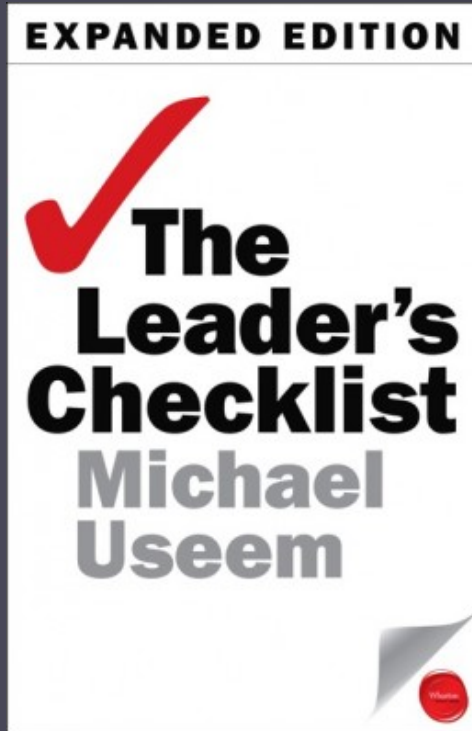


# Executive Coaching and Feedback Program

Overview Session

Lynn Krage, Senior Director

# The McNulty Leadership Program



Student of  
Leadership



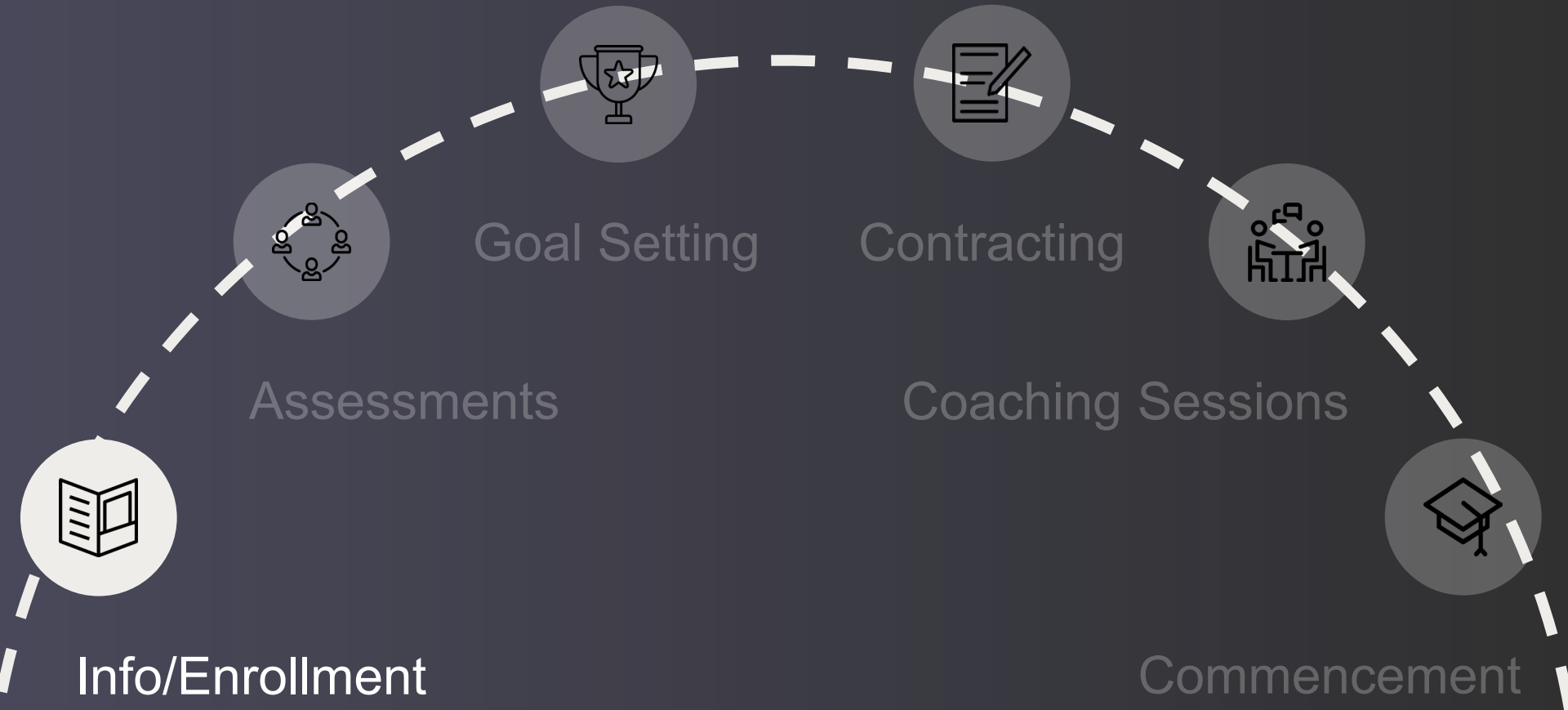
Stretch  
Experiences



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
<b>Focus</b>	Goal Achievement	Emotional Issues	Treatment	Implementation	Modeling	Knowledge	Systems
<b>Expertise</b>	Coaching	Mental Health	Psychology	Subject Matter	Subject Area Experience	Information	Implementation
<b>Time Orientation</b>	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
<b>Techniques</b>	Questions, Forms, Challenges, Exercises	Exploration, Insight, Diagnosis, Remediation	Diagnosis, Discovery, Treatment	Observation, Implementation, Testing	Advising, Modeling	Lecture, Practice, Examples	Case Studies, Systems, Planning
<b>Service Provided</b>	Pragmatism, Accountability	Safe Space To Share	Reason Why	Proven Methods	Proven Track Record	Food for Thought	Practical Strategies



# 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 expert performance has important implications for our understanding of the structure and limits of human abilities and optimal learning.

In nearly every field of human endeavor, the performance of the best practitioners is so outstanding, so far even to the performance of other highly experienced individuals in the field, that most people believe that exceptional performance is a rare, innate, qualitative attribute, commonly called innate talent, that can be invoked to account for this highest level of performance. Although these differences in performance, for 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, 1983; Murray, 1989a; Simonton, 1984, 1988b; Weisberg, 1993), exceptionally creative individuals (D. B. Brown & Gruber, 1989), prodigies (Feldman, 1986; A. S. Feldman, 1986), and exceptional performance and practice (Howe, 1990; Radford, 1990; Smith, 1983). Of course, interest in the general public has been the result of the ability of idiot savants or savants, who in spite of low general intellectual functioning display superior performance in specific tasks and domains, such as multiplication and recall of music (Howe, 1990).

(1989). The pioneering research comparing the performance of experts and beginners (novices) 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 those experts and make them

available to other users of the system.

variation, it is far better to collect Chinese and medical sciences, and see how well they can do. If we want to know the possibilities for spiritual growth, value growth, or moral development in human beings, then I maintain that we can learn most by studying our moral, ethical, or scientific practices. . . . Even when "good specimens," the saints and sages and great leaders of history have been available for study, the comparison too often has been to consider them not human but supernaturally endowed. (p. 7)

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 mechanisms intact during skill acquisition and that outstanding performance results from incremental increases in knowledge and skill due to the repeated effects of experience. By constraining the changes to acquired knowledge and skill, this approach has been able to account for exceptional performance within existing general theories of

In this article we present a different approach to the study of exceptional performance and achievement, which we refer to as the study of expert performance. Drawing on our earlier published research, we focus on reproducible, empirical phenomena of superior performance. We will thus not primarily consider questions of unique events, including great artists and scientific discoveries, because they cannot be repeatedly reproduced or demand and hence fall outside the class of phenomena that can be studied by experimental methods. Our approach involves the identification of reproducible superior performance in the way that the exceptional performer and the nature of his performance, under laboratory conditions. Later we show that the analysis of acquired superior performance reveals that extended training alters the cognitive and physiological processes of experts to a greater degree than is commonly believed possible. In the final section of the article we review results from studies on the lives of expert performers and identify the essential role of long periods of focused training (deliberate practice), which we distinguish from other forms of experience in a domain. The recent evidence for the training effects on learning leads us to start by recommending the deliberate practice of working

“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

August 1994 • American Psychologist

Copyright 1994 by the American Psychological Association, Inc. 0893-3200/94/\$04.00 DOI: 10.1037/0893-3200.49.8.725-747

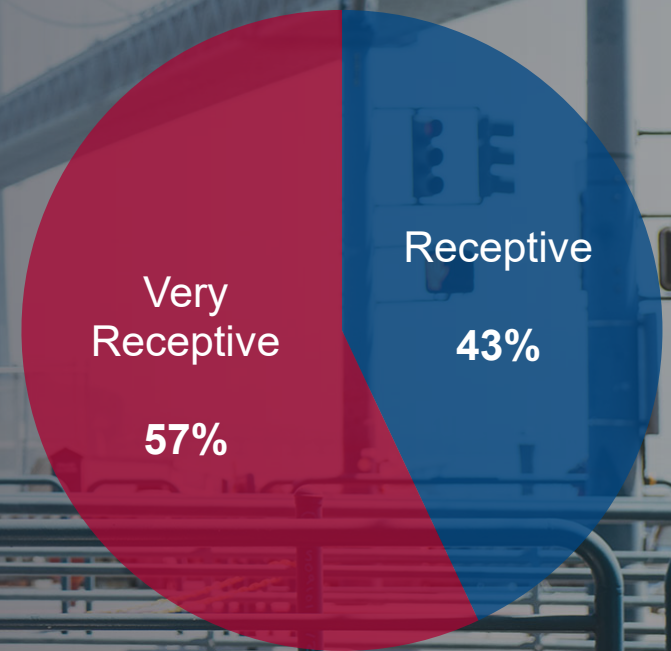
Ericsson, K. A. & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist*, 49(8), 725-747.





# 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**

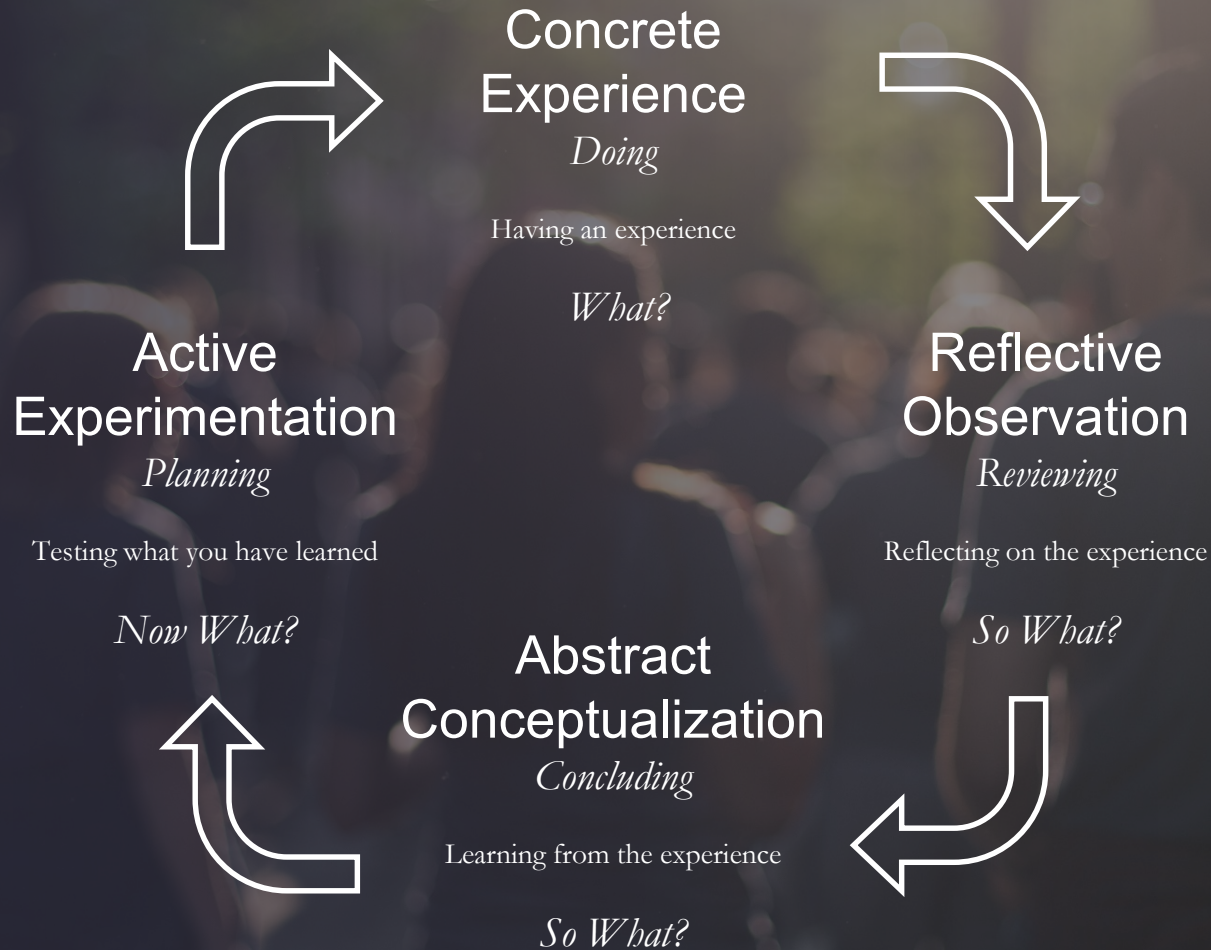


**Leadership Skill  
Development and  
Capacity-Building**



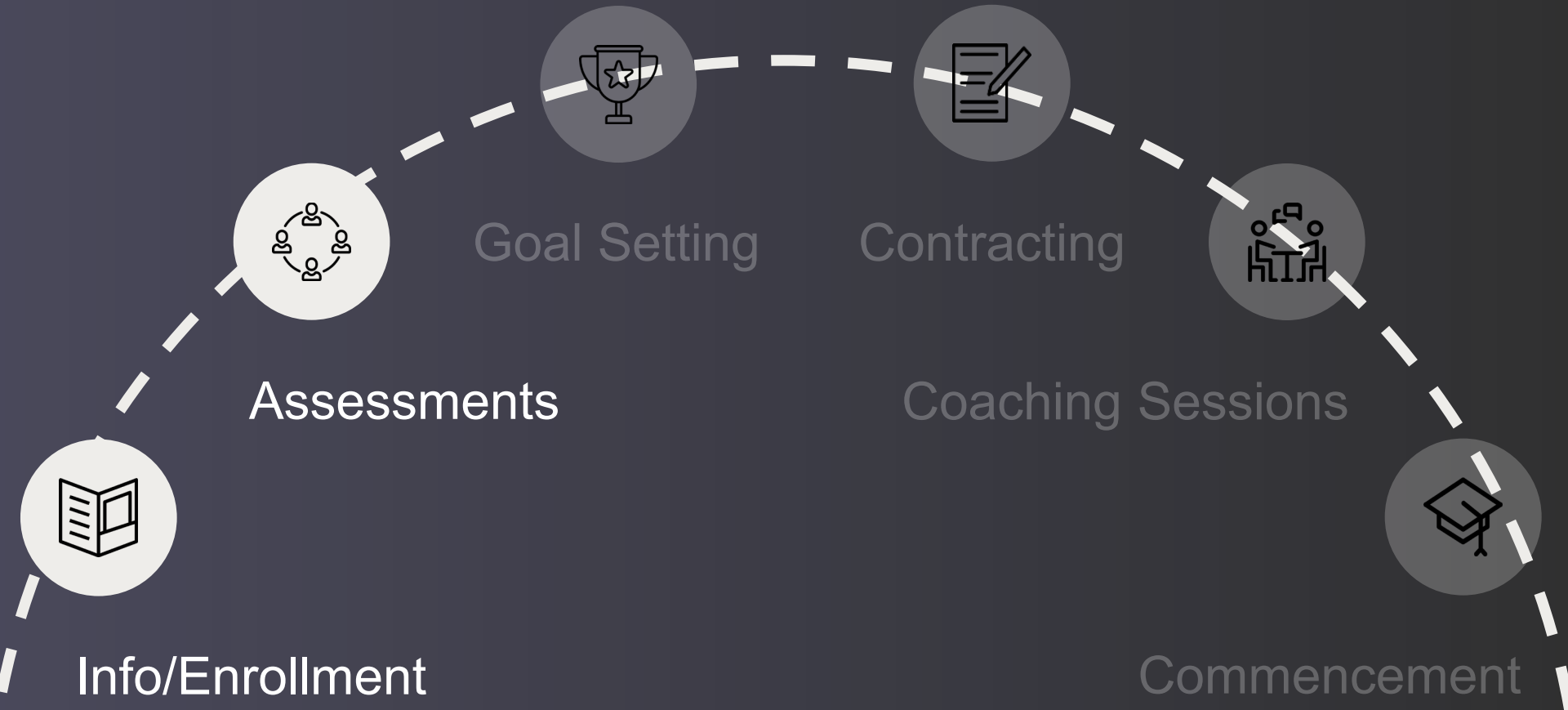


# Leadership Coaching as Experiential Learning



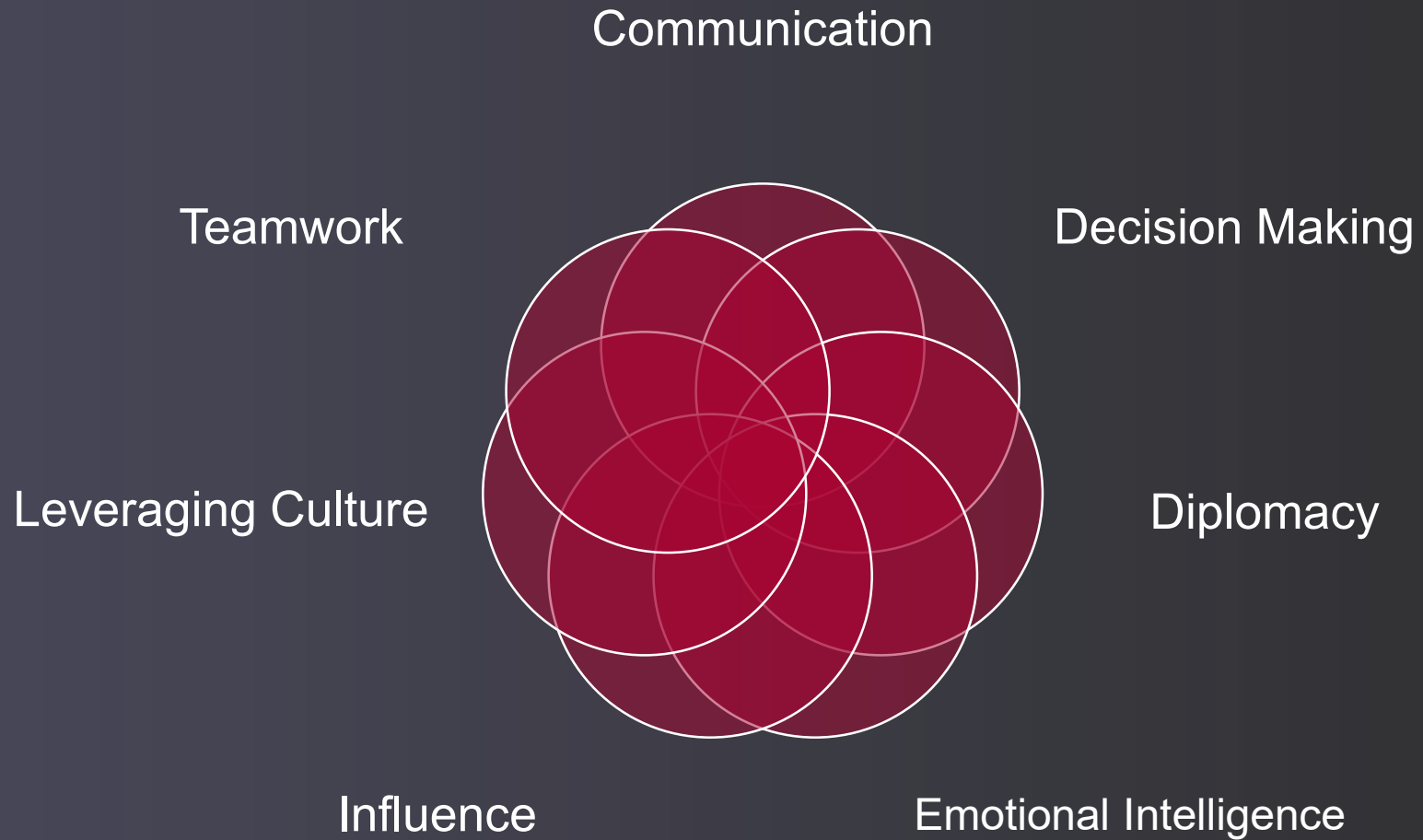
Kolb, D.A. & Fry, R.E. (1975). Toward an applied theory of experiential learning. In C. Cooper (ed.), *Theories of group processes*. New York: John Wiley & Sons

# Executive Coaching and Feedback Program Outline





# The Wharton Leadership Competencies





# The Wharton Leadership 360 Assessment

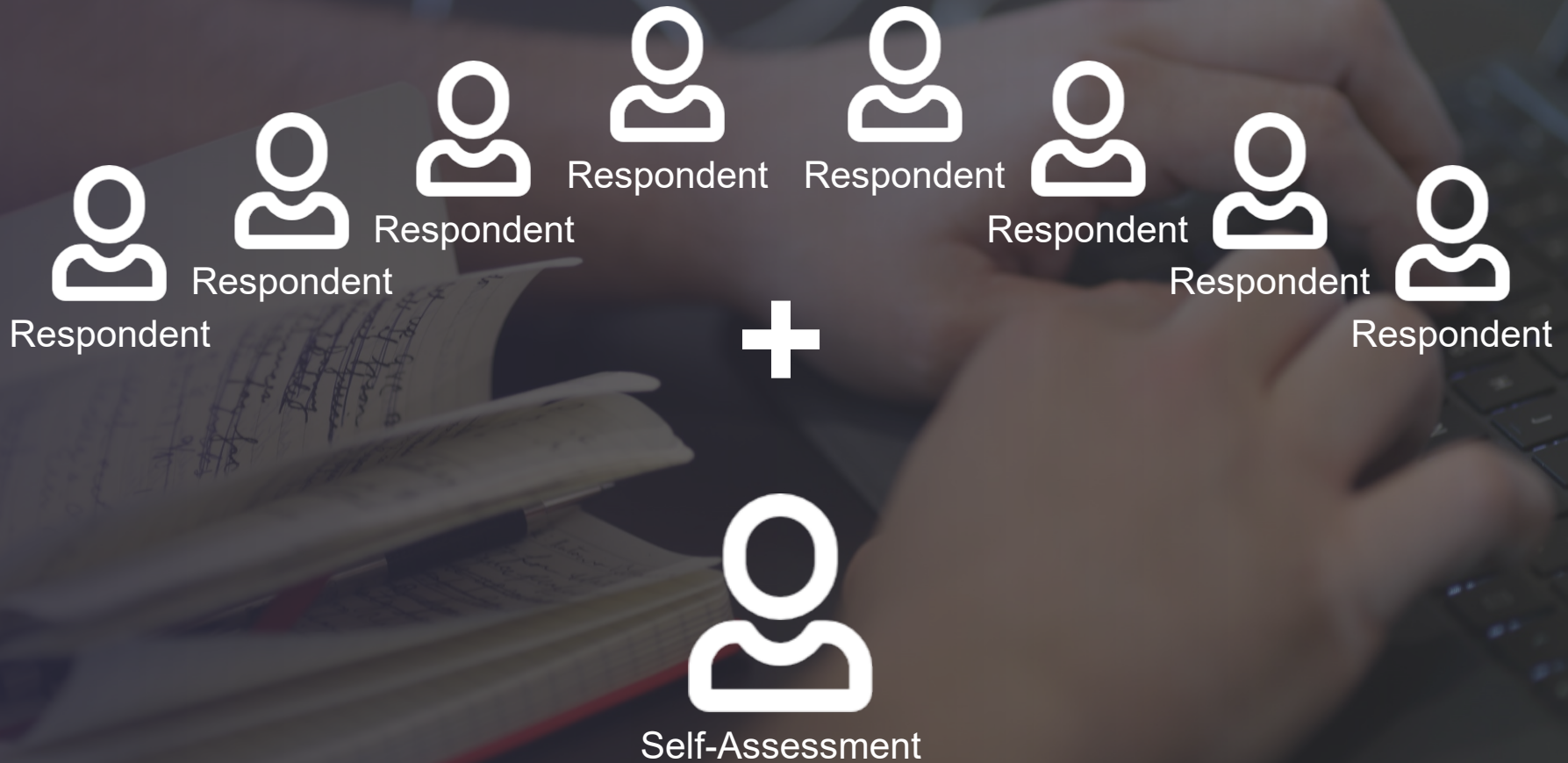


Self-Assessment





# The Wharton Leadership 360 Assessment







# The Wharton Leadership 360 Assessment

## 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

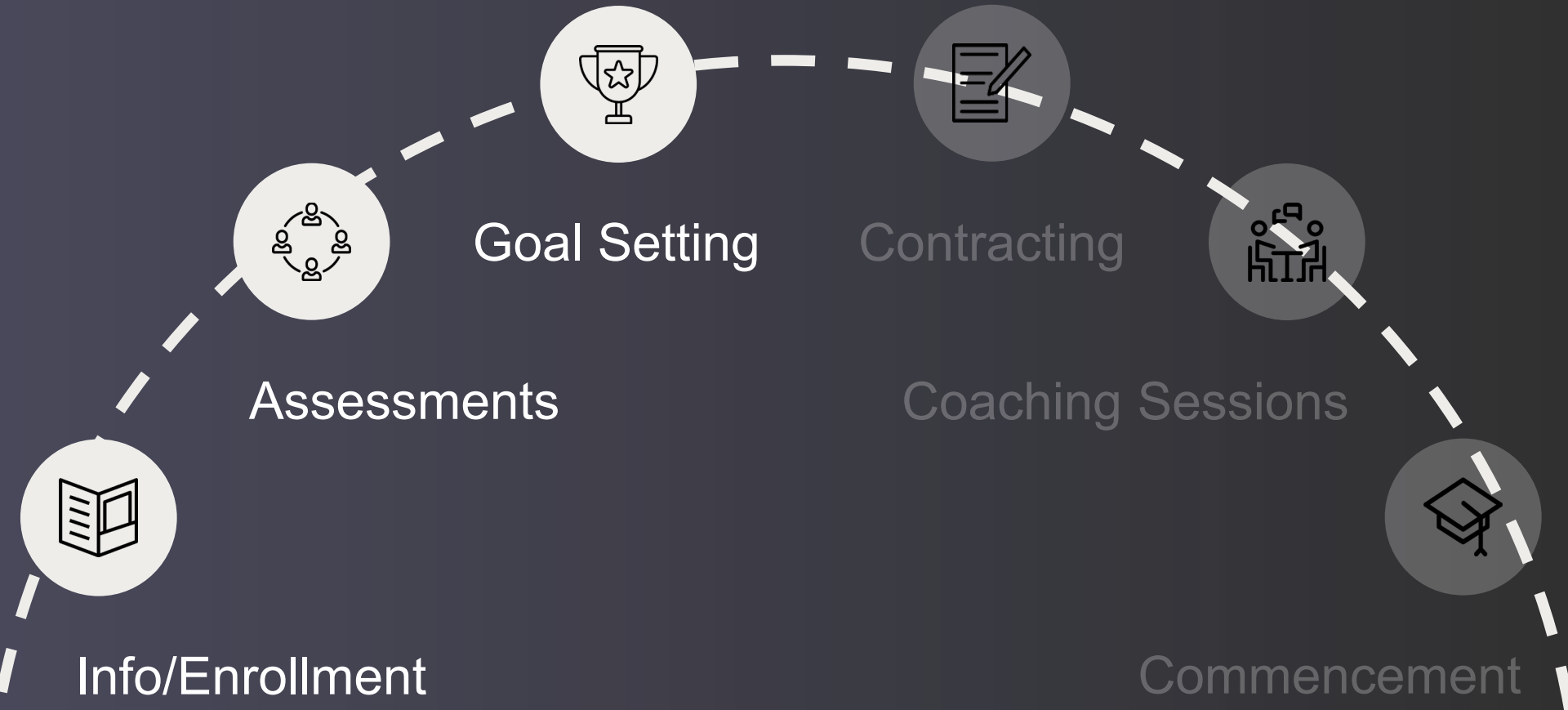
FAQ's and an invitation template can be found on our website.

## When to Ask...

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

Assessments must be completed by July 17.

# Executive Coaching and Feedback Program Outline

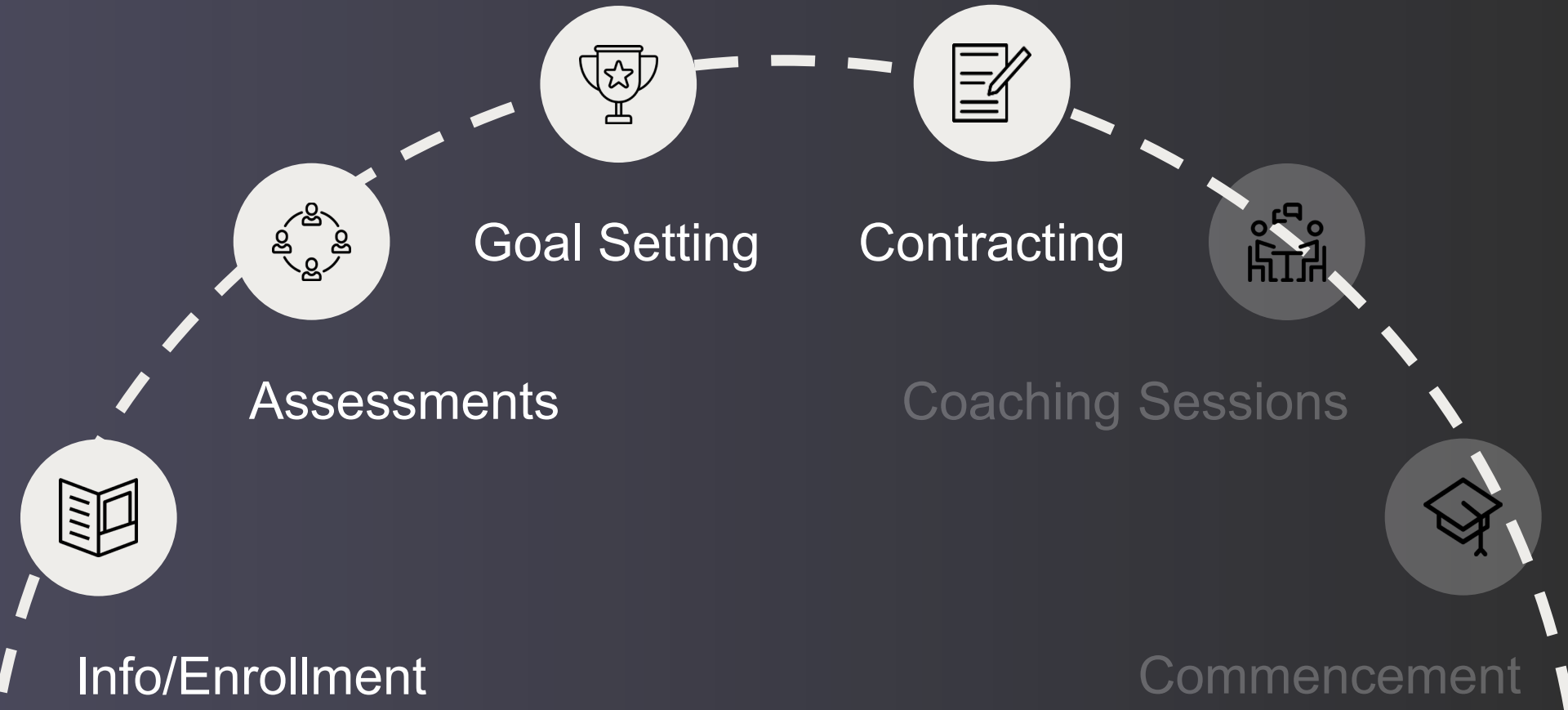




# The Importance of Goal-Setting

Your individual Goal-Setting Session will take place with your assigned coach in late July or August.

# Executive Coaching and Feedback Program Outline



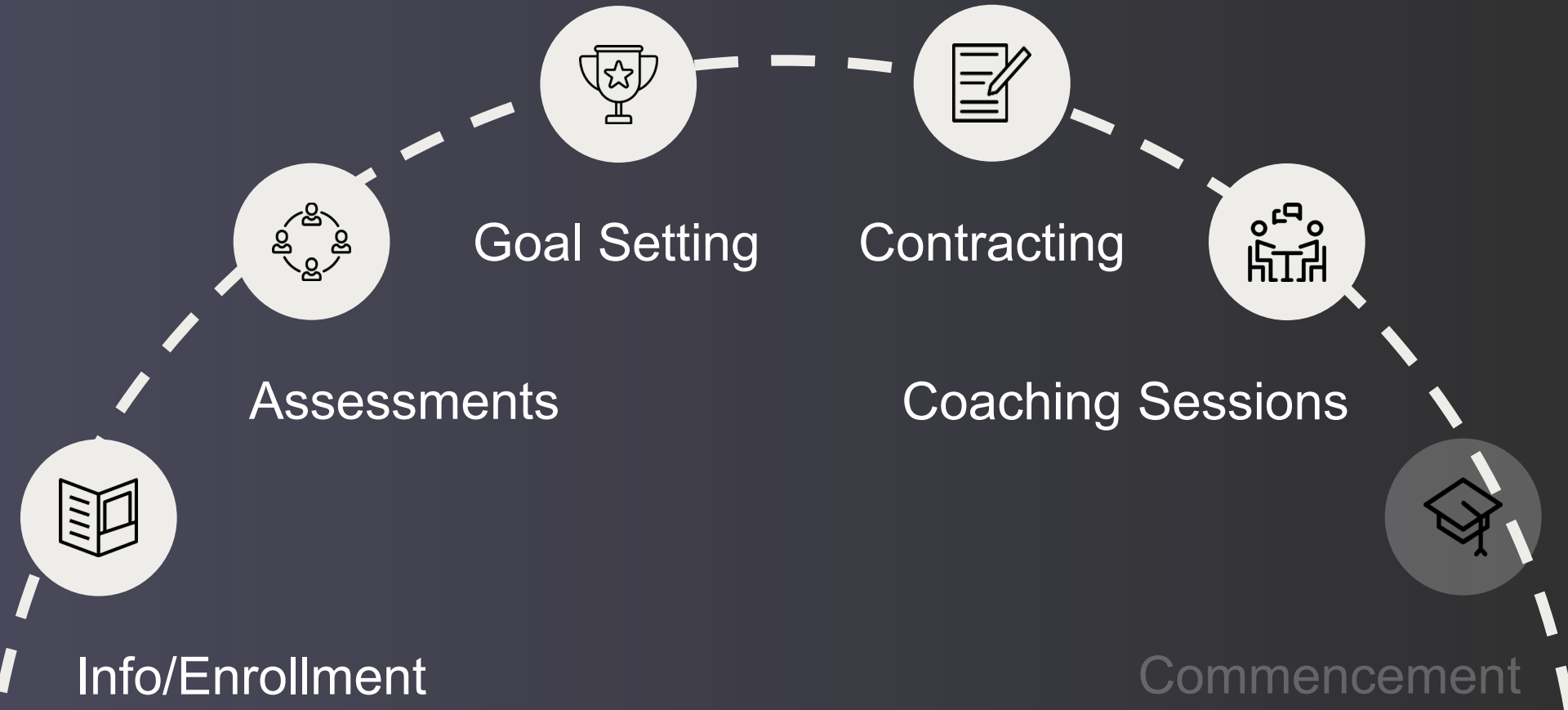


# Assigning Your Coach





# Executive Coaching and Feedback Program Outline

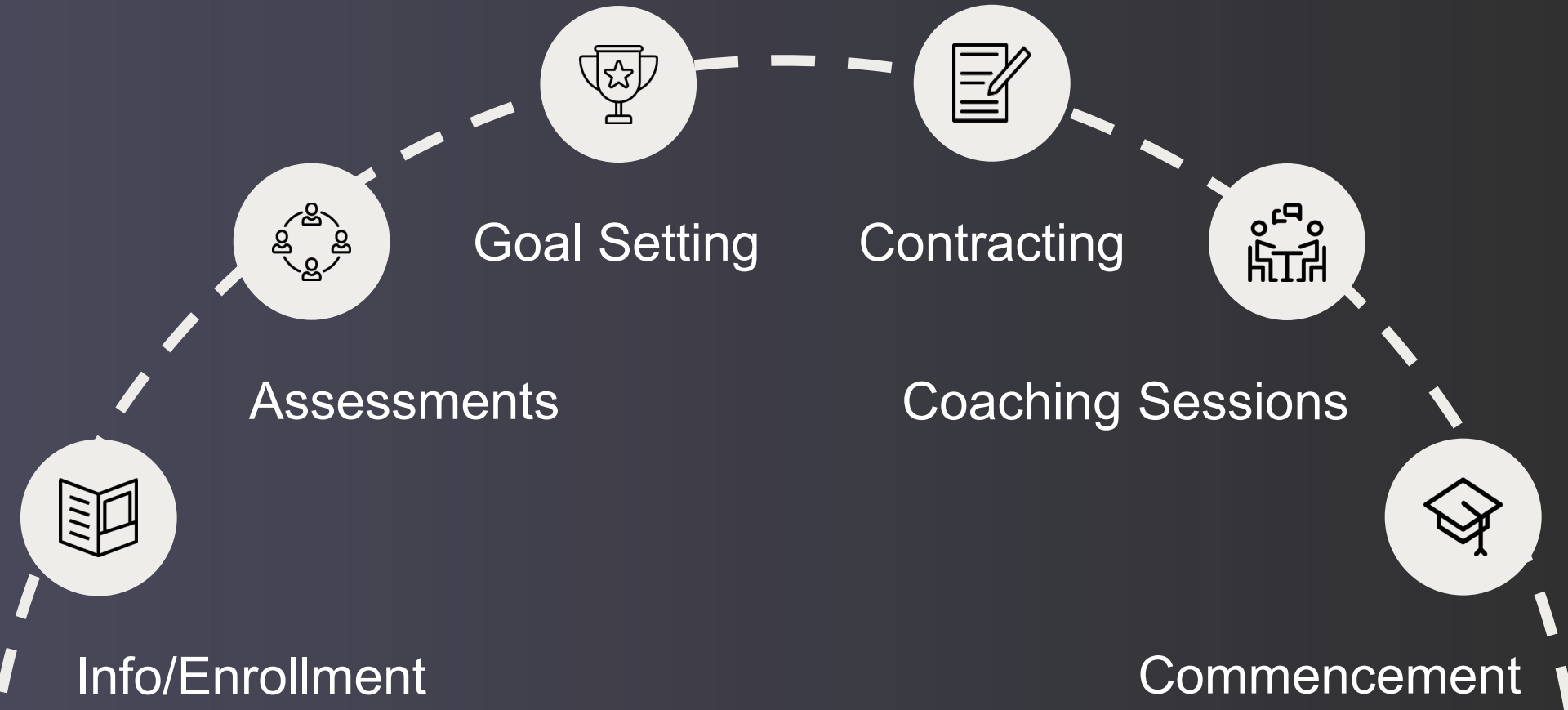




# What is a Coaching Session Like?

	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

# 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



# Program Schedule

## Enrollment Opens TODAY

Go to our [website, leadership.wharton.upenn.edu](https://leadership.wharton.upenn.edu) and fill out the enrollment survey. These slides and the enrollment link will also be posted to MyWharton today.

## Enrollment Closes **Friday, July 3<sup>rd</sup>**

## 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 **July 17<sup>th</sup>**





# Program Schedule

START DATE	END DATE	EVENT	TIME	LOCATION	NOTES	PARTICIPANT(S)
6/26/20	6/26/20	Information Session	12:30 PST 3:30 EST	Virtual		Prospective Students/ ECFP Team
6/26/20	7/3/20	Enrollment		Online	Sign up through Qualtrics	Students
7/6/20	7/17/20	Qualtrics Deadline: self assessment/minimum number of respondents complete		Email Invitation		
7/20/20	7/24/20	Student Assignments		Email		
7/27/20	8/21/20	Goal Setting Session	student and coach schedule independently virtually		60 minute session	Student/Coach
8/24/20	9/18/20	Coaching Session #1	student and coach schedule independently virtually		60 minute session	Student/Coach
9/21/20	10/16/20	Coaching Session #2	student and coach schedule independently virtually		60 minute session	Student/Coach
		Midpoint feedback survey for program		Online	20 minute survey	Student
10/19/20	11/13/20	Coaching Session #3	student and coach schedule independently virtually		60 minute session	Student/Coach
11/16/20	12/11/20	Coaching Session #4	student and coach schedule independently virtually		60 minute session	Student/Coach
12/14/20	1/8/21	Coaching Session #5	student and coach schedule independently virtually		60 minute session	Student/Coach
1/11/21	2/5/21	Coaching Session #6	student and coach schedule independently virtually		60 minute session	Student/Coach
		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)

### Program Staff



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# Atul Gawande on Coaching - TED

