



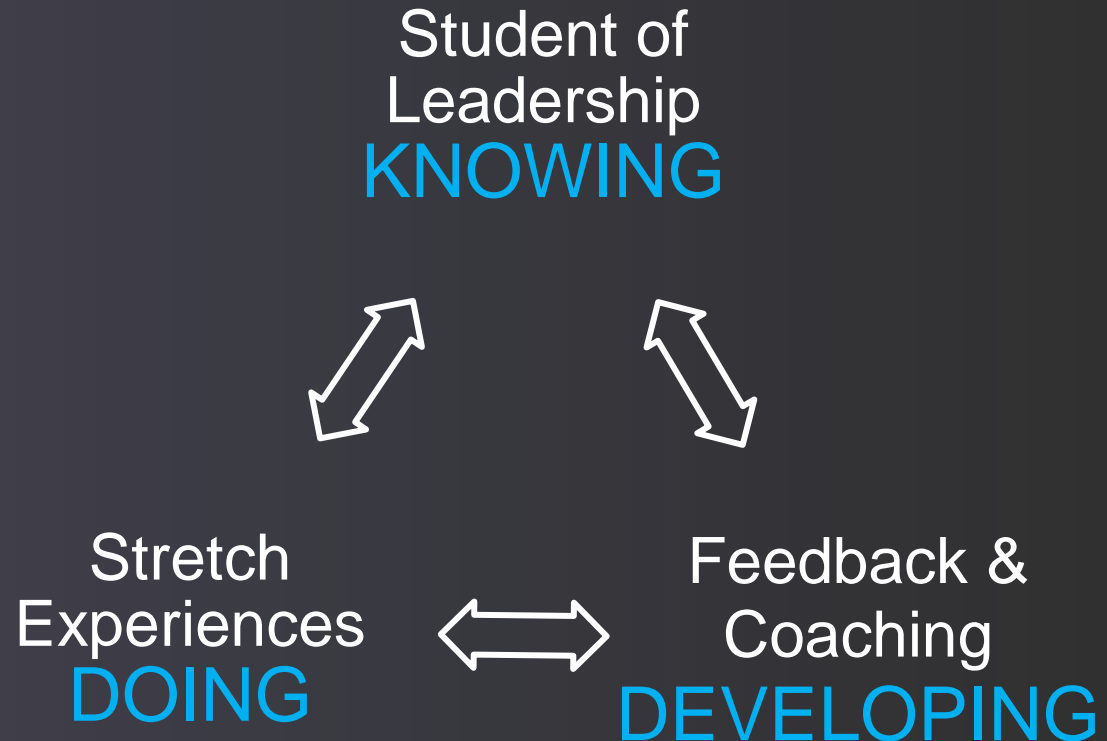
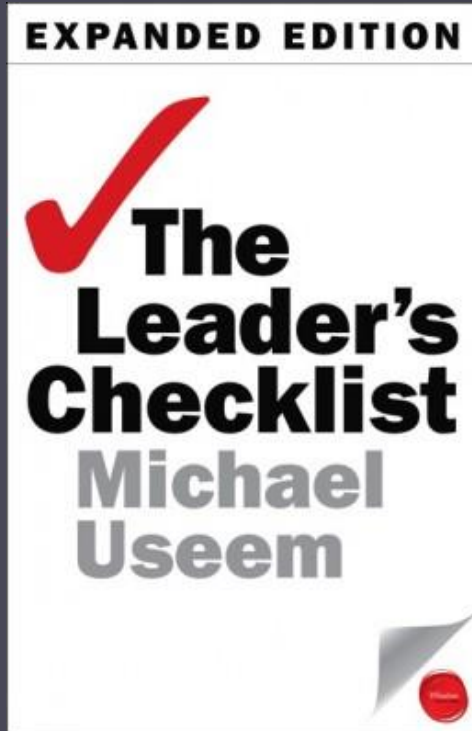
McNULTY
LEADERSHIP PROGRAM

Executive Coaching and Feedback Program

Information Session

Samantha Stahl, Director

The McNulty Leadership Program



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

McNulty Leadership Program Portfolio

Term 5

Short Range

1-3 Days

Authors@Wharton

WLV Intensives

Power Couples Series

Long Range

1 Week – Multi-term

P3: Purpose Passion
Principles

WLV Winter Ventures

Women's Leadership
Roundtables





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.



Why Leadership Coaching?

- To become a **better leader/team member**
- To focus on the specific competencies that contribute to **interpersonal effectiveness**
- To gather **feedback data** to get better insight into strengths and areas for development
- To engage in targeted **behavioral change** for leadership development



Why Leadership Coaching?

80% Increased self-confidence

70% Improved work performance, relationships, communication, and interpersonal skills

86% Organizations recouped investment

ICF Global Coaching Client Study, 2009



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 beyond the performance of other highly experienced individuals in the field, that most people believe that this qualitative attribute, commonly called innate talent, must be invoked to account for this highest level of performance. Although these differences in performance are 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. Warr, 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 superb 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 these experts and make them available to other users.

“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

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statements: it is far better to collect Olympic gold medal winners 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, than to maintain that we can learn most by studying our moral, ethical, or worthy people. . . . Great ideas, great specimens,” the saints and sages and great leaders of history have been available for study, the temptation too often has been to consider them not human but supernaturally endowed (p. 7).

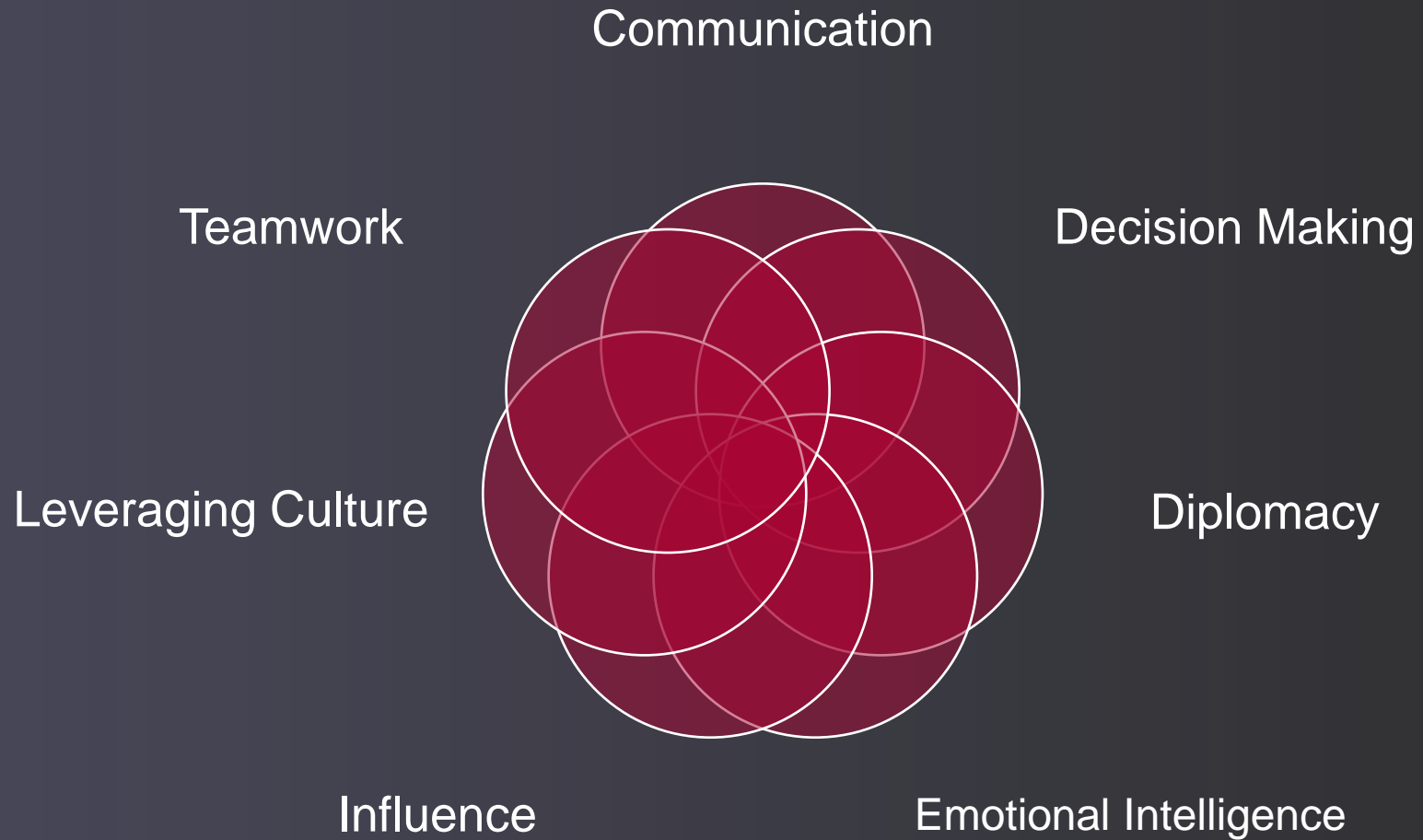
The reasons for the lack of impact become clear when we consider the two most dominant approaches and their respective goals. The human information-processing approach, or the skills approach, has attempted to explain exceptional performance in terms of knowledge and skills acquired through experience. This approach, originally developed by Newell and Simon (1972), has tried to show that the basic information-processing system with its elementary information-representation and basic capacities remains intact during skill acquisition and that 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 skill, this approach has been able to account for exceptional performance well in certain general domains of

performance. In this article we propose a different approach to the study of exceptional performance, and we summarize which we refer to as the study of expert performance. Drawing on our earlier published research, we focus on representative, empirical phenomena of superior performance. We will thus systematically consider variations in unique events, including motor activities and learning, in situations, because they cannot be repeatedly replicated on demand and hence fall outside the classical phenomena that can be studied by experimental methods. Our approach involves the identification of exceptional superior performance in the one value of exceptional performance and the capture of this performance under laboratory conditions. Later we show that the analysis of natural 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 last section of this article we review results from studies on the limits of expert performance and identify the sources of large amounts of focused training (deliberate practice), which we distinguish from other forms of experience in a domain. The recent evidence for the practice effects of training leads us to start by summarizing the evidence for the practice effect and its specific role in expert performance.

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

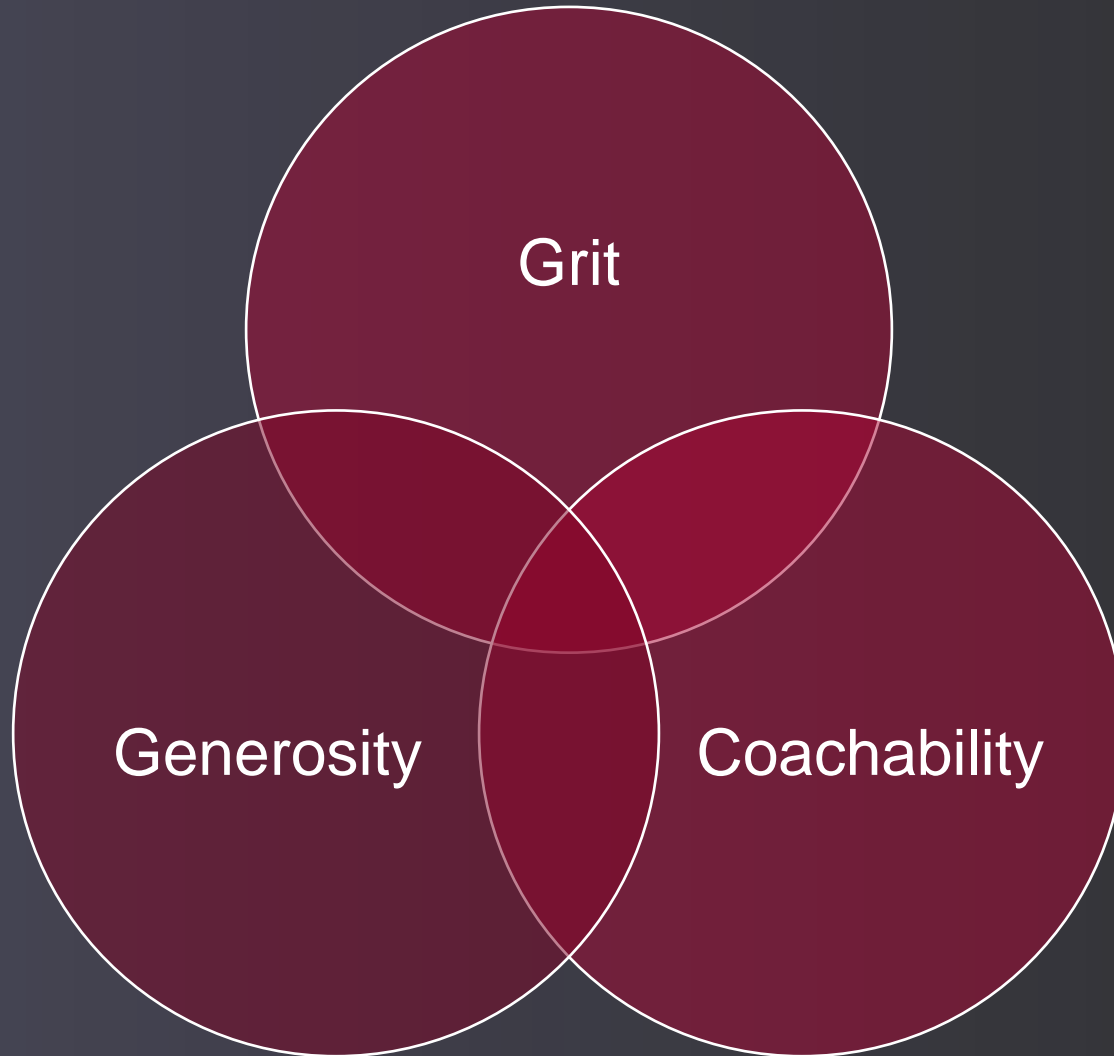


The Wharton Leadership Competencies





Wharton Character Index Strengths





Wharton Leadership 360 Assessment & Wharton Character Index

Who to Ask...

Need 5 new evaluator responses to generate a report

Evaluators who have experienced your professional behaviors and the results of those behaviors

Mix of professional colleagues & fellow students

How to Ask...

Talk with each respondent personally before sending the assessment invitation

Use our invitation template found in the FAQ's on MyWharton/MLP website

When to Ask...

You received access on June 5... invite evaluators!

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

Assessments must be completed by June 23.



What is Leadership Coaching?

	MENTORING	CONSULTING	THERAPY	COACHING
Thought	My experience is... I know how...	I am an expert. This is what you are paying me to tell you.	I will help you heal from the cause.	How can I support your learning? Where would you like to go from here?
Statement	"This is how I would do it."	"This is how to do it." "This is how you should do it."	"Tell me about your past." "What was it you went through?"	"What have you tried? How has that served or disserved you? What else is possible?"
Action	Guidance & advice	Direction, method, technique, & information	Probe, psychoanalyze, deep reflection, come to terms	Explore, experiment, learn new ways of working, thinking, doing, personally and professionally.



Coaching Bench

EXPERIENCE

Minimum of 5 years experience, majority with over 10 years

Coached Senior Executives, High Potentials and Entrepreneurs

Major global corporations

EDUCATION

Masters & PhD

ICF Certified

Knowledgeable in leadership development



Program Schedule



WEMBA Class 48 ECFP Coaching Schedule (2023)

START DATE	END DATE	EVENT	TIME	LOCATION	NOTES	PARTICIPANT(S)
6/5/23	6/23/23	360 Assessment Distribution & Completion Deadline		Email Invitation	Survey	Students will be invited via email the week of June 5. In order to participate in ECFP students must meet minimum feedback requirement for Wharton Leadership 360 report release by June 23 to be assigned an Executive Coach. Please refer to provided FAQ documentation for additional details on feedback requirements.
6/6/23	6/6/23	Information Session	8:00 PM EDT 5:00 PM PST	Virtual	Live attendance strongly encouraged. Recorded and distributed post session.	Prospective Students and ECFP Team
6/5/23	6/12/23	Program Enrollment		Online Survey	Interested students must complete the enrollment survey in its entirety by 11:59 pm EDT on 6/12/23 in order to be accepted.	Students
6/28/23	6/30/23	Coaching Assignment Distribution		Email		ECFP Team
We encourage you to meet with your coach every 3 - 4 weeks. The schedule below is a recommendation. Each student will receive a goal setting meeting and five coaching sessions. Students must complete all coaching sessions by December 15.						
7/10/23	7/30/23	Goal Setting Meeting	student and coach schedule independently		90 minute session	Student/Coach
7/31/23	8/20/23	Coaching Session #1	student and coach schedule independently		60 minute session	Student/Coach
8/21/23	9/10/23	Coaching Session #2	student and coach schedule independently		60 minute session	Student/Coach
Midpoint feedback survey for program			Online		10 minute survey	Students
9/18/23	10/15/23	Coaching Session #3	student and coach schedule independently		60 minute session	Student/Coach
10/16/23	11/12/23	Coaching Session #4	student and coach schedule independently		60 minute session	Student/Coach
11/13/23	12/15/23	Coaching Session #5	student and coach schedule independently		60 minute session	Student/Coach
Final feedback survey for program			Online		20 minute survey	Students
After completion of the Goal Setting Meeting, you may utilize one of your 60 minute coaching sessions for 30 mins of coach observation and 30 mins of coach feedback. Please communicate with your Executive Coach directly if this is of interest, to discuss specifics of inviting your coach to observe you during a team/group meeting through WEMBA or in your workplace.						



Room Reservations

WEST:

Class Weekend? Reserve a room at the Front Desk for a Case Study room.

Not a Class Weekend?
Reserve space through the self-reservation system:
<https://sf.wharton.upenn.edu/campus/openspace/>

EAST:

Class Weekend? Sign up at the SCC Front Desk for a Case Study room.

Not a Class Weekend?
Reach out to your Class Manager or book a GSR in Huntsman Hall here:
<https://apps.wharton.upenn.edu/gsr/>



Program Schedule

Enrollment Opens **June 5**

- Review via the Email/MyWharton post and fill out the enrollment survey

Enrollment Closes **June 23**

Assessment FAQ's

- Completing the Wharton Leadership 360 and Wharton Character Index and having a generated report is a requirement for ECFP
- You need at least 5 external evaluators and your completed self assessment 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 **June 23**.



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

Program Staff



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Director



Ariana Alexander
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Program Coordinator



Atul Gawande on Coaching - TED



www.ted.com/talks/atul_gawande_want_to_get_great_at_something_get_a_coach?