



KORN FERRY

Career Architect[®]

Development Planner

5th Edition

A Systematic Approach to Development
Including 103 Research-Based and Experience-
Tested Development Plans and Coaching Tips

FOR LEARNERS, MANAGERS,
MENTORS, AND FEEDBACK GIVERS

Michael M. Lombardo & Robert W. Eichinger

1 Action Oriented

The world can only be grasped by action, not by contemplation.

The hand is the cutting edge of the mind.

Diane Arbus – American photographer

SECTION 1: YOUR DEVELOPMENT NEED(S)

Unskilled

- Slow to act on an opportunity
- May be overly methodical, a perfectionist, or risk averse
- May procrastinate
- May not set very challenging goals
- May lack confidence to act
- May know what to do but hesitates to do it
- May not be motivated; may be bored with the work or burned out

Select one to three of the competencies listed below to use as a substitute for this competency if you decide not to work on it directly.

SUBSTITUTES: 9,12,16,18,32,34,36,43,50,52,53,57,62

Skilled

- Enjoys working hard
- Is action oriented and full of energy for the things he/she sees as challenging
- Not fearful of acting with a minimum of planning
- Seizes more opportunities than others

Overused Skill

- May be a workaholic
- May push solutions before adequate analysis
- May be non-strategic
- May overmanage to get things done too quickly
- May have personal and family problems due to disinterest and neglect
- May not attend to important but non-challenging duties and tasks
- May ignore personal life, burn out

Select one to three of the competencies listed below to work on to compensate for an overuse of this skill.

COMPENSATORS: 11,27,33,39,41,43,47,50,51,52,60,66

Some Causes

- Burned out
- Hang on to too much
- Not motivated; bored
- Not passionate enough about your work
- Not self-confident
- Perfectionist
- Procrastinate
- Slow to grab an opportunity
- Won't take a risk

Leadership Architect® Factors and Clusters

This competency is in the Energy and Drive Factor (IV). This competency is in the Focusing on the Bottom Line Cluster (J) with: 43, 53. You may want to check other competencies in the same Factor/Cluster for related tips.

The Map

One mission-critical competency for today and the future is action orientation. The need for speed and agility in the marketplace means that those individuals and organizations who hesitate will be overtaken by those who don't. Most successful senior managers count action orientation as one of their strengths. The hesitation mainly comes from perfectionism, procrastination or risk avoidance. All cause people to delay taking quick and timely action.

SECTION 2: LEARNING ON YOUR OWN

These self-development remedies will help you build your skill(s).

Some Remedies

- 1. Procrastinator? Get an early start.** Are you a lifelong procrastinator? Do you perform best in crises and impossible deadlines? Do you wait until the last possible moment? If you do, you will miss some deadlines and performance targets. You may be late taking action. Start earlier. Always do 10% of each task immediately after it is assigned so you can better gauge what it is going to take to finish the rest. Break the task down into smaller pieces. Commit to doing a piece a day. Don't even think of the larger goal. Just do something on it each day. One small step for a procrastinator, one giant step forward to being more action oriented. *More help? – See #16 Timely Decision Making and #47 Planning.*
- 2. Perfectionist? Curb your appetite for certainty.** Need to be 100% sure? Perfectionism is tough to let go of because it's a positive trait for most. Worried about what people will say when you mess up? When every "t" isn't crossed?

Recognize your perfectionism for what it might be—collecting information to improve your confidence and avoid criticism, examining opportunities so long you miss them, or waiting for the perfect solution. Try to decrease your need for all of the data and your need to be right all the time slightly every week, until you reach a more reasonable balance between thinking it through and taking action. Also, you may hold on to too much of the work, fail to delegate, and are becoming a bottleneck preventing action around you. One way to overcome this is to begin to believe in others and let them do some of the work for you. *More help?* – See #18 *Delegation* and #19 *Developing Direct Reports and Others*.

- **3. Struck by analysis paralysis? Balance thought with action.** Break out of your examine-it-to-death mode and just do it. Sometimes you hold back acting because you don't have all the information. Some like to be close to 100% sure before they act. Anyone with a brain and 100% of the data can make good decisions. The real test is who can act the soonest with a reasonable amount but not all of the data. Some studies suggest successful general managers are about 65% correct. If you learn to make smaller decisions more quickly, you can change course along the way to the correct decision. You may examine things to death because you are a chronic worrier who focuses on the downsides of action. Write down your worries, and for each one, write down the upside (a pro for each con). Once you consider both sides of the issue, you should be more willing to take action. Virtually any conceivable action has a downside, but it has an upside as well. Act, get feedback on the results, refine, and act again.
- **4. Not sure if you can do it? Build your confidence.** Maybe you're slow to act because you don't think you're up to the task. If you boldly act, others will shoot you down and find you out. Take a course or work with a tutor to bolster your confidence in one skill or area at a time. Focus on the strengths you do have; think of ways you can use these strengths when making nerve-wracking actions. If you are interpersonally skilled, for example, see yourself smoothly dealing with questions and objections to your actions. The only way you will ever know what you can do is to act and find out.
- **5. Don't like risk? Start small.** Sometimes taking action involves pushing the envelope, taking chances and trying bold new initiatives. Doing those things leads to more misfires and mistakes. Research says that successful executives have made more mistakes in their career than those who didn't make it. Treat any mistakes or failures as chances to learn. Nothing ventured, nothing gained. Up your risk comfort. Start small so you can recover more quickly. Go for small wins. Don't blast into a major task to prove your boldness. Break it down into smaller tasks. Take the easiest one for you first. Then build up to the tougher ones. Review each one to see what you did well and not well, and set goals so you'll do something differently and better each time. End up accomplishing the big goal and taking the bold action. Challenge yourself. See how creative you can

be in taking action a number of different ways. *More help?* – See #2 *Dealing with Ambiguity*, #14 *Creativity*, and #28 *Innovation Management*.

- **6. Lost your passion? Focus on your interests.** Run out of gas? Heart's not in it anymore? Not 100% committed? Doing the same sort of work a long time and you're bored with it? Seen it all; done the same tasks, made the same decisions, worked with the same people? To make the best of this, make a list of what you like and don't like to do. Concentrate on doing at least a couple of liked activities each day. Work to delegate or task trade the things that are no longer motivating to you. Do your least preferred activities first; focus not on the activity, but your sense of accomplishment. Change your work activity to mirror your interests as much as you can. Volunteer for task forces and projects that would be motivating for you.
- **7. Moving, but in the wrong direction? Set better priorities.** You may not have the correct set of priorities. Some people take action but on the wrong things. Effective managers typically spend about half their time on two or three key priorities. What should you spend half your time on? Can you name five things that you have to do that are less critical? If you can't, you're not differentiating well. People without priorities see their jobs as 97 things that need to be done right now—that will actually slow you down. Pick a few mission-critical things and get them done. Don't get diverted by trivia. *More help?* – See #50 *Priority Setting*.
- **8. Not sure where to get started? Get organized.** Some don't know the best way to get things done. There is a well-established set of best practices for getting work done efficiently and effectively—TQM, ISO or Six Sigma. If you are not disciplined in how you design work for yourself and others, and are late taking action because of it, buy one book on each of these topics. Go to one workshop on efficient and effective work design. *More help?* – See #52 *Process Management* and #63 *Total Work Systems* (e.g., *TQM/ISO/Six Sigma*).
- **9. Afraid to get others involved? Polish your sales pitch.** Taking action requires that you get others on board. Work on your influence and selling skills. Lay out the business reason for the action. Think about how you can help everybody win with the action. Get others involved before you have to take action. Involved people are easier to influence. Learn better negotiation skills. Learn to bargain and trade. *More help?* – See #31 *Interpersonal Savvy*, #37 *Negotiating*, and #39 *Organizing*.
- **10. Not committed? Consider a shift.** Maybe you are giving as much to work as you care to give. Maybe you have made a life/work balance decision that leads you to a fair day's work for a fair day's pay mode of operating. No more. No less. That is an admirable decision. Certainly one you can and should make. Problem is, you may be in a job where that's not enough. Otherwise people would not have given you this rating. You might want to talk to your boss to get transferred to a more comfortable job for you; one that doesn't take as much effort and require

as much action initiation on your part. You may even think about moving down to the job level where your balance between quality of life, and effort and hours required of you at work are more balanced.

SECTION 3: LEARNING FROM FEEDBACK

These sources would give you the most accurate and detailed feedback on your skill(s).

□ 1. Direct Boss

Your direct boss has important information about you, your performance, and your prospects. The challenge is to get this information. There are formal processes (e.g., performance appraisals). There are day-to-day opportunities. To help, signal your boss that you want and can handle direct and timely feedback. Many bosses have trouble giving feedback, so you will have to work at it over a period of time.

□ 2. Direct Reports

Across a variety of settings, your direct reports probably see you the most. They are the recipients of most of your managerial behaviors. They know your work. They can compare you with former bosses. Since they may hesitate to give you negative feedback, you have to set the atmosphere to make it easier for them. You have to ask.

□ 3. Natural Mentors

Natural mentors have a special relationship with you and are interested in your success and your future. Since they are usually not in your direct chain of command, you can have more open, relaxed, and fruitful discussions about yourself and your career prospects. They can be a very important source for candid or critical feedback others may not give you.

□ 4. Past Associates/Constituencies

When confronted with a present performance problem, some claim, "I wasn't like that before; it must be the current situation." When feedback is available from former associates, about 50% support that claim. In the other half of the cases, the people were like that before and probably didn't know it. It sometimes makes sense to access the past to clearly see the present.

□ 5. Spouse

Spouses can be powerful sources of feedback on such things as interpersonal style, values, balance between work, career, and personal life, etc. Many participants attending development programs share their feedback with their spouses for value-adding confirmation or context and for specific examples.

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

These part-time develop-in-place assignments will help you build your skill(s).

- Plan for and start up something small (secretarial pool, athletic program, suggestion system, program, etc.).
- Launch a new product, service, or process.
- Relaunch an existing product or service that's not doing well.
- Manage a group of resistant people with low morale through an unpopular change or project.
- Manage a group of people involved in tackling a fix-it or turnaround project.
- Help shut down a plant, regional office, product line, business, operation, etc.
- Manage a group through a significant business crisis.
- Take on a tough and undoable project, one where others who have tried it have failed.
- Take on a task you dislike or hate to do.
- Resolve an issue in conflict between two people, units, geographies, functions, etc.

SECTION 5: LEARNING FROM FULL-TIME JOBS

These full-time jobs offer the opportunity to build your skill(s).

1. Fix-Its/Turnarounds

The core demands to qualify as a Fix-it or Turnaround assignment are: (1) Cleaning up a mess. (2) Serious people issues/problems like credibility/performance/morale. (3) Tight deadline. (4) Serious business performance failure. (5) Last chance to fix. Four types of Fix-its/Turnarounds: (1) Fixing a failed business/unit involving taking control, stopping losses, managing damage, planning the turnaround, dealing with people problems, installing new processes and systems, and rebuilding the spirit and performance of the unit. (2) Managing sizable disasters like mishandled labor negotiations and strikes, thefts, history of significant business losses, poor staff, failed leadership, hidden problems, fraud, public relations nightmares, etc. (3) Significant reorganization and restructuring (e.g., stabilizing the business, re-forming unit, introducing new systems, making people changes, resetting strategy and tactics). (4) Significant system/process breakdown (e.g., MIS, financial coordination processes, audits, standards, etc.) across units requiring working from a distant position to change something, providing advice and counsel, and installing or implementing a major process improvement or system change outside your own unit and/or with customers outside the organization.

□ 2. Staff Leadership (Influencing Without Authority)

The core demands to qualify as Staff Leadership are: (1) Significant challenge (e.g., start-up, fix-it, scope and/or scale assignment, strategic planning project, changes in management practices/systems). (2) Insufficient direct authority to make it happen. (3) Tight deadlines. (4) Visible to significant others. (5) Sensitive politics. Examples of Staff Leadership (Influencing Without Authority) jobs would be: (1) Leading a support function without P&L responsibilities. (2) Managing an internal consulting function for the organization (e.g., OD or HR consultant). (3) Project manager of a cross-functional or cross-departmental initiative. (4) Managing a cross-functional, matrixed team.

□ 3. Start-Ups

The core demands to qualify as a start from scratch are: (1) Starting something new for you and/or for the organization. (2) Forging a new team. (3) Creating new systems/facilities/staffs/programs/procedures. (4) Contextual adversity (e.g., uncertainty, government regulation, unions, difficult environment). Seven types of start from scratches: (1) Planning, building, hiring, and managing (e.g., building a new facility, opening up a new location, moving a unit or company). (2) Heading something new (e.g., new product, new service, new line of business, new department/function, major new program). (3) Taking over a group/product/service/program that had existed for less than a year and was off to a fast start. (4) Establishing overseas operations. (5) Implementing major new designs for existing systems. (6) Moving a successful program from one unit to another. (7) Installing a new organization-wide process as a full-time job like Total Work Systems (e.g., TQM/ISO/Six Sigma).

SECTION 6: LEARNING FROM YOUR PLAN

These additional remedies will help make this development plan more effective for you.

LEARNING TO LEARN BETTER

□ 1. Teach Others Something You Don't Know Well

Commit to a project like teaching something you don't know much about to force you to learn quickly to accomplish the task; pick something new, different, or unfamiliar.

□ 2. Commit to a Tight Time Frame to Accomplish Something

Set some specific goals and tighter-than-usual time frames for yourself, and go after them with all you've got. Push yourself to stick to the plan; get more done than usual by adhering to a tight plan.

□ 3. Do Something on Gut Feel More Than Analysis

Act on “gut feel”; go with your hunches instead of careful planning. Take a chance on a solution; take some risks; try a number of things by trial and error and learn to deal with making some mistakes.

LEARNING FROM EXPERIENCE, FEEDBACK, AND OTHER PEOPLE

□ 4. Taking the Initiative

People are reluctant to give others direct criticism. Many bosses lack the managerial courage to give their direct reports complete and timely feedback, and especially corrective feedback. Hence, most people report not getting sufficient feedback. To assure continued progress, people must actively seek and orchestrate their own feedback.

□ 5. The More the Better

The more feedback you receive the better. The more credible the sources the better. The more frequent the better. The sooner the better. The more targeted the better. You will want to use as many sources and methods as you can.

□ 6. Getting Feedback from Bosses and Superiors

Many bosses are reluctant to give negative feedback. They lack the managerial courage to face people directly with criticism. You can help by soliciting feedback and setting the tone. Show them you can handle criticism and that you are willing to work on issues they see as important.

□ 7. Getting Feedback from Direct Reports

Direct reports often fear reprisals for giving negative feedback about bosses, whether in a formal process, like a questionnaire, or informally and face-to-face. Even with a guarantee of confidentiality, some are still hesitant. If you want feedback from direct reports, you have to set a positive tone and never act out of revenge.

□ 8. Learning from Limited Staff

Most managers either inherit or hire staff from time to time who are inexperienced, incompetent, not up to the task, resistant, or dispirited. Any of these may create a hardship for you. The lessons to be learned are how to get things done with limited resources and how to fix the people situation. In the short term, this hardship is best addressed by assessing the combined strengths of the team and deploying the best you have against the problem. Almost everyone can do something well. Also, the team can contribute more than the combined individuals can. How can you empower and motivate the team? If you hired the troublesome staff, why did you err? What can you learn from your hiring mistakes? What wasn't there that you thought was present? What led you astray? How can you prevent that same hiring error in the future? What do you need to do to fix the situation? Quick development? Start over? If you inherited the problem, how can you fix it?

Can you implement a program of accelerated development? Do you have to start over and get new people? What did the prior manager do or not do that led to this situation in the first place? What can you learn from that? What will you do differently? How does the staff feel? What can you learn from their frustrations over not being able to do the job? How can you be a positive force under negative circumstances? How can you rally them to perform? What lasting lessons can you learn from someone in distress and trouble? If you're going to try accelerated development, how can you get a quick assessment? How can you give the staff motivating feedback? How can you construct and implement development plans that will work? How can you get people on-line feedback for maximum growth? Do you know when to stop trying and start over? If you're going to turn over some staff, how can you do it both rapidly and with the least damage? How can you deliver the message in a constructive way? What can you learn from having to take negative actions against people? How can you prevent this from happening again?

□ 9. Learning from Mistakes

Since we're human, we all make mistakes. The key is to focus on why you made the mistake. Spend more time locating causes and less worrying about the effects. Check how you react to mistakes. How much time do you spend being angry with yourself? Do you waste time stewing or do you move on? More importantly, do you learn? Ask why you made the mistake. Are you likely to repeat it under similar situations? Was it a lack of skill? Judgment? Style? Not enough data? Reading people? Misreading the challenge? Misreading the politics? Or was it just random? A good strategy that just didn't work? Others who let you down? The key is to avoid two common reactions to your mistakes: (1) avoiding similar situations instead of learning and trying again, and (2) trying to repeat what you did, only more diligently and harder, hoping to break through the problem, yet making the same mistake again and with greater impact. Neither trap leaves us with better strategies for the future. Neither is a learning strategy. To learn to do something differently, focus on the patterns in your behavior that get you in trouble and go back to first causes, those that tell you something about your shortcomings. Facing ourselves squarely is always the best way to learn.

There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction.

John F. Kennedy – 35th President of the United States

Suggested Readings

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- Pfeffer, J., & Sutton, R. I. (2000). *The knowing-doing gap: How smart companies turn knowledge into action*. Boston: Harvard Business School Press.
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106 Blocked Personal Learner

*The only person who is educated
is the one who has learned how to learn—and change.*
Carl Rogers – American psychologist

SECTION 1: YOUR DEVELOPMENT NEED(S)

A Problem

- Is closed to learning new personal, interpersonal, managerial, and leadership skills, approaches, and tactics
- Prefers staying the same, even when faced with new and different challenges
- Is narrow in interests and scope
- Uses few learning tactics
- Doesn't seek input
- Lacks curiosity
- Is not insightful about him/herself

Not A Problem

- Eager to learn; interested in what's new or better
- Has broad interests and perspective
- Seeks and listens to feedback
- Takes criticism to heart
- Always looking to improve him/herself
- Carefully observes others for their reactions and adjusts accordingly
- Reads people and groups well
- Picks up on subtle corrective cues from others
- Is sensitive to different challenges and changes accordingly

Some Causes

- Hang on hoping to make it without changing
- Low risk taker
- May block change for others
- Narrow in scope and interests
- Not open to new approaches
- Perfectionist
- Prefer the tried and true
- Self-learning/development interest is low
- Too busy to learn anything new
- Too comfortable



Other Causes

BEING UNSKILLED AT: 2,11,32,33,41,44,45,46,47,51,54,55,58,61,64

OVERUSING: 9,11,22,24,29,30,39,44,47,53,57,62

Leadership Architect[®] Factors and Clusters

This competency is in the Trouble with People Factor (VII) (S1). This competency is in the Doesn't Relate Well to Others Cluster (V) with: 101, 108, 112. You may want to check other competencies in the same Factor/Cluster for related tips.

The Map

People say you're stuck in the past. For some reason, you resist learning new personal and managerial behaviors. You're the last to get on board a new initiative. You're from Missouri (the "Show Me" state); we have to prove it to you before you'll move. Surveys done with a major outplacement firm show that those most likely to be let go during a downsizing have good technical and individual skills, but poor learning to do anything new or different skills. You can't survive today without keeping you and your skills fresh. There's not much room anymore for someone stuck in the past.

SECTION 2: LEARNING ON YOUR OWN

These self-development remedies will help you build your skill(s).

Some Remedies

- **1. Need a defined approach? Work from the outside in.** People who are good at this work from the outside—the customer, the audience, the person, the situation—in, not from the inside—What do I want to do in this situation? What would make me happy and feel good?—out. Practice not thinking inside/out when you are around others. What are the demand characteristics of this situation? How does this person or audience best learn? Which of my approaches or styles or skills or knowledge would work best? How can I best accomplish my goals? How can I alter my approach and tactics to be the most effective? The one-trick pony can only perform once per show. If the audience doesn't like that particular trick, no oats for the pony, no encore. *More help? – See #15 Customer Focus.*
- **2. Caught in your comfort zone? Find new solutions.** You're probably caught in your comfort zone. You rely on historical, tried-and-true solutions. You use what you know and have seen or done before. So when faced with a new issue, challenge or problem, first figure out what causes it. Don't go to the solution or conclusion first. Keep asking why, see how many causes you can come up with and how many organizing buckets you can put them in. This increases the chance of a better solution because you can see more connections. Look for patterns in data, don't just collect information or assume that you know what to do. People are telling you that you often don't. *More help? – See #51 Problem Solving.*

- **3. Failing to connect with others? Adjust to your audience.** You must constantly observe others' reactions to you to be good at adjusting to others. You must watch the reactions of people to what you are saying and doing while you are doing it in order to gauge their response. Are they bored? Change the pace. Are they confused? State it in a different way. Are they angry? Stop and ask what the problem is. Are they too quiet? Stop and get them involved in what you are doing. Are they fidgeting, scribbling on their pads or staring out the window? They may not be interested in what you are doing. Move to the end of your presentation or task, end it, and exit. Check in with your audience frequently and select a different tactic if necessary. *More help?* – See #33 *Listening* and #45 *Personal Learning*.
- **4. Not open to learning? Make repeated efforts to learn from others.** Whatever the causes are, people view you as not open to learning. Until you signal repeatedly that you are open to others, interested in what they have to say, share things you don't have to share, invite people to talk with you and then listen, little will come of this effort. You will have to persevere, endure some rejection, and perhaps some angry or dismissive remarks in order to balance the situation. Mentally rehearse so you're not blindsided by this. It would be a rare group of people who would respond to your new overtures without making you squirm a bit because they have seen you as closed up to this point. *More help?* – See #3 *Approachability* and #31 *Interpersonal Savvy*.
- **5. Need a new bag of tricks? Experiment with some new techniques with people.** Many excellent personal learners have a bag of engaging techniques they use: They give reasons for everything they say, saving any solution statements or conclusions for last. They ask more questions than make statements, speak briefly, summarize often, and when disagreeing they put it in conditional terms: "I don't think so, but what do you think?" The point of these is to elicit as much information about the reactions of others as they can. They are loading their files so they can change behavior when needed.
- **6. Stuck in a rut? Expand your repertoire.** Stretch yourself. Do things that are not characteristic of you. Go to your limits and beyond. By expanding the number of behaviors you have access to, you can become more effective across a larger number of situations. *More help?* – See #54 *Self-Development*.
- **7. Ready to try something new? Be an early adopter of something.** Find some new thing, technique, software, tool, system, process or skill relevant to your activity. Privately become an expert in it. Read the books. Get certified. Visit a location where it's being done. Then surprise everyone and be the first to introduce it into your world. Sell it. Train others. Integrate it into your work.
- **8. Don't know where to start? Pick three tasks you've never done before and go do them.** If you don't know much about customers, work in a store or handle customer complaints; if you don't know what engineering does, go find out; task trade with someone. Meet with your colleagues from other areas and tell each other what, and more importantly, how you do what you do.

- **9. Need a broader perspective? Volunteer for task forces.** Task forces/projects are a great opportunity to learn new things in a low-risk environment. Task forces are one of the most common developmental events listed by successful executives. Such projects require learning other functions, businesses or nationalities well enough that in a tight time frame you can appreciate how they think and why their area/position is important. In so doing, you get out of your own experience and start to see connections to a broader world—how international trade works, or more at home, how the pieces of your organization fit together.
- **10. Need to also stretch in your personal life? Expand your horizons.** Do you eat at the same restaurants? Vacation at the same places? Holidays are always done the same as in the past? Buy the same make or type car over and over again? Have the same insurance agent your father had? Expand yourself. Go on adventures with the family. Travel to places you have not been before. Never vacation at the same place again. Eat at different theme restaurants. Go to events and meetings of groups you have never really met. Go to ethnic festivals and sample the cultures. Go to athletic events you've never attended before. Each week, you and your family should go on a personal learning adventure. See how many different perspectives you can add to your knowledge.

SECTION 3: LEARNING FROM FEEDBACK

These sources would give you the most accurate and detailed feedback on your skill(s).

□ 1. Development Professionals

Sometimes it might be valuable to get some analysis and feedback from a professional trained and certified in the area you're working on—possibly a career counselor, a therapist, clergy, a psychologist, etc.

□ 2. Natural Mentors

Natural mentors have a special relationship with you and are interested in your success and your future. Since they are usually not in your direct chain of command, you can have more open, relaxed, and fruitful discussions about yourself and your career prospects. They can be a very important source for candid or critical feedback others may not give you.

□ 3. Human Resource Professionals

Human Resource professionals have both a formal and informal feedback role. Since they have access to unique and confidential information, they can provide the right context for feedback you've received. Sometimes they may be "directed" to give you feedback. Other times, they may pass on feedback just to be helpful to you.

□ 4. Past Associates/Constituencies

When confronted with a present performance problem, some claim, "I wasn't like that before; it must be the current situation." When feedback is available from former associates, about 50% support that claim. In the other half of the cases,

the people were like that before and probably didn't know it. It sometimes makes sense to access the past to clearly see the present.

SECTION 4: LEARNING FROM DEVELOP-IN-PLACE ASSIGNMENTS

These part-time develop-in-place assignments will help you build your skill(s).

- Attend a self-awareness/assessment course that includes feedback.
- Find and spend time with an expert to learn something in an area new to you.
- Study some aspect of your job or a new technical area you haven't studied before that you need in order to be more effective.
- Work closely with a higher-level manager who is very good at something you need to learn.
- Attend a course or event which will push you personally beyond your usual limits or outside your comfort zone (e.g., Outward Bound, language immersion training, sensitivity group, public speaking).
- Study an admired person who has a skill you need.
- Volunteer to do a special project for and with a person you admire and who has a skill you need to develop.
- Teach a course, seminar, or workshop on something you don't know well.
- Teach/coach someone how to do something you are not an expert in.
- Take on a task you dislike or hate to do.

SECTION 5: LEARNING FROM FULL-TIME JOBS

These full-time jobs offer the opportunity to build your skill(s).

1. Change Manager

The core demands to qualify as a Change Manager are: (1) Leader of a significant effort to change something or implement something of significance. (2) Success and failure will be evident. (3) Always something new and unique to the organization. (4) Must get many others to buy in and cooperate. (5) Involves cross-boundary change. (6) High visibility sponsor. (7) Exposure to significant decision makers and key stakeholders. (8) Resistance is expected and near-universal. (9) Cost of failure is significant. Examples include: (1) Total Work Systems like TQM, ISO, or Six Sigma. (2) Business restructurings like a move away from a core competence and into a new product space or industry, i.e., American carmakers move into smaller, more fuel-efficient products. (3) Installing major systems (like an ERP or HRIS) and procedures for the first time. (4) M&A integrations, responding to major competitor initiatives that threaten the organization. (5) Extensive reorganizations. (6) Long-term post-corporate scandal recovery.

□ 2. Cross-Moves

The core demands necessary to qualify as a Cross-Move are: (1) Move to a very different set of challenges. (2) Abrupt jump/shift in tasks/activities. (3) Never been there before. (4) New setting/conditions. Examples of Cross-Moves are: (1) Changing divisions. (2) Changing functions. (3) Field/headquarters shifts. (4) Line/staff switches. (5) Country switches. (6) Working with all new people. (7) Changing lines of business.

□ 3. Heavy Strategic Demands

The core demands necessary to qualify as a Heavy Strategic Demands assignment are: (1) Requires significant strategic thinking and planning most couldn't do. (2) Charts new ground strategically. (3) Plan must be presented, challenged, adopted, and implemented. (4) Exposure to significant decision makers and executives. Examples of jobs with Heavy Strategic Demands: (1) Strategic planning position. (2) Job involving repositioning of a product, service, or organization.

□ 4. Scope Assignments

The core demands for a Scope (complexity) assignment are: (1) Significant increase in both internal and external scope or complexity. (2) Significant increase in visibility and/or bottom-line responsibility. (3) Unfamiliar area, business, technology, or territory. Examples of Scope assignments involving shifts: (1) Switching to new function/technology/business. (2) Moving to new organization. (3) Moving to overseas assignment. (4) Moving to new location. (5) Adding new products/services. (6) Moving between headquarters/field. (7) Switches in ownership/top management of the unit/organization. Examples of Scope assignments involving "firsts": (1) First-time manager. (2) First-time managing managers. (3) First-time executive. (4) First-time overseas. (5) First-time headquarters/field. (6) First-time team leader. (7) First-time new technology/business/function. Scope assignments involving increased complexity: (1) Managing a significant expansion of an existing product or service. (2) Managing adding new products/services into an existing unit. (3) Managing a reorganized and more diverse unit. (4) Managing explosive growth. (5) Adding new technologies.

SECTION 6: LEARNING FROM YOUR PLAN

These additional remedies will help make this development plan more effective for you.

LEARNING TO LEARN BETTER

□ 1. Monitor Yourself More Closely and Get off Your Autopilot

Past habits are a mixed blessing, sometimes helping, sometimes not. To avoid putting yourself on "autopilot," think afresh about each situation before acting. Consistently monitor yourself with questions. Is this task different? Ask why you

would repeat a past action. Are you avoiding anything, like taking a chance? Is there something new you might try?

□ **2. Examine Your Past for Parallels to the Current Situation**

Examine your past for similar or contrasting experiences that match with or counter the current situation. What has worked in the past that you've dropped? What hasn't worked that you're repeating? What "pearls" of wisdom did you take away from your successes and failures which you could apply today?

□ **3. Rehearse Successful Tactics/Strategies/Actions**

Mentally rehearse how you will act before going into the situation. Try to anticipate how others will react, what they will say, and how you'll respond. Check out the best and worst cases; play out both scenes. Check your feelings in conflict or worst-case situations; rehearse staying under control.

□ **4. Keep a Learning Journal**

Keep a learning log or diary about the issues and opportunities you've faced and how you've acted. Focus on how you've used your strengths and weaknesses. Deduce your effective and successful rules of thumb—what worked and what didn't, and how you would have done it differently.

□ **5. Examine Why You're Blocked on a Key Issue**

Examine what you are worrying/angry about and list all of your thoughts about it; ask why these feelings are holding you back. Why are the feelings overriding your thinking? How are they getting in the way? Why are they important to you? How can you move beyond them and learn to do something differently?

□ **6. Learn New and Frivolous Skills to Study How You Learn**

Practice learning frivolous and fun skills (like juggling, square dancing, skeet shooting, video games, etc.) to see yourself under different and less personal or stressful learning conditions. Ask yourself why that was easy while developing new personal/managerial skills is so hard. Try something harder with the same tactics.

□ **7. Try New Things, Take Some Chances, Increase Personal Risk-Taking**

Engage in some creative problem-solving activities such as brainstorming, free association, analogies to unrelated areas, nominal group techniques, etc. Let yourself go; let your thinking flow freely. Break down the restrictions on yourself; break through old barriers and blockages; try new ways of thinking.

□ **8. Study One Person in Detail**

Pick one person you are around a lot. Study his/her actions and decisions. List what you think his/her rules of thumb are. Begin to try to predict how he/she will respond to future situations and events. See how accurate you can get; compare your analysis to your own methods of operating.

LEARNING FROM EXPERIENCE, FEEDBACK, AND OTHER PEOPLE

□ 9. Learning from Bad Situations

All of us will find ourselves in bad situations from time to time. Good intentions gone bad. Impossible tasks and goals. Hopeless projects. Even though you probably can't perform well, the key is to at least take away some lessons and insights. How did things get to be this way? What factors led to the impasse? How can you make the best of a bad situation? How can you neutralize the negative elements? How can you get the most out of yourself and your staff under the chilling situation? What can you salvage? How can you use coping strategies to minimize the negatives? How can you avoid these situations going forward? In bad situations: (1) Be resourceful. Get the most you can out of the situation. (2) Try to deduce why things got to be that way. (3) Learn from both the situation you inherited and how you react to it. (4) Integrate what you learn into your future behavior.

LEARNING FROM COURSES

□ 10. Insight Events

These are courses designed around assessing skills and providing feedback to the participants. These events can be a powerful source of self-knowledge and can lead to significant development if done right. When selecting a self-insight course, consider the following: (1) Are the skills assessed the important ones? (2) Are the assessment techniques and instruments sound? (3) Are those who are providing the feedback trained and professional? (4) Is the feedback provided in a user-friendly and "actionable" format? (5) Does the feedback include development planning? (6) Is the setting comfortable and conducive to reflection and learning? (7) Are the other participants the kinds of people you could learn from? (8) Are you in the right frame of mind to learn from this kind of intense experience? Select events on the basis of positive answers to these eight questions.

*No matter how one may think himself accomplished,
when he sets out to learn a new language, science,
or the bicycle, he has entered a new realm
as truly as if he were a child newly born into the world.*
Frances Willard – American educator and women's suffragist

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ISBN 978-1-933578-22-4



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Item number 82042