

Putting Your Development Guide to Use:

## ***FYI FOR YOUR IMPROVEMENT™***

**A Guide for Development and Coaching for Learners, Managers,  
Mentors, and Feedback Givers**

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### **A USAGE GUIDE**

#### **Key Takeaways:**

- *FYI* translates individual development into business results.
- *FYI* is an easy-to-use guide for coaching and development.
- Use *FYI* to build a skill that is mission critical or to reduce noise and avoid derailment.
- *FYI* is intended for individual learners, managers, coaches, and executives.
- The 67 Competencies, 19 Stallers and Stoppers, and 7 Global Focus Areas are the standard for leadership development at thousands of companies around the globe.

The new 5th edition of *FYI For Your Improvement™* is designed to make coaching and development planning even easier and more targeted.

We know what makes people successful. We also know what causes derailment. Over 20 years of research helped us define the 67 Competencies, 19 Career Stallers and Stoppers, and 7 Global Focus Areas that matter most.

Research is also clear about how people learn. People learn the most from on-the-job experiences (70%), followed by learning from other people (20%), and learning from courses (10%). Through our research, we discovered which experiences provide the most development for a particular skill.

Since 1996 *FYI* has combined what makes people successful with how people learn into an easy-to-use development resource. This Usage Guide will address some basic questions about *FYI* and explain how and when to use this valuable development resource.

*FYI provides a common set of characteristics required for success and facilitates the development and deployment of resources, enterprise-wide.*

### **Who is FYI for?**

*FYI* is designed for any motivated person with a need and to serve as a guide for managers, mentors, coaches, and feedback givers. It is intended for all levels of an organization.

**Individual learners** who want to take initiative and be proactive about their development. They find that *FYI* is a how-to development guide for a do-it-yourself approach.

**Coaches and managers** working with individual employees to build skill or avoid derailment. They use *FYI* to find the information and tools they need to provide coaching and create a targeted development plan.

**Executives** responsible for talent management and human resource management. They use *FYI* as a resource to sustain leadership development efforts. *FYI* provides a common set of characteristics required for success and facilitates the development and deployment of resources, enterprise-wide.

### **What is FYI?**

*FYI* is an entire library in one book. Each chapter is dedicated to a competency, staller/stopper, or global focus area found in the Leadership Architect® Library. In each chapter you will find detailed definitions and descriptions, possible causes, as well as suggested remedies, on-the-job tasks, and readings that promote development.

Competencies are defined as “a measurable characteristic of a person that is related to success at work. It may be a behavioral skill, a technical skill, an attribute (such as intelligence), or an attitude (such as optimism)” (*The Leadership Machine*, p. 5). The Leadership Architect® Library contains a total of 67 Competencies.

Career Stallers and Stoppers are the negative characteristics or flame-out factors that can derail a person’s career. In many respects, they represent the flip side of competencies. The Leadership Architect® Library contains a total of 19 specific Career Stallers and Stoppers.

The Global Focus Areas are the additional characteristics required for global business leaders. The Leadership Architect® Library contains a total of 7 Global Focus Areas.

*FYI is the entire Leadership Architect® Library in one book.*

## What will I find in each FYI chapter?

**Competency** name and number as well as factor and cluster information to show where it fits in the Leadership Architect® Library.

**Unskilled** definitions provide a list of detailed behaviors that show what “unskilled” looks like for a competency. Read these to see if you may be unskilled at a competency. Which bullet points describe you the best? This is your “before” picture.

**Substitutes** – Under the unskilled definition, there are other skills that could substitute for the lack of skill in this area. One or more of those substitute skills (if you are high in them) can neutralize the negative effects of a lack of the skill. Use these in your development plan to address an unskilled competency. (*Competencies only*)

**Skilled** definitions provide a list of detailed behaviors that show what “skilled” looks like for a competency. Compare yourself to the skilled definition. What would you like to be able to do when you’re done working on this need? This is your “after” picture.

**Overused Skill** definitions provide a list of detailed behaviors that show what “overused” looks like for a competency. Refer to these to determine whether you might be overusing one of your strengths.

**Compensators** – Under the overused skill definition, there are a number of compensator skills. If you are high on one or more of those skills, you can use them to neutralize the negative effects of overusing one of your strengths. Use these in your development plan to address an overused competency. (*Competencies and Global Focus Areas only*)

**Some Causes** – We list numerous reasons why you might have this need. Use these to specify what your need looks like exactly. Check the causes that might apply to you. Many developmental efforts have floundered because the plan attacked the wrong problem. Write down your particular need—what it looks like, what causes it, whom it plays out with and in what situations. If your causes aren’t listed, add them to the list.

**Global Focus Area** name and number as well as competency equivalents that are related.

**Quote** – Read the quotes for inspiration and to give yourself food for thought.

**54 Self-Development**

*It is a good thing for an uneducated man to read books of quotations. Bartlett's Familiar Quotations is an admirable work, and I studied it intently. The quotations when engraved upon the memory give you good thoughts. They also make you anxious to read the authors and look for more.*  
— Sir Winston Churchill

**Unskilled**

- Doesn't put in the effort to grow and change
- Doesn't do anything to act on constructive feedback
- May not know what to work on or how...

• SUBSTITUTES: 1,6,19,32,33,44,45,55,61

**Skilled**

- Is personally committed to and actively works to continuously improve him/herself
- Works to deploy strengths
- Works on compensating for weakness and limits...

**Overused Skill**

- May be a self-help development junkie
- May be too self-centered
- May spend too much time improving and too little time acting and performing...

• COMPENSATORS: 1,24,43,46,50,51,53,55,57,63

**Some Causes**

- Arrogant; don't have any weaknesses
- Defensiveness
- Fear of failure or of admitting shortcomings...

**Leadership Architect® Factors and Clusters**  
This competency is in the Personal and Interpersonal Skills Factor (VI). This competency is in the Demonstrating Personal Flexibility Cluster (T) with: 40, 45, 55. You may want to check other competencies in the same Factor/Cluster for related tips.

**Factors and Clusters** – All competencies and career stallers fall into one of 8 Factors and 26 Clusters. This means that a competency (or staller) in a particular cluster is somewhat similar to the others in that cluster. You may want to check for additional tips within the cluster (and perhaps the factor) for each competency. (*Competencies and Stallers and Stoppers only*)



**The Map**  
The bottom line is, those who learn, grow and change continuously across their careers are the most successful. Whatever skills you have now are unlikely to be enough in the future...

**Some Remedies**

- ❑ 1. **Not sure where to start? Do a skills audit.** First, get a good multi-source assessment, a 360° questionnaire, or poll 10 people who know you well to give you detailed feedback on what you do well and not well, what they'd like to see you keep doing, start doing and stop doing. You don't want to waste time on developing things that turn out not to be needs.
- ❑ 2. **Difficulty categorizing skills? Divide your skills into these categories:**
  - Clear strengths—Me at my best.
  - Overdone strengths—I do too much of a good thing—"I'm so confident that I'm seen as arrogant."
  - Hidden strengths—Others rate me higher than I rate myself.
  - Blind spots—I rate myself higher than others rate me.
  - Weaknesses—I don't do it well.
  - Untested areas—I've never been involved in strategy formulation.
  - Don't know—I need more feedback.

**Some Develop-in-Place Assignments**

- ❑ Take on a task you dislike or hate to do.
- ❑ 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)...

**Suggested Readings**

- Beit, A. H., Smith, D. M. (2003). *Motivating yourself for achievement*. Upper Saddle River, NJ: Prentice Hall.
- Bolles, R. N. (2006). *What color is your parachute? A practical manual for job-hunters & career-changers*. Berkeley, CA: Ten Speed Press.
- Brim, G. (2000). *Ambitions: How we manage success and failure throughout our lives*. New York: Backprint.com.

**The Map** – The map gives you the lay of the land. It reviews the general case for the competency, how it operates, and why it's important. Especially important to remember are things about the competency you didn't understand before you read the map. Those added learnings will make a difference in your development plan.

**Some Remedies** were developed from research findings—what experiences teach them, what they look like, what their elements are. Based on our research and experience, these are the tips that are most likely to work. We kept these tips brief, doable, and action oriented. Ten or more tips are included to work directly on this need. Although a few may be longer-term, most are things you can start working on today. We wanted to give motivated people a way to get started right away and see results quickly. Remedy titles are written as diagnostic questions and action statements so you can easily identify and choose one or two to include in your development plan.

**Develop-in-Place Assignments** are job tasks that require application of certain competencies. Research shows that 70% of development happens on the job, and jobs differ in development power and in the competencies they address. You can't always change jobs for development reasons alone, but there is almost always a develop-in-place assignment that you can select in your current job to address your development need.

**Staller and Stopper** name and number as well as factor and cluster information showing where it fits in the Leadership Architect® Library.

**Suggested Readings** were selected from expert reviews, best-seller lists, and reputable publishers based on their relevance, global perspective, and ROI. We selected readings that were current, available, organized well, and full of suggestions and examples. Plenty for you to choose from!

**A Problem** lists statements to describe detailed behaviors that illustrate what a staller/stopper looks like when it is "a problem." Read these to see if a staller/stopper might be an issue for you.

**Not a Problem** lists statements to describe detailed behaviors that illustrate what a staller/stopper looks like when it is "not a problem." Read these to see if a staller/stopper is not a concern for you.

**Other Causes** – A staller results from many sources—what you underdo (unskilled), such as Interpersonal Savvy (31) and what you overdo (overused), such as *Drive for Results* (53) or *Command Skills* (9). Review the list to see if any of the unskilled or overused competencies match your profile. Use this information to help you decide what to focus on in your development plan.

FACTOR VIII: TROUBLE WITH RESULTS  
CLUSTER Y: TOO NARROW

**113 Key Skill Deficiencies**

Today, many companies are reporting that their number one constraint on growth is the inability to hire workers with the necessary skills.  
Bill Clinton – 42nd President of the United States

**A Problem**

- ❑ Lacks one or more key job-required talents or skills needed to perform effectively

**Not A Problem**

- ❑ Skilled in most if not all of the mission-critical areas of the job
- ❑ Scopes out what skills are required to perform
- ❑ Works to improve and expand skill set
- ❑ Open to tutors, courses, any learning mode to improve proficiency

**Some Causes**

- ❑ Counting backwards to retirement
- ❑ Inexperienced
- ❑ Lack of technical/functional skills
- ❑ Narrow perspective
- ❑ New to the job or function
- ❑ Not interested in self-development

**Other Causes**

BEING UNSKILLED AT: 32,44,45,54,55,61  
OVERUSING: NONE APPLY

**Leadership Architect® Factors and Clusters**

This competency is in the Trouble with Results Factor (VIII) (52). This competency is in the Too Narrow Cluster (Y) with: 114, 115, 116. You may want to check other competencies in the same Factor/Cluster for related tips.

**The Map**

New and different jobs, roles, geographies, business units, and organizations require new and different skills and abilities. Many times as we move up, in, out, down and sideways, we are caught without the requisite skills needed to perform well. Some go about the business of learning the new skills and others wait to see if they can get through without building new skills. Most of

## What additional resources will I find in *FYT*?

Content we've included in the appendices make it easier for you to identify the right needs to work on and create an effective development plan.

**Competency Connections** in Appendix A highlight how a development need or a career goal may be comprised of a few key competencies. Use this resource when you think your development needs might be a combination of competencies.

**A Developmental Difficulty Matrix** in Appendix B shows on a 5-point scale how difficult it would be for a typical professional person to develop any of the 67 Competencies. It also shows the average skill rating of the average population for each competency. This information lets you know what you're up against so you can adjust your development plan, remedies, and time line accordingly.

**The Development Plan** in Appendix C has a new format which allows you to organize your plan on an easy-to-use two-page spread. Three examples illustrate ways to maximize the plan's effectiveness when you are addressing unskilled, overused, or staller/stopper development needs.

**An Index** has been added to make this edition as user-friendly as possible and to help you quickly find and address development needs and create your development plan.

## When do I use *FYT*?

There are two primary reasons you would take the *FYT* off your shelf (as a coach or a learner).

### 1. You need to build a skill that is critically important.

Maybe you are average at something and you need to be stronger for continued success in your job. Or, you are weak in an area and you want to get better. It might be that you haven't had experience using a skill but you know it's important and you want to try it. Or, you plan to make a change in your job or career which will require a different set of skills.

### 2. You need to reduce noise and avoid derailing.

Maybe you overuse a strength and you're getting negative feedback. Or, you have a staller/stopper that is creating serious problems.

*A development need may be a combination of several competencies.*

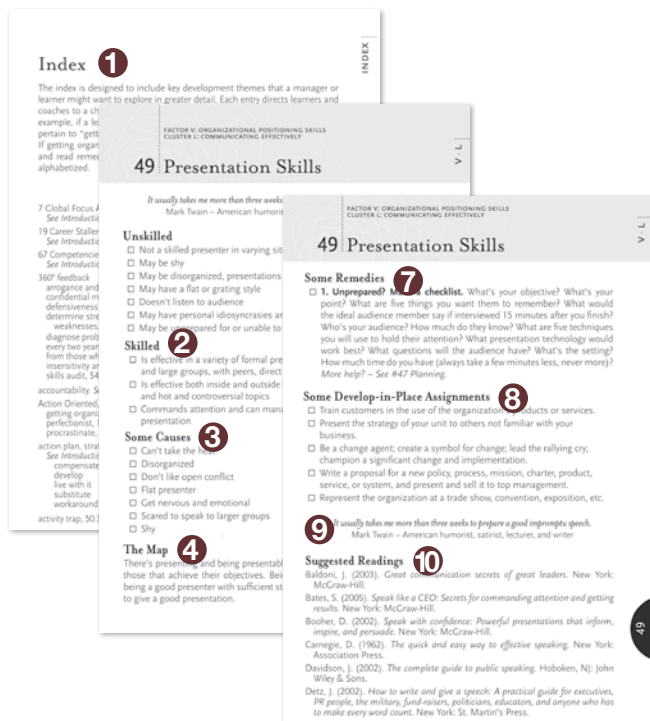
*Use FYI when you need to build a skill that is mission critical or to reduce noise and avoid derailing.*

## How do I use *FYT* to build a skill?

Lisa has trouble keeping the leadership team’s attention when she’s making presentations. She wants to get better, so she takes the *FYT* book off her shelf and begins to explore the need and create an action plan.

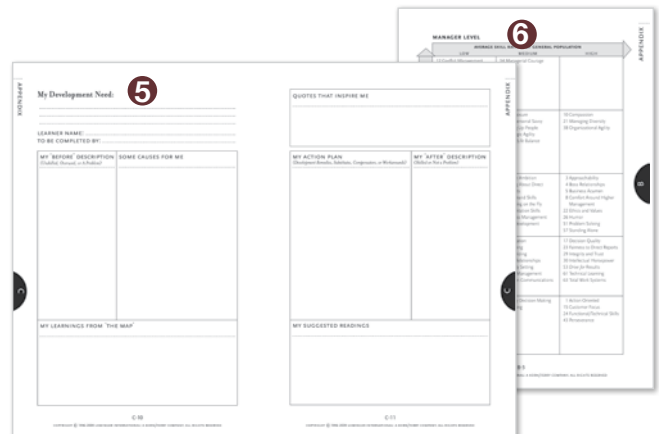
### Explore the need

- 1 Look in the **Index** to find an entry that relates to your need. *Lisa looks up “presentations” and “presentation skills.” She decides to review the whole chapter on Presentation Skills.*
- 2 Read through the **Skilled and Unskilled definitions** to figure out what describes your “before” and “after” picture. *Lisa realizes that she “may always present the same way, not adjusting to audiences” and she wants to “be effective in a variety of presentation settings.”*
- 3 Review **Some Causes** to understand why you might have this need. *Lisa thinks maybe it’s because she gets nervous and is a flat presenter.*
- 4 Read through the **Map** to understand more about why the competency is so important. *The map helps Lisa understand how important it is to be sensitive to the audience.*



## Create an action plan

- 5 Read through **Appendix C: Creating a Development Plan**. Find the My Development Need page to jot notes. *Lisa makes a photocopy of My Development Need so she can draft a development plan.*
- 6 Check **Appendix B: Developmental Difficulty Matrix** to see how difficult the competency is to develop before you commit to the “to be completed by” date on My Development Need. *Presentation Skills is moderately difficult to develop. Lisa gives herself six months to develop the skill.*



- 7 Read the diagnostic questions to see which **Remedies** apply directly to your need. When a question resonates, read the action statement and suggested remedy. Choose a couple to add to your action plan. *Lisa decides that remedy 49.3 “Not connecting? Read the audience.” will help her address the need.*
- 8 Select a **Develop-in-Place Assignment** that can help you learn through on-the-job experience. *Lisa chooses the develop-in-place task “present the strategy of my unit to others not familiar with my business” as part of her action plan.*
- 9 Look at the **Quotes** at the beginning and end of the chapter and choose one that inspires you. *Lisa chooses Mark Twain’s quote and adds it to her My Development Need page.*
- 10 Scan the list of **Suggested Readings**. Choose one or two that you could benefit from reading. *Lisa wants to read The Exceptional Presenter: A Proven Formula to Open Up and Own the Room, by T. J. Koegel. She thinks it could help her overcome her nervousness.*

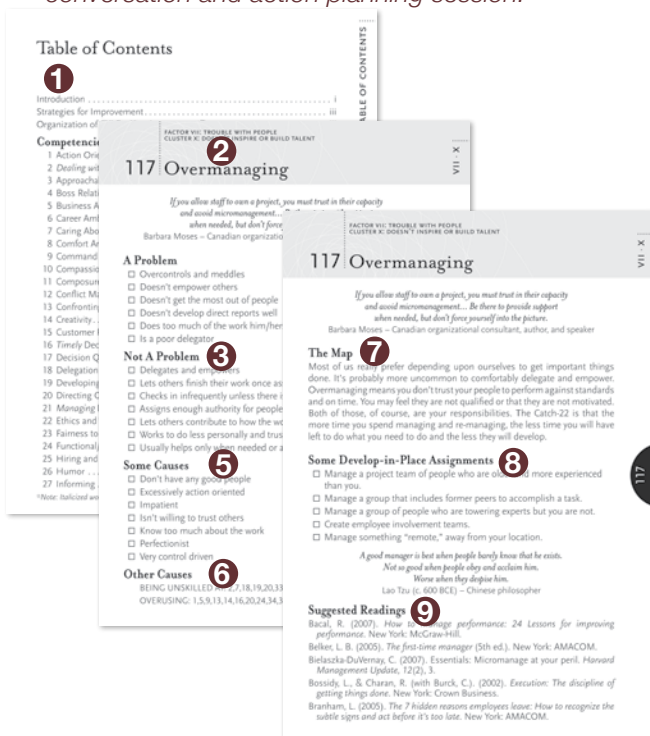


## How do I use *FYT* to reduce noise and avoid derailment?

John is director of supply chain at a large retailer. John has received complaints from several employees that one of his direct reports, David, is not effectively managing his team. John wants to get to the bottom of this, so he pulls his *FYT* off the shelf and begins to explore the need.

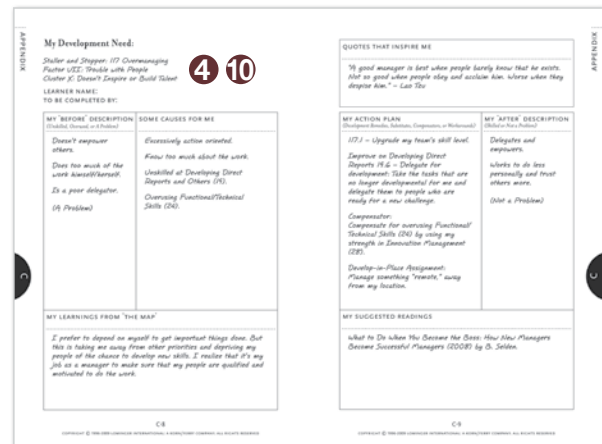
### Explore the need

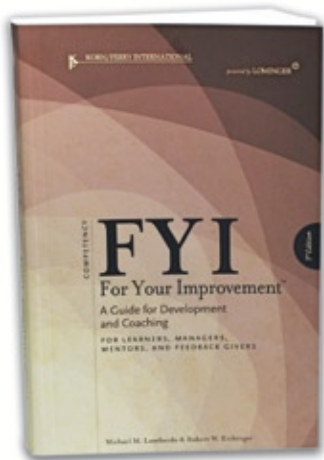
- 1 Scan the **Table of Contents** to see what might be causing the problem. *John reviews the Table of Contents and thinks that David's issue might be Overmanaging.*
- 2 Find the **chapter** by turning to the page number listed. *John turns to Chapter 117 - Overmanaging.*
- 3 Read through the **Problem and Not a Problem definitions** to figure out whether this staller/stopper might be what's causing noise. *John sees that the Problem description (i.e., doesn't empower others, does too much of the work himself/herself) is similar to the feedback he was receiving regarding David. He sees that the Not a Problem statements like "delegates and empowers" and "works to do less personally and trust others more" will be good goals for David. He decides to bring David in for a conversation and action planning session.*



## Create an action plan

- 4 In **Appendix C: Creating a Development Plan**, find the My Development Need page to jot notes along the way. *John makes a photocopy of My Development Need so he can draft a development plan with David. They discuss the feedback and begin to tackle the issue.*
- 5 Review **Some Causes** to understand why you might have this need. *David thinks that he's too action oriented and knows too much about the work and that these things are contributing to the problem.*
- 6 Review the list of **Other Causes** to see which competencies you might have too much or too little of that could be causing the staller/stopper. *To improve Developing Direct Reports, David adds action steps from Chapter 19 to his development plan.*
- 7 Read through the **Map** to understand more about why the competency is so important. *David realizes that by doing other people's work, he is taking himself away from other priorities.*
- 8 Select a **Develop-in-Place Assignment** that can help you learn through on-the-job experience. *David chooses to "manage something remote away from my location" for on-the-job development.*
- 9 Scan the list of **Suggested Readings**. Choose one or two that you think you could benefit from reading. *David decides to read What to Do When You Become the Boss, by B. Selden.*
- 10 Complete the **My Development Need** page and commit to a "to be completed by" date. *John and David complete the My Development Need page and commit to check progress on a regular basis.*





To find out more about FYI For Your Improvement™ 5<sup>th</sup> Edition, visit [www.lominger.com](http://www.lominger.com).

## A versatile resource for enhancing leadership development

*FYI For Your Improvement*™ is designed to make coaching and development planning easy and targeted. *FYI* is intended to be used by individuals and organizations to enhance development.

- An individual who is proactive can use this development resource to assess needs and continuously improve.
- A manager or a coach can take *FYI* off the shelf anytime there is a development need that is critically important for success.
- An executive in charge of talent management or leadership development for an organization can embed *FYI* into any program that seeks to improve employees' skills in mission-critical areas.

*FYI* is an easy-to-use reference that has become the standard for leadership development at thousands of companies around the globe. How will you use *FYI*?



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## About Korn/Ferry International

Korn/Ferry International (NYSE:KFY), with more than 90 offices in 40 countries, is a premier global provider of talent management solutions. Based in Los Angeles, the firm delivers an array of solutions that help clients to identify, deploy, develop, retain and reward their talent.

## About Lominger

Founded in 1991 by Robert W. Eichinger, Ph.D. and Michael M. Lombardo, Ed.D., Lominger produces a suite of competency-based leadership development resources for individuals, teams, and organizations. In August 2006, Lominger joined the Korn/Ferry International family of companies.

For more information on the Korn/Ferry International family of companies, visit [www.kornferry.com](http://www.kornferry.com).