University of Missouri Bid Event: Addendum 1

Event ID: 19-3004-KS-U

Event Dated: July 9, 2019

Event Name: Executive Coaching Services

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The questions listed below were received from the bidding community. The corresponding answers were provided by the requesting department. The specifications listed in the table below are modified as follow and except as set forth herein, otherwise remain unchanged and in full force and effect:

Addendum 1, dated July 9, 2019

QUESTION	ANSWER
Do you have an idea of how many coaching engagement UofM expects to use in this program over the three year period?	We anticipate approximately 100-150 based on need and turnover, but these engagements could be from different companies.
Do you have a sense of how many at a given time?	Concurrent arrangements would be based on (1) a vendor's capacity and (2) coachees selecting a coach from the vendor. Again, one vendor will not service all of the needed coaching arrangements at any given time.
Can the assessment phase include coaching sessions outside the 60 minutes once/month? (The program you suggest with one session per month is considered light by industry standards when there is 360 information to integrate – it's not a lot of sessions for substantive leadership shifts. I'm wondering if you're open to additional coaching for the leaders if it's relative to the assessment.)	Yes. There is allowance in the RFP for additional informational interviews and meetings as the relationship begins.
Do you have any budget guidelines?	We will evaluate each proposal on its merits; there is no set cap for services at this time.
Is the 30 page limit inclusive of content for both Volume 1 and Volume 2 content- or limited to 30 pages of content in Volume 1?	30 pages per Volume.

Please share the selection criteria for leaders that will receive executive coaching services.	As outlined in the scope, "The primary goal of established coaching relationships will be to provide a strong start for new and ongoing support for existing leaders, equipping based on role and individual needs, as well as those of the institution."
Does the University have a preferred 360 assessment or are you open to recommendations?	We are open to recommendations.
Does the University have specific Leadership Capabilities they wish the leaders to develop during the coaching process?	We anticipate individual needs primarily guiding the coaching process. However, for reference, the University of Missouri Leader Competency Model is attached.
The coaching engagement outlined in section 2 Scope calls for 6-9 hours or coaching. Are you open to considering coaching engagements with more hours to allow time for introspection, robust development planning and more targeted coaching?	Yes, please specify in scope/recommendations for comparison purposes.
SUA: We would appreciate a deeper understanding of SUA. How do we opt in to SUA payment option? You have listed payment terms for SUA as net 0. How will that work?	The SUA is an electronic, credit card-based payment solution that acts like a check. It provides a single 16-digit virtual account number for each payment. Similar to a check, the credit limit on each SUA is set to the specific payment amount. Payment terms for Suppliers who participate in the SUA program are Net 0 as opposed to the standard Net 30 terms.
Provide an example of the quarterly coaching report described in the scope. Include a proposed measurement model to evaluate Return on Investment, Return on Expectations, or Business Outcomes": Can the following count outside of the 30 maximum allowable pages?	Yes
Regarding coaching specialties, what are the specialties that are most relevant to the development needs of leaders at the University? Please provide up to five specialty areas.	The University of open to explore options that are available.

If you have leadership/coaching competencies, could you please share how they were developed?	The University of Missouri Leader competencies were developed through a collaborative design process in conjunction with external consultants. Model attached.
How are leaders selected for receiving Executive Coaching services?	As outlined in the scope, "The primary goal of established coaching relationships will be to provide a strong start for new and ongoing support for existing leaders, equipping based on role and individual needs, as well as those of the institution."
Are you currently providing assessments to your employees? If yes, which assessments?	Assessments currently being used differ based on employee population, program participation, etc. Examples include, but are not limited to, a competency-based 360, DiSC, various strengths-based options.
Is any current coaching that is offered to your leaders tied to performance reviews and/or development plans or do you plan to have this coaching tied to them?	As individual development plans are created with coaches, feedback from supervisors and/or performance data is encouraged to be considered. As stated in the scope, "Communicating with the direct supervisor of the coachee as the relationship is established to understand context, observations, and perspective."
If you have used coaching in the past, for how long have you been using it (coaching) as a means to develop senior leaders?	Yes, executive coaching has been used in the past. The approach outlined in this RFP is intended to broaden the reach of executive coaching services.
Is there currently a preferred length of time for coaching engagements?	Coaching should include monthly sessions approximately 60 minutes in length for six or nine months. The University is open to alternative options. Please specify all costs and options in your response.
Are you open to virtual coaching delivery?	Sessions can be virtual or face-to-face based on coachee preferences and associated travel cost.
Is coaching centrally managed?	Aspects of the coaching process and relationship will be managed centrally for all participants. Potential ad hoc arrangements will be managed by individual units.
Are coaches who perform work on this contract required to be US Citizens?	Coaches have to be legally authorized to work in the United States.

Are these leaders in academic units as well, e.g. student services? Do they also come from the University of Missouri health care system?	This agreement shall serve the entire University of Missouri System, including UM System, all campuses and the health care" and services are for, "leaders in various roles within the organization (e.g., executives, chancellors, deans, etc.)".
How will individuals at the University of Missouri be selected for the coaching process?	The primary goal of established coaching relationships will be to provide a strong start for new and ongoing support for existing leaders, equipping based on role and individual needs, as well as those of the institution.
Do you have a coaching model and/or process that you have adopted and are currently using? If so, would you please share it with us?	There is not a standardized coaching model or process at this time.
Would you consider a team coaching approach for some leaders?	Yes
What does "the contractor must allow for multiple billing accounts" mean? Does that mean we may have to bill different departments, depending on how we are coaching?	Correct, billing account may differ based on the coachee.
Do you want us to enumerate anticipated expenses for the project as part of the cost proposal?	Yes
Are there any documents excluded from the 30 page limit? In other words, does the 30 pages include pages 21, 23, 24 and 25 as well as all cost proposal pages, a sample of the coaching report, etc.) everything collectively in the proposal documents?	The mandatory forms are not part of the 30 page limit. The intent is to limit the vendors response to 30 pages. Sample reports would not be included in the 30 page limit.
The following proposal pages (21, 23, 24 and 25) must be submitted as part of the 30 page proposal. Is this correct?	The mandatory forms are not part of the 30 page limit. The intent is to limit the vendors response to 30 pages.

<div align="center">**University of Missouri Leader Competencies**</div>

Performance Oriented

- Establishes clear goals, aligns priorities, and demands accountability
- Sets high yet reasonable standards
- Promotes learning orientation (flexibility, innovation, learning from mistakes and failures)
- Recognizes and communicates progress toward goals
- Delegates appropriately to manage own workload and provide opportunities for others
- Implements strong performance management processes (clear expectations, goal setting, monitoring, frequent feedback, coaching, appraisals, etc.); Effectively manages poor performance

People Centered
- Has a high degree of self-awareness
- Recognizes how his/her emotions impact other people and situations
- Seeks feedback and looks for opportunities to build new leadership skills and behaviors
- Demonstrates the right amount of confidence in different situations
- Shows a genuine interest in helping others to be successful, achieve their goals, and find meaning in their work
- Encourages others to participate in the decision-making process
- Shares credit
- Demonstrates a positive outlook and promotes a positive environment
- Recognizes value of work/life integration

Culturally Competent

- Displays sensitivity in leading people from different background
- Is able to analyze a situation from multiple points of view and integrate diverse perspectives and values
- Adapts communication style or approach based on the needs of others
- Models and builds a culture of respect for all people
- Actively seeks ways to build teams diverse in background, perspective, and style
- Is comfortable with ambiguity and uncertainty
- Manages conflict productively

Values Driven (character; growth orientation)

- Demonstrates honesty, integrity, and a consistency between his/her words and actions
- Holds others accountable for ethical behavior
- Inspires trust by being trustworthy and appropriately trusting others
- Demonstrates wisdom by seeking the common good for the university and for the larger society
- Considers the well-being of others before making decisions
- Assumes personal and professional responsibility for actions

Strategic and Integrative Leader

- Develops and communicates a shared, clear and comprehensive vision, strategy, and purpose
- Proactively builds lasting, collaborative, and productive relationships
- Is actively engaged in broad professional/leadership communities and conversations both on and off campus
- Is innovative and proactively manages change
- Demonstrates the ability to figure things out, make decisions, and take action with the speed and urgency appropriate for the situation
- Invests resources strategically
- Portrays unit and division/college/school in a positive light
- Is mindful of his/her leadership responsibility and impact
- Is able to adapt his/her leadership behaviors to different situations