



Wharton  
UNIVERSITY of PENNSYLVANIA

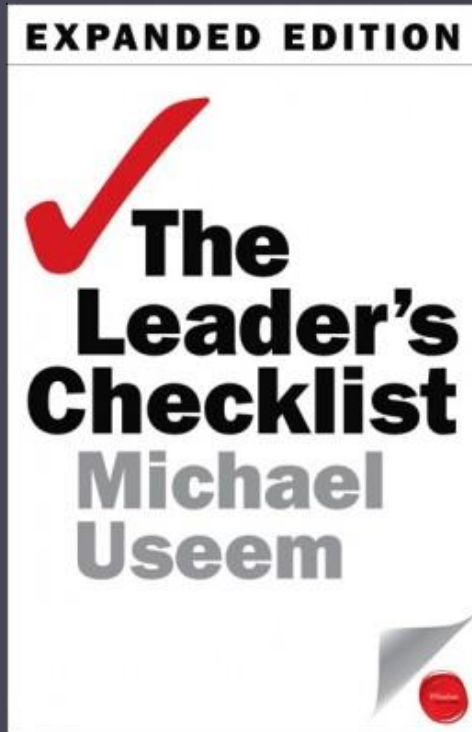
McNULTY  
LEADERSHIP PROGRAM

# Executive Coaching and Feedback Program

Overview Session

Lynn Krage, Senior Director

# The McNulty Leadership Program



Student of Leadership



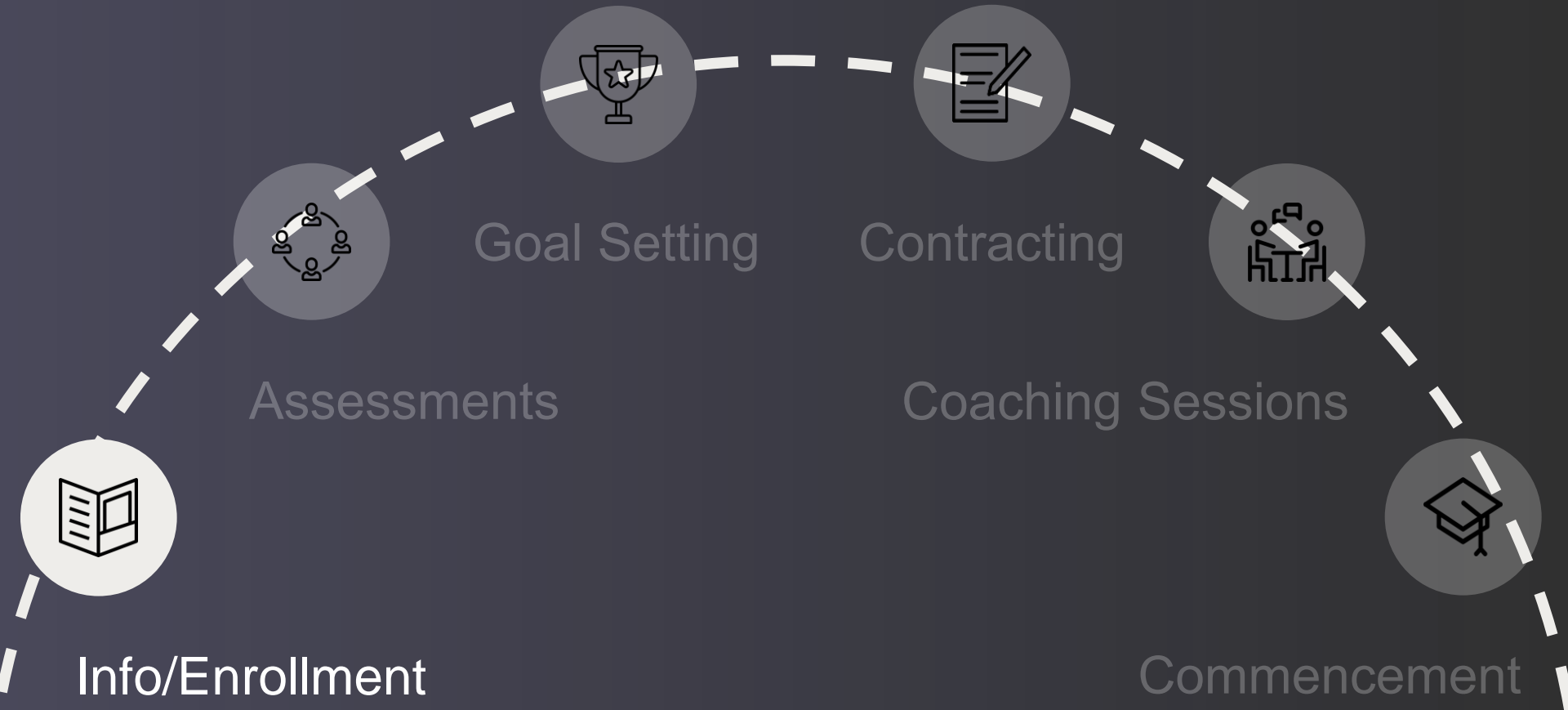
Stretch Experiences



Personal Board

Useem, Michael (2011). *The Leader's Checklist*. Philadelphia, PA: Wharton Digital Press

# Executive Coaching and Feedback Program Outline





# What is Leadership Coaching?

Coaching is a personalized development experience designed to advance your leadership skills through a structured program including one-on-one sessions with an executive coach.



# What is Leadership Coaching?

	Coaching	Counseling	Therapy	Consulting	Mentoring	Teaching	Training
Focus	Goal Achievement	Emotional Issues	Treatment	Implementation	Modeling	Knowledge	Systems
Expertise	Coaching	Mental Health	Psychology	Subject Matter	Subject Area Experience	Information	Implementation
Time Orientation	Present goals, Consistent Actions, Future Results	Past Experience Compared with Present Circumstance	Past Causes for Present Circumstance	Past Processes Applied for Future Results	Past Successes Modeled for Present Success	Past Research Shared to Increase Present Knowledge	Past Knowledge Applied to Present Circumstances
Techniques	Questions, Forms, Challenges, Exercises	Exploration, Insight, Diagnosis, Remediation	Diagnosis, Discovery, Treatment	Observation, Implementation, Testing	Advising, Modeling	Lecture, Practice, Examples	Case Studies, Systems, Planning
Service Provided	Pragmatism, Accountability	Safe Space To Share	Reason Why	Proven Methods	Proven Track Record	Food for Thought	Practical Strategies



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# Why Leadership Coaching?

Science Watch

## Expert Performance Its Structure and Acquisition

K. Anders Ericsson and Neil Charness

Counter to the common belief that expert performance reflects innate abilities and capacities, recent research in different domains of expertise has shown that expert performance is predominantly mediated by acquired complex skills and physiological adaptations. For elite performers, supervised practice starts at very young ages and is maintained at high daily levels for more than a decade. The effects of extended deliberate practice are more far-reaching than is commonly believed. Performers can acquire skills that circumvent basic limits on working memory capacity and sequential processing. Deliberate practice can also lead to anatomical changes resulting from adaptations to intense physical activity. The study of performance has important implications for our understanding of the structure and limits of human ability and optimal learning.

In nearly every field of human endeavor, the performance of the best practitioners is so outstanding, so far beyond that of other practitioners, that it is often taken as evidence of innate ability. Even to the performance of other highly expert individuals in the field, that most people believe to be a qualitative attribute, commonly called "innate talent," is invoked to account for this highest level of performance. Although these differences in performance are far the largest, psychologists have been able to measure among healthy adults, exceptional performance has not, until recently, been extensively studied by scientists.

In the last decade, interest in outstanding exceptional achievements and performance has increased dramatically. Many books have been recently published on the topic of genius (for example, Gardner & Murray, 1989a; Simonton, 1984, 1988b; Weisberg, 1993), exceptionally creative individuals (D. J. Keyes & Gruber, 1989), prodigies (Feldman, 1986; A. J. Howell, 1986), and exceptional performance and practice (Howe, 1990; Radford, 1990; Smith, 1983). Of course, interest to the general public has been the result of the ability of idiot savants or savants, who in spite of their low general intellectual functioning display superior performance in specific tasks and domains, such as multiplication and recall of music (Howe, 1990).

August 1994 • American Psychologist

Copyright 1994 by the American Psychological Association, Inc. 0893-3200/94/\$12.00 DOI: 10.1037/0893-3200.49.8.725-747

1989). The pioneering research comparing the performance of experts and beginners (reviewed by de Groot (1946/1978) and Chase and Simon (1973)) has generated a great deal of research (Chi, Glaser, & Farr, 1988; Ericsson & Smith, 1991b). A parallel development in computer science has sought to extract the knowledge of experts by interviews (Hoffman, 1992) to build expert systems, which are computer models that are designed to duplicate the performance of these experts and make their

knowledge it is far better to collect Chebyshev polynomials, and see how well they can do. If we want to know the possibilities for spiritual growth, value growth, or moral development, it makes sense to find a situation that we can then study by studying our moral actions, or really praying. . . . First, there is "deliberate practice": the search and repeat and great mastery of talents have been available for study, the compilation has often had been to consider them not because they were naturally gifted, but because they were not.

The reasons for the lack of impact become clear when we consider the two most dominant approaches and their respective goals. The human information-processing approach, or the skills approach, has attempted to explain exceptional performance in terms of knowledge and skills acquired through experience. This approach, originally developed by Newell and Simon (1972), has tried to show that the basic information-processing system with its elementary information processing and basic cognitive functions intact allows skill acquisition and thus outstanding performance results from incremental increases in knowledge and skill due to the extended effects of experience. By constraining the changes to acquired knowledge and skills, this approach has been able to account for the observed performance and acquisition rates of expert performers.

In this article, we provide a detailed review of the study of expert performance and the implications for leadership coaching. We will first describe the structure of expert performance, including the nature of the skills and knowledge that are required to achieve exceptional performance. Then we will discuss the implications of this research for leadership coaching, and finally we will provide a detailed review of the implications of this research for leadership coaching.

“To attain exceptional levels of performance, subjects must undergo a very long period of active learning, during which they refine and improve their skill, ideally under the supervision of a teacher or coach.”

- Ericsson & Charness, 1994

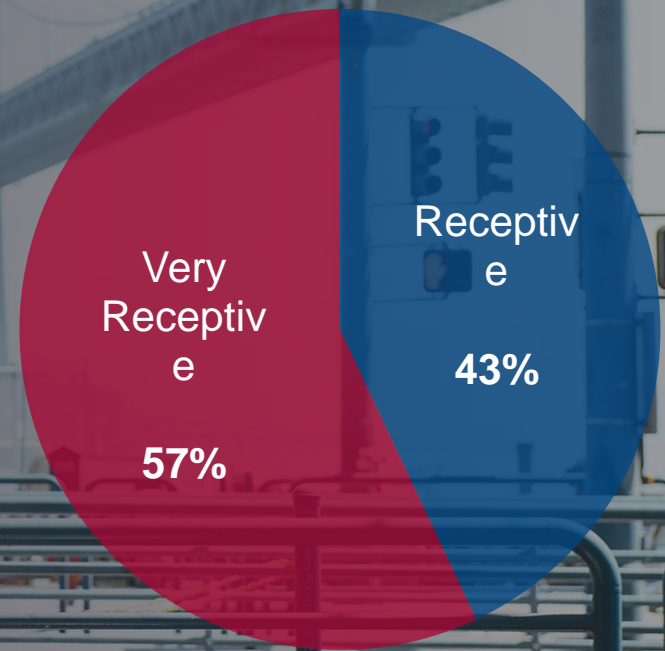
Ericsson, K. A. & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist*, 49(8), 725-747.





# Why Leadership Coaching?

100% of CEOs surveyed by Stanford in 2013 were receptive to making changes in leadership style in response to the feedback and coaching that they receive



Larker, D. F. & Miles, Stephen (2013). *Executive coaching survey*. Palo Alto, CA: Stanford University and The Miles Group





# Leadership Coaching as Experiential Learning

**Assessment  
Data and  
Feedback**



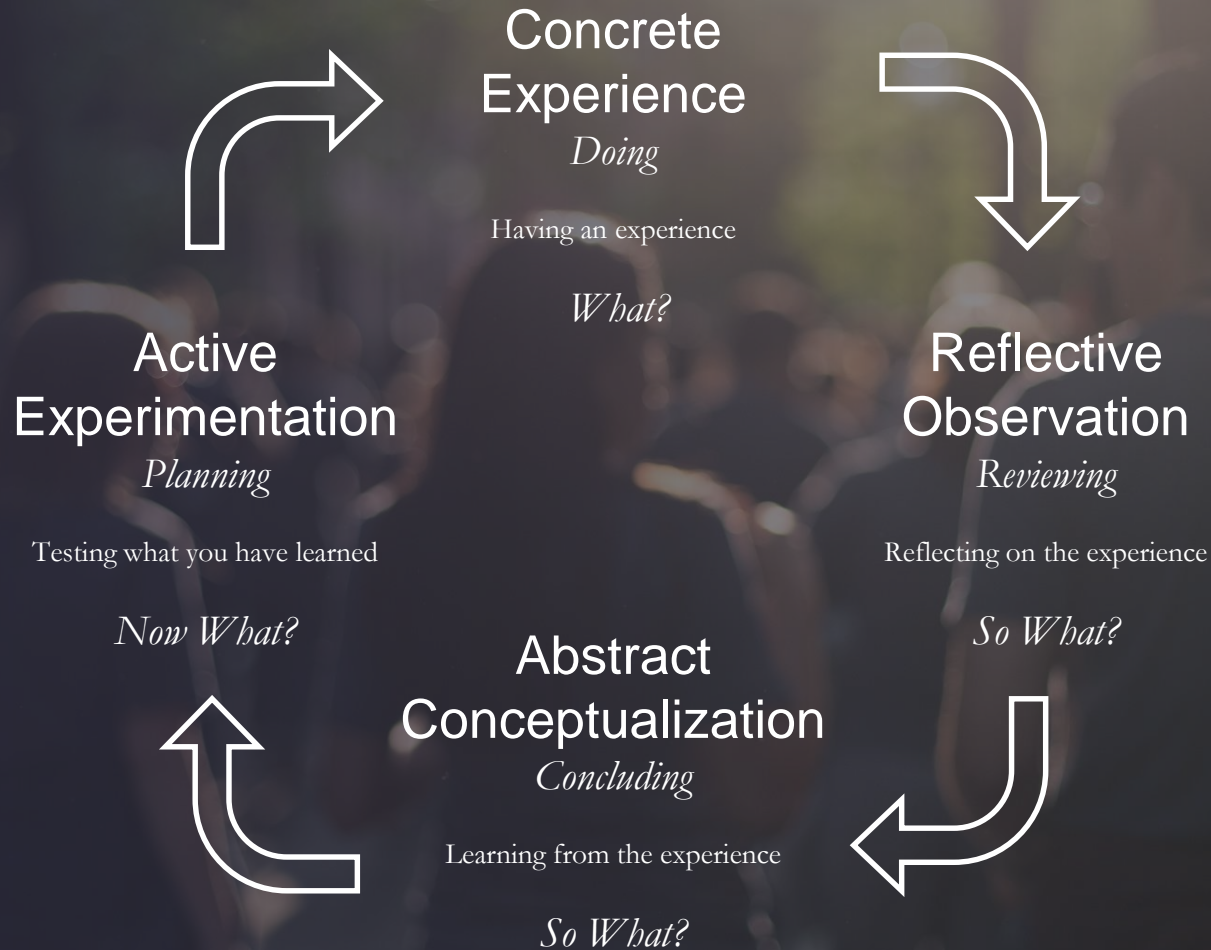
**Executive  
Coaching and  
Behavioral  
Experimentation**



**Leadership Skill  
Development and  
Capacity-Building**



# Leadership Coaching as Experiential Learning



Kolb, D.A. & Fry, R.E. (1975). Toward an applied theory of experiential learning. In C. Cooper (ed.), *Theories of group processes*. New York: John Wiley & Sons



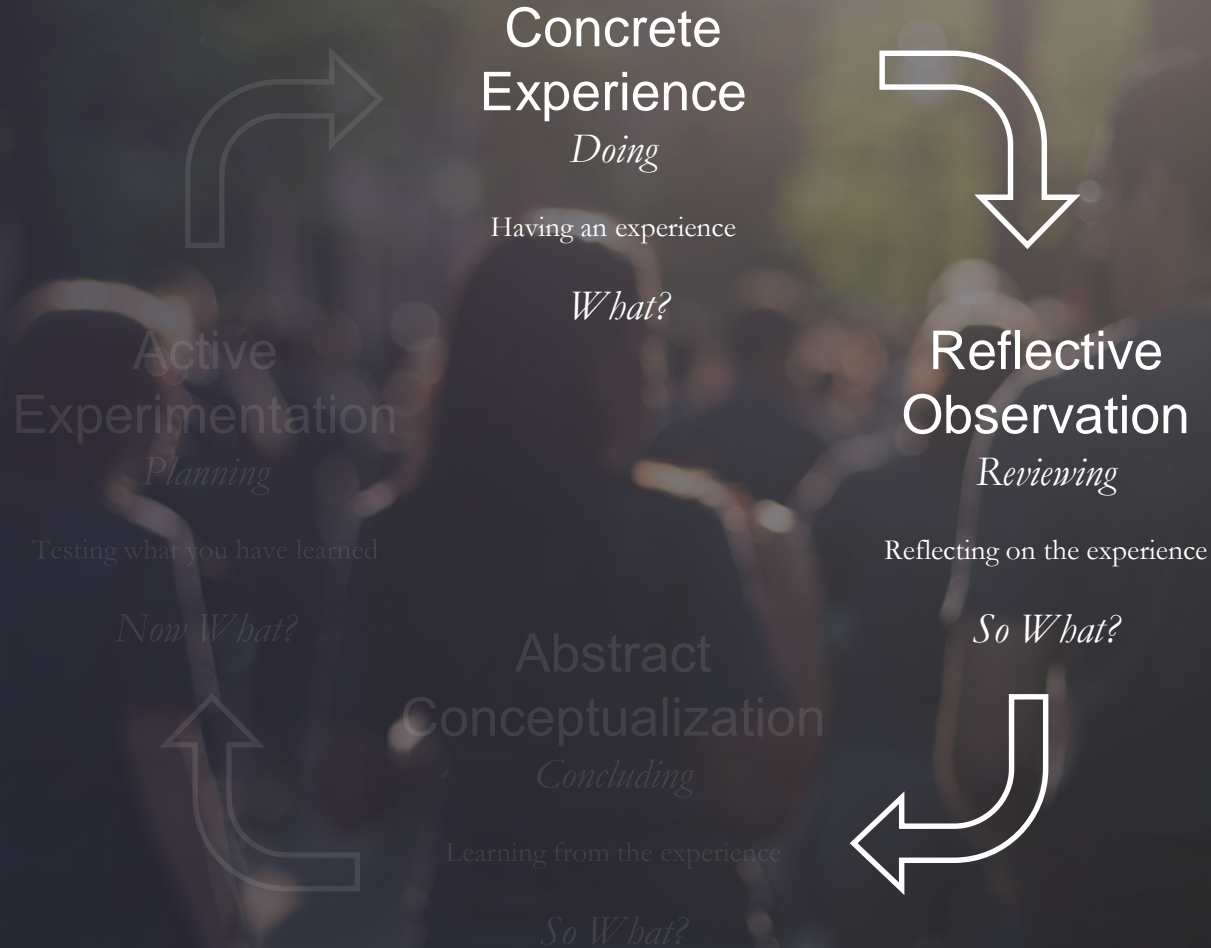
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# Leadership Coaching as Experiential Learning

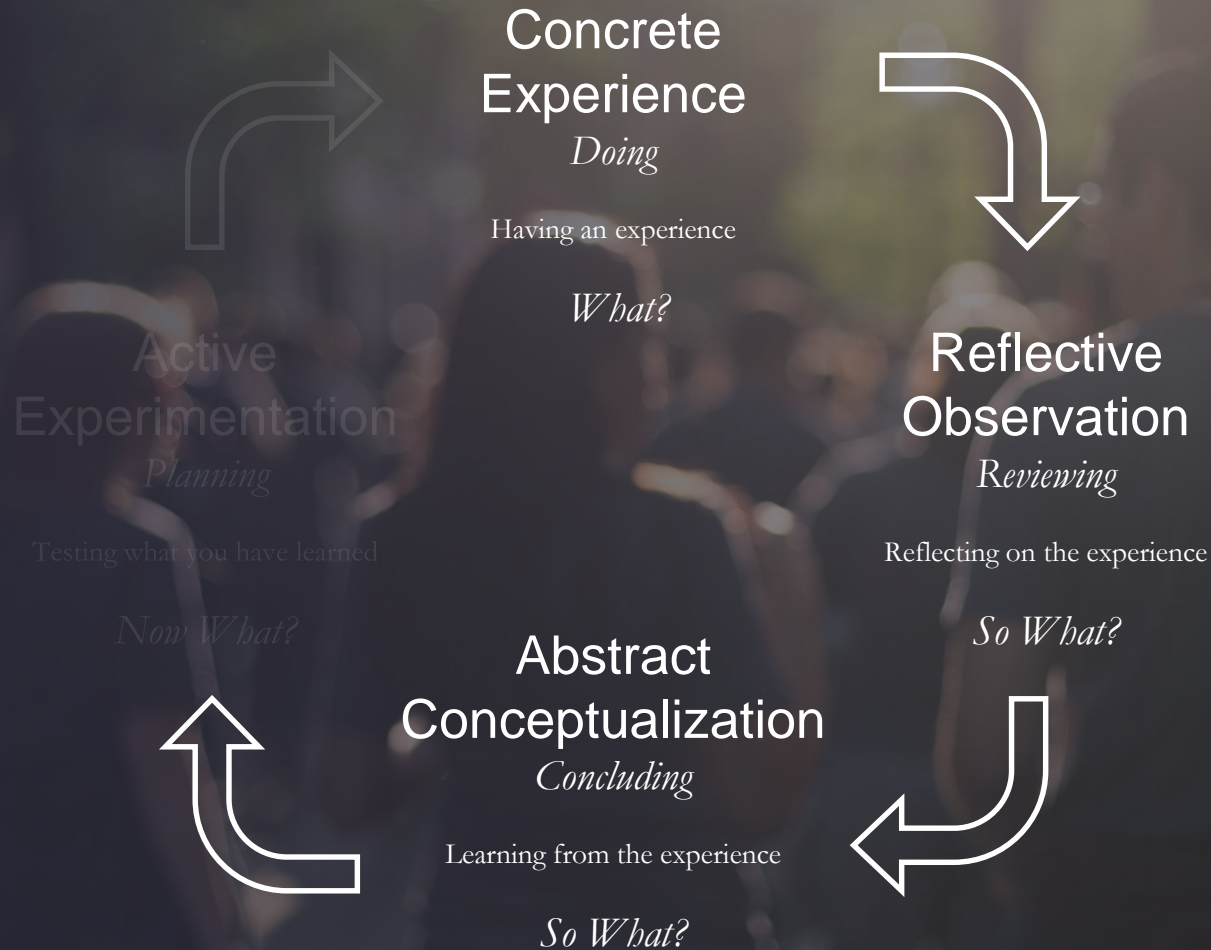


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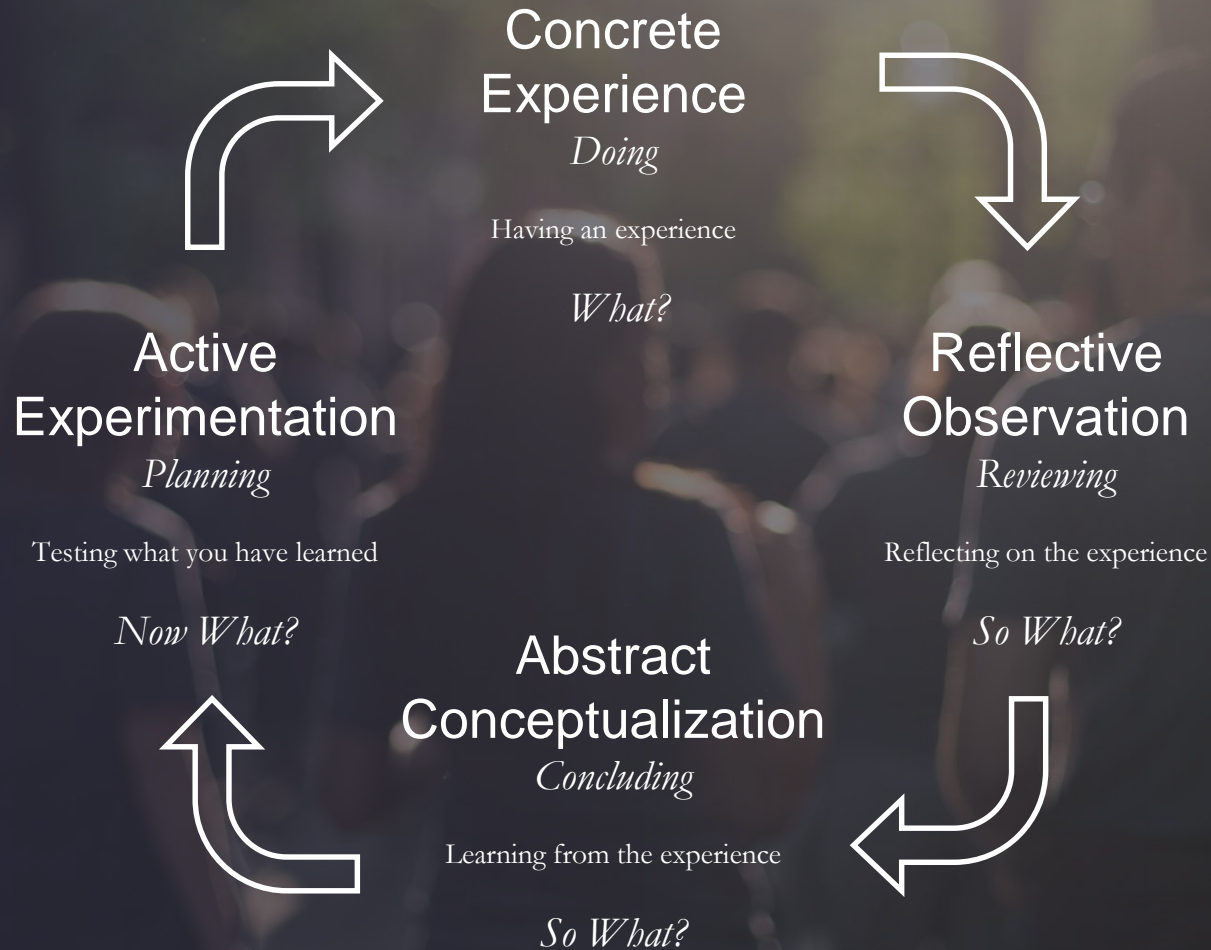
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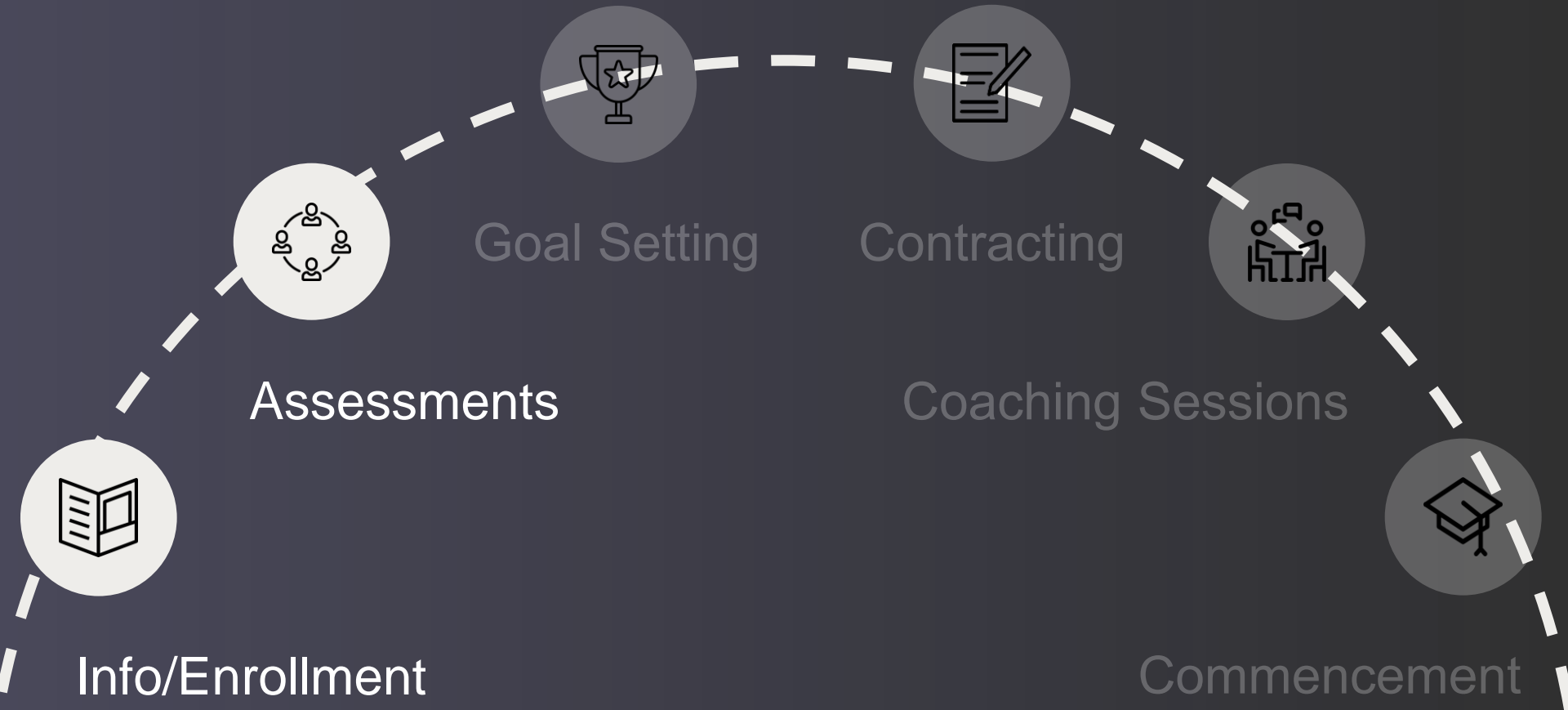
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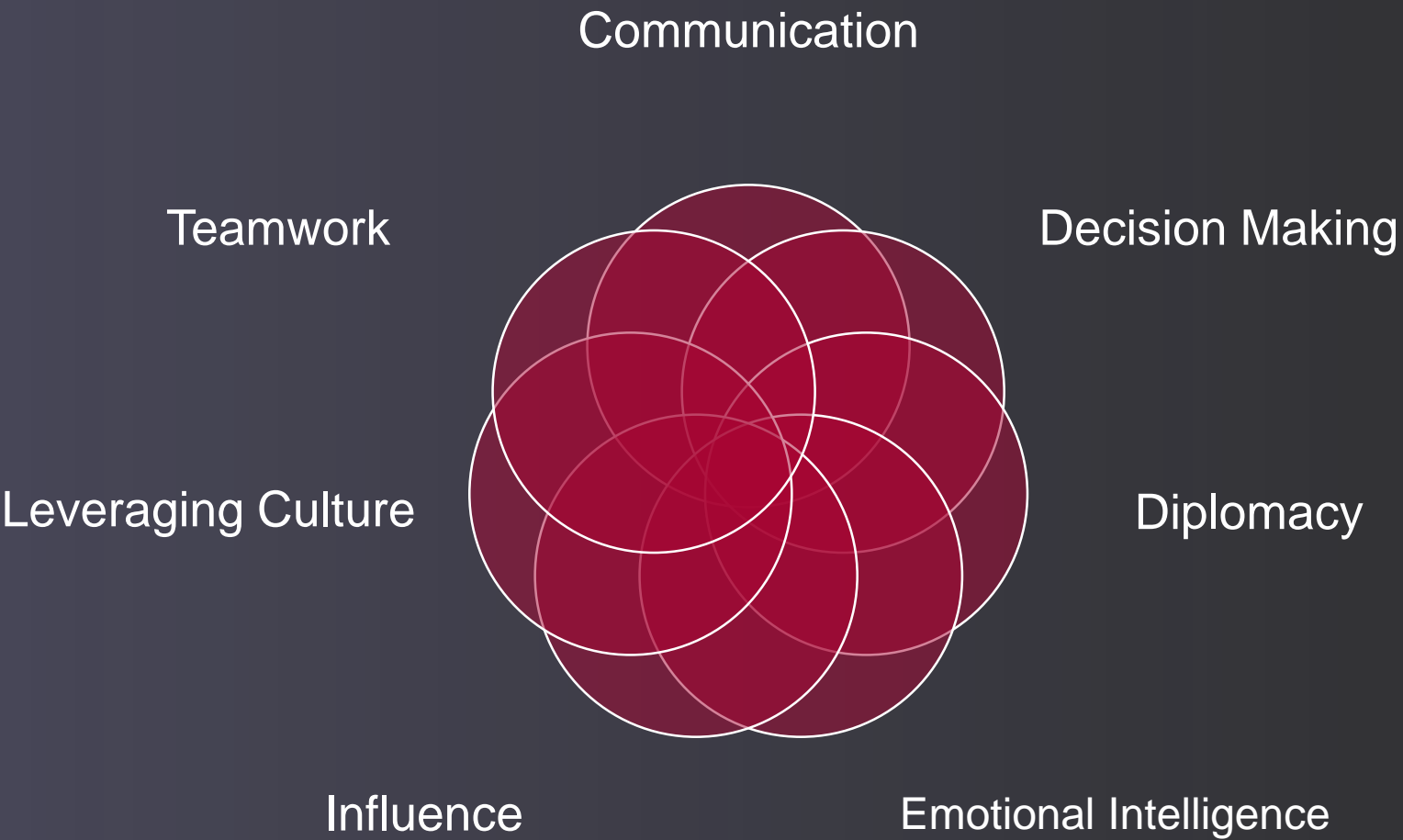


# Executive Coaching and Feedback Program Outline





# The Wharton Leadership Competencies





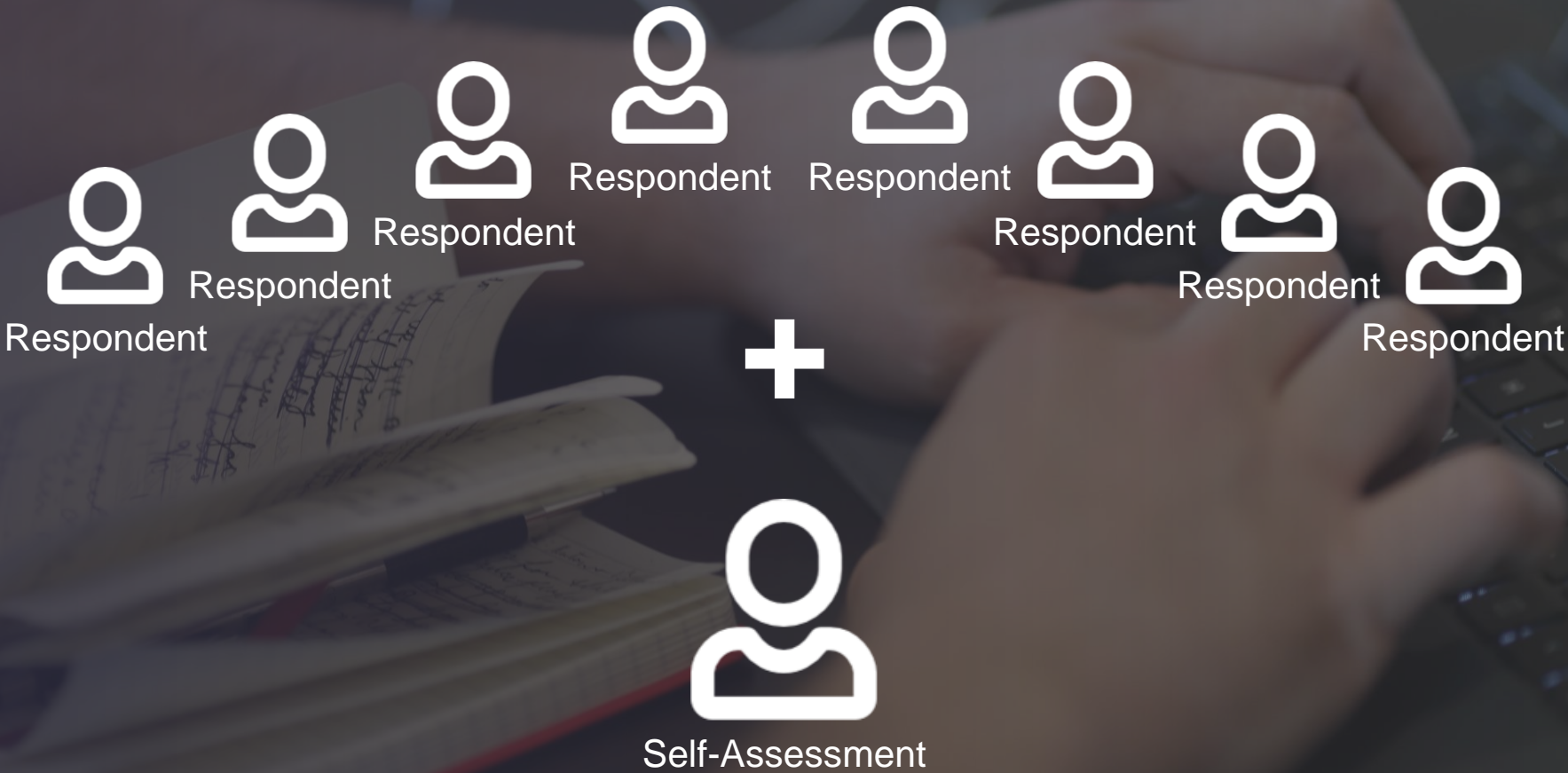
# The Wharton Leadership 360 Assessment



Self-Assessment



# The Wharton Leadership 360 Assessment





# The Wharton Leadership 360 Assessment



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**McNULTY  
LEADERSHIP PROGRAM**

**Executive Coaching and Feedback Program**

Report prepared for:  
**Benjamin Franklin**  
July 4, 1776



# The Wharton Leadership 360 Assessment

## Who to Ask..

7-10 evaluators who have experienced your professional behaviors and the results of those behaviors.

They can be a mix of professional contacts and fellow students.

## How to Ask...

Talk with each respondent personally before sending the assessment invitation

The invitation template can be found on our website.

## When to Ask...

Your respondents will receive the assessment once you enter them into the Qualtrics system.

Assessments must be completed by August 15.





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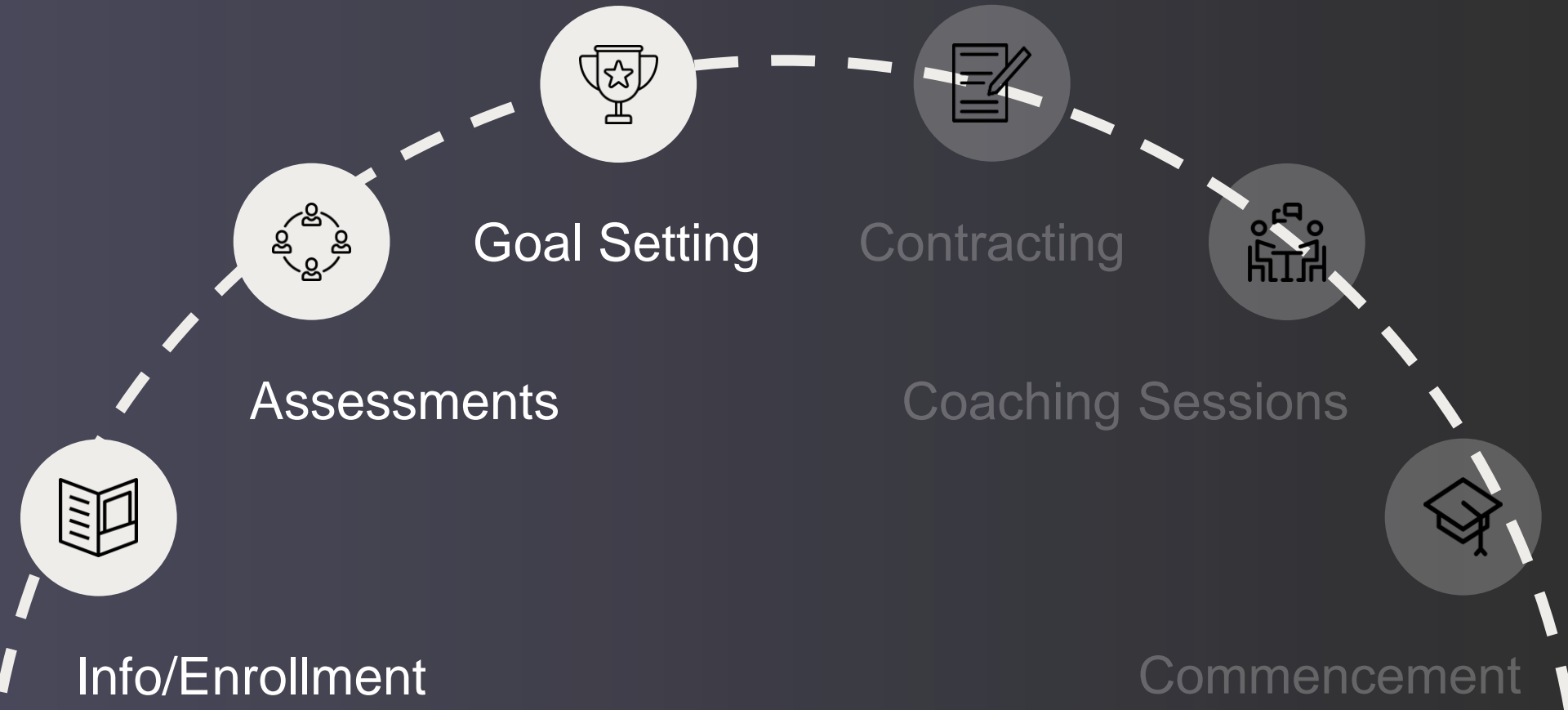
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# Executive Coaching and Feedback Program Outline





# The Importance of Goal-Setting

You must attend the Goal-Setting Session to participate in the Executive Coaching and Feedback Program

August

16





# The Importance of Goal-Setting

Direction

Goals

Evaluating/  
Adjusting

Choices

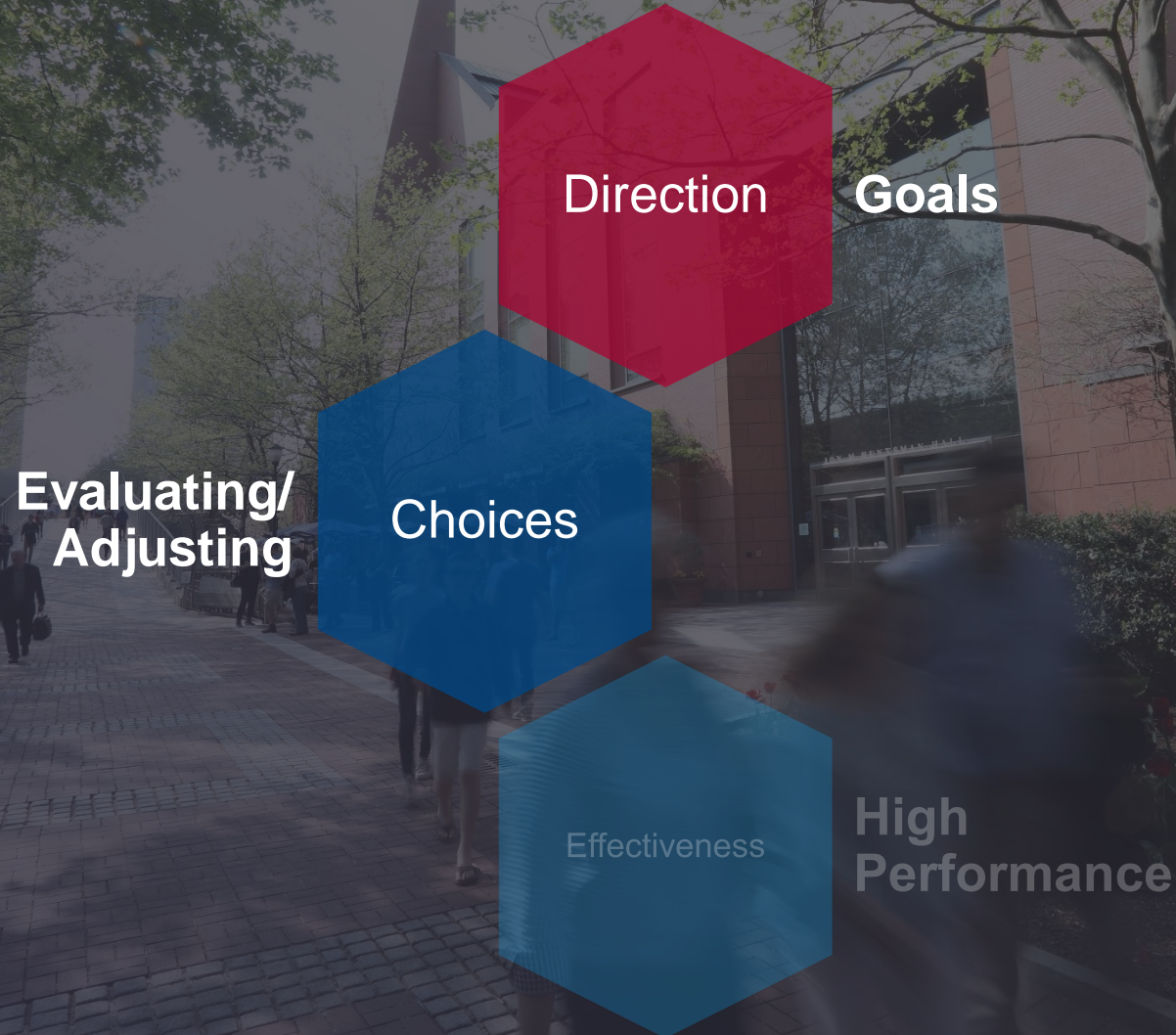
Effectiveness

High  
Performance





# The Importance of Goal-Setting



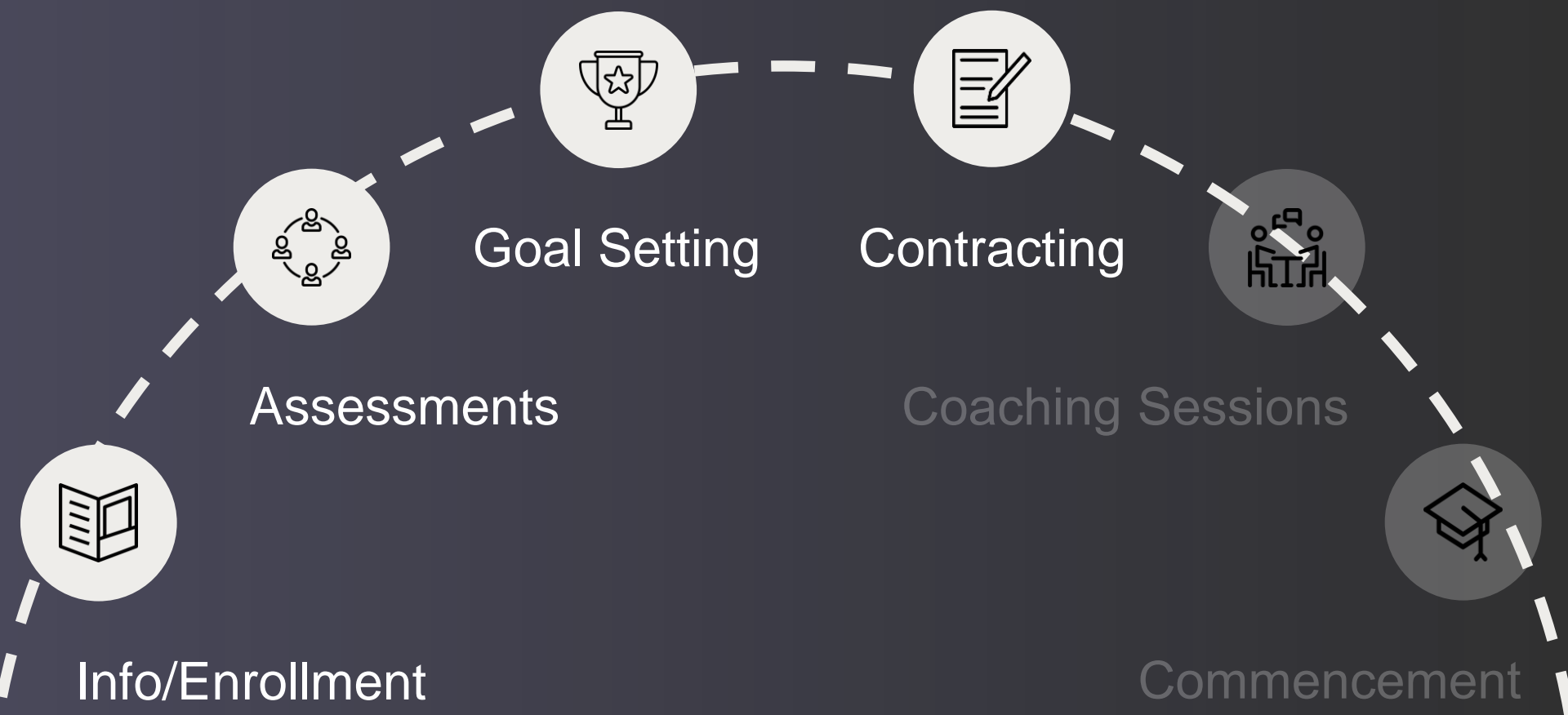




# The Importance of Goal-Setting

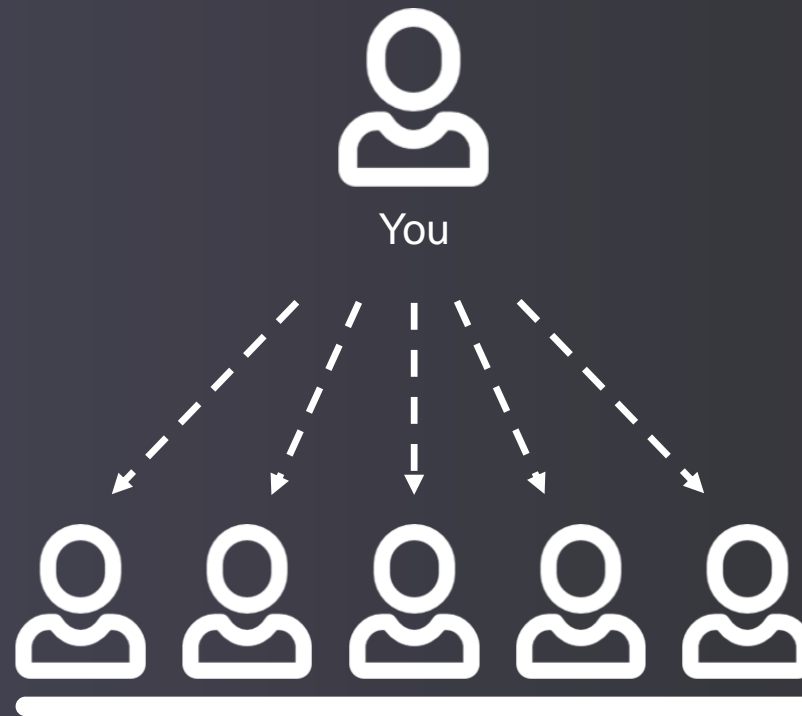


# Executive Coaching and Feedback Program Outline





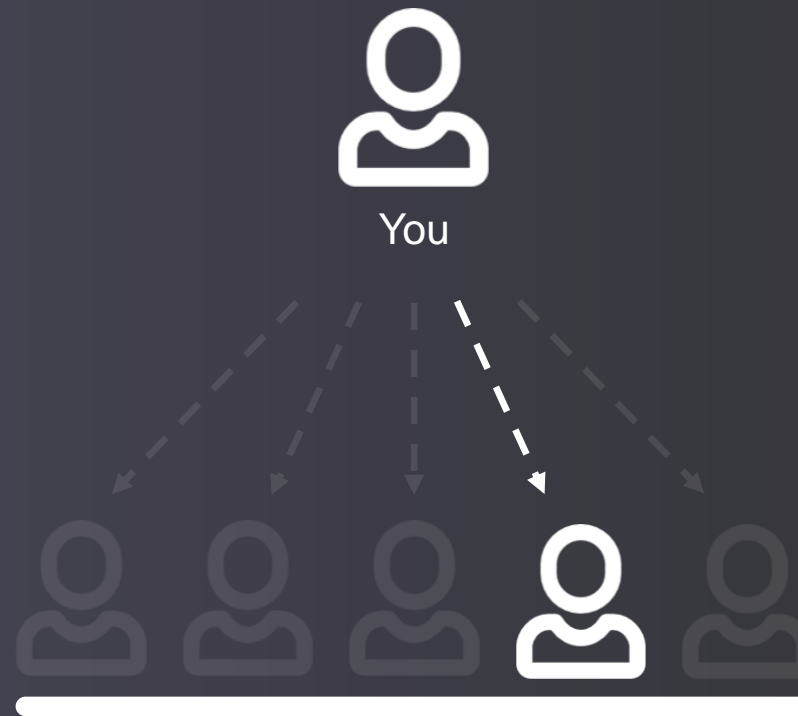
# Assigning Your Coach



The McNulty Leadership Program's  
Executive Coaching Bench



# Assigning Your Coach



The McNulty Leadership Program's  
Executive Coaching Bench





# The ECFP Coaching Agreement

## Coaching & Feedback Program



## Coaching Agreement

This agreement is between \_\_\_\_\_, Client and \_\_\_\_\_, Coach. Coaching is provided as a component of the *Executive Coaching & Feedback Program*. Five one-on-one coaching sessions (approximately 6 hours) are provided by this program.

### Coaching Appointments

Coaching sessions will take place in-person or by telephone or videoconference. Clients must arrive or call in on time to ensure the full coaching time is available.

### Cancellation Policy and Appointment Changes

The fee for executive coaching sessions within the program is covered by the McNulty Leadership Program. If you cannot attend a scheduled session, you **MUST PROVIDE YOUR COACH WITH A MINIMUM OF 24 HOURS' NOTICE**. With proper advanced notice (more than 24 hours), you may reschedule up to 2 sessions (out of the total 5 sessions) allotted. If you reschedule more than 2 sessions or do not attend an appointment and you have not notified your coach, your participation in the program will be suspended.

Please note that if you have documentable special circumstances (such as illness) or grave personal difficulties (such as a death in the family), exceptions may be made. Documentation will be required.

### Punctuality and Participation

Clients must submit their session prep forms to their coach at minimum 72 hours prior to their scheduled appointment time. Clients must arrive on-time for their sessions and prepared to discuss their assignments and progress towards goal. If a client is not prepared for a session or is not engaged in the coaching process, their participation in the program may be reviewed.

### Confidentiality

Confidentiality is important to the coaching relationship and all sessions are confidential. The exception to confidentiality is if the coach believes the client will hurt him/herself or someone else, and/or if the client is violating laws.

### Data Collection

The coaching delivered through the program is provided as a part of a larger program located within the McNulty Leadership Program. As such it is important for the Program to collect data on performance and outcomes. As a part of this data collection process, your coaches will keep notes on and evaluate the following: timeliness, preparedness, goals, progress toward goals, and assignments. These notes will be aggregated with all of the notes from the program for the purposes of program evaluation on coaching effectiveness and outcomes. The data will be compiled and shared at the aggregate level and no individual names or cases will be revealed.

### Type of Relationship

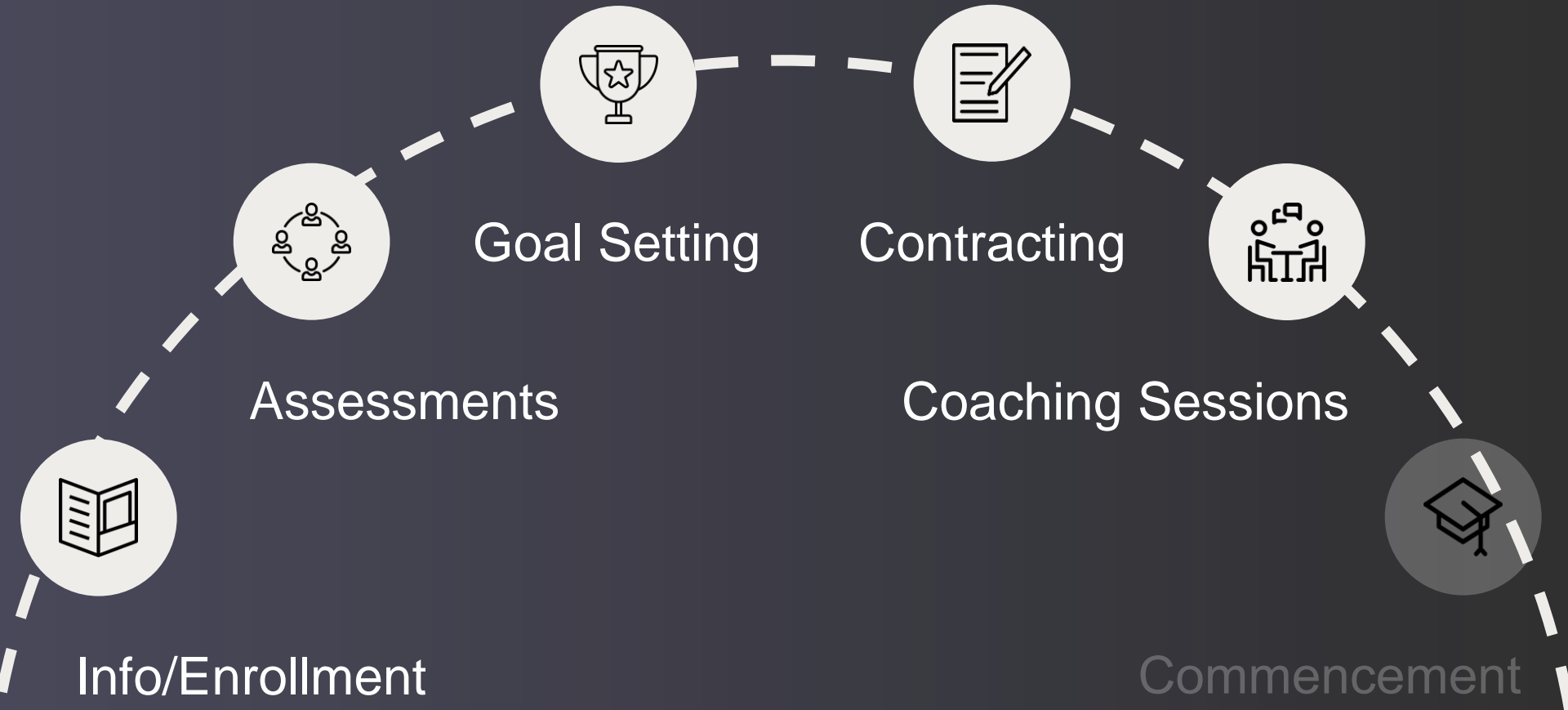
The coach and client have entered into a coaching relationship, not a therapeutic or psychological counseling relationship. If therapy or counseling is needed, clients should seek these services from an appropriate counseling professional.

\_\_\_\_\_  
Client (signature)                      Date

\_\_\_\_\_  
Coach (signature)                      Date



# Executive Coaching and Feedback Program Outline







# What is a Coaching Session Like?

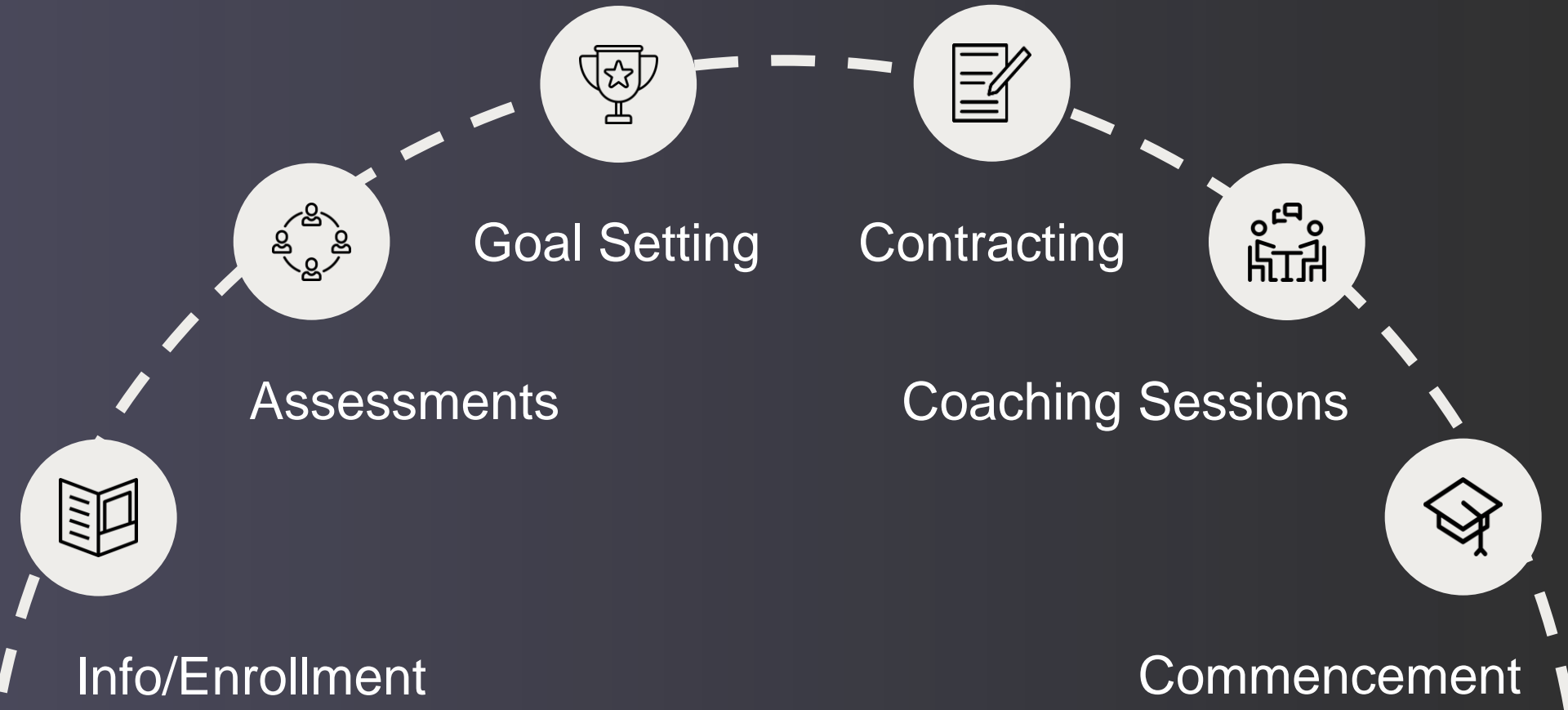
	Coaching	Mentoring	Consulting	Therapy
Thought	How can I support your learning? Where would you like to go from here?	My experience is... I know how...	I am an expert... This is what you are paying me to tell you...	I will help heal you from the cause.
Statement	“What have you tried?” “How has that served or disserved you?” “What else is possible?”	“This is how I would do it.”	“This is how you do it.” “This is how you should do it.”	“Tell me about your past.” “What was it you wen through?”
Action	Explore, experiment, and learn new ways of working, thinking, and doing, personally and professionally.	Guidance & Advice	Direction, Method, Technique, & Information	Probe, Psychoanalyze, Deep Reflection, Come to Terms



# What is a Coaching Session Like?

	Coaching	Mentoring	Consulting	Therapy
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# Executive Coaching and Feedback Program Outline





# End-of-Engagement Reflection

Coaching & Feedback Program



Session 6 Reflection

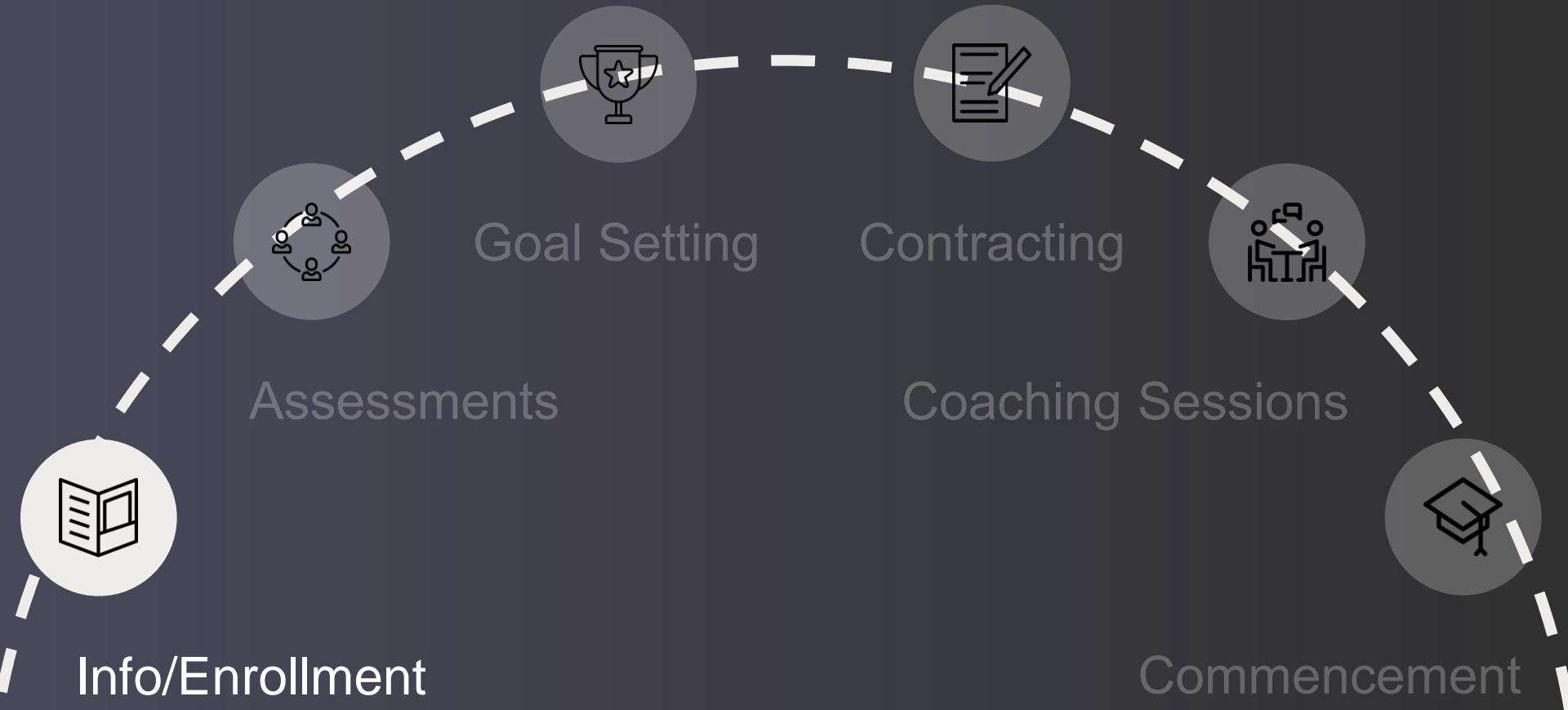
NAME: \_\_\_\_\_

1. What was the main goal of the coaching engagement? How much progress did you make toward achieving the coaching goal? How are you different now after receiving coaching?
2. What did you learn from your coaching sessions?
  - How has your self-awareness grown?
  - How do you think differently?
3. What did you learn from the coaching fieldwork?
  - What behaviors are different?
  - How have others responded to your behavioral work?
  - What needs to happen next to build upon this behavioral work?
4. What will you do to build upon your coaching experience?



McNULTY  
LEADERSHIP PROGRAM

# Executive Coaching and Feedback Program Outline







# Program Schedule

## Enrollment Opens TODAY

Go to our [website](#) (also listed on the program outline) and fill out the enrollment survey.

## Enrollment Closes Friday, July 26<sup>th</sup>

## Goal Setting:

- It is required to attend Goal Setting on **August 16<sup>th</sup>**
- You will receive more information and access to the 360 assessment via email if you register for the program

## Qualtrics 360 FAQ's

- Completing the 360 Assessment and having a generated report is a requirement for ECFP
- You need at least 5 external evaluators and your completed self assessment (6 total) to generate a report
- For anonymity, we cannot share who has/has not completed your evaluation. Reach out to all evaluators and thank those who have completed, and ask those who haven't to do so by August 15<sup>th</sup>



# Program Schedule

2019 - 2020 WEMBA Philadelphia Class 44 Coaching Schedule						
START DATE	END DATE	EVENT	TIME	LOCATION	NOTES	PARTICIPANT(S)
7/19/19	7/19/19	Information Session	12:00 pm EST	SCC, TBA		Prospective Students/ ECFP Team
7/19/19	7/26/19	Enrollment		Online	Sign up through Qualtrics	Students
8/15/19		Qualtrics Deadline: self assessment/minimum number of respondents complete		Email Invitation		
8/16/19		Goal Setting Session	12:00 pm EST	SCC, TBA		Enrolled Students/ECFP Team
8/16/19	9/16/19	Continue to solicit Qualtrics 360 Feedback		Online		Students
9/16/19	9/20/19	Student Assignments		Email		
10/1/19	10/31/19	Coaching Session #1	student and coach schedule independently		60 minute session	Student/Coach
11/1/19	11/30/19	Coaching Session #2	student and coach schedule independently		60 minute session	Student/Coach
12/1/19	12/31/19	Coaching Session #3	student and coach schedule independently		60 minute session	Student/Coach
12/15/19	1/15/20	Midpoint feedback survey for program		Online	20 minute survey	Student
1/1/20	1/31/20	Coaching Session #4	student and coach schedule independently		60 minute session	Student/Coach
2/1/20	2/29/20	Coaching Session #5	student and coach schedule independently		60 minute session	Student/Coach
3/1/20	3/31/20	Coaching Session #6	student and coach schedule independently		60 minute session	Student/Coach
3/15/20	3/31/20	Final feedback survey for program		Online	20 minute survey	Student



## Q&A

### Questions after the Session?

Please feel free to contact us with any questions you may think of after the presentation by e-mailing [ECFProgram@wharton.upenn.edu](mailto:ECFProgram@wharton.upenn.edu) or stopping by G47 in Huntsman Hall

### Program Staff



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Associate Director

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# Atul Gawande on Coaching - TED

