
INDEX

Page referenced followed by *fig* indicate illustration. It followed by *t* indicate tables.

A

Accelerating development:

coaching role in developing plan for, 186, 196–197, 203–204; creating development plan for, 12–13, 39–54, 84; examining possibility of, 10–11; identifying developmental gaps for, 17–36, 186, 188–189, 191; leveraging development assignments for, 186, 205–216; targeted and disciplined approach of, 11–12. *See also* Career professionals; Career targets; Development; Next Steps

Accelerating on-the-job learning:

acceleration = agility + efficiency, 85–90; calibrating learning requirements, 221–222; Case in Point: Kirk on, 115–116; coaching approach to, 187, 221–229;

coaching pitfalls to avoid for, 226–229; exploiting available avenues for learning, 90–98, 219; increasing the efficiency of your learning for, 98–115; Next Steps for, 116–120; thought experiments for, 224–225. *See also* Learning agility

Actions. *See* Development actions

Activity-based development

model: Case in Point: Randy on applying, 42–44*t*; description of, 40*fig*

Adaptability: how others gauge

your, 145; related to learning agility, 16, 143; strategies for improving your, 143–148

Adaptable leadership strategies:

Brand Application Table, 154*t*; conveying receptiveness to new ideas, 147–148; establishing your reputation as change agent, 144–147; managing stress, 143–144

Aerobic exercise, 103–104

After-action review (AAR), 110–111, 116, 225–226, 235

Aging with Grace (Snowdon), 107

American Society for Training and Development (ASTD), 4–5

Anticipatory guidance feedback, 52

Apple, 123

Aronson, Elliot, 109

Assessment: comparative

performance expectations, 31–33; development gap, 190–191; of development plan robustness, 199–200; learning agility, 87–88, 218–219, 222–223; representative career tradeoffs, 19–20, 191–192; value of skills to your career target, 55*t*

Assessment instruments:

CHOICES, 86–87, 88, 222; LTR (leadership talent

- review), 10; Questions You Can Ask to Evaluate Your Learning Agility, 117–119, 222
- Assignments. *See* Development assignments
- Assumption testing, 108–109
- B**
- Behaviors: adaptable, 143–148, 154*t*; connection between personal brand and, 234–235; first impressions of, 127–129; as job demand element, 24–26; related to learning agility, 16; seven shifts in leadership, 24–25; sustained impressions of, 128*fig*, 129–130
- Big picture, 22–23
- Biorhythms, 104–105
- Blind spots, 185–186
- BPO (business process outsourcing) project: leadership competencies developed through, 71–72; matching development assignment to, 71
- Brain Application Table, 154*t*–156*t*
- Brain plasticity, 106
- The Brain That Changes Itself* (Doidge), 107
- Brain-derived neurotrophic factor (BDNF), 103
- Brand Application Table, 154*t*–156*t*
- Brand bias, 232–233
- Brand migration, 236–237
- Brands: importance of
distinctive, 122–123; the 3Cs of, 123, 158. *See also* Personal brands
- Building relationship strategies, 140–141
- Burt, Ronald, 89, 90
- C**
- Calibrating learning requirements, 98–100
- Career Accountability Model: clarifying roles using the, 179; coachee’s responsibilities, 180*fig*; coach’s responsibilities, 180*fig*–181
- Career myopia, 190
- Career planning: using accurate information to base, 191; coaching questions to ask about, 189–190; effective gap assessment as part of, 190–191. *See also* Career targets; Development planning; Development plans
- Career professionals: challenges for leveraging development assignments, 205–206; development plan challenges faced by, 197–198; development as tool to retain, 169; failing to integrate learning with job requirements of, 226; “Golden Child Syndrome,” 194–195; guidelines for coach-provided feedback to, 181–185; misconception regarding false expectations of, 171–172; on-the-job learning challenges faced by, 218–221; organizational changes creating development gap challenges for, 188–189; personal brand of, 123–159, 187, 231–239; why development is a priority, 166–169. *See also* Accelerating development; Development; Organizations; Skills/competencies
- Career target assignments: conduct three informational interviews, 35–36; describe your ideal, 34–35; Informational Interview Form, 37
- Career targets: assessing value of skills to your, 55*t*; Case in Point: Tom on assessing, 20–21; clarifying job demand features, 23–31; coaching approach to identifying, 186; coaching pitfall of projecting your own, 192–194; comparative performance expectations and, 31–33; crucible metaphor of, 23–24; how coaches can help formulate, 189–192; keeping the big picture in mind, 22–23; matching your personal priorities to, 19–21; organizational changes and adaptation of, 189; taking aim at your, 17–19. *See also* Accelerating development;; Career planning
- Career trade-offs: assessing your priorities in relation to, 19–20, 192–193; considering representative, 19–20
- Carter, Jimmy, 98
- Cases in Point: Carlos, 48–49; Carol, 220–221; Charlotte, 201; Jamie, 32–33; Jessica, 237; Ken, 81–83; Kirk, 115–116; Paul, 53–54; Randy, 42–44*t*; Sandra, 153, 157; Tom, 20–21; Tony, 238–239
- Center for Creative Leadership, 199
- Change agent reputation, 144–147
- Change agility, 86, 87, 218
- Change Management Grid, 147
- Change. *See* Organizational change
- Charan, Ram, 191
- CHOICES, 86–87, 88, 222
- Cirque du Soleil, 123
- Closing the gap: balancing career target and personal priorities, 19–21; career target identification, 17–19; coaching approach to, 186; created by organizational changes, 189; identifying job demands, 23–33; keeping big picture in mind, 22–23; Next Steps for, 34–36. *See also* Developmental gaps

- Coaches. *See* Career professionals
- Coaching conversations: avoid dwelling on the negative, 229; avoiding fuzzy communication, 202; avoiding giving fuzzy learning agility feedback, 227; framing the dialogue, 175–176; listening component of, 176–177; making best use of questions in, 177–178; reluctance to conduct difficult, 237–239; why and how of unpacking terms, 178–179. *See also* Communication
- Coaching relationships: addressing blind spots, 185–186; Career Accountability Model, 179–181; clarifying roles in the, 179–181; framing the dialogue to build, 175–176; guidelines for development feedback, 181–185; how to make best use of questions, 177–178; listening to build, 176–177; unpacking terms to build, 178–179. *See also* Managerial coaching
- Cognitive diversity: actions engaging organization parts to improve, 68*t*; desire to increase skills for, 63; evaluating your skills for, 119; leadership development experiences to increase, 208; suggested actions within current job to improve, 67*t*
- Communication: avoiding fuzzy coaching, 202; different audiences requiring different strategies for, 152; email and voicemail, 138, 141–142; making best use of coaching questions, 177–178; managing difficult conversations, 141; muzzling your complaints, 144; of a personal brand, 231–232; responding to requests, 141–142, 151–152; “structural holes” in organizational, 89; unpacking the terms to clarify, 178–179. *See also* Coaching conversations; Listening
- Communicator strategies: Brand Application Table, 156*t*; directing phone conferences, 138; general communicator image, 136–137; managing email and social networks, 138–139, 141–142; for managing meetings, 137–138
- Competencies. *See* Skills/competencies
- Complaining, 144
- “Cooking school” philosophy, 11
- Crucible metaphor: of career target, 23; job demands as heart of, 23–24
- ## D
- Death by project overload pitfall, 215–216
- Decision making: coaching conversations to help with, 190; SWOT matrix on, 145; testing your assumptions for, 108–109
- Descartes, René, 103
- Descriptive feedback, 182
- Developing expertise beyond function: actions engaging organization parts to improve, 68*t*; assignments to improve skills, 66, 208; desire to increase skills for, 63; organization-wide development actions, 69*t*; outside organization development actions, 70*t*; suggested actions within current job to improve, 67*t*
- Development: avoiding “scattershot” approach to, 9; benefits of self-direct, 8–10; “cooking school” philosophy of, 11; identifying gaps in, 17–36, 186, 188–189, 191; ineffective incremental, 168; keeping pace with change through, 9; matching learning options with needs for, 120; planning essentials for, 38–57; reasons for prioritizing, 166–169; self-directed, 8–10, 94–95, 220; sink-or-swim, 168–169, 214. *See also* Accelerating development; Career professionals; Managerial coaching
- Development actions: improving skills by engaging organization parts, 68*t*; improving skills with organization-wide, 69*t*; improving skills through outside organization, 70*t*; improving skills within current job, 67*t*; supporting your development planning, 56–57. *See also* Next Steps
- Development assignment categories: developing expertise beyond your function, 65, 67*t*, 68*t*, 208; influencing without authority, 63, 67*t*, 68*t*, 208; managing change, 63, 67*t*, 68*t*, 208; managing through to execution, 65, 67*t*, 68*t*, 208; suggestion development actions related to, 67*t*–68*t*, 208; taking a broader perspective, 65, 67*t*, 68*t*; thinking strategically, 64, 67*t*, 68*t*, 208; working across silos and functions, 64, 67*t*, 68*t*, 208; working with diverse groups of people, 64, 67*t*, 68*t*, 119, 208; working through messy problems, 63, 67*t*, 68*t*, 208. *See also* Leveraging development assignments
- Development assignment management: coach role in leveraging assignments, 186, 205–216; defining success measures, 77; establishing

test points, 76; obtaining feedback, 77–79

Development assignment review:
Case in Point: Ken on, 81–83; step 1: reflect, 79–80; step 2: solicit feedback, 80–81; step 3: consolidate lessons learned, 81

Development assignments:
career target, 34–37; Case in Point: Ken on, 81–83; coach pitfall of pushing too much for, 216; coaching step of leveraging, 186, 205–216; following up the, 212–214; identifying what you want to take away from, 62–66; managing the, 76–79, 211–212; matching project lifecycles to, 71–72; questions to ask regarding, 60–61; reviewing the, 79–81; selecting, 207–209; seven criteria for selecting/evaluating, 61–62, 208; staging the, 73–75, 209–211; template for establishing success measures, 77; why they often disappoint, 58–59. *See also* Leadership skills development; Next Step assessments

Development models: activity-based, 40*fig*, 44*fig*; Case in Point: Randy on applying, 42–44*fig*; needs-based, 41*fig*, 44*fig*, 120; outcomes-based, 41, 42*fig*, 44*fig*

Development planning: action steps to support your, 56–57; Case in Point: Carlos on, 48–49; Case in Point: Charlotte on, 201; Case in Point: Paul on, 53–54; Case in Point: Randy on, 42–44*fig*; coaching pitfall of premature, 194; essentials of good, 38–54; how to leverage your strengths, 54–56, 200–201; taking a systems approach to, 203–204. *See also* Career planning

Development plans: accelerating development through a, 12–13; actionable nature of, 39, 47–48; alignment of, 40, 48–49; assessing robustness of, 199–200; coaching approach to building, 186, 196–197; feedback basis of, 40, 49–54; five characteristics of good, 39–40; focused and precise, 39, 45–47; importance of constructing a, 38–39; linking organization performance requirements with, 198–201; performance outcomes, 39, 40–44*fig*; Project Management Plan, 84

Developmental coaching, 166. *See also* Managerial coaching

Developmental gaps: in competencies/interpersonal skills, 191; identifying, 17–36, 186; professional challenges related to, 188–189. *See also* Closing the gap

Difficult conversations: coaching pitfall of avoiding, 237–239; skills for managing, 141

Directing phone conferences, 138

Disney brand, 123

Doidge, Norman, 107

Dragon Dictation (DD), 140

Drotter, Steve, 191

Dweck, Carol, 105

E

The Economist, 90

Edison, Thomas, 89

Eichinger, Robert, 86, 87

Email: avoiding wars, 141–142; smart management of, 138–139

Employee assistance program (EAP), 170

Employees. *See* Career professionals

Evaluative feedback, 182

“Executive presence,” 45

F

Facebook: mobile accounts for, 140; networking using, 89, 100; smart management of, 138

Feedback: anticipatory guidance, 52; avoid dwelling on the negative, 229; avoiding giving fuzzy learning agility, 227; Case in Point: Paul on, 53–54; from co-workers and internal customers, 200; descriptive versus evaluative, 182; development plan based on collective, 40, 48–49; guide lines for coach-provided, 181–185; guidelines for soliciting, 50–52; in-process, 52; obtaining development assignment, 77–79; performance, 52; reviewing assignments by soliciting, 80–81; strengthening your personal brand using, 126–127, 130; 360-degree surveys, 173; tips of getting useful, 15; on your learning ability, 116–117

Feedback guidelines for coaches: 1: don’t overdo it, 182; 2: ask before you tell, 182; 3: provide descriptive feedback, not evaluative feedback, 182; 4: focus on the future not past, 182–183; 5: provide feedback in learning situation, 183–184; 6: break large feedback chunks into bits, 184; 7: keep feedback targeted and precise, 184; 8: don’t make yourself judge and jury, 184–185

Feedback guidelines for participants: 1: solicit feedback from wide range of providers, 50–51; 2: set the stage, 51; 3: unpack fuzzy language, 51; 4: ask context-defining questions, 52; 5: ask for three types of

feedback, 52; 6: avoid debate, 52
 Fielding Graduate University, 4
 First impressions: illustrated diagram of, 128*fig.*; as personal brand layer, 127–129; underestimating the importance of, 239
 Fixed intelligence theory, 105–107
 Following up assignments, 212–214
 Formal education, 93–94, 220
Fortune magazine, 90
 Fuzzy communication pitfall, 202
 Fuzzy learning agility feedback, 227
 Fuzzy learning goals, 227–228

G

“Golden Child Syndrome,” 194–195
 Good communicators: Brand Application Table, 156*t*;
 directing phone conferences, 138; email and social networks management by, 138–139; general strategies for image, 136–137; meeting management by, 137–138
 Gossip-mongers, 141

H

Hagerman, Eric: first subheading, 103; second subheading, 88; third subheading, 99
 Harvard University, 107
 “Heir apparent syndrome,” 203
 Honda, 233
 Hyundai, 233

I

Image-lag perspectives, 132–134
 Impact, related to learning ability, 16
 Improving project planning, 130
 In-process feedback, 52
 Incremental development, 168

Influencers: description of, 150–151; improving your image as, 151–153; “white space” management by, 151; without authority, 63, 66, 67*t*–70*t*

Influencing without authority: actions engaging organization parts to improve, 68*t*; assignments to improve skills, 66, 208; desire to increase skills for, 63; organization-wide development actions, 69*t*; outside organization development actions, 70*t*; suggested actions within current job to improve, 67*t*

Informational Interview Form, 37

International Forum for Visual

Facilitators, 5

Interpersonal skills, 131

IQ (intelligence quotient)

theories, 105–107

J

Job assignments. *See* Development assignments
 Job demands: description of, 23; first element: leadership behavior, 24–26; heart of the crucible metaphor of, 23–24; organizational culture impact on, 27–28; organizational strategic priorities impact on, 28–29; organizational structures impacting, 30; questions identifying your career target unique, 26; second element: organizational context, 27–30; third element: performance expectations, 31–33

K

Kabat-Zinn, Jon, 109–110, 144
 Korn/Ferry International, 86, 87

L

Langer, Ellen, 107

“Larks,” 104

Leadership: eight key development experiences listed for, 208; how your people are reflection of your, 167; LTR (leadership talent review) to assess, 10. *See also* Development assignment categories

Leadership behavior: adaptable, 143–148, 154*t*; connection between personal brand and, 234–235; first impressions of, 127–129; as job demand element, 24–26; related to learning agility, 16; seven shifts in, 24–25; sustained impressions of, 128*fig.*, 129–130

The Leadership Pipeline (Charan, Drotter, and Noel), 24, 25, 191

Leadership skills development: developing expertise beyond your function, 65, 67*t*, 68*t*, 208; influencing without authority, 63, 67*t*, 68*t*, 208; managing change, 63, 67*t*, 68*t*, 208; managing through to execution, 65, 67*t*, 68*t*, 208; suggestion development actions related to, 67*t*–68*t*, 208; taking a broader perspective, 65, 67*t*, 68*t*; thinking strategically, 64, 67*t*, 68*t*, 208; working across silos and functions, 64, 67*t*, 68*t*, 208; working with diverse groups of people, 64, 67*t*, 68*t*, 119, 208; working through messy problems, 63, 67*t*, 68*t*, 208. *See also* Development assignments; Skills/competencies

Leadership talent review (LTR), 10

Learning: AAR (after-action review) for, 110–111, 116, 225–226, 235; calibrating

- requirements for, 98–100, 221–222; challenges faced by career professionals, 218–221; different avenues for, 91–97, 219–221, 223–226; exploiting available avenues for, 90–98, 219; failing to integrate job requirements and, 228; increasing efficiency of your, 98–116; lacking immediate opportunities to apply, 228–229; naturally occurring events opportunities for, 112–113, 226; self-directed, 8–10, 94–95, 220–221
- Learning agility:** adaptability component of, 16, 143; assessing your own, 87–88, 218–219, 222–223; avoid giving fuzzy feedback on, 227; CHOICES instrument for evaluating, 86–87, 88, 222; description of, 88, 217–218; four major components of, 86, 87, 218; getting feedback on your, 116–117; how to strengthen your, 88–90; learning factors/behaviors related to, 16; Next Steps for increasing, 116–120; question to evaluate your, 117–119; Questions You Can Ask to Evaluate Your Learning Agility, 117–119, 222. *See also* Accelerating on-the-job learning; Skills/competencies
- Learning avenues:** Case in Point: Carol, 220–221; formal education, 93–94, 220; organizational training, 91–92, 220; practice runs, 97–98; professional conferences, 92–93, 220; self-directed learning, 8–10, 94–95, 220–221; shadowing and modeling, 95–97, 220, 223–224
- Learning efficiency:** AAR (after-action review) to increase, 110–111, 116, 225–226, 235; becoming a mindful learner to increase, 107–110; best use of your learning style for, 111–112; biorhythms and, 104–105; calibrating your learning requirements, 98–100, 221–222; Case in Point: Kirk on increasing, 115–116; eliminating self-imposed constraints, 105–107; employing prompting and stimulus control for, 113–116; making use of naturally occurring events for, 112–113, 226; mining your social networks for information for, 100–103; physical exercise to increase your, 103–104; understanding four levels of learning mastery, 99t–100
- Learning experiences,** 113
- Learning goals:** avoiding fuzzy, 227–228; need for precision in setting, 227
- Learning management system (LMS):** description of, 81–82; networking to gather information on, 100; reviewing a development assignment on launching a, 81–83
- Learning mastery levels,** 99t–100
- Learning styles,** 111–112
- The Lessons of Experience* (Center for Creative Leadership), 199
- Leveraging development assignments:** challenges facing career professionals requiring, 205–206; coaching step of, 186; following up the assignment, 212–214; managing the assignment to maximize, 76–79, 211–212; selecting the assignment element of, 207–209; seven criteria for selecting/evaluating and, 61–62, 208; staging the, 73–75, 209–211. *See also* Development assignment categories
- Leveraging technology,** 140
- Leveraging your strengths:** assessing value of skills to career target, 55t; breaking down skill area for your success, 54–56; Case in Point: Charlotte, 201; coaching facilitation of, 200–201; value of development plan for, 56
- LinkedIn,** 100, 138
- Listening:** lead-in to facilitate, 176–177; non-judgmental, 176. *See also* Communication
- Lombardo, Michael,** 86, 87
- Lominger International,** 86

M

Making assumptions pitfall, 215

Malleable intelligence theory, 105–106

Managerial coaches: addressing blind spots, 185–186; characteristics of, 172–173; clarifying coaching roles, 179–181; formulating career target role by, 189–192; framing the dialogue, 175–176; how to give development feedback, 181–185; listening by, 176–177; making best use of questions, 177–178; misconceptions about coaching and, 170–172; why and how of unpacking terms, 178–179

Managerial coaching: applying five steps of, 186–187; implementing, 175–187; misconceptions about, 170–172; performance, transitional, and developmental, 165–166; pitfalls to avoid, 192–195, 202–204, 214–216, 226–229, 237–239; reasons for prioritizing development in, 166–169; understanding your role as coach, 169–174.

- See also* Coaching relationships; Development; Developmental coaching; Managerial coaching steps
- Managerial coaching
 misconceptions: 1: coaching is therapy, 170; 2: coaching is same as performance management, 170–171; 3: good coaches have all the answers, 171; 4: coaching is taking responsibility for other’s career success, 171; 5: coaching raises false expectations of employees, 171–172
- Managerial coaching pitfalls:
 being reluctant to conduct difficult conversations, 237–239; chewing their food for them, 215; death by project overload, 215–216; dwelling on the negative, 229; fuzzy communication, 202; giving fuzzy feedback on learning agility, 227; “Golden Child Syndrome,” 194–195; “heir apparent syndrome,” 203; lacking immediate opportunities to apply learning, 228–229; making assumptions, 215; not taking a systems approach, 203–204; premature development planning, 194; projecting your own career priorities, 192–194; pushing too much, 216; setting fuzzy learning goals, 227–228; sink-or-swim scenarios, 214; underestimating importance of first impressions, 239
- Managerial coaching steps:
 accelerate on-the-job learning, 187, 217–229; building the plan, 186, 196–197; identify the gap, 186, 188–189, 191; leveraging development assignments, 186, 205–216; manage your personal brand, 187, 231–239.
See also Managerial coaching
- Managers: brand bias exacerbation by, 232–233; “Golden Child Syndrome,” 194–195; “heir apparent syndrome” pitfall, 203; how employees are reflection of leadership of, 167; sink-or-swim development approach by, 168–169, 214. *See also* Senior executives
- Managing assignments: coaching support for, 211–212; defining success measures, 77; establishing test points, 76; obtaining feedback, 77–79
- Managing change: actions engaging organization parts to improve, 68*t*; assignments to improve skills, 66; Change Management Grid, 147; desire to increase skills for, 63; organization-wide development actions, 69*t*; outside organization development actions, 70*t*; suggested actions within current job to improve, 67*t*
- Managing expectations, 148–149
- Managing through to execution: actions engaging organization parts to improve, 68*t*; assignments to improve skills, 66, 208; desire to increase skills for, 63; organization-wide development actions, 69*t*; outside organization development actions, 70*t*; suggested actions within current job to improve, 67*t*
- Meetings: improving your brand by management of, 137–138; with senior-level executives, 142–143
- Mental agility, 86, 87, 218
- Mindful learners, 107–110
- Mindful Learning* (Langer), 107
- “Mindful meditation,” 109–110
- Mindfulness for Beginners* (Kabat-Zinn), 110, 144
- Mindset: The New Psychology of Success* (Dweck), 105
- Mobile technology, 140
- Modeling: coach-provided, 223–224; learning through, 95–97, 220
- Muzzling your complaints, 144
- Myopic perspectives, 132–134
- MySpace, 138
- ## N
- National OD Network, 5
- Naturally occurring events, 112–113, 226
- Needs-based development model: Case in Point: Randy on applying, 42–44*t*; description of, 41*fig*; matching learning options to development needs, 120
- Neiman Marcus, 122
- Neuron* (publication), 229
- New ideas: conveying your receptiveness to, 147–148; learning agility for responding to, 117
- Next Step assessments: 1: describe your ideal career target, 34–35; 2: conduct three informational interviews, 35–36. *See also* Development assignments
- Next Steps: accelerating your leadership development, 83; accelerating your learning, 116–120; building your plan, 56–57; challenge to take the, 14; for identifying your brand, 157–159; strengthening your learning agility, 116–120; tips for facilitating process of, 15; understanding your career target, 17–36. *See also* Accelerated leadership; Development actions
- Nietzsche, Friedrich, 229
- Noel, Jim, 191

O

- On-the-job learning. *See* Accelerating on-the-job learning
- Organizational change:
 - adaptation of career targets due to, 188–189;
 - development for keeping pace with, 9; evaluating your adaptation to, 117–118;
 - improving skills for managing, 63, 66, 67*t*–70*t*;
 - reputation as agent for, 144–147; three change perspectives on, 146*fig*; tools for effective management of, 147
- Organizational cultures:
 - indicators of, 27; job demands and different, 27–28; personal brand and social norms of, 238–239;
 - questions for identifying, 29
- Organizational training, 91–92, 220
- Organizations: conducting informational interviews of leaders in, 35–37; EAP (employee assistance program) of, 170; matching development plans with performance requirements of, 198–201; performance expectations of, 31–33; strategic priorities of, 28–29; “structural holes” in communication of, 89; structures of, 30. *See also* Career professionals
- Organized professional strategies: Brand Application Table, 154*t*; leverage technology, 140; organize your work space, 139
- Outcomes-based development model: description of, 41, 42*fig*; Randy’s application of, 42–44*fig*
- “Owls,” 104

P

- Participants. *See* Employees
- Paulus, Paul, 64
- People agility, 86, 87, 218
- People-based attributes, 131*fig*, 235
- Performance coaching, 165
- Performance expectations:
 - assessment comparative, 31–32; Case in Point: Jamie on, 32–33; as job demand element, 31
- Performance feedback, 52
- Performance outcomes:
 - activity-based development model on, 40*fig*; Case in Point: Randy on planning for, 42–44*fig*; connecting your professional growth to, 40–41; as development plan essential, 39
- Personal brand discovery:
 - overcoming image-lag and myopic perspectives for, 132–134; Personal Brand Matrix used for, 130–136, 235; work success/problems and associated attributes, 134–136
- Personal Brand Matrix: coaching help to use the, 235; illustrated diagram of, 131*fig*; people-based attributes, 131*fig*, 235; personal brand discovery using, 134–136; task-focused attributes of, 130–131*fig*, 235; understanding where you fit in the, 130–132
- Personal brand strategies: as adaptable leader, 143–148, 154*t*; as good communicator, 136–138, 156*t*; as influencer, 150–153, 156*t*; as organized professional, 139–140, 154*t*; as results-driven performer, 148–150, 155*t*; as team player, 140–143, 155*t*
- Personal brands: Case in Point: Jessica, 237; Case in Point: Sandra, 153, 157; Case in Point: Tony, 238–239; coaching approach to managing, 187, 231–239; coaching pitfalls related to, 237–239; creating opportunities to leverage your, 153; description of your, 124; discovering your, 132–136; educating team members on migration of, 236–237; failing to understand that small things matter, 233–234; feedback to strengthen your, 126–127, 130; first impressions layer of, 127–129, 239; focusing on the “how” as well as “what,” 235–236; looking for opportunities to showcase strengths of, 236; making the connection between behaviors and, 234–235; negative actions that hurt your, 234; Next Steps for your, 157–159; not knowing when and how to change one’s, 233; people-based attributes, 131*fig*, 235; problem of brand bias, 232–233; sustained impressions layer of, 128*fig*, 129–130; taking responsibility for your, 127; task-focused attributes, 130–131*fig*, 235; the 3Cs of, 123, 158; understanding the attributes of, 125–127; understanding the value of a, 124–125; what it communications, 231–232. *See also* Brands; Reputations
- Personal priorities: Case in Point: Tom on matching priorities to, 20–21; coaching pitfall of projecting your own, 192–194; matching your career target to, 19–20, 191–192
- Perspective, related to learning ability, 16

Phone conferences, 138
 Pitfalls. *See* Managerial coaching pitfalls
 Planning. *See* Development planning
 Plus/Delta Technique, 108
 Practice runs, 97–98
 Priorities: balancing career targets and personal, 19–21, 191–192; coaching pitfall of projecting your own career, 192–194; meeting senior stakeholder’s possible conflicting, 190–191; reasons for managerial coaching, 166–169; of results-driven performer, 149–150
 Professional conferences, 92–93, 220
 Project Management Plan, 84
 Projects: avoiding coaching pitfall of overloading, 215–216; BPO (business process outsourcing), 71–72; improving skills for planning, 150; plan for managing, 84
 Prompts: Case in Point: Kirk on using, 115–116; increasing learning efficiency using, 114–115

Q

Questions You Can Ask to Evaluate Your Learning Agility, 117–119, 222

R

Ratey, John, 103
 Reagan, Ronald, 98
 Reputation: establishing change agent, 144–147; impact of your, 125, 231. *See also* Personal brands
 Responding to requests, 142, 151–152
 Results agility, 86, 87, 218
 Results-driven performer strategies: Brand Application Table, 155*t*; improving

project planning, 150; managing expectations on assignments, 148–149; set and act on priorities, 149–150
 Results-focused, 118
 “The Résumé Test,” 89, 119–120
 Reviewing assignments: Case in Point: Ken on, 81–83; step 1: reflect, 79–80; step 2: solicit feedback, 80–81; step 3: consolidate lessons learned, 81
 Risk taking: related to learning ability, 16; of sink-or-swim development, 168–169
 ROI (return on investment), 150
 Run the Gauntlet technique, 147

S

Scenario Forecasting, 147
 Scope and learning ability, 16
 Self-directed development: benefits of, 8–10; Case in Point: Carol, 220–221; options for, 94–95, 220
 Self-discovery, 8–9
 Self-insight, 16
 Senior executives: ability of influencer to fit in with, 152; delivering a presentation to, 77; guidelines for soliciting feedback from, 50–52; meeting conflicting priorities of different, 190–191; team player strategies when meeting with, 142–143. *See also* Managers
 Sense-making skills, 118–119
 Setting priorities, 149–150
 Shadowing: coach-provided, 223–224; learning through, 95–97, 220
 Sink-or-swim development: coaching role in, 214; unwanted risk of, 168–169
 Skills/competencies: assessing value to your career target, 55*t*; development actions to

improve, 67*t*–70*t*; identifying development gap in competencies/interpersonal, 191; lacking immediate opportunities to apply new, 228–229; leveraging your strengths, 54–56, 200–201; people-based attributes, 131*fig*, 235; task-focused attributes, 130–131*fig*, 235; understanding organizations requirements for specific, 198–201. *See also* Career professionals; Leadership skills development; Learning agility

Smithsonian (publication), 90

Snowdon, David, 107

The Social Animal (Aronson), 109

Social capital, 90

Social network sites: Facebook, 89, 100, 129, 138; LinkedIn, 100, 138; MySpace, 138; Twitter, 140

Social networks: creating social capital through, 89–90; do’s and don’ts for managing your, 102–103; learning how to mine information through your, 100–103; strengthening your personal brand, 138–139; testing capability of your, 101–102

Society for Human Resource Management (SHRM), 5

Southern Methodist University, 4

Spark: The Revolutionary New Science of Exercise and the Brain (Ratey and Hagerman), 103

Staging assignments, 73–75

Stakeholder Analysis Chart, 147

Starbucks, 122

Stimulus control: Case in Point: Kirk on using, 115–116; increasing learning efficiency using, 113–114

Strategic priorities: job demands impacted by organization, 28–29; questions for identifying, 29

Stress management, 143–144
 Sustained impressions, 128*fig.*,
 129–130
 SWOT matrix, 145
 Systems approach, 203–204

T

Taking broader perspective:
 actions engaging
 organization parts to
 improve, 68*t*; assignments to
 improve skills, 66, 208; desire
 to increase skills for, 63;
 organization-wide
 development actions, 69*t*;
 outside organization
 development actions, 70*t*;
 suggested actions within
 current job to improve, 67*t*

Task-focused attributes,
 130–131*fig.*, 235

Team player strategies: avoiding
 email and voicemail wars,
 141–142; Brand Application
 Table, 155*t*; building
 relationships, 140; managing
 difficult conversations,
 140–141; responding to
 requests, 142, 151–152;
 when meeting with
 senior-level executives,
 142–143

The Team Troubleshooter (Barnet),
 108, 145, 147, 151

Template for establishing success
 measures, 77

Testing assumptions, 108–109

Thinking strategically: actions
 engaging organization parts

to improve, 68*t*; assignments
 to improve skills, 66, 208;
 desire to increase skills for,
 63; organization-wide
 development actions, 69*t*;
 outside organization
 development actions, 70*t*;
 suggested actions within
 current job to improve, 67*t*

Thought experiments:
 description of, 224; example
 of conducting a, 224–225
 3Cs of brand, 123, 158
 360-degree surveys, 173
 Toyota, 123, 233
 Transitional coaching, 165–166
 Treats and Opportunities
 Analysis, 147
 Twitter, 140

U

University of Chicago, 89
 University of Massachusetts
 Medical School, 103
 University of Texas, 54
 U.S. Army, 116

V

Voicemail wars, 141–142

W

Wal-Mart, 122
 “What if” scenarios, 224–225
 White-space management:
 coaching priority for,
 167–168; influencers’ skills
 for, 151

Work success/problem brand,
 134*t*–136

Working across silos and
 functions: actions engaging
 organization parts to
 improve, 68*t*; assignments to
 improve skills, 66, 208; desire
 to increase skills for, 63;
 organization-wide
 development actions, 69*t*;
 outside organization
 development actions, 70*t*;
 suggested actions within
 current job to improve, 67*t*

Working with diverse groups:
 actions engaging
 organization parts to
 improve, 68*t*; assignments to
 improve skills, 66, 208; desire
 to increase skills for, 63;
 evaluating your skills for,
 119; organization-wide
 development actions, 69*t*;
 outside organization
 development actions, 70*t*;
 suggested actions within
 current job to improve,
 67*t*

Working through messy
 problems: actions engaging
 organization parts to
 improve, 68*t*; assignments to
 improve skills, 66, 208; desire
 to increase skills for, 63;
 organization-wide
 development actions, 69*t*;
 outside organization
 development actions, 70*t*;
 suggested actions within
 current job to improve, 67*t*