



McNULTY
LEADERSHIP PROGRAM

Executive Coaching and Feedback Program

Information Session

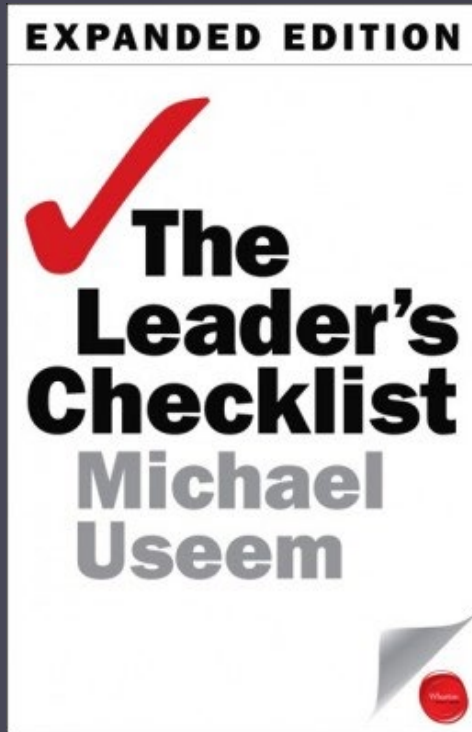
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The McNulty Leadership Program



Student of
Leadership
KNOWING



Stretch
Experiences
DOING




Feedback &
Coaching
DEVELOPING

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



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 ability and optimal learning.

In nearly every field of human endeavor, the performance of the best practitioners is so outstanding, so far above that of other highly expert individuals in the field, that most people believe that some 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 psychologists.

In the last decade, interest in outstanding exceptional achievements and performance has dramatically increased. 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. P. & Greher, 1989), prodigies (Feldman, 1986; A. & Ericsson, 1996), and exceptional performance and practice (Howe, 1990; Radford, 1990; Smith, 1983). One of the main reasons for the general public's interest in 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;

Ericsson, 1989). The pioneering research comparing the performance of experts and beginners (reviewed by de Groot, 1994a, 1997) 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 (Hollman, 1992) to build expert systems, which are computer models that are designed to duplicate the performance of these experts and make their

structure. It is the letter to reflect (Ericsson and Smith) systems and see how well they can do. If we want to know the conditions for optimal growth, value growth, or moral development of human beings, then I maintain that we can learn most by studying the lives, efforts, or study practices... From where, and how, do we learn? The search and study and great bodies of letters have been available for study, the computer has often been used to consider them and human has superlatively advanced. (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 system with its elementary information processing and that outstanding performance results from incremental increases in knowledge and skill due to the repeated effects of experience. By constraining the changes in acquired knowledge and skill, this approach has been able to account for the

structure. It is the letter to reflect (Ericsson and Smith) systems and see how well they can do. If we want to know the conditions for optimal growth, value growth, or moral development of human beings, then I maintain that we can learn most by studying the lives, efforts, or study practices... From where, and how, do we learn? The search and study and great bodies of letters have been available for study, the computer has often been used to consider them and human has superlatively advanced. (p. 7)

“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

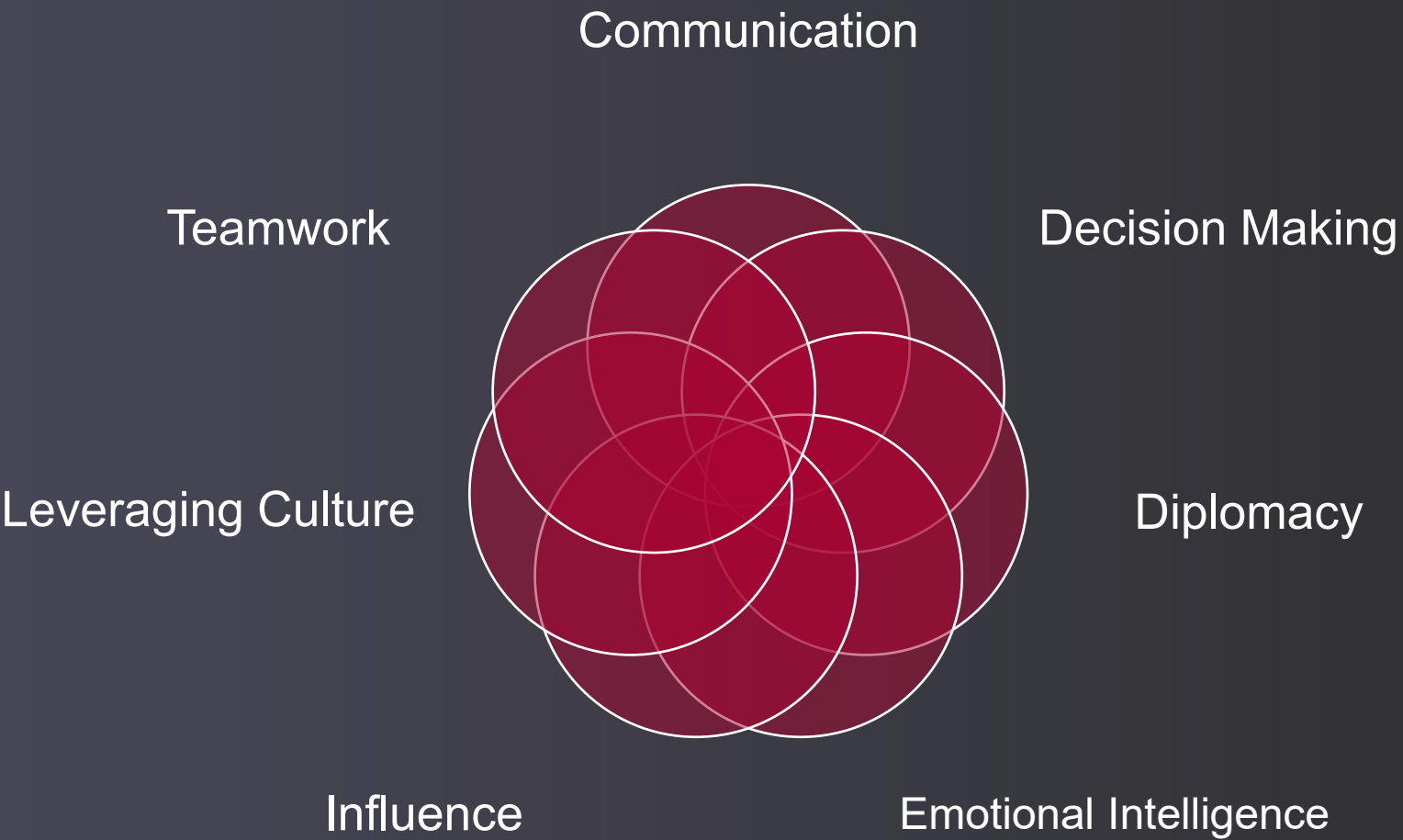
August 1994 • American Psychologist

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DOI: 10.1037/0893-3200.49.8.725

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



The Wharton Leadership Competencies



Communication

Teamwork

Decision Making

Leveraging Culture

Diplomacy

Influence

Emotional Intelligence



Wharton Leadership 360

Who to Ask...

Need self assessment and 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 → *prioritize contacts who have experience with you in professional settings.*

How to Ask...

Talk with each evaluator personally before sending the assessment invitation

Use our invitation template found on People Lab

When to Ask...

You received access on September 9... invite evaluators!

Your respondents will receive the assessment once you enter them into the People Lab platform.

Assessments must be completed by October 6.



People Lab

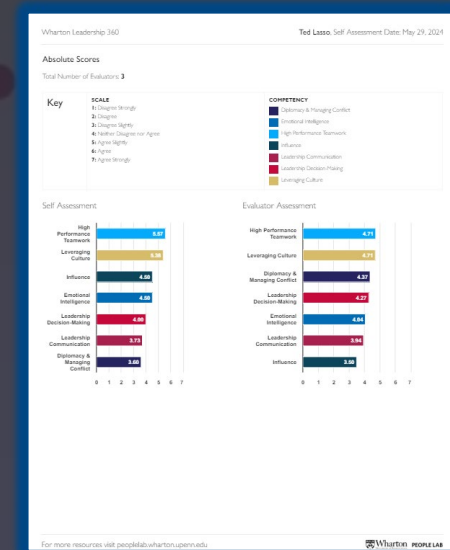
Digital Ecosystem

Assessment(s) – Wharton Leadership 360

Secure digital platform

Educational resources

“We aim to be the gold standard for scientifically grounded assessments and development plans. The People Lab will evolve as technology, science, and organizational needs change. It’s a platform that will be continuously pushed forward precisely because it resides at the intersection of science and practice.”





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

START DATE	END DATE	EVENT	TIME	LOCATION	NOTES	PARTICIPANT(S)
9/9/2024	10/6/2024	Wharton Leadership 360 Distribution and Completion Deadline Information		Email Invitation	Survey	Students will be invited via email the week of September 9. In order to participate in ECFP students must meet minimum requirement for Wharton Leadership 360 report release by October 6 to be assigned an Executive Coach.
9/10/24	9/10/24	ECFP Information Session	6:30 pm ET	Virtual	Live attendance strongly encouraged. Recorded and distributed post session	Prospective Students and ECFP Team
9/9/24	9/20/24	ECFP Enrollment		Online	Interested students must complete the application survey in its entirety by 11:59 pm ET on 9/20/24 in order to be accepted.	Students
10/8/2024	10/11/2024	ECFP to inform students of application status		Online	Application admittance will be based on the following criteria. 1.) Application submission by 9/20/24 2.) Assessment requirement for report generation by 10/6/24	Students/ECFP Team
10/14/2024	10/18/2024	Coaching Assignment Distribution		Email		ECFP Team
We encourage you to meet with your coach every 2 - 3 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 February 28, 2025.						
10/21/2024	11/3/24	Goal Setting Meeting	student and coach schedule independently every 2 weeks (in-person Goal Setting)		90 minute session Fall Break: 10/3 - 10/6 Core Exams: 10/8 - 10/11 MBA Opportunity Week: 10/14 - 10/18 https://info-mls.wharton.upenn.edu/academics/opportunityweeks	Student/Coach
11/4/2024	11/17/2024	Coaching Session #1	student and coach schedule independently every 2 weeks virtually		60 minute session	Student/Coach
11/18/2024	12/8/2024	Coaching Session #2	student and coach schedule independently every 2 weeks virtually		60 minute session Thanksgiving Break: 11/28 - 12/1 Last Day of Class: December 9 Exams: December 4 - 19 (Core & Elective)	Student/Coach
		Midpoint feedback survey for program		Online	20 minute survey	Student
1/6/2025	1/19/2025	Coaching Session #3	student and coach schedule independently every 2 weeks virtually		60 minute session FRP: TBD MBA Opportunity Week: TBD Spring Semester Begins: January 15	Student/Coach
1/20/2025	2/2/2025	Coaching Session #4	student and coach schedule independently every 2 weeks virtually		60 minute session	Student/Coach
2/3/2025	2/16/2025	Coaching Session #5	student and coach schedule independently every 2 weeks virtually		60 minute session	Student/Coach
		Final feedback survey for program		Online	20 minute survey	Student



Program Schedule

Enrollment Opens **September 9**

- ✓ *Review via email and fill out the enrollment survey*

Enrollment Closes **September 20**

Wharton Leadership 360 FAQ's

- ✓ Completing the WL360 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
- ✓ Due **October 6**



Q&A

Questions after the Session?

Please feel free to contact us with any questions at ECFProgram@wharton.upenn.edu

Program Staff



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Program Coordinator

Atul Gawande on Coaching

TED Talk



https://www.ted.com/talks/atul_gawande_want_to_get_great_at_something_get_a_coach?

"Having a good coach to provide a more accurate picture of our reality, to instill positive habits of thinking, and to break our actions down and then help us build them back up again. It's not how good you are now; it's how good you're going to be that really matters." – Atul Gawande