<table>
<thead>
<tr>
<th>Term</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>accelerate stage of personal growth</td>
<td>124</td>
</tr>
<tr>
<td>Adams-Ender, Clara</td>
<td>187</td>
</tr>
<tr>
<td>adaptability</td>
<td>470–71</td>
</tr>
<tr>
<td>addiction to work</td>
<td>309–12</td>
</tr>
<tr>
<td>passion versus addiction</td>
<td>312–15</td>
</tr>
<tr>
<td>adversity in the workplace</td>
<td>362–4</td>
</tr>
<tr>
<td>failure and loss</td>
<td>364–7</td>
</tr>
<tr>
<td>instrumental responsibility in</td>
<td></td>
</tr>
<tr>
<td>preparing for</td>
<td>382–4</td>
</tr>
<tr>
<td>cultivating self-awareness and</td>
<td></td>
</tr>
<tr>
<td>affective self-regulation</td>
<td>384–5</td>
</tr>
<tr>
<td>cultivating self-efficacy and</td>
<td></td>
</tr>
<tr>
<td>resilient outlook</td>
<td>385–6</td>
</tr>
<tr>
<td>social support</td>
<td>386–8</td>
</tr>
<tr>
<td>turning point processes</td>
<td>369–72</td>
</tr>
<tr>
<td>aesthetic intelligence</td>
<td>474–5</td>
</tr>
<tr>
<td>affective self-regulation</td>
<td>384–5</td>
</tr>
<tr>
<td>agreeableness, global leaders and</td>
<td>435</td>
</tr>
<tr>
<td>align stage of personal growth model</td>
<td>118–24</td>
</tr>
<tr>
<td>Allen, S.J.</td>
<td>174</td>
</tr>
<tr>
<td>Amazon.com</td>
<td>1</td>
</tr>
<tr>
<td>ambiguity</td>
<td>470</td>
</tr>
<tr>
<td>Argyris, Chris</td>
<td>93, 112, 228</td>
</tr>
<tr>
<td>Arthur, M.B.</td>
<td>207, 209</td>
</tr>
<tr>
<td>assessment</td>
<td>108–9</td>
</tr>
<tr>
<td>assessment and development centres</td>
<td>202</td>
</tr>
<tr>
<td>development of emotional and</td>
<td></td>
</tr>
<tr>
<td>interpersonal competencies and</td>
<td>171–2</td>
</tr>
<tr>
<td>feedback from, see feedback</td>
<td></td>
</tr>
<tr>
<td>five-phase individual feedback</td>
<td></td>
</tr>
<tr>
<td>development and change model</td>
<td>33–55</td>
</tr>
<tr>
<td>assessment and feedback phase</td>
<td>40–44</td>
</tr>
<tr>
<td>initiation phase</td>
<td>34–9</td>
</tr>
<tr>
<td>measuring change phase</td>
<td>52–5</td>
</tr>
<tr>
<td>planning for development phase</td>
<td>44–9</td>
</tr>
<tr>
<td>taking action phase</td>
<td>49–52</td>
</tr>
<tr>
<td>learning and development needs</td>
<td>398–400, 411–17</td>
</tr>
<tr>
<td>model for driving personal growth</td>
<td>109</td>
</tr>
<tr>
<td>accelerate stage</td>
<td>124</td>
</tr>
<tr>
<td>align stage</td>
<td>118–24</td>
</tr>
<tr>
<td>awaken stage</td>
<td>109–18</td>
</tr>
<tr>
<td>case study</td>
<td>124–8</td>
</tr>
<tr>
<td>self-assessment, see self-assessment</td>
<td></td>
</tr>
<tr>
<td>types of 40–41</td>
<td></td>
</tr>
<tr>
<td>Athos, Tony</td>
<td>103</td>
</tr>
<tr>
<td>Augustine, St</td>
<td>108</td>
</tr>
<tr>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>study of female academic leaders</td>
<td>447, 455–6, 461</td>
</tr>
<tr>
<td>engaging in and enacting</td>
<td></td>
</tr>
<tr>
<td>leadership 448–55</td>
<td></td>
</tr>
<tr>
<td>gender issues</td>
<td>457–8</td>
</tr>
<tr>
<td>networks 458–9</td>
<td></td>
</tr>
<tr>
<td>research approach</td>
<td>448</td>
</tr>
<tr>
<td>role models 456–7</td>
<td></td>
</tr>
<tr>
<td>work and family</td>
<td>459–60</td>
</tr>
<tr>
<td>Avolio, Bruce</td>
<td>172, 173–4</td>
</tr>
<tr>
<td>awaken stage of personal growth model</td>
<td>109–18</td>
</tr>
<tr>
<td>Balkundi, P</td>
<td>4–7, 404, 406</td>
</tr>
<tr>
<td>Ballou, R.</td>
<td>70</td>
</tr>
<tr>
<td>Bandura, A.</td>
<td>492, 496</td>
</tr>
<tr>
<td>Bank of America</td>
<td>49</td>
</tr>
<tr>
<td>Barefoot College</td>
<td>499–500</td>
</tr>
<tr>
<td>Bar-On, R.</td>
<td>175</td>
</tr>
<tr>
<td>Barry, D.</td>
<td>264</td>
</tr>
<tr>
<td>Bartol, K.M.</td>
<td>405–6</td>
</tr>
<tr>
<td>Baruch, Y.</td>
<td>166, 217</td>
</tr>
<tr>
<td>Beckham, David</td>
<td>218</td>
</tr>
<tr>
<td>Beckhard, R.</td>
<td>32</td>
</tr>
<tr>
<td>begrudging adopters</td>
<td>31</td>
</tr>
</tbody>
</table>
beliefs 300–304, 378
Bhatt, Ela 490
Bluedorn, A.C. 324
Boal, K. 241, 242
Boomerang programme 501–2
Boyatzis, R.E. 63, 71, 75, 82, 164, 171
Brass, D.J. 404, 405
Brett, J.M. 312
Brousseau, Ken 102
Buckingham, M. 8, 12
Buffett, Warren 187
Burke, R.J. 312
Burleson, B.R. 176
Burr, Don 341
buy-in scale 96
Caligiuri, P. 439, 442
Cameron, K.S. 3
Campion, M. 271, 283, 284
Camus, Albert 128
Canada 313
Cannon-Bowers, J.A. 270, 271, 284
careers 197, 221–2
career entrepreneurs 216–19
career success and personal failure syndrome 10
changing context 197–9
coping with careers 210–14
emerging trends 219–21
human/social capital and successful self-managed careers 208–10
ignorance of career concepts 101–2
leadership or managerial careers 199–200
organizational support for career development 200–201
assessment and development centres 202
career information 203
career workshops 204–5
common career paths 205–6
education and training 202
high-flyer programmes 205
induction 201–2
internal recruitment 201
lateral moves to create cross-functional experience 202–3
mentoring, coaching and counselling 204
performance appraisal 205
secondments 203
unemployment and 214–16
who owns and manages your career 206–8
Carnegie, Dale 165
Carson, J.B. 264
Center for Creative Leadership (CCL) 3, 142, 487, 493, 502–3
framework for leadership 493–500
challenges 144–9, 296
change management 3, 140
competency development through intentional change in MBA program 70–71
five-phase individual feedback development and change model 33–55
assessment and feedback phase 40–44
initiation phase 34–9
measuring change phase 52–5
planning for development phase 44–9
taking action phase 49–52
measuring change 52–5
methods 53–4
problems 54–5
resistance to change 52–3
caracter, see personality
charismatic leadership 378
goals and 233–4
Chatman, J. 200
Chile
Foundation for the Alleviation of Poverty 498–9
China 316
Church, A.H. 36, 39
Ciarrochi, J. 174
Clawson, J.G. 7
Clifton, D.O. 8
coaching 49, 204, 411, 416, 419
cognitive intelligence 63, 72, 83
Collin, A. 197, 198
Colvin, Geoffrey 188
commitment 140–41
commons, tragedy of 244
communication 472
competencies 38, 62, 251
assessing competency development outcomes 71–2
discussion 80–84
instruments 73–5
methods 72
results of study 75–6
competency development through intentional change in MBA program 70–71
emotional competencies of leaders 160–65
best practices for development 169–70
developmental readiness and motivation 170–76
as focus of self-managed development 62–4
interpersonal competencies 165–7
best practices for development 169–70
developmental readiness and motivation 170–76
gap between research and training 167–9
work teams 269–75
complexity theory 69
confidentiality 110
conflict management 76, 82
work teams 287
conscientiousness, global leaders and 435–6
Conte, J.M. 324
Cordova, D. 455
Corporate Service Corps, see IBM Corporate Service Corps (CSC)
Cortina, J. 399, 409
counselling 204
Coutu, D.L. 365, 366, 377, 381
Coyle, Daniel 190
credit crunch 220
Creswell, J.W. 448
critical thinking, goals and 242–3
culture
appreciating diversity 474
feedback and 112
self-assessment and 27
cultural and language skills and abilities 432–3
training in 440
work teams and 284–5
Currie, G. 202
Czeisler, C.A. 326, 327
Cziksentmihalyi, Mihalyi 247
Das, T.K. 238
Davids, Kenneth 189
Day, David 169, 265
De Dreu, C.K.W. 280
De Janasz, S.C. 175
death bed question 329–30
decisiveness 141–2
DeFillippi, R.J. 209
demands of leadership role 296–7, 326
reversing wear and tear process 326–7
Derr, C. 205
development, see leadership development
Devine, D.J. 270
Dewey, John 363
dictators 95
distress 361
Doe, P.J. 377
‘doormats’ 95
Douglas, C.A. 405, 409
Drayton, Bill 496
Driver, Mike 102
Drucker, P. 5, 473
Dubrin, A. 227
Dweck, Carol 492
Eby, L.T. 209
Edison, Thomas 247, 385
education 202, 440
El Sawy, O. 244
Elias, M.J. 175
emotional intelligence 63, 72, 74, 76, 80, 83, 176–7, 471
elemental competencies of leaders 160–65
best practices for development 169–70
developmental readiness and motivation 170–76
gap between research and training 167–9
global leaders and emotional stability 436–7
emotional regulation 377
employees 251
development 140
employee–customer–profit chain model 46–7
leadership self-development and 417, 420
teams, see work teams
Emslie, C. 459
enacted problem-solving, goals and 240–41
Enron 33, 200
entrepreneurship 216–19
Ericsson, K. Anders 188
ethics, goals and 235–6
Ethiopia
Mission to the World (MTW) 503
ethnic minorities, feedback and 112
experience
development and 143–4
learning from 152–5
reflection on 155–6
experiential learning 172
experimentation 67–8
extroversion, global leaders and 434–5
failure, resilience and 364–7
fears 300–304
feedback 108–9, 109–10, 118–19
case study 124–8
delivery mechanisms 41–2
development of emotional and interpersonal competencies and 171–2
engagement with direct reports 123–4
engagement with manager 121–2
engagement with peers 122–3
exploring context 120–21
five-phase individual feedback development and change model 33–55
assessment and feedback phase 40–44
initiation phase 34–9
measuring change phase 52–5
planning for development phase 44–9
taking action phase 49–52
making sense of 118
ongoing 156
personal reflection 119–20
preparation for receiving 110–12
reactions to 43–4
tying results to company or industry 114, 117
understanding psychological inventories 113–14, 115–16
work teams 283–4
feedback junkies 31
Feldman, D.C. 212
Feldman, M.S. 204
Field, Sally 186
first timers 31
Fitzgerald, F. Scott 379
Fleishman, E.A. 258
Flett, G.L. 316, 317
Ford, D. 245
foresight 474
Foundation for the Alleviation of Poverty 498–9
Franklin, Benjamin 109
Frederickson, B.L. 384
free time 328
Friedman, M. 300, 319
Friedman, S.D. 5, 8
Fritz, Robert 101
Fritz, S.M. 175
Fromm, Erich 247
future leaders, see next generation business leaders
Gallup Organization 8
Gates, Bill 489–90
General Electric (GE) 484
Ghana 478
Gibson, D. 455, 457
Gibson, S. 455
Gladwell, Malcolm 102, 188, 189
Glanz, L. 212
globalization 131, 475
self-development and self-assessment for global leaders 429–32, 438–9, 443
cultural and language skills and abilities 432–3
development activities 442–3
personality 433–7
tool for gaining self-awareness 437–8
training activities 439–42
goals 124, 191–2, 226–7, 297–8
choice of 228
content of goals 298–9
critical thinking and wisdom 242–3
development of learning criteria to monitor goal progress 401–2, 421
enacted problem-solving 240–41
ethics and 235–6
hierarchies of 244–5
identification and development of learning objectives 400–401, 418–20
leadership self-efficacy and 236–7
leadership theories and 230
attending to people and to task performance 230–31
charismatic leadership 233–4
participative leadership 231–2
transactional leadership 232–3
transformational leadership 234–5
long-termism 243–4
motivation for 299–300
positive psychology and 237–8
possible selves 246
proactive and transcendent behaviour 238–40
pursuit of 228–30, 247
strategic leadership and cognitive/behavioural complexity 241–2
Goleman, Daniel 93, 160, 168, 171, 472
good soldiers 31
Gosling, J. 91
government 468
Granovetter, M. 406
Greene, J.O. 176
Grey, C. 211
Gunz, H.P. 199
Hart, R.K. 285
Hayakawa, S.I. 367
health 329
job demands and 326
Hewlett, S.A. 296, 312, 316
high-flyer programmes 205
Hoffer, Eric 93
holidays 328
Hooijberg, R. 241, 242
Hughes, E.C. 198
Hughes, M. 174
Hull, R. 101
human capital, careers and 208–10
Hunt, J.W. 166
Hunt, K. 459
Ibarra, H. 405
IBM 49
IBM Corporate Service Corps (CSC) 477–9, 485
content versus competencies 479–83
participant experiences 483–4
iceberg model 47
India 487–8
Barefoot College 499–500
Professional Assistance for Development Action (PRADAN) 497–8
shortage of leaders 134–8
induction 201–2
inductive thinking 105
Industrial-Organizational (I/O) Psychology 37
Indvik, J. 455
Inference, Ladder of 112, 113
informal learning 251, 252–4
self-directed work teams 267–8
integration frameworks 46–7
Intentional Change Theory (ICT) 62, 64–70
interactions 347–9
work teams 275–80
internal recruitment 201
interpersonal competencies 165–7
best practices for development 169–70
developmental readiness and motivation 170–76
gap between research and training 167–9
interpersonal skills 494
inventories, psychological 113–14, 115–16

Jacobs, R.R. 324
Jacobson, D.E. 387
Jago, A. 231
Jobs, Steve 187
Johari’s Window 92
Joyce, James 95
judgement 475–6

Kahn, R.L. 258
Kaiser, R.B. 491
Kanter, R.M. 217, 457, 458
Kaplan, R.E. 9
Karoly, P. 286
Katz, D. 258
Keller, Thomas 189
Kennedy, John F. 386
Kenya 489
Killeen, L. 246
Kirkpatrick, D.L. 53

knowledge
acquisition of 63
knowing–doing gap 228–9
relational know-how 343–51
self-assessment of cultural and language knowledge 432–3

Korman, A.K. 10, 11
Korman, R.W. 10, 11
Kotter, J.P. 3, 5
Krause, Tom 378
Kubler-Ross, E. 43
Kuipers, B.S. 268, 271

Ladder of Inference 112, 113
Landy, F.J. 324
languages
self-assessment of cultural and language skills and abilities 432–3
training in 441–2
lateral moves to create cross-functional experience 202–3

Lavelle, M. 200
Lawrence, P. 101
Lay, Kenneth 200
Lazarus, R.S. 213

leadership 1–3, 258–9; see also individual topics
leadership development 3–4, 20–21, 57
for all 487–91
Barefoot College 499–500
Boomerang programme 501–2
Foundation for the Alleviation of Poverty 498–9
framework for leadership 493–500
leadership development in new light 491–3
Professional Assistance for Development Action (PRADAN) 497–8
taking leadership beyond boundaries 502–3
tapping potential for transformation 503–4
development of emotional and interpersonal competencies 169–70
developmental readiness and motivation 170–76
enlisting others into your development as leader 336–40
next steps 355–8
phase 1: developing self-awareness 340–43
phase 2: determining relational know-how 343–51
phase 3: considering who should be in your developmental network 351–5
establishing developmental relationship 149–52
next generation business leaders 468–9
Corporate Service Corps, see IBM Corporate Service Corps (CSC)
defining developmental agenda 469–76
developing future leaders 476–7
executive development 484–5
objectives and scope of book 4–5
personal responsibility 84–7
principles 142–4
self-assessment and self-awareness and 5–9
self-development, see self-development
structure of book 13–20
using this book 11–13
work teams 281–7
learning 30, 138–40
agenda 67
assessment of learning and
development needs 398–400,
411–17
development of learning criteria to
monitor goal progress 401–2,
421
development of learning curriculum
401, 418–20
evaluation of learning gains 402–3,
421–2
from experience 152–5
experiential 172
identification and development of
learning objectives 400–401,
418–20
informal 251, 252–4
self-directed work teams 267–8
learning partners 408–10, 411–22
measurement 53
organizational 494, 496
typology of leader learners 30–31
Leavitt, Hal 101
Leslie, J.B. 381
Lewin, Kurt 32, 33
long-termism, goals and 243–4
loss, resilience and 364–7
Luce, C.B. 296, 312
Luthans, F. 368
McCall, Morgan 337
McCaulley, C.D. 173, 405, 409
McGill, Mick 93
McIntyre, R.M. 275
McKibbin, L.E. 71, 166
McLeod, P.L. 285
managerial careers 199–200
Mansfield, Katherine 377
Manz, Charles 92, 265
Maree, J.G. 175
Marks, M.A. 256, 275, 280
Marshall, J. 212
Marsick, V.J. 251, 252
Masten, A.S. 376
materialism as motivation 305–9
Mathieu, J.E. 280
mattering 183–4
goals 191–2
how to matter 184–6
love it or lose 186–91
mindset matters 191
Maugham, W. Somerset 336
Mayer, J.D. 160, 161, 174
MBA programs, competency
development through intentional
change in 70–71
mediation 287
mentoring 204, 337–8, 351, 387, 411,
415, 418
mindset matters 191
Mintzberg, Henry 91, 103, 166
Mirvis, P.H. 466, 479
Mission to the World (MTW) 503
Molinaro, D. 129
Moses, B. 364
motivation 30, 299–300, 402
beliefs and fears 300–304
materialism 305–9
passion versus addiction 312–15
workaholism/work addiction
309–12
multi-tasking 324–5
Myers–Briggs Type Inventory 233
Nash, L. 5, 328
negative emotional attractors (NEAs)
69
Netherlands 309, 311
networking 210, 216, 403–4
considering who should be in your
developmental network 351–5
leadership self-development and
395–8, 404–8, 422–3
learning partners 408–10, 411–22
preparing for adversity in the
workplace 386–8
resilience and 380
study of female academic leaders in
Australia 458–9
Newburg, Doug 97
next generation business leaders 464–5
defining developmental agenda
469–76
developing future leaders 476–7
developmental challenges for business leaders 468–9
executive development 484–5
IBM Corporate Service Corps (CSC) 477–9, 485
content versus competencies 479–83
participant experiences 483–4
rise of self-management 465–6
shape-shifting at work 466–8
Nicholson, Nigel 99
Nohria, N. 101

objectives, see goals
obligation 96–7
Ohlott, P.J. 145, 460
openness
global leaders and emotional stability 437
organization development 32–3
organizational culture, see culture
organizational learning 494, 496
organizational resilience 366–7
organizational structures 131
organizational support for career development 200–201
assessment and development centres 202
career information 203
career workshops 204–5
common career paths 205–6
education and training 202
high-flyer programmes 205
induction 201–2
internal recruitment 201
lateral moves to create cross-functional experience 202–3
mentoring, coaching and counselling 204
performance appraisal 205
secondments 203
outside-in-ness 94–6
overreaction 9
Parker, P. 410
participative leadership, goals and 231–2
passion versus addiction 312–15
Pasteur, Louis 386
Patterson, L.B. 174
Pausch, R. 330
Penhoet, Ed 184–5
PepsiCo 35, 38, 47, 48, 49, 52
perfectionism 315–19
performance
appraisal 6, 205
attending to 230–31
underperformance 1
work teams 286–7
personal growth model 109
awaken stage 109–18
case study 124–8
personal life 141
personal reflection 119–20
personal resilience, see resilience
personality
iceberg model 47
measures 37–8
overestimation of concept of character 99–100
self-assessment of 28–30, 433–4
Peter, L.J. 101
Peters, Tom 216
Pfeffer, J. 228
Pfeifer, Tami 501
Philippines 478
Pickford, Mary 369
polychronicity 324–5
Porter, L.W. 71, 166
positive emotional attractors (PEAs) 69
positive psychology
goals and 237–8
Price, V.A. 301
proactive behaviour
developmental proactivity 345–6
goals and 238–40
probabilities 295–6
problem-solving 100–101
enacted problem-solving 240–41
Professional Assistance for Development Action (PRADAN) 497–8
psychological inventories 113–14, 115–16
psychological well-being 329
recruitment 201
rejection, fear of 94
relational know-how 343–51
relational theories 68
relationships, see networking
renegades 31
resilience
  characteristics and actions of resilient people 376–7
  agency-related factors 379–80
  coherence-generating factors 378–9
  emotional regulation factors 377
  cultivating self-efficacy and resilient outlook 385–6
  directions for research on 388–9
  failure and loss in workplace and 364–7
  importance of 362–4
  in management literature 380–82
  self-regulatory model 372–6
  turning point processes 369–72
  understanding 367–9
resisters 31
responsibility 476
  instrumental responsibility in
    preparing for adversity in the workplace 382–4
    cultivating self-awareness and affective self-regulation 384–5
    cultivating self-efficacy and resilient outlook 385–6
    social support 386–8
  personal responsibility for leadership development 84–7
  social responsibility 474
reward systems 232
  materialism as motivation 305–9
Rhee, K. 82
Richardson, G. 368
Robbins, S.P. 175
Roberts, L.M. 382
Romania 478
Rooney, Michel 364
Rosenman, R.H. 300, 319
Rouse, Jeff 97
Roy, Bunker 499–500
Ruderman, M. 460
Rutter, M. 370

Saatcioglu, A. 75, 82
Salas, E. 259, 270, 271, 275, 284
Salovey, P. 160, 161
SARAH model 43, 56
satisfaction 328–9
Schaufeli, W.B. 309
secondments 203
self-adaptation 383
self-assessment 6–9, 12, 25–7, 55–6, 57, 103–6
context of organization development 32–3
critical nature of 39
factors impacting on effectiveness of 27–30
  individual characteristics 28–30
  organizational cultural orientation 27
  supporting tools and processes 27–8
five-phase individual feedback development and change model 33–55
  assessment and feedback phase 40–44
  initiation phase 34–9
  measuring change phase 52–5
  planning for development phase 44–9
  taking action phase 49–52
  global leaders 429–32, 443
  cultural and language skills and abilities 432–3
  personality 433–7
  tool for gaining self-awareness 437–8
Intentional Change Theory (ICT)
  as model for self-directed competency development 64–70
  problems in management of process 91–2
  focus on problem-solving rather than creation 100–101
  ignorance of career concepts 101–2
  inattention to habituality 93–4
  invisible self-deception 92
  lack of desire to be self-aware 92
  obligation over choice 96–7
  outside-in-ness 94–6
  overestimation of concept of character 99–100
  type I and type II leaders 98–9
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>underestimation of energy and feel 97–8</td>
</tr>
<tr>
<td>wrong kind of intelligence 93</td>
</tr>
<tr>
<td>typology of leader learners 30–31</td>
</tr>
<tr>
<td>tool for gaining self-awareness 437–8</td>
</tr>
<tr>
<td>self-correction techniques 286</td>
</tr>
<tr>
<td>self-deception 92</td>
</tr>
<tr>
<td>self-development 9–11, 173</td>
</tr>
<tr>
<td>competencies as focus of self-managed development 62–4</td>
</tr>
<tr>
<td>global leaders 429–32, 438–9, 443</td>
</tr>
<tr>
<td>development activities 442–3</td>
</tr>
<tr>
<td>tool for gaining self-awareness 437–8</td>
</tr>
<tr>
<td>training activities 439–42</td>
</tr>
<tr>
<td>networking and 395–8, 404–8, 422–3</td>
</tr>
<tr>
<td>learning partners 408–10</td>
</tr>
<tr>
<td>process of leader self-development 398</td>
</tr>
<tr>
<td>assessment of learning and development needs 398–400, 411–17</td>
</tr>
<tr>
<td>development of learning criteria to monitor goal progress 401–2, 421</td>
</tr>
<tr>
<td>development of learning curriculum 401, 418–20</td>
</tr>
<tr>
<td>evaluation of learning gains 402–3, 421–2</td>
</tr>
<tr>
<td>identification and development of learning objectives 400–401, 418–20</td>
</tr>
<tr>
<td>learning partners 408–10, 411–22</td>
</tr>
<tr>
<td>teamwork competencies for leadership self-development 271–5</td>
</tr>
<tr>
<td>self-efficacy 496</td>
</tr>
<tr>
<td>cultivating self-efficacy and resilient outlook 385–6</td>
</tr>
<tr>
<td>goals and 236–7</td>
</tr>
<tr>
<td>self-image 66</td>
</tr>
<tr>
<td>self-management 4, 9–11, 20, 226</td>
</tr>
<tr>
<td>careers 206–10</td>
</tr>
<tr>
<td>competencies as focus of self-managed development 62–4</td>
</tr>
<tr>
<td>next generation business leaders 468–71</td>
</tr>
<tr>
<td>rise of 465–6</td>
</tr>
<tr>
<td>self-regulatory model of resilience 372–6</td>
</tr>
<tr>
<td>teams 265–6</td>
</tr>
<tr>
<td>self-regulation</td>
</tr>
<tr>
<td>affective 384–5</td>
</tr>
<tr>
<td>model of resilience and 372–6</td>
</tr>
<tr>
<td>self-training system 402</td>
</tr>
<tr>
<td>Seligman, Martin 237</td>
</tr>
<tr>
<td>Senge, P. 473</td>
</tr>
<tr>
<td>sense-making skills 472–3</td>
</tr>
<tr>
<td>Shankman, M.L. 174</td>
</tr>
<tr>
<td>shape-shifting at work 466–8</td>
</tr>
<tr>
<td>shortage of leaders (leadership gap) 129–30</td>
</tr>
<tr>
<td>closing leadership gap 138–56</td>
</tr>
<tr>
<td>data 134–8</td>
</tr>
<tr>
<td>trends contributing to 130–33</td>
</tr>
<tr>
<td>short-termism 244</td>
</tr>
<tr>
<td>Sims, H.P. 265</td>
</tr>
<tr>
<td>Singapore 134–8</td>
</tr>
<tr>
<td>skills 38–9, 102</td>
</tr>
<tr>
<td>interpersonal skills 494</td>
</tr>
<tr>
<td>self-assessment of cultural and language skills 432–3</td>
</tr>
<tr>
<td>shortages 131</td>
</tr>
<tr>
<td>social skills 350–51</td>
</tr>
<tr>
<td>sleep 327–8</td>
</tr>
<tr>
<td>smart coaching 49</td>
</tr>
<tr>
<td>social capital, careers and 208–10</td>
</tr>
<tr>
<td>social identity groups 68</td>
</tr>
<tr>
<td>social intelligence 63, 72, 74, 76, 80, 93, 472</td>
</tr>
<tr>
<td>social networks, see networking</td>
</tr>
<tr>
<td>social responsibility 474</td>
</tr>
<tr>
<td>social skills 350–51</td>
</tr>
<tr>
<td>Socrates 91</td>
</tr>
<tr>
<td>Sokol, M. 71</td>
</tr>
<tr>
<td>Sonnenfeld, J. 214, 380</td>
</tr>
<tr>
<td>Spreitzer, G. 380</td>
</tr>
<tr>
<td>staff, see employees</td>
</tr>
<tr>
<td>Sternberg, R.J. 242</td>
</tr>
<tr>
<td>Stevens, M. 271, 283, 284</td>
</tr>
<tr>
<td>Stevenson, H. 5, 328</td>
</tr>
<tr>
<td>Stoeber, J. 316, 317</td>
</tr>
<tr>
<td>Stoker, J.I. 268, 271</td>
</tr>
</tbody>
</table>
Index

strategic leadership
  goals and 241–2
strategic planning 140
strengths inventory 8, 12
Stroh, L.K. 312
Sturges, J. 207
Sullivan, Anne 370
supervision 416, 418–19
Sutcliffe, K.M. 385
Sutton, R. 228
systems thinking 473–4

Tannenbaum, S.I. 253, 281
Tanzania 478
targets, see goals
Tarique, I. 439, 442
teams, see work teams
technology, career management and 220–21
Terrell, J.B. 174
Thompson, Kevin 477
Thunderbird School of Global Management 440
Tichy, N.M. 5
time sense 323–5
Tolstoy, Leo 118
total leadership development 5, 8
training 173, 202
  self-development leadership for global leaders 439–42
  self-training system 402
transactional leadership 232–3
transcendent behaviour 238–40
transformational leadership 234–5
Troy, Gil 242
Tsoukas, Paul 329
Tuckman, B.W. 268
turning point processes 369–72
Twain, Mark 198
type A behaviour pattern 319–23
type I and type II leaders 98–9

Uganda 488, 489
underperformance 1
underreaction 9
unemployment, careers and 214–16
United Kingdom 198
United States of America
  Boomerang programme 501–2

career development in 198
leadership for all 489–90
passion for work versus addiction 312
shortage of leaders 134–8
short-termism in 244
universities
  study of female academic leaders in Australia 447, 455–6, 461
  engaging in and enacting leadership 448–55
  gender issues 457–8
  research approach 448
  role models 456–7
  work and family 459–60
Useem, M. 3
vacation 328
Vaill, Peter 33
values 378
Van Velsor, E. 173, 381
Vietnam 479
Vroom, V. 231

Wadsworth, M. 245
Ward, A. 214, 380
Waters, Alice 185
Watkins, K.E. 251, 252
Watkins, Sherron 200
Watson, T.J. 200
Watts, A.G. 91, 197, 198
Weick, K.E. 198, 385, 472
Weingart, L.R. 280
Weiss, D. 129
Wheeler, J.V. 68
Whetten, D.A. 3
wisdom
  goals and 242–3
  resilience and 381–2
women
  self-management and 10
  study of female academic leaders in Australia 447, 455–6, 461
  engaging in and enacting leadership 448–55
  gender issues 457–8
  networks 458–9
  research approach 448
  role models 456–7
  work and family 459–60
work
  addiction to 309–12
  passion versus addiction 312–15
  hours of 296–7, 325
  shape-shifting and 466–8
  workaholism 309–12
  work–life balance 141, 220
work teams 287–8, 466–7
work teams
  competencies 269–75
  conflict 287
  culture and 284–5
  debrief sessions 285–6
  effectiveness 254–6
  external relations and improvement 280–81
  informal learning in 267–8
  internal relations 275–80
  leadership 258, 261
  best practices for emergent leaders 281–7
  blurred line between leadership functions and team process 261–2
  capacity 265–6
  components and roles 259–61
  definition 259
  empirical review 266–7
  in self-directed work teams 262–3, 266–7
  self-managed leadership development opportunity 262
  teamwork competencies for leadership self-development 271–5
types 263–4
member participation 284
performance monitoring 286–7
phases of team development 268–9
self-correction techniques 286
situation updates 285
task management 280
team processes and emergent states 256–8
  blurred line between leadership functions and team process 261–2
  Yukl, G. 2, 258
  Yunus, Mohammed 490
  Zaccaro, S.J. 285
  Zhang, X. 405–6
  Zhang, Y. 316