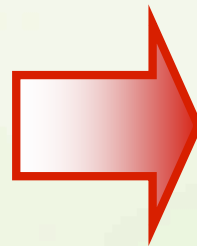
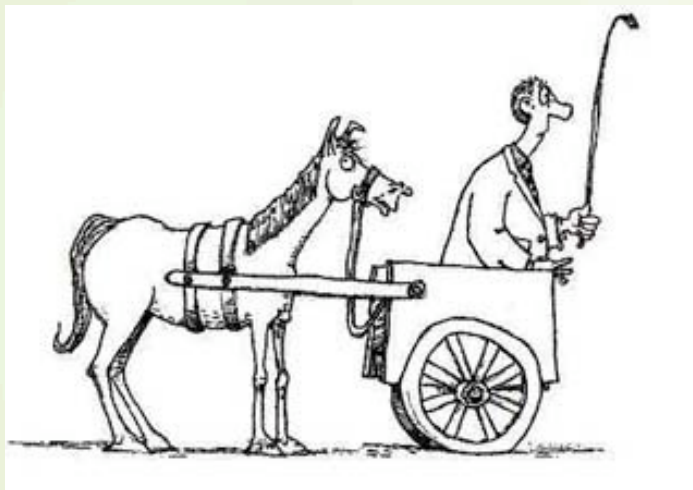


Third National Coaching Psychology Symposium

'Leading Coaching Excellence – How to do it'

Getting the horse before the cart: Executive coaching as an integral and integrating component of an organisational leadership development and change initiative.



Dr Chris Nunns & Mr Aaron McEwan

The Australian Psychological Society Ltd

INTEREST GROUP IN COACHING PSYCHOLOGY

Our Deloitte* case study – A story with 2 themes...

- A process of leadership development across a company – we discuss the Deloitte Brisbane Office experience – using a new, empirically based leadership framework and development process
- Multiple- source coaching as an integral component, playing a nexus, meaning- making role to integrate the leadership concepts with the aspiration and behaviour of the participants on the one hand, and the organisational imperatives on the other.

Our presentation shares the thinking and initial roll- out of the initiative, together with some preliminary observations and outcomes

** Deloitte is a global professional services firm with over 400 Partners and around 4000 staff in Australia*

Context:

- Deloitte Australia has experienced huge growth over the past couple of years
- Amongst other things, this has translated into a significantly greater need for leadership across the firm in terms of:
 - Augmenting the leadership skills of existing leaders at both the individual and team level
 - Increasing leadership cohort size (appointed and developed)
- In terms of the Bersin Leadership Development Maturity model – driving towards consolidating a Level 3 to 4 orientation.

Leadership development maturity model *(Bersin & Assoc, 2007)*

Level 4: STRATEGIC LEADERSHIP DEVELOPMENT

- Senior Mgt champions leadership development & strategy; Leaders held accountable for developing other leaders via integrated Talent Management processes; Senior Mgrs model leadership development
- Leadership development content aligned with business imperatives to promote organisational effectiveness competitiveness & agility. Delivered via sophisticated blended learning solutions
- Leadership devel. integrated into Talent Mgt; Strong learning culture reflected in development deliverables

Level 3: FOCUSED LEADERSHIP DEVELOPMENT Intent shift = Developing an organisation

- Snr Mgt promoting & participating in programmes; Strong alignment of content with business strategy; Increasingly higher integration with other Talent Management processes; Creating a noticeable business impact.
- Business- focused programs; Leadership development part of ongoing discussions; Culture change involved.
- Sophisticated learning delivery using blended learning – e-learning, simulations, coaching, developmental work
- Focus on high potentials; More about developing the organisation than individuals

Level 2: STRUCTURED LEADERSHIP TRAINING Intent = Developing leaders

- Senior Management supports development at arms length. Training not optional with well defined training curricula at different levels. Core leadership competencies defined & individual leaders developed.
- Performance Mgt used to identify skill gaps. Succession used with target pool of senior managers for succession.
- Development programmes fairly generic & not driving specific behavioural change to support org. strategy

Level 1: INCONSISTENT MANAGEMENT TRAINING

- Training available, not aligned with organisational strategic intent. Minimal senior management support, not integrated with other Talent Management processes
- Development optional, core leadership competencies mostly not defined. Courses not programmes available
- Enterprise- level development typically restricted to senior management. Lower levels left to individual business units, more ad hoc approach. Development benefit to employees – like healthcare.

Our story: Background to our case study

- End 2005: Giam Swiegers, CEO – Extraordinary Leader book: Interesting!
 - Empirically derived (Original sample 20,000 360's)
 - Broad leadership model – not just interpersonal factors
 - Emphasise (at individual level) developing and leveraging strengths/ fix fatal flaws
NOT a focus on weaknesses / gap analysis
 - Intriguing (and empirical) way to connect assessed capability to development to yield practical outcomes
- *Started to use the concepts in coaching assignments – useful & well received!*
- Joined Deloitte full- time April 2007 & asked to identify an appropriate leadership approach
- Completed Z-F basic leadership workshop June 07
- Completed accreditation training Aug 07
- Added 1 Client facing leadership factor (3 capabilities) and adapted the Z-F 360 instrument to Deloitte's needs
- Piloted leadership workshop Dec 2007, adapted and rolled out 8 to date

Research findings underpinning “Extraordinary Leader” Model

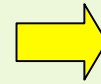
Zenger, J.H. & Folkman J. (2002) *The Extraordinary Leader*

- One organisation can (and should) have many great leaders.
- Effective leaders have widely different personal styles. There is no one right way to lead.
- Great leaders make a huge difference, when compared to merely good leaders. We have been aiming too low in our leadership development activities.
- Leaders are made far more than born.
- Leaders can improve their leadership effectiveness through developing strengths and eliminating any de-railers / fatal flaws
- The key to developing great leadership is to build multiple strengths in a non- linear fashion – yet one does not have to be outstanding at everything to be great.

Some key development considerations

- Demonstrated that outstanding effectiveness on 4 – 5 **capabilities** (of the original total of 15) were associated with high levels of leadership effectiveness and these could incorporate a great variety of combinations (*No super-heroes*)
- Focus on leadership **strengths** more important than focusing on weaknesses
- Effective development of capabilities could effectively involve both direct/ linear development of the capability or indirect / non- linear development of correlating capabilities to “bolster” the focal capability (*Leadership Cross- training*)

Example of Linear vs Non-linear development



Examples...

- Enhance relationship building & networking
- Further develop communication skills
- Innovates

NON LINEAR / CROSS- TRAINING APPROACH



Examples...

- Read additional technical journals & books
- Attend technical / professional workshops
- Identify & develop new technical techniques
- Join technical learning pod.

LINEAR APPROACH

Deloitte / Zenger- Folkman Extraordinary Leader framework

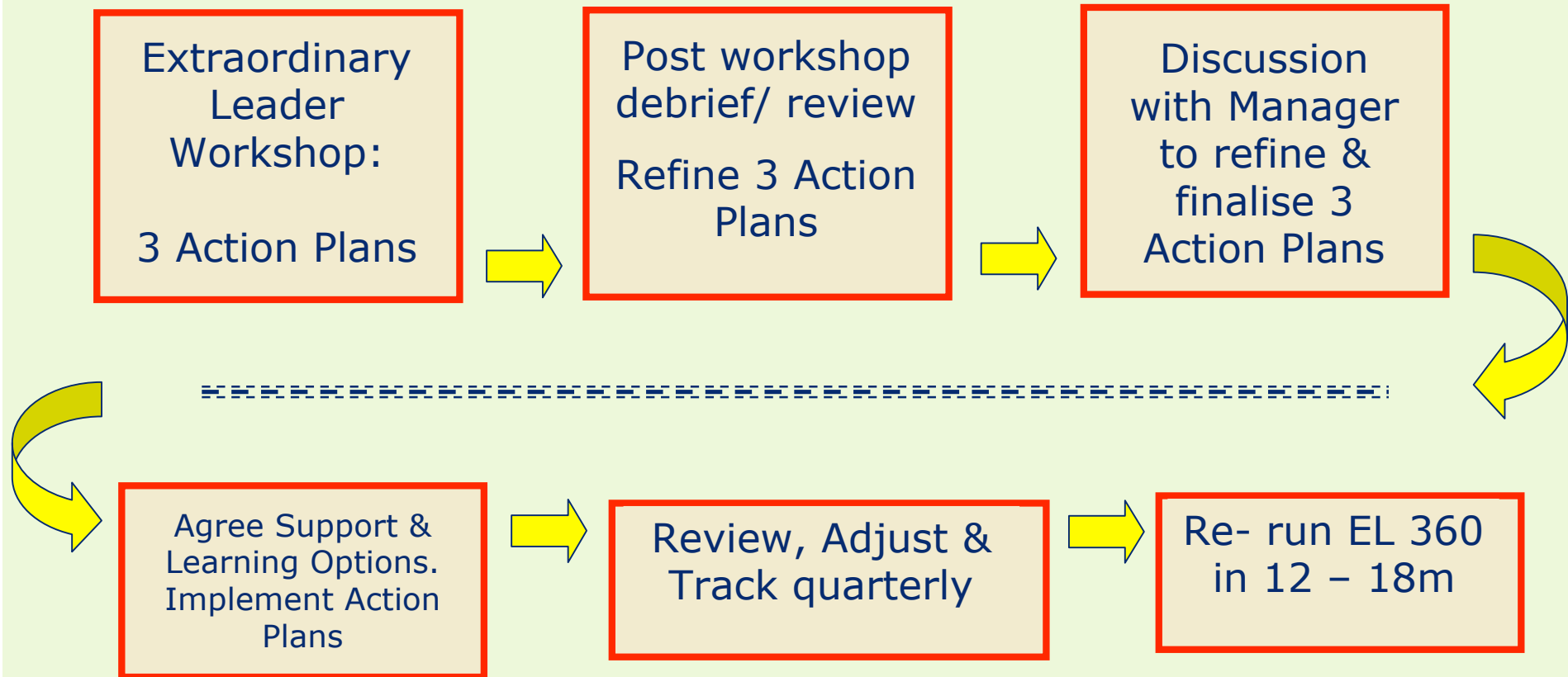
Leadership Factors and examples of the 19 leadership capabilities

Character	Personal Capability	Focus on Results	Interpersonal Skills	Leading Change	Client Advocacy
<ul style="list-style-type: none">• Displays High Integrity and Honesty	<ul style="list-style-type: none">• Technical/ Professional Expertise	<ul style="list-style-type: none">• Drives for Results	<ul style="list-style-type: none">• Collaboration and Teamwork	<ul style="list-style-type: none">• Develops Strategic Perspective	<ul style="list-style-type: none">• Leverages Business Acumen

So, how to operationalise this?

- **Design of the process:** Integrated the Z-F leadership workshop outcomes (Action Plans) with a number of “downstream” blended learning developmental processes using 70- 20-10 approach, multiple inputs including coaching from multiple sources. Then ongoing tracking and evaluation.
- **Rollout across the firm:** Primarily used intact Partner teams (both its Functional Divisions/ Service Lines and Regions) prioritised by Deloitte CEO and Exco members. CEO support ensured initial support for the programme from Partners
- **Co- leading with internal leaders:** To align leadership development and application focus on organisational needs and imperatives as well as individual focus
- **Coaches familiarised with internal leadership frameworks:** To ensure a more uniform approach and to bed down a leadership “language” and approach in the firm, coaches required to be familiar with and to use the leadership frameworks as part of their offerings.

Start of a journey / Part of a journey



Support & Blended Learning Options include: Action learning; e-Learning; Deloitte Leadership Academy; Coaching; Mentoring; Workshops; Seminars; Performance Management etc.

Operationalised impact and development process

1. Workshop

- Research & background
- Extraordinary Leadership at Deloitte plus Aggregated 360 Info for intact teams/ Partner cohorts
- Individual 360 results debriefed
- Strengths, possible de-railers, areas of key interest and organisational priority areas identified
- Peer Coaching (from other delegates) employed to help refine **3 Action Plans:**
 1. *Leveraging strengths in current role*
 2. *Further developing one or two strengths*
 3. *Developing one or two talented reports*

Operationalised impact and development process

2. Debrief post workshop (workshop facilitator as coach) to review results, consider scope and refine Action Plans

3. Meet with Manager (leader as coach) to review and finalise Action Plans

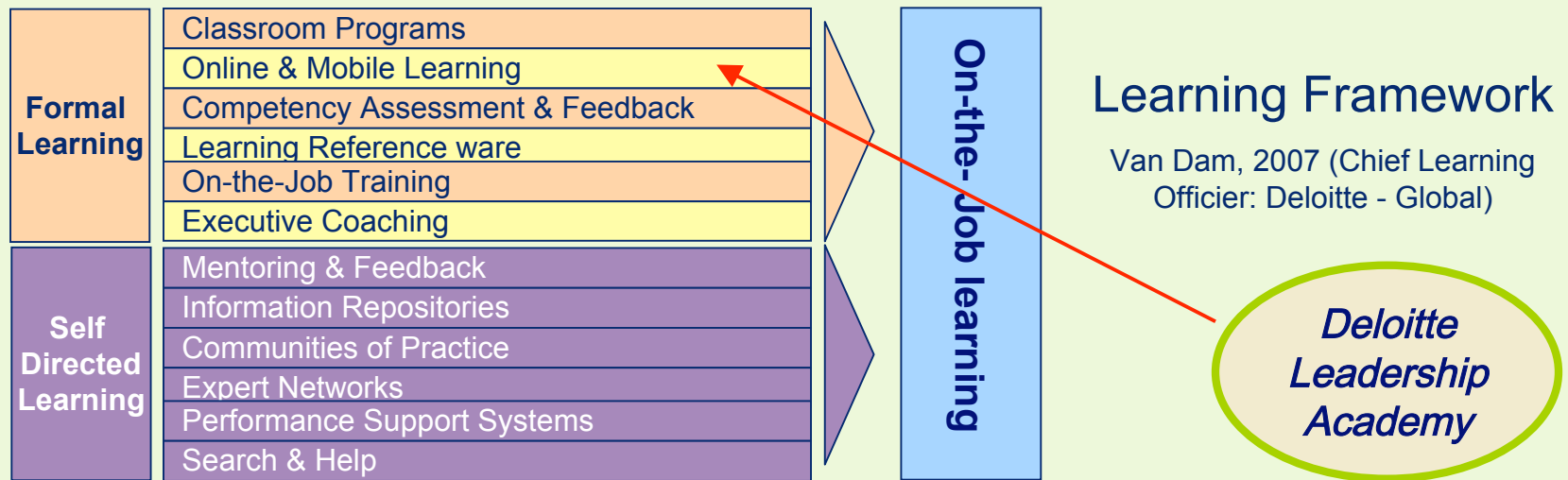
4. Identify coaching candidates typically for solution focused input from coach in batches of 4 sessions

5. Use range of developmental input (Blended Learning) as appropriate. Include Deloitte Leadership Academy, Learning Pods, Action Learning, Targeted workshops/ seminars, Mentoring etc.

6. Review quarterly for impact/ changes and adjust action plans with Manager and internal leadership facilitator (Kirkpatrick: Learning, Behaviour, Org Impact) at Divisional level

7. Review six- monthly at national level

Downstream development & support: Deloitte blended learning framework



National network of coaches established (where required)

Sydney: 2 coaches

Brisbane: 1 coach

Perth: 1 coach

Melbourne: 2 coaches

Canberra: 1 coach

Adelaide: 1 coach

A “Prochaska” perspective of the programme

Stage	Programme
1. Reflective Stage <i>Phase One</i>	Pre- programme nomination. Aware organisational process and leadership programme exists. Intra- organisational branding of programme & business context/ imperatives
1. Reflective Stage <i>Phase Two</i>	<ul style="list-style-type: none"> • Organisational leader highlights development imperatives • Leadership Workshop with 360 feedback • Development Action Plans as workshop outputs
2. Preparation Stage	<ul style="list-style-type: none"> • Development Action Plans as workshop outputs • Debrief / plan refinement with internal coach/ development facilitator • Debrief / Confirm Action Plans with Manager
3. Action Stage	<ul style="list-style-type: none"> • Engage personalised blended learning programme • Engage with coach (where appointed) • Track & evaluate impact of development process
4. Maintenance Stage	<ul style="list-style-type: none"> • Organisational systemic support / monitoring / evaluate • Support/ re- alignment from direct leader/ manager • Re- apply 360 in 12 – 18 months as part of organisational talent management process

Brisbane Office initial rollout

- All Partners invited to leadership workshop/ development briefing
 - Internal facilitator outlined aims, process and outcomes
 - OMP outlined benefits for business as well as individual Partner
- All Partners invited to leadership workshop (all accepted)
- External coach (second presenter) selected to support process & attended part of first leadership workshop
- 2 leadership workshops conducted by first presenter (May & July) for total of 27 Partners plus 1 internal HR person
- Response to workshop positive and candidates well engaged with process, for example...

Q: Rate the extent to which you feel you received the knowledge and tools needed to increase your leadership effectiveness

Rating Scale: 1 *Strongly Disagree* 2 *Disagree* 3 *Neutral* 4 *Agree* 5 *Strongly Agree*

	1	2	3	4	5
Brisbane Partners	0	0	1	13	13

Some initial benefits reported by participants

- Practical relevant and evidenced- based leadership framework
- Focus on strengths rather than weaknesses
- Comprehensive 360 report
- Constructive discussions in workshop
- Structured and clear way of linking results of 360 to personalised practical action plans. Links:
 - Capability strengths
 - Personal interest / “passion”
 - Organisational needs
- Sound justification/ motivation for further development
- Very positive response where participants shared their results with direct reports
- Some incorporation of learnings/ action plans & language with existing change & business processes. Making the learnings “part of the day job”

Evaluation / Tracking of rollout

Kirkpatrick's 4 levels of evaluation:

1. Personal Reaction / Happiness: Workshop good
2. Learning: Workshop feedback indicates a level learning of the leadership framework and approach. OMP observed that already the quality of discussion and level of insight around leadership matter between Partners has increased noticeably already. Early days.
3. Behavioural changes: Nothing reported apart from verbal behaviour (above). Early days.
4. Business impact: Nothing reported so far. Early days.

Quarterly tracking of leadership impact at Divisional level and six- monthly at Executive / National level. Where implemented, coach also to track progress.