
Index

A

A4SL (Alliance for Strategic Leadership), 200, 209, 212
“The Ability and Willingness to Learn” (Guthrie), 70
Action plan, 122–124
Addison-Wesley Series on Organization Development, 25
Adler, N. J., 237, 241, 243–244
Affirmative action, 233
Agent of change: feedback given by, 138–139, 167–168; role of, 166–167; for systems change, 8. *See also* Change
Agilent Business Leader Inventory, 201
Agilent Technologies: beyond APEX, 209; *Global Leadership Profile* of, 201, 202; launching of, 200; as leader in coaching implementation, 199
Agilent Technologies APEX program: coaching program content, 204; establishing worldwide coaching pool, 203; follow-up with key stakeholders, 204–205; initial objectives

for the, 201–202; internal marketing of, 203–204; mini-survey process used in, 205–206*fig*, 207*fig*–209, 210*e*–212*e*; origins of, 200–201; presenting coaching options within, 202–203; 360-degree feedback used in, 205, 209
Agilent’s SPG (Semiconductor Products Group), 200
AIMD (The American Institute for Managing Diversity), 236
Al Queda, 78
Alexander, J. R., 63, 70
Alliance for Strategic Leadership (A4SL), 200, 209, 212
Allocation of time, 151
“Amazing Race” (TV show), 159
American Airlines Latin American Region, 186–187
American Management Association, 42, 49, 83, 158
Anderson, D., 199, 200, 212
APEX program. *See* Agilent Technologies APEX program
Applied Biosystems Division of Perkin-Elmer, 141–142

Arroyo, R., 173, 187
The Art and Practice of Leadership Coaching (Goldsmith), 42, 49, 83, 159, 220
Ascription, 130
Assessment: BEM (Behavior Engineering Model) used for, 31; of client readiness, 28*fig*–29, 30*fig*; resource allocation, 217–218; 360-degree feedback used in coaching, 118, 119, 120; 360-degree questionnaire (LPI) for, 144
ASTD (American Society for Training and Development), 228, 244
Aventis case study, 169*e*–171*e*

B

Baldoni, J., 77, 83
Barnholt, N., 200
Beckhard, R., 3, 25
Behavioral coaching approach: “pay for results,” 37–38; qualifying client, 38–40; selection of, 53–54; steps in the, 40–41; value for executives, 41

- Behaviors: difficulty of changing, 155–156; from sponsor engagement to resulting, 169*fig*; maintaining changed, 157; Siemens in Spain project on changing, 174–186
- BEM (Behavior Engineering Model), 31
- Bennett, D., 140
- Bennett, K., 140
- Best Practices in Global Workforce Management*, 125
- Best Practices in Organization and Human Resources Handbook*, 125
- Bismarck, O. Von, 100
- Blanchard, K., 144
- “Blueprint for Development” tool, 121–123
- “Boss” initiated coaching, 19–20
- Brake, T., 132
- C**
- Cabbage Patch Kids, 156
- Canada Montreal Mission (Church of Jesus Christ of Latter-day Saints), 152
- Career development: mobilizing employee toward, 226–227; recognizing opportunities for, 223–224; seizing the moment for, 227; taking advantage of opportunities for, 222–223; verbalizing support for, 225–226. *See also* Leadership development
- Career Dynamics* (Schein), 25
- Career goals, 106
- Career Systems International, 228
- Caring, 142–143
- Cause analysis, 30–31
- CCL (Center for Creative Leadership), 63, 69, 70, 136
- Center for Innovation and Entrepreneurship (Santa Clara University), 144
- “Champions,” 80
- Change: Aventis case study on, 169*e*–171*e*; coachable moments during, 224; coaching for, 163–172; determining individual desire for, 74; determining performance improvement through, 74; key process elements in integrated system, 169*fig*; levers of, 75–76; management of, 164–166; obtaining support from others for, 76; persuading others to move toward, 78–82; setting goals/action plan for, 122–124; as strategic coaching objective, 90–92. *See also* Agent of change
- The Change Champions Field Guide*, 57
- Change management: Achilles’ heel of, 165; benefits of integrated coaching and, 165–166; importance of, 164–165; to minimize the risk of change, 166
- Character inscription (Westminster Abbey), 60
- The Charter 100 of Madrid, 186
- Chevalier, R., 26
- Chuck’s story, 3–15
- Claiming Your Place at the Fire* (Leider), 62
- Clarke, R., 78
- Clients: adjusting to learning style of, 26–27; assessing readiness of, 28*fig*–29, 30*fig*; lack of clarity as to who is the, 113; qualifying behavioral coaching, 38–40; reasons for coaching failure for, 153–158; role in which coaching takes place, 22–23. *See also* Coaching outcomes
- Coach-client relationship: caring as heart of, 142–143; characteristics of effective, 231–232; creation of a dependency, 114; development conversations component of, 163; dialogue of strategic, 88–90; feedback component of, 138–139, 167–169; as helping relationship, 23; initiated by the “boss,” 19–20; initiated by individual, 21; interpersonal process involved in, 18; seven key competencies of effective action, 65–67; superior status vs. peer status and, 21–22; three essentials for successful, 137–142; tips for line managers engaging in, 111–113
- Coach-client relationship essentials: caring as, 142–143; expect the best, 139–140; listed, 137; set clear standards, 137–139; set the example, 141–142
- Coachee. *See* Clients
- Coaches: acting like a researcher, 11–12; as agent of change, 8; characteristics and roles of, 18–19, 230–231; effective action competencies for, 65–67; globalization challenges for, 131–134; the hybrid, 15–16; identifying organization, 232–233; moving toward a global, 133–134; networking between, 56; practitioners drawn from variety of backgrounds, 163–164; surviving transition from line manager to, 109–114; thinking like a theorist, 6
- Coaching: approaches to, 37–41, 53–54; appropriate goal of, 23; benefits of integrated change management and, 165–166; big three derailment factors in, 113–114; clear focus on, 5; described, 19; differences between line management and, 110–111; diverse employees, 229–235; e-coaching, 213–220; for effective action, 63–70; interpersonal process involved in, 18; requisite variety in, 5–6; resulting in better business people, 164; ROI (return on investment) of, 13–15; as sub-set of consultation, 24; theoretical foundations of, 9–10; two conditions leading to, 17–18. *See also* Executive Coaching Guide; Leadership development
- Coaching for Action: A Report on Long-Term Advising in a Program Context* (Guthrie), 70
- Coaching the coaches: philosophy of, 145–147; playbook for, 148*fig*; process of, 147–151
- Coaching derailment factors: 1: confusion, collusion, lack of clarity, 113; 2: coaches enamored of single model or approach,

- 113–114; 3: creation of a dependency relationship, 114
- Coaching for Development Surround, 69
- Coaching for Leadership* (Goldsmith, Lyons, and Freas), 110
- Coaching for Leadership program, 13–15
- Coaching methodologies: behavioral, 38–41, 53–54; being enamored of single model or approach, 113–114; choosing the, 53–54; PA (Process Advisor) framework, 64; psychological, 53–54; research approach, 11–12; strategic coaching, 87–100, 92*fig*
- Coaching outcomes: of effective action coaching, 66–67; effective goal setting for positive, 153–158; using findings to benefit organization, 57; measuring success of, 55, 151; transforming people as desired, 90–92. *See also* Clients; Goals
- Coaching participants, 53
- Coaching process: multi-part approach to assessment, 118–120; overview of, 117–118; setting change goals/action plans, 122–124; setting development framework, 120–122
- Coaching process steps: 1: clarify business/organization strategy, 148–149; 2: describe your personal style, 149; 3: define stakeholders, 149–150; 4: specify goals for each stakeholder, 150; 5: prioritize each stakeholder and goal, 150; 6: allocate time, 151; 7: determine success, 151
- Coaching questions: 1: what is the company's strategy?, 51–52; 2: does your senior team support coaching?, 52–53; 3: who will participate and who will decide?, 53; 4: what coaching methodology will you use?, 53–54; 5: are you interested in feedback or coaching?, 54–55; 6: what is your success measure?, 55; 7: how long is the coaching process?, 55–56; 8: who will your coaching provider be and why?, 56; 9: how personally involved will you be in the coaching process?, 56–57; 10: how will you use the findings from coaching to benefit the organization?, 57
- Coaching as second career: deciding mission, purpose, and goals, 102; identifying talents and skills, 102; imagining no limitations, 102; marketing mix to keep in mind, 104–106; marketing yourself, 103–104; preparing for competition, 101; reasons for, 100–101; starting with yourself, 101; thinking through the issues of, 107–108; three areas of coaching expertise, 106–107
- Coaching theoretical foundations: rich description approach, 10; thinking in a corporate setting approach, 9; thinking deeply approach, 9–10
- Codianni, T., 137–138
- “Coercive persuasion” scenario, 22–23
- Competitive Frontiers: Women Managers in a Global Economy* (Adler), 244
- Concentration principle, 104
- Confidentiality issues, 89, 184
- Consultation, 24
- Cordier, B., 171
- The Corporate Culture Survival Guide* (Schein), 25
- Covey, S., 60, 144
- Credibility: How Leaders Gain It and Lose It, Why People Demand It* (Kouzes and Posner), 144
- Credibility, 141
- Csikszentmihalyi, M., 138
- Cultural competency, 130–131
- Cultural differences: as challenge for executive coaches, 131–134; the global executive and, 129–130; globalization and increasing importance of, 127–128; myth regarding women executives and, 240–242; new business environment and awareness of, 128–129
- Culture shock, 128, 130, 131
- ## D
- DEC Is Dead; Long Live DEC: The Lasting Legacy of Digital Equipment Corporation* (Schein), 25
- Delehanty, 230
- Deming, E., 144
- DePree, M., 116
- “Developing Leaders with a Feedback Intensive Program” (Guthrie), 70
- Differentiation strategy, 103
- Difficulty factor, 155–156
- Digital Equipment Corporation, 16, 99, 172
- Discoverers, 59
- Distractions, 156
- Diversity impact: faulty presumptions of fairness/equal treatment, 234–235; fear of intimacy, 234; lack of confidence, 234; lack of trust, 234; preferential treatment, 233–234; recommendations for managing, 235; social allegiances issue, 233
- Drucker, P., 144
- DWYSYWD (Do What You Say You Will Do), 141
- ## E
- E-coaches: analyzing learning options, 218–219; assessing resource allocation, 217–218; connecting leaders with learning opportunities, 219; diagnosing developmental needs, 217
- E-coaching: challenges of managing global mind network, 215–217; global mind networking opportunity of, 214–215; increasing use of, 213–214; providing ongoing coaching, 219–220
- Early Encounter (General Mills-Pillsbury), 189–190

- Effective action: role of coaching in, 64; seven key competencies of coaching for, 65–67
- Effective action coaching: characteristics of, 67–68; future of, 68–69
- Effron, M., 50, 57
- EFQM (European Forum for Quality Management) model, 174
- Egalitarian oriented cultures, 131
- Egon Zehnder International, 136
- 80/20 rule of individual performance, 73
- ELPAIS* (newspaper), 186
- Employee Surveys That Make a Difference* (Folkman), 76
- Employees: career development opportunities for, 223–227; coaching diverse, 229–235; female, 233–243; leadership development of, 174–186, 184*fig.*, 216–217; minority, 233–238. *See also* Executives
- Encouragement, 138–139. *See also* Feedback
- Encouraging the Heart* (Kouzes and Posner), 137, 144
- Engaging people, 58–60
- ERR (expense to revenue ratios), 128, 129
- Essence, 60
- Example setting, 141–142
- Excitement factor, 81
- Executive Coaching Guide: assessment phase of, 28*fig.*–29; causal analysis as key to using, 30–31; described, 26; on high probability intervention, 29*fig.*; overview of, 28–29; summary of, 30*fig.* *See also* Coaching
- Executives: allocating time, 151; career development of, 222–227; coaching as facilitating success of, 95–96; coaching role of, 91–92; creating a second career, 100–107; cultural competency of, 130–131; leadership development for, 174–186, 184*fig.*, 216–217; learning executive model for, 94–95; making transition to executive coach from, 100–114; minority, 233–238; opportunities for success through coaching, 97; surviving transition from manager to coach, 109–114; women, 233–243. *See also* Employees; Line managers; Senior management
- The Extraordinary Leader* (Folkman and Zenger), 76
- ## F
- Family goals, 106
- Feedback: behavioral coaching, 40; client interest in, 54–55; coachable moments during, 223–224; comparing feedforward to, 46–48; as leadership skill, 45; negative, 47, 48; orchestrating, 168–169; as part of coaching relationship, 138–139, 167–168; risk of giving honest, 147; Siemens in Spain evolutionary, 178–179*fig.* *See also* Encouragement; 360-degree feedback
- Feedback coaching: step 1: Learning the feedback, 71–72; step 2: accepting the feedback, 72–73; step 3: prioritizing, 73–74; step 4: making change happen, 74–75
- Feedforward: by client to stakeholders, 40; ten reasons to try, 46–48
- Fernandez-Arãoz, C., 136
- Five Ps of marketing, 104–106
- Focal Point Advanced Coaching & Mentoring Program (Tracy), 108
- Folkman, J., 71, 76
- Follow-up process: APEX program, 204–205; behavioral coaching, 41; research on long-term, 155
- Form, 60
- From Boston to Beijing: Managing with a Worldview* (Adler), 244
- Future Work Forum, 16, 99, 172
- ## G
- Gaijin Trap*, 241
- Gauthier, R., 116, 124–125
- Gender differences: coaching for, 238–239; Siemens in Spain project findings on, 180
- General Mills Climate Survey (2002), 196, 197
- General Mills (GM): coaching strategy for merger, 189; Pillsbury acquired by, 188–189
- General Mills Institute, 198
- General Mills-Pillsbury coaching spots: background story on, 188–189; Climate Survey (2002), 196; Day 1: Strategy and Customer Focus, 190; Early Encounters, 189–190; IDP (Individual Development Plan), 193–196, 197; PMP (Performance Management Process), 191–193, 197; structure and staffing, 191
- General Mills-Pillsbury merger: coaching spots during, 188–196; lessons learned/challenges ahead, 197
- General Motors, 77, 78
- Giber, D., 116, 125
- Gilbert, T., 31, 32
- Giraffe and Elephant—A Diversity Fable* (Thomas), 236
- Glass ceiling, 4, 239
- The global executive, 129–130
- Global Leadership: The Next Generation* (Goldsmith), 42, 49, 83, 159, 220
- Global Leadership Profile* (Agilent Technologies), 201, 202
- Global mind network: described, 213; managing information overload from, 215–217; opportunities/benefits of, 214–215
- Globalization: as challenge for executive coaches, 131–134; cultural competency required by, 130–131; impact of cultural differences due to, 127–130
- “GloCos,” 126, 128, 132
- Goal setting: considering distraction factor when, 156; to ensure positive outcomes, 153–158; maintenance as part of, 157; optimism bias applied to difficulty, 155–156; optimism bias applied to time, 154–155; ownership, 153–154; rewards as part of, 156–157; three key areas of, 106–107

Goals: career, 106; change as strategic coaching, 90–92; establishing coach career, 102; prioritizing each stakeholder and, 150; setting change, 122–124; specified for each stakeholder, 150. *See also* Coaching outcomes

Goldman Sachs, 126

Goldsmith, K., 153, 159

Goldsmith, M., 37, 42, 45, 49, 54, 55, 77, 83, 119, 153, 158–159, 213, 216, 220

Govindarajan, V., 214

Great Communication Secrets of Great Leaders (Baldoni), 83

Great Motivation Secrets of Great Leaders (Baldoni), 83

Greenleaf, R. K., 59

Growth Strategy company, 51

Guthrie, V. A., 63, 70

H

Harvard Management Communications Letter, 83

Helen's story, 128

Helping relationship, 23

Henley Management College, 16

Hersey, P., 26

Hesselbein, F., 144

Hewitt Associates, 37, 57

Hierarchically oriented cultures, 130–131

High expectations, 139–140

Hofstede, G., 132

Hogan personality Inventory, 118

HP (Hewlett-Packard), 200, 212

Human Competence: Engineering Worthy Performance (Gilbert), 31

Human Resource Executive, 236

Human Resources in the 21st Century (Effron, Gandossy, and Goldsmith), 57

Human Resources Business Process Outsourcing (Ulrich), 152

Hybrid coach, 15–16

I

Iacocca, L., 144

IBM Emerging Markets Organization, 135

IBM Euro Coordination, 135

Idealization, 103, 133

IDP (Individual Development Plan), 193–196, 197

Integrity, 82

International Dimensions of Organizational Behavior (Adler), 244

International Management Council, 144

International Woman's Forum of Spain, 186

Internet resources, 123

Interpersonal competence, 111

Intra-personal insight, 111

Inventure Expedition walking safaris (East Africa), 62

The Inventure Group, 62

J

Jackson, P., 230

Jim's story, 64, 67

Joe, 13–15

Journal of the Society for Organization Learning, 25

K

Kanter, K. M., 144

Katie's story, 242–243

Kätzenbach, J., 214

Kaye, B., 221, 227–228

Keilty, Goldsmith, & Company, 212

Knowledge work, 95

Kouzes, J. M., 136, 144

Kroc, R., 82

L

The Leader of the Future (Goldsmith), 42, 49, 83, 159, 220

Leader to Leader, 83

Leader to Leader Institute Thought Leaders Forum, 16, 99, 172

Leaders: connecting learning opportunities with, 219; as discoverers, 59; essence and form of, 60; leading on purpose, 59; setting the tone, 143. *See also* Senior management

Leadership: ability to persuade, 78; credibility foundation of, 141;

engaging people, 58–60; importance and impact of, 116–117; purposeful, 59–62*fig*; as relationship, 136–137; Situational, 26–27*fig*; SLM (Strategic Leadership Matrix), 51–52*fig*; strategic coaching and, 93

“Leadership accelerator” theory, 185

The Leadership Challenge Workbook (Kouzes and Posner), 144

Leadership Consulting Practice (Hewitt Associates), 57

Leadership development: “Blueprint for Development” tool for, 121–123; diagnosing needs for, 217; finding high-quality tools for, 216; ROI (return on investment) on, 184*fig*; Siemens in Spain project on, 174–186. *See also* Career development; Coaching

The Leadership Development Handbook (ed. Giber and Goldsmith), 125

Leadership Is an Art (DePrece), 116

The Leadership Mirror, 61*fig*

“Leading Across Cultures: Five Vital Capabilities” (Alexander), 70

Leading Organizational Learning, 57

Leading up, 78

Leading Up (Useem), 78

Leading the Way (Gandossy and Effron), 57

Learning: analyzing options for, 218–219; connecting leaders with opportunities for, 219; research facilitated client, 11; by theory, 6–7

Learning executive, 94–95

“Learning for Life” model, 95

Learning styles: adjusting to client, 26–27; matching leader's style to client's, 29*fig*; variety in, 5–6

Leider, R. J., 58, 62

“The Lessons of Life at Work: Continuous Personal Development” (Guthrie), 70

Lewis, R., 132

Line management: changing to coaching “ings,” 110*fig*; differences between coaching and, 110–111

Line managers: derailment factors
 when acting as coach, 113–114;
 ten tips when engaging in
 coaching relationship, 111–113.
See also Executives

Linkage, Inc., 124, 125

Lisette's story, 239–240

Listening skills, 81–82

*Love `Em or Lose `Em: Getting Good
 People to Stay* (Kaye), 228

LPI (Leadership Practices Inven-
 tory), 144

Lyons, L. S., 16–17, 87, 99,
 163, 172

M

McDonald's, 82

Machiavelli, N., 80

Mad cow disease crisis, 156

Maintenance, 157

*Making Feedback Work: Turning Feed-
 back from Employee Surveys into
 Change* (Folkman), 76

Marketing: 1: specialize in particu-
 lar area, 103; 2: set yourself
 apart, 103; 3: find your market
 niche, 104; 4: focus your efforts,
 104; five Ps of, 104–106

Marketing mix: 1: determining your
 value offering, 104; 2: decide
 how much to charge, 104–105;
 3: determine how to market
 your services, 105; 4: decide
 where you are going to work,
 105; 5: determine the words
 that describe you, 105–106

Marshal Goldsmith Partners, 37

Marx, E., 132

Matrix management model,
 128–129

“Mini-survey” success measure-
 ment, 55

Minnesota Mining & Manufactur-
 ing Company, 212

Minority employees. *See* Diversity
 impact

Montes, E., 173–174, 176, 180, 181

Moral, M., 126, 135

Murphy's Law, 101

Myers-Briggs Type Indicator, 132

N

NASA shuttle disaster, 78

Natalija's story, 127

Nay-sayers, 80

Negative feedback, 47, 48

“Negative halo,” 73

Noer, D., 109, 115

O

Okuda Hiroshi, 80

Olivier's story, 130

*100 Things You Need to Know to Man-
 age People Effectively and to Design
 Better People Practices* (Ulrich), 152

O'Neil, M. B., 117

The Organization of the Future (Peter
 Drucker Foundation), 70

Organization Psychology (Schein), 25

Organizational Culture and Leadership
 (Schein), 25

Organizational Leadership Group, 70

Organizations: ability to persuade
 others in, 78; using coaching
 findings to benefit, 77; external
 and internal agents for coaching
 in, 97–98; “Glo-Gos,” 126, 128,
 132; identifying coaches within,
 232–233; matrix model of,
 128–129; vertical layouts of, 128

Ownership of coaching, 153–154

P

PA (Process Advisor) framework, 64

Paine, Webber, 212

Paulet, C. J., 173, 186–187

“Pay only for results” coaching,
 37–38

Peale, N. V., 144

Peer project support, 80–81

People of color. *See* Diversity impact

Performance: 80/20 rule of individ-
 ual, 73; key drivers of, 74

Performance gap: cause analysis of,
 30–31; PROBE Model used to
 analyze, 32–35

Personal goals, 106–107

Personality development, 107

Personality testing, 118–119

Persuade/persuasion: ability to, 78;
 action steps to, 79–81; listening
 skills linked to, 81–82; moving
 forward component of, 82;
 taking stock of idea before try-
 ing to, 79

Persuasion action steps: 1: identify
 the outcome, 79; 2: enlist sup-
 port of senior leaders, 80; 3:
 identify the nay-sayers, 80; 4:
 build support group of peers,
 80–81; 5: tear down the barr-
 icades, 81; 6: create excitement
 about project, 81

Peters, T., 144

Pillsbury, 188. *See also* General
 Mills-Pillsbury coaching spots

PMP (Performance Management
 Process), 191–193, 197

A Portable Life (film), 244

Posner, B. Z., 136, 144

The Power of Purpose (Leider), 62

Power of Purpose Quiz, 61–62/*fig*
Practice of Leadership Coaching, 16

The Practice of Leadership Coaching, 57

Prahalad, C. K., 214

Preferential treatment, 233–234

Principle-Centered Leadership (Covey), 60

Priority setting, 107

PROBE Model: described, 32;
 updated PROBE questions used
 for, 33–35

Process Consultation Revisited
 (Schein), 25

Process Consultation Vol. 1 and Vol. 2
 (Schein), 25

Production cost hunting, 129

Psychological coaching approach,
 53–54

Public Allies, 137

Purpose: deciding on coach career,
 102; leading on, 59

Purposeful connectedness, 16

Purposeful leadership, 59–62/*fig*

“Push” technology, 215

R

Redefining Diversity (Thomas), 235

“Reflections” (*Journal of the Society for
 Organization Learning*), 25

- Repacking Your Bags* (Leider), 62
- Researchers: challenge vs. validation by, 12; client learning facilitated by, 11; described, 11; reaching out by, 12; tentative solutions found by, 11
- Retirement age, 100–101
- Return Strategy company, 51
- Reverse discrimination, 233–234
- Rewards, 156–157
- Rich description approach, 10
- ROI (return on investment): coaching, 13–15; leadership development, 184*fig*
- Roosevelt, F. D., 100
- Roosevelt Thomas Consulting & Training, Inc., 236
- ## S
- Sarhatt, T., 141, 142
- Schein, E. H., 18, 25
- Schultz, H., 81, 82
- SCS (Sunnyvale Community Services), 139
- Segil, L., 214
- Segmentation, 104
- Self-determination, 154
- Senior management: changing view and role of, 93–94; coaching support of, 52–53; impact and consequences of coaching, 116–117. *See also* Executives; Leaders
- Servant Leadership* (Greenleaf), 59
- Setting priorities, 107
- Setting standards, 137–139
- Siemens & Halske, 173
- Siemens Coaching Manual*, 181
- Siemens Leadership Model, 175*fig*
- Siemens, S.A., 173
- Siemens in Spain: changes required by, 173; leadership evolution of, 173–186
- Siemens in Spain project: components of, 174; continuing process of, 180–181; evolutionary feedback during, 178–179*fig*; first round (1998–2001), 175–177, 176*fig*; gender differences findings during, 180; innovation/rater group perception information findings of, 181–182*fig*, 183*fig*–184; “leadership accelerator” theory findings of, 185; second-round results (2000–2003), 177–178; self-perception alignment of executives during, 180; third-round results, 180; 360-degree feedback used during, 174–175, 180, 185
- Silva, R. A., 199, 212
- Singapore Economic Development Board, 25
- Situational leadership: diagram showing components of, 27*fig*; overview of, 26–27
- SLM (Strategic Leadership Matrix), 51–52*fig*
- Smith, J., 77, 78, 82
- Smith Richardson Foundation, 70
- SPG (Semiconductor Products Group) [Agilent], 200
- Stakeholders: Agilent’s follow-up with APEX program, 204–205; behavioral coaching and key, 39–40; client feedforward to, 40, 46–48; defining the, 149–150; prioritizing each goal and, 150; specifying goals for each, 150
- Starbucks, 81–82
- Story-telling, 11
- Strategic coaching: as blueprint for success, 99; changing workplace/management work and, 93–94; dialogue of, 88–90; external and internal agents of, 97–98; leadership and, 93; learning executive facilitated through, 94–95; observing the, 87–88; in practice, 97; striving for success through, 95–96; transforming people through, 90–92
- Strategic Coaching Model, 92*fig*, 99
- Strategic Pragmatism* (Schein), 25
- “Survivor Africa” (TV show), 159
- “Survivor” (TV show), 159
- Susan’s story, 7–8
- Swift trust phenomena, 131
- System change agent, 8
- Systems theory, 98
- Systems-level interventions, 67
- ## T
- Taking stock, 79
- Taylor, F., 128
- Taylor, J., 136
- Teams: benefits of coaching, 91; globalization and remote, 127; virtual, 130, 133
- Technology: global mind network, 213–217; “push,” 215
- Themla’s story, 13–15
- Thinking in a corporate setting approach, 9
- Thinking deeply approach, 9–10
- 31 Principles for Managing Personal Development Through Feedback* (Folkman), 76
- Thomas, R. R., Jr., 229, 235, 236
- “The Three Derailment Factors” (Noer), 110
- 360-degree feedback: Agilent’s APEX program use of, 205, 209; confidentiality issues of, 184; as part of coaching assessment, 118, 119, 120; poor implementation of, 23; self-perception alignment objective of, 180; Siemens’ use of, 174–175, 180, 185; upward feedback used with, 45. *See also* Feedback
- 360-degree questionnaire (LPI), 144
- Time factor, 154–155
- Tivol, N., 139–140
- Tonge, C., 141
- Toshiba America, 137
- Toyota, 77, 80
- Tracy, B., 100, 108
- Training for Action: A New Approach to Executive Development* (Burnside and Guthrie), 70
- Trompenaars, F., 132
- TurboCoach* (Tracy), 108
- Turbostrategy* (Tracy), 108
- Turning Feedback into Change* (Folkman), 76

U

Ulrich, D., 145, 152
 Underhill, B. O., 199, 200, 209
Up Is NOT the Only Way
 (Kaye), 228
 Updated Behavior Engineering
 Model, 32–35
 Useem, M., 78, 82

V

Valana's story, 240–242
 Vertical organization structures, 129
 Virtual teams, 130, 133
 Vision/visualizing, 75–76

W

Walker, D., 132
 Walker, T., 132
 Wally's wake-up call, 109
 Warnock, P., 126, 135

Web sites: Barry Posner, 144; Beverly Kaye, 228; Brian Tracy, 108; Carlos J. Paulet, 187; CCL (Center for Creative Leadership), 70; David Noer, 115; Jim Kouzes, 144; John Baldoni, 83; Laurence S. Lyons, 16, 172; Marc Effron, 57; Marshall Goldsmith, 42, 49, 83, 220; Marta H. Williams, 186; R. Roosevelt Thomas, Jr., 236; Richard Leider, 62; Siemens in Spain, 187

Westminster Abbey character inscription, 60

Wharton Leadership Digest, 83

Whistle While You Work (Leider), 62

Who's Who, 99, 172

Wilde, K. D., 188, 198

Williams, M. H., 173, 186

Women: coaching with diversity and, 233–235; coaching that reaches beyond the myths, 243; differences in coaching,

238–239; Siemens in Spain project findings of, 180

Women executive myths: 1: global experience is not important, 239–240; myth 2: given family commitments, I can't take a global assignment, 240; myth 3: being a woman is a disadvantage for global managers, 240–242; myth 4: to be taken seriously must hide wife/mother role, 242–243

Women in Management Worldwide (Adler), 244

WorldCom, 82

Worm, M., 171

WQG (Washington Quality Group), 174, 185, 186

Z

Zenger, J., 76

Zenger-Folkman, 76