

Executive Coaching

Given the unique dynamics of independent school culture, operations, and conflicting demands and expectations by various constituencies, Heads Up focusses on the realities “on the ground” of how the school leader leads, builds relational networks of “followers,” and coalesces the two most important teams in the setting, the admin team and the board. We begin the process under the flag of executive coaching of the teams, not just focused on the head of school.

Given this approach, we recommend the following:

1. As a feedback rather than an evaluation tool, administration of a 360⁰ leadership skills competency assessment for the head and all members of the admin team. The *School Leadership Profile* (SLP7.1) provides for each individual a self-assessment compared to peer assessments (other members of the team), subordinates assessments (those who report to each of the admin team leaders), and supervisor assessment (one’s board chair or executive committee or entire board for the head of school, and the head of school for the rest of the admin team members). The Heads Up Ed coaches then debrief with each individual confidentially the results of the assessment. (No one sees the individual results except the person seeking the feedback and the Heads Up executive coaches who in confidential individual meetings help each participant interpret his or her personal results.)
2. *Individual interviews* with each of the admin team members and either the executive committee of the board or a cross-section of the board to tease out leadership strengths and challenges of the admin and board teams, and also the leadership strengths and challenges of the head of school as a key linchpin to both the admin team and board team’s effectiveness. As “cultural anthropologists,” the Heads Up coaches attend a meeting of the admin team and a meeting of the board’s executive committee or full-board to get a sense of the dynamics of the meeting, the group’s performance, and the interplay of behaviors of each of the players.
3. *A debrief of findings and recommendations* for next steps to each of the teams, collectively, then to the head of school, then to the board’s executive committee with recommendations to the teams on strategies to maximize each team’s effectiveness, and to the head on how to capitalize upon strengths and address weaknesses, and to the board’s executive committee on how to create the conditions for the head of school to grow his or her own leadership skills repertoire and that of the admin team in leading the school to future successes.

4. *Ongoing telephone consultations*, as needed, to mentor and coach the head when difficult or complex situations arise, by providing a professional opinion from an experienced independent school veteran who provides context and perspective on how others have managed the matter at hand.

This proposal would require my coming to the school with an associate of our firm for two days of work as outlined above. My associate is not only a veteran of leadership and board training in the independent school universe, as I am, but also a licensed psychologist who has administered and interpreted the individual and team assessments recommended above. Over the course of those two days, we would conduct the interviews and observation sessions, draft up our recommendations, and report out to all the groups involved, sending a final written report within a week of our departure from the campus. Thereafter, I would be available on retainer for periodic Skype or telephone consultations on an “as needed” basis.

Cost: \$2500 per person per day for 2 days for two consultants (\$10,000 total), plus travel expenses, and a nominal fee (\$200 per person) for the assessments and individual reports. Individual Skype or call consultations thereafter @ \$175 per ½ hour.

I'd be happy to speak to confer for further development of the proposal or alternative approaches the leadership of the school might suggest.

Sincerely yours,

A handwritten signature in cursive script that reads "Patrick F. Bassett".

Patrick F. Bassett