Babson Executive Education
The Boston Consortium For Higher Education

The Leadership Coaching Program
A certificate granting program for internal coaches

Babson College is a leader in the study of coaching through its Coaching for Leadership and Teamwork Program, led by Professors Joe Weintrab and James Hunt. Through the 10 years of this program, over 4,000 business people have been trained in developmental coaching. Working closely with The Boston Consortium, the Leadership Coaching Program is designed to prepare participants for the role of expert internal coach.

Mission
Our mission is to promote and improve effective leadership in higher education and health care organizations by developing expert internal coaches.

Faculty
Dr. James Hunt and Dr. Joseph Weintrab are the faculty co-directors of the Coaching for Leadership and Teamwork Program at Babson College and have significant experience as internal and external coaches, working with organizations to build a coaching capability, teaching coaching skills, and conducting research. In addition, they have significant experience as managers and professionals in higher education and health care. They are the authors of the book, The Coaching Manager: Developing Top Talent in Business and the forthcoming book, The Coaching Organization.

Dr. Elaine Eisenman is Dean of Babson Executive Education. Her career has included general management, consulting, Board of Director membership and senior executive corporate roles. Much of her consulting experience has been involved in executive coaching and succession planning. In addition, she has been an advisor to CEOs and their executive teams during periods of turnaround and change. Elaine is a coauthor of the book, I Didn’t See it Coming: How to Reach the Top without being Blindsided (to be published in 2006 by Harvard Business School Press).

Theresa Moulton is CEO of Performance Change Initiatives, Inc., a management consultancy focusing on executive coaching and organizational change management. As an executive coach and consultant, she has worked with senior leaders of both corporate and non-profit organizations to better understand and to improve their leadership abilities. Theresa founded and taught the graduate-level Personal and Professional Coaching certificate program at Cambridge College. She received her MBA from Babson College and serves as a Director on its Alumni Board.

Program Overview
Talented and committed leadership must adapt to changing conditions in order to fulfill their organization’s mission. Expert leadership coaching, to support the development of key managers and individual contributors, has been shown to result in more effective leadership and more productive and cost efficient organizations.
The Leadership Coaching Program:
- Provides the skills necessary to help participants become expert internal coaches
- Certifies graduate-level competency in internal organizational coaching
- Emphasizes a developmental framework to coaching
- Offers multiple perspectives in providing feedback to participants
- Provides access to the latest research on coaching, some of which will be built upon participants’ coaching experience
- Links leadership development to business performance
- Focuses on practical applications in higher education and healthcare

The benefits to organizations and participants:
- Expansion of the organization’s capability to provide cost effective and customized leadership development services without having to turn to external consultants
- Developing expert resources who can guide the organization in using a variety of coaching interventions in their training and development efforts
- Creation of expert internal coaches who can help their organizations build a larger coaching capability through teaching managers to use coaching strategies and tactics to develop their employees
- Learning from thought leaders in coaching
- Learning from and networking with colleagues in higher education and healthcare
- Participation in an ongoing internal coaching community of practice to sustain learning

Program Design

- The content and the learning processes of the program are designed to bring participants to an acceptable level of competence in the provision of formal developmental coaching services as an “internal coach.” The program is not designed for external executive coaches.
- The Leadership Coaching Program will have a “blended” teaching format. This means that instruction and student work will take place through both face-to-face and online sessions.
  - It is essential that participants have on-going access to the internet.
  - Participation in face-to-face sessions is essential given this is a certificate program. Participants are expected to attend every face-to-face session.
  - Online work can often be scheduled at the convenience of the participants or participant team.
- Experiential learning activities will represent a substantial portion of the curriculum. Participants should be prepared to actively participate in such activities as peer coaching, peer supervision of coaching cases, the giving and receiving of peer feedback, teamwork, and the use of multi-rater assessment tools.
  - Faculty and program staff will endeavor to create a psychologically safe environment that supports such experiential learning activities. Participants are asked to be open with regard to their coaching activities, learning needs and learning challenges.
- All participants will be required to engage in, and report on, two formal coaching relationships during the program.
  - Typically such a formal coaching engagement takes place with the support of the coaching client’s organization, involvement of the coaching client’s manager, multi-rater feedback, other forms of assessment, a development plan, a coaching contract, and on-going follow up coaching designed to promote the coaching client’s effectiveness in a leadership role.

All participants must have access to coaching opportunities and the explicit support of an internal sponsor, typically a senior manager, for their work in the program.
In addition to conceptual and practice based learning activities, there will also be a brief coaching research project. This project, will typically be accomplished in teams, and be designed to promote the advancement of the field of developmental coaching.

Certification is awarded based on both the participants’ active and effective work in building conceptual skills necessary for coaching competence AND the faculty’s assessment of participants’ effectiveness in the provision of formal developmental coaching services.

- Certification with regard to conceptual competence will require that participants engage in short written assignments (typically online), classroom discussions, research reports, and case reports.
- Certification with regard to coaching competence will be based, in part, on participants’ submission of case reports to the faculty describing coaching activities in detail. Demonstration of coaching competency will also be assessed from performance exhibited in case study simulations. Aspects of coaching practice, assessed by the faculty prior to certification, include, but are not limited to, participants’ ability to demonstrate effectiveness in:
  - Responding to coaching opportunities
  - Engaging with the coaching client
  - Managing the coaching relationship (which requires a high level of interpersonal skills as well as the ability to create a coaching dialogue and to provide useful feedback)
  - Conducting a basic coaching assessment, including the use of input from other stakeholders to the coaching client through methods such as multi-rater feedback
  - Providing and receiving peer observation and feedback
  - Co-creating a meaningful and actionable development plan
  - Providing follow-up coaching that supports the achievement of the development plan
  - Assessing the outcome of the coaching engagement
  - Managing the political and cultural context of the coaching engagement
  - Maintaining the highest standards of ethical conduct throughout the coaching engagement
  - Promoting the development of a coaching organization

Throughout the program, participants and faculty are expected to act in accordance with the highest standards of ethics. This begins with a shared agreement to appropriately manage information that emerges in the classroom discussions. We will also require that participants inform coaching clients engaged for the purposes of the program that their work together will be reviewed with peers and program faculty.
Logistics

Program Dates: the face-to-face program sessions are as follows (subject to change):

- March 30 and 31, 2006 – Initial face-to-face session
- May 5, 2006
- June 9, 2006
- June 29, 2006
- No face-to-face meetings in July or August 2006; there will be some online and independent work required during this period.
- September 15, 2006
- October 20, 2006
- November 17, 2006
- December 8, 2006
- January 19, 2007 – Final face-to-face session

Face-to-face sessions take place at the Babson Executive Conference Center and the Babson College campus.

Application Process

1. Request an application via email to info@boston-consortium.org. Please include your contact information with your request.
2. Complete the application and submit to June Kevorkian: jkevorkian@boston-consortium.org.

Application Deadline: March 3, 2006

3. The faculty will review the applications and interview appropriate candidates.

Candidates accepted into the program will be notified in writing by March 15, 2006.

Tuition

Tuition Cost: $10,000.00

Consortium Member and Healthcare Affiliates Tuition: $7,500.00

Once accepted into the Program, participants are required to pay one-half of their total tuition prior to the start of the program, March 30, 2006. The remaining balance must be paid in full by September 1, 2006.

Credit

Leadership Coaching Program participants may be eligible for up to 9.0 Graduate Elective Credits in Management from Babson College.

The Boston Consortium and Babson Executive Education reserve the right to cancel The Leadership Coaching Program. In the unlikely event the program is canceled, all tuition payments will be refunded in full.