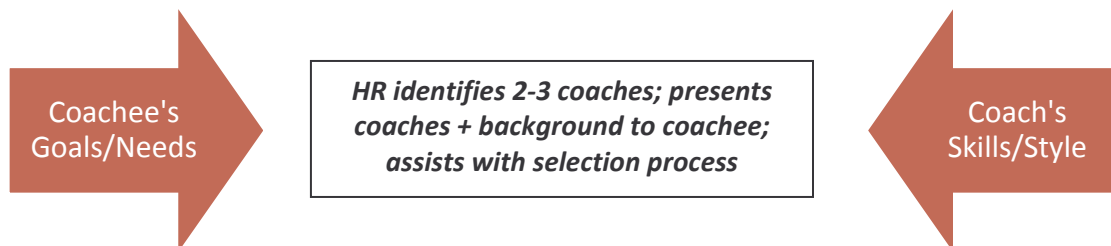
- HR, the leader and coachee identify the characteristics of a coach that align with the need. The prospective benefits of executive coaching are weighed against the cost and time for the program. **The coachee or leader's unit is responsible for all coaching fees with the external coach.**

### ▪ Source executive coach

- Once the decision has been made to use the executive coaching intervention, HR is asked to submit two to three coaches who meet the established criteria and would be a good personal fit with the coachee. HR has a pre-approved vendor list from which to choose coaches.
- To ensure effective coach matching, we will consider the following:
  - Understanding the organizational dynamics and the context for coaching.
  - Understanding the goals and issues for coaching this individual.
  - Understanding his/her personality style including learning style.

### ▪ Select coach

- Once HR provides biographical information regarding 2-3 coaches, the coachee is encouraged to meet personally with each of them to assess 'fit' and rapport since trust is critical for the relationship to be effective. The coachee selects the coach and makes contact with coach to initiate the contracting process.



### ▪ Assessments

- **Pre and post interviews are required for each coaching engagement** – interview questions need to align with institutional values and behaviors – there should be agreement among the partners of who should be included in the pre & post interviews. Information gathered will help determine the focus of the coaching experience.
- Multiple source feedback is a method of systematically collecting opinions about a leader's performance from a wide range of co-workers. This could include peers, direct reports, and the leader— along with people outside the organization, such as stakeholders. The benefits of collecting data of this kind are that the person gets to see a panorama of perceptions rather than just self-perception, which affords a more complete picture.
- Other assessments may be used as appropriate (e.g. MBTI, EQ, etc.)
- Public records – need to take this into consideration.

- **Finalize agreement**

- The selected coach completes a Letter of Agreement. Items include: coach's information, presenting issue or goals, number of potential sessions, length of engagement, fees, metrics for evidence of behavioral change, approximate mid-point and final dates when HR and leader will be informed of progress. Confidentiality is also addressed in the agreement.
- The executive coach submits this agreement to the team (e.g. HR, Leader, Coachee) based on the criteria that have been identified. The leader and coachee review and make any adjustments to the agreement in collaboration with the coach.

- **Finalize approvals and payment process**

- The leader's department sends LOA to HR for approval and signatures. HR then returns the agreement to the leader's department when a requisition form is completed and sent to Purchasing. A purchase order is created and sent electronically to the coaching vendor. The coaching vendor creates an invoice for coaching services as agreed to in the LOA.

### **3. Goal setting and results – begin engagement with 'summit meeting' with Coachee, Coach and Leader.**

Key Questions to establish coaching goals:

- Describe the current behavior or conditions that prompted this coaching engagement. Why are you engaging a coach?
- What are the new or enhanced behaviors that you want the coachee to demonstrate?
- What are the potential barriers to success and how can they be overcome?
- What support exists for the new behavior?
- What timeline and key milestones are necessary for this engagement?

#### **A development plan is a key component for successful coaching:**

Components of a plan include:

- What are the one or two things the coachee will work on?
- What are the potential barriers/obstacles?
- What is the action plan? (Include timeline and metrics/measures).
- What resources will be needed?

### **4. Monitor progress – with Coachee, Leader and Coach monthly**

- Coach and coachee sends HR and the leader monthly updates via the coach tracking system on the coaching experience including the following information: how many sessions and dates have the two met, effectiveness of coaching (high, medium, low impact), and general progress comments.
- The updating process should be included in the Letter of Agreement.
- Ensure progress against goals

### **5. Evaluate – HR collects feedback from coachee, leader and coach**

- At the end of the engagement, a thorough evaluation will be conducted with the entire team. This session will focus on the metrics and behavior change indicators that were identified in the contract.