Praise for *Influence and Impact*

"Berman and Bradt generously teach the reader how to apply well-tested coaching tools to being more influential and achieve impact at work. While previously available only to a privileged group of executives who can afford an expensive executive coach, these tools are now accessible to all. Working through the book leaves no room for feeling helpless or stuck."

Konstantin Korotov, Ph.D., Professor of Organizational Behavior, ESMT Berlin

"This remarkable book decodes how to lead with maximum impact by harnessing a laser focus on mission-critical business and cultural priorities. An indispensable and highly accessible reference, the coverage is broad, deep, and offers unique career insights and advice for those who are charged with leading others and transforming organizations."

John C. Scott, Chief Operating Officer, APTMetrics, Inc.

"Berman and Bradt are brilliant. They have decades of helping leaders crack the code on how to have Influence and Impact. How do leaders manage challenging situations? Read this book. No matter who you are you will find nuggets of pure gold that you will be able to put into practice, tomorrow."

Carol Kauffman, Ph.D., ABPP, Founder, Institute of Coaching, Harvard Medical School

"The most helpful business books start by defining a single fundamental obstacle that is overlooked or misunderstood. In Influence and Impact, that is: Most people don't understand their jobs, and without understanding your job becoming influential and making an impact are difficult at best. Fear not. As eminently qualified professionals and master coaches, Bill Berman and George Bradt have mapped a path to relevance. They invite you to take a deep dive into what your organization is really about. To excel in your career, you need to go deeper than org charts and truly divine your value toward achieving the group's mission. . .or understand when to walk away if there's too much misalignment. The authors present concise and relatable case studies of this quest. Influence and Impact reads like a boot camp for contributors, managers, and executives who are serious about advancing fulfilling careers."

Randall P White, Ph.D., Head of Leadership, eMBA, HEC, Paris and Founding Partner Executive Development Group LLC

Influence and Impact

Discover and Excel at What Your Organization Needs from You the Most

BILL BERMAN

GEORGE BRADT

WILEY

Copyright © 2021 by Bill Berman and George B. Bradt. All rights reserved.

Published by John Wiley & Sons, Inc., Hoboken, New Jersey.
Published simultaneously in Canada.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, (978) 750-8400, fax (978) 646-8600, or on the Web at **www.copyright.com**. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, (201) 748-6011, fax (201) 748-6008, or online at http://www.wiley.com/go/permissions.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

For general information on our other products and services or for technical support, please contact our Customer Care Department within the United States at (800) 762-2974, outside the United States at (317) 572-3993 or fax (317) 572-4002.

Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. If this book refers to media such as a CD or DVD that is not included in the version you purchased, you may download this material at http://booksupport.wiley.com. For more information about Wiley products, visit www.wiley.com.

Library of Congress Cataloging-in-Publication Data:

ISBN 9781119786139 (Hardcover)
ISBN 9781119786146 (ePDF)
ISBN 9781119786153 (ePub)

Cover image: <INSERT NAME>
Cover design: <INSERT NAME>

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Contents

ACKNOWLEDGEMENTS ix

INTRODUCTION - ENHANCE YOUR INFLUENCE AND IMPACT BY FOCUSING ON THE MISSION-CRITICAL PARTS OF YOUR ROLE AND ADAPTING TO THE CULTURE OF THE ORGANIZATION 1

Part I **The Disconnect:** What Your Organization Wants You To Know (But Hasn't Told You!) 7

1 **Get What You Want by Doing What Your Organization Needs:** The One Change You Need to Make 9

2 **You Have More Power Than You Realize** 23

Part II **The Solution:** Discover Your Levers of Influence 39

3 **Discover the Essentials of Your Job:** Collect The Data 41

4 **Now Write Your Working Job Description:** The Essential What and How of Your Role 59

5 **What If Bias Keeps You From Being Effective?:** Increasing Influence in Difficult Contexts 71

6 **Now That You Know the Truth About What Your Organization "Actually" Needs From You:** Do You Still Want This Job? 83

Part III **Plan A:** Grow Your Influence and Impact 97

7 **Build Your Personal Strategic Plan™:** Set Your Course to Increased Influence and Impact 99

8 **Work Your Growth Plan, Build Your Influence:** Putting Your Plan Into Action 111

9 **Take on More Responsibility, Expand Your Impact, and Enjoy the Benefits:** Sell Your Value Without Selling Yourself 123

Part IV Plan B: If You Don't Want This Job, Find a Better Fit 137

10 **Getting Over the Job You Thought You Had:** Managing Emotions and Moving Forward **139**
11 **Negotiate for a Better Role Inside Your Organization:** Find a Fit for Your Strengths and Influence **149**
12 **Make a Plan to Move on:** Sometimes You Need a Fresh Start **159**

Part V Helping Others Build Their Influence and Impact 171

13 **A Primer for Managers:** How to Coach Your Employees to Increase Their Influence and Impact **173**

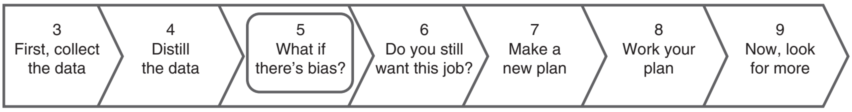
ABOUT THE AUTHORS **179**
REFERENCES **181**
INDEX **189**

CHAPTER 5

What if Bias Keeps You from Being Effective?

Increasing Influence in Difficult Contexts

Contributing Author: Greg Pennington, Ph.D.


3
First, collect the data
4
Distill the data
5
What if there's bias?
6
Do you still want this job?
7
Make a new plan
8
Work your plan
9
Now, look for more

Something just happened to you. It may have been one or more of the following things. Someone called you Pat, though your name is Lynn. You offered a contribution to a team discussion that was met with silence just before someone offered a strangely similar contribution that was met with head nods and affirmations. Instead of getting the performance and development feedback you expected, the feedback was surprisingly critical or frustratingly void of suggestions for improvement. Your feedback seemed even more critical when compared to others whose performance numbers seemed subpar compared to yours, and others who at least received constructively critical feedback. You were offered a role with expanded responsibility, it came with an interim title, though you were convinced that someone took on a similar role with what appeared to be the same experience but with a permanent title. Once you were promoted to VP your administrative assistant asked if you had ordered your company car—which no one had mentioned.

Do organizations discriminate? Yes. Individuals and leaders do so as well. Is it against you? Perhaps. If there is a need to make a choice between one person and another, you have to somehow identify a difference and make a decision. If you are working to reach a higher level in an organization, there are fewer opportunities than there are candidates, and decision-makers have to discriminate between one candidate and another. The question would not be whether or why discriminate, it would be why me? Why us? Why now? It is important to recognize that there is a need for an organization to make decisions that differentiate one choice from another. It is also important to recognize that discriminating between individuals and groups is different than discriminating against a person or a group.

Knowing what the organization wants and needs is a critical component of being an effective leader. Deciding what you are willing to give up to be a part of the organization is a critical personal decision. Asking for what you want is an option with accompanying personal and professional risks.

We are often alternating between an integration about what we know, think and feel in general and what we know, think, feel and wonder about specific situations. Even if you believe there is a high probability that an organization discriminates against a defined population, the question for us in this chapter is whether this particular organization is discriminating against you.

Because you are wondering whether you want to invest your time, effort and other things, like your identity, you want to know both what is true, as well as what choices you have in response to it.

How would you test any hypothesis regarding discrimination? The first question is, "Is it me?" You need to know if you are qualified and doing what you can to control the things you can. The second question is, "Is it my boss, my peers, my team?" The situation may be more individual if they approach others unlike you in the same way, or if they approach others like you in the same or different ways? The third question is, "Is it the organization?" One source of data is how people like you are represented in all areas and at all levels. Another is whether the successful people like you are seen as exceptions to the rule (for example, not like those other Blacks, or more like a man than a woman).

There is data to support the impression that something is likely to serve as an obstacle against Black American leaders, specifically in corporate organizations. A recent Korn/Ferry study based on interviews of 500 corporate P&L leaders identified five headwinds.[i] The significance of investigating a population of P&L leaders is to test the assumption that when you are able to measure results, the value of other variables of discrimination are reduced. "I delivered the goods, I hit my numbers. That's all that should matter!"

There are five related approaches leaders can take to address what may be experienced as unfounded, unfair, overlooked, or stereotypic dimensions of categories of differences. Though the strategies are presented as discrete options and in a specific sequence, it is more accurate to consider them as an interrelated, sometimes coordinated, sometimes not, array of strategies or areas of focus. The areas of focus to consider are: (1) Calibration, (2) Information, (3) Demonstration, (4) Negotiation, and (5) Transformation.

Keep in mind that the complexity of any situation increases the likelihood that multiple explanations and some interplay of a variety of strategies are at play.

Calibration

The primary emphasis in calibration is to find a way to validate what you are experiencing by comparing it to other reference points. These include other experiences of your own and comparisons to experiences of others. It is primarily an internal process and provides a foundation for the other areas of focus. The power of calibration is in how it influences your framing of the situation and your personal responsibility for it.

Information

The focus on information emphasizes the importance of gathering additional sources of data and broadening the context of your experiences. It also provides perspective about individual, leader, and organization patterns and impacts. It is a shift from a primarily internal process to one that is external in its accumulation of data and in its sharing of data. The power of information is in how and with whom you share it.

Demonstration

The focus on demonstration is an emphasis on proving you can perform at a level expected of you by the organization. It is also an effort to eliminate the possibility that others and the organization can use failure to perform as a justification for discrimination between and/or against you based on that variable. Demonstration is an external process, and its power is convincing yourself and others that you are willing to be judged on the essential need of the organization to deliver results.

Negotiation

The emphasis of negotiation is leveraging the areas of calibration, information and demonstration to align what the organization needs and wants with what you need and want. It is clearly an external process and certainly an interactive one. The power of this area of focus is in connecting changes in behavior to observable outcomes.

Transformation

Transformation represents the fifth area of focus and emphasizes the opportunity for you as a leader to change others and the organization. It takes advantage of the degrees of influence accumulated through the previous stages. As both an internal and external process, it derives its power from you being genuinely committed to changing others, being in a position of interpersonal and organizational influence to do so, and effectively engaging others in the process.

Let's walk through examples of leaders utilizing each of these areas of focus.

Calibration

This first area of focus is a relatively low-risk strategy when viewed in terms of how the organization might react to your efforts. This focus on calibration includes a tremendous amount of self-reflection. It covers cross-checking your experiences with others in a variety of dimensions including dimensions of difference. Does this happen to all new employees, to everyone who is assertive? Does my manager challenge everyone in the same way? Does it only happen to women, or people of color? Is it more likely to happen to one group compared to another?

Something happens that causes me to pause and wonder what happened? You will see in the following case that it took a while at significant cost to calibrate her experience with other credible reference points. It seems simple when you are not the one involved, but it can be extremely difficult to ask the critical question, "Is what happened to me something that happens to others like me?"

Ann wanted to build her own company in the heavy construction industry. She knew at the time a female in the construction business would be rare. She also knew that success in any business was significantly determined by the effort one was willing to intentionally direct to that success. She put in the effort. When she failed to get awarded a contract, she put in even more effort. She worked the technical parts of the process and increased her time and efforts to build and leverage the relationship drivers for success. Each time she failed she increased her effort, taking full responsibility for her successes and failures. As her business became stagnant and then plummeted, her efforts remained steady but her explanation of success and failure shifted from a confident "I can do this" to a self-defeating expression of "Maybe I am not cut out for this."

Ann did not believe the construction industry discriminated against her on the basis of gender. She ignored the data that suggested the odds were against her. She failed to direct enough energy and efforts to getting feedback about how her experiences compared to those of others on the key dimension of gender. Ann was also so committed to being solely judged on her merits and results that she refused to see or believe that there may be other explanations. She trusted what she had always relied on would continue to yield the same results they had in the past. If she worked hard, she succeeded. If she failed, it was because she had not worked hard enough or was not capable. Ann grew more and more frustrated and then depressed.

You will see in Ann's story that there is a risk of not calibrating. However, overlooking the real obstacles in the environment can result in wasted effort, and you as a leader unfairly criticizing your own performance and underlying capability.

Eventually, Ann found a reference point in another woman who served as a sounding board. Her peer listened to Ann and challenged her belief that the only thing that mattered was results. She also supported her. Asking the question, "Does this happen to others like me?" is critical. Asking it of a credible reference source is essential.

Information

The second strategy or area of focus, information, is a bit riskier for you because it involves gathering data about discrimination and presenting it to someone else. One of the key questions in this approach begins with "Are you aware of. . .?"

Byron was a member of the executive leadership team in a business unit of a global manufacturing enterprise. He believed he had a realistic perspective about what he could and should take responsibility for. He was also sure about what still remained as unnecessary obstacles based at least in part on the fact that he was a Black American male.

Byron had also worked in all three of the business units. A consistent theme in his feedback over the years had been that he was too direct and intimidating, a common piece of "feedback" to black men. It often included that he was not as sensitive as he needed to be to the teams he inherited, coming across as pushing for solutions before understanding the problems or their history. He was also considered to be trying to move too fast to turn things around. Byron felt, justifiably, that he was not fully supported by his current manager. Though Byron held several different roles as he moved from one business unit to another, they included interim assignments and were primarily lateral moves.

When he raised questions about his current role and previous roles, including about his relationships with his managers, he considered it to be an obvious matter of how he could become a member of the "good ol' boys." He also wondered what influence his race and direct style contributed to his sense of not being fully utilized. Byron devoted substantial effort to identifying what he did and how it contributed to how he was perceived and how his performance was assessed. It was still important for Byron to understand how his experience could be explained in a broader context. He was clear that gathering information and insight would help him appreciate the probability of his changes in behavior having a positive impact on his current situation and overall career.

Byron had access to multiple sources of information gathered over years of experience in the company. They included a widespread network, both within and outside the company. The information he gleaned was that there were key assignments, career-accelerating assignments, that contributed to some decisions. He knew he had to be intentional about positioning himself for those assignments. He also learned that there were differential inclusion rates of people of color in some businesses, along with different rates of succession and retention.

Byron also recognized the need to continue taking ownership of charting his career path. That decision was relatively low-risk. He also saw both an opportunity and a risk in sharing his information about differential rates with human resources.

Byron eventually took an overseas assignment, based on information that global experience was one additional variable in decisions made. It also moved him out of a line of business that he was convinced had a weak track record of promoting persons of color.

Demonstration

Curtis was one of three likely successors to CEO. He was the only Black American. With degrees from Ivy League undergraduate and business schools, and successful posts at a preeminent management consulting firm, Curtis had built his career through increasingly expanded finance roles in Fortune 100 companies.

When I met Curtis and worked with him, he was serving as CFO for a Fortune 100 company and was openly considered as one of three likely successors to the CEO and company founder. The Chair and the Board were reasonably transparent that Curtis and the other business Presidents were comparable candidates to become CEO. At one juncture, Curtis understood why the Board wanted him to run one of the major lines of business in order to demonstrate responsibility and capability for a major Profit & Loss center. Curtis accepted the role and challenge and performed well.

While Curtis was in this role one of the other candidates issued what was perceived by the Chair and Board as an ultimatum: “Make me CEO or I am likely to leave.” He was given the role, quickly failed and left the company. The other candidate struggled in his business, while Curtis’ business continued to perform reasonably well.

Soon after the first candidate had failed and left the company, Curtis pressed the question of whether he was now the leading candidate. He was told his business was not considered to be performing well enough to separate him from the other candidate based on performance alone, and there may be value in him attending a Harvard Executive Education program. Curtis left that meeting and said aloud to no one in particular: “What does a Black man have to do to be CEO here?!?”

His frustrated comment was overheard by a peer, shared with SVP-HR and the CEO, and over the course of several closed-door discussions, became a point of significant concern. Key stakeholders, influencers and decision-makers wondered among themselves: “I did not know he felt that way”; “Would he be the right choice?”; “Is it always going to be about race with him?”

I asked Curtis about his hallway comment and the ripple of conversations it stirred. He said:

> *No Black person gets to this level in corporate America without recognizing there is a Black tax to pay. You are better off assuming you have to do more than others to even be in the game. Every now and then, you get frustrated and need to call it out. Once I did that, I was back on track. Yes, I should not have said it out loud and yes somebody should have asked me directly what was going on. Bottom line, one way to deal with all of this is to overperform.*

Curtis eventually became one of the few Black CEOs of a Fortune 100 company. Curtis and others would consider this a happy ending. He and other Black senior leaders of major corporations still reflect on what they could have accomplished without the headwinds and extra hurdles they encountered along the way.

Do organizations discriminate against people of color and women by asking more of them? The research suggests yes. The individual stories remind us that the experience is real. What power or influence do you have to address this expectation, this discrimination, that sets the performance bar higher for some than for others?

Simply stated, if you know there is a tax, as Curtis described it, you can decide to pay it. Once you become a tax assessor or tax collector, you may have a different degree of power or influence you can use to change the formula.

Negotiation

Nigel was convinced that his boss was discriminating against him. Nigel led a global wealth management fund that generated significant profits to the investment bank and exceeded expectations each year. He had moved steadily upward, and with expanded responsibility in the financial institution was at least on a par with his peers. He understood, and explicitly acknowledged and accepted, that being one of the first of his color in every role meant that he had to exceed expectations to counter any doubt others had of him. He needed to focus on his performance in order to mitigate the propensity for others to undervalue his results. Nigel still insisted that he was not fully accepted and that he was likely to always be treated differently because of his skin color. The fact that he was the only person of color in his group further solidified his belief.

I asked Nigel if he had tested his assumptions. I also asked if he would share what still convinced him he was being discriminated against and what difference it made to him now and in the future. This is how Nigel answered:

> *When we meet as a team, the senior partner of the group greets each of us by name. "Good morning Jim." "Welcome Tom." But he usually greets me by saying "What's up Slick?" I let it wash over me the first few times, but since it kept bothering me, and he kept doing it, I asked if he noticed how he greeted me differently from others. He said "Yes. Is there a problem?" I responded, "Yes, it bothers me. Why do you do it?" He said it was because of the way I dressed and that it shouldn't bother me. I replied, "I don't think I dress any differently than others. I would prefer you call me by my name." He insisted he didn't mean*

> *any harm by it and told me I should not be so sensitive. I knew then that he was not going to change. I wondered how many times he would think that anything I achieved was because I was "slick!"*

Nigel left the company two weeks later to join a competitor. His judgement was that either the company or his boss had some need to discriminate, and that he had few chances for success in this organization. When asked a few weeks later about his decision to leave, Nigel shared that he felt he needed to make sure he had done all he was willing to do to make the situation at least tolerable. He had deliberately confronted his manager with how he felt, and wanted to know what his manager was willing to change in his behavior. Nigel thought and felt that once he had made a clear offer and request, and his manager had refused to offer any changes in return, there was nothing left to negotiate.

It is not uncommon for leaders in organizations to act surprised that employees decide to leave the company. They may also exclaim that if they had known the person was a retention risk, they might have been able to convince them to stay. It has also not been uncommon in my coaching of Black executives for them to wonder whether they had done all they could in the area of negotiating before they decided to leave.

Transformation

Melvin was on the high potential list for a large public utility. His next step was to become an officer of the corporation. Having spent all of his professional career in the industry, he understood and accepted that he would find himself in roles and situations in which he would likely be one of the first or few. Having grown up in a working-class family and being the first in his family to graduate from college, Melvin had close ties to the community in which he was raised.

Throughout his career Melvin was adamant about doing things in a way that was true to how he saw himself. He was smart, analytical, direct, results-driven, sometimes intimidating, and a Black male. At this point in his career, under consideration to become an officer, he was stuck because he felt in taking this next move, he would have to become less Black. His family and friends back home seemed to confirm his fears, suggesting he would have to sacrifice that part of his self-identity in order to fit in the role and expectations of a corporate officer for a public utility.

Melvin's transformation included testing his assumptions about what he would have to sacrifice. He realized that he had been steadfast and true to himself as he navigated his career. He also recognized that conscious and unconscious instances of bias may have contributed to him exaggerating some of his behaviors. He was able to sort out when his behavior was driven by a need to prove his decisions were right and when it was driven by a need to improve a decision. While Melvin wrestled with how to integrate his self-identity and corporate identity, he also understood that at this next level he would have additional influence and power to make a difference in how the organization managed diversity.

Melvin ultimately retired as president of a major utility. He took pride in the Black leaders and employees he mentored in overt ways, and many others he had sponsored out of the spotlight. He was true to his directness in using the power of his position to demand more diversity in recruiting sources and set high expectations that candidate and succession slates included diverse candidates. When asked directly how he had reduced the headwinds for other Black employees and leaders, he also noted how he had helped shape a peer circle of other black American leaders in the company, across other businesses, and in several professional associations. In recognition of his family roots, he referred back to traditional assertion that "to whom much is given, much is expected in return." There is a responsibility that comes with power and influence.

* * * * *

You have taken your share of responsibility to calibrate your thoughts, feelings and reactions to believing you are being discriminated against. You took another step to not only gather additional information but to also share and use that information to help others remove blind-spots and better appreciate the impact of their behaviors on fully utilizing all their available resources. You went further to demonstrate that you could meet and exceed the explicit and implicit expectations others had of you, and used that level of performance as a basis for negotiation about what you were willing to do and what you would ask of others. You may have also found yourself in a position or role in which you were able to focus on the transformation of yourself, colleagues, peers and others, and even the broader organization, to make changes.

Throughout all of this you may still have found yourself believing the organization continues to discriminate against you. Along the way you may have exercised appropriate legal options. Whether you have felt or seen any progress at any point, you always have the option of leaving. If what the organization really needs and if what really matters to them most is to fully utilize all its resources, sometimes the spark that may ignite real change is the loss of one of those resources. You may be the person who puts a face to the fact that the organization is discriminating against valuable resources. Sometimes you may be the critical spark needed.

Key Takeaways

What if bias keeps you from being effective? Calibrate to validate the bias. Gather information to understand patterns. Demonstrate how well you can perform. Negotiate to align the organization's and your own needs and wants. Transform others and the organization as necessary, possible, and appropriate.

End Notes

[i] Korn Ferry Institute. (2017). The Black P&L Leader: Insights and Lessons from Senior Black P&L Leaders in the United States. Retrieved February 7, 2021 from, **https://www.kornferry.com/content/dam/kornferry/docs/pdfs/korn-ferry_theblack-pl-leader.pdf**

About the Authors

Bill Berman

Bill founded and leads Berman Leadership Development, a boutique consultancy based in New York City that advises executives and their teams from multiple industries. He is a business psychologist with more than 30 years' experience as an executive coach, senior line manager, clinician and academic. Bill and his colleagues work with people from emerging leaders to C-suite executives, in a range of industries including financial services, pharmaceuticals, consumer products, professional services, technology, and manufacturing.

Before becoming a coach, Bill started his own software company in 1993 to track healthcare outcomes. In 2000, he sold the company to an enterprise healthcare information management system, where he served on the executive management team and had P&L responsibility for the professional services division until 2004. Bill's early career included both clinical work and faculty positions at Cornell University Medical College and at Fordham University, where he received tenure in 1994.

Bill received his B.A. from Harvard College, and his Ph.D. from Yale University. He is licensed in NY and CT, is a fellow of the American Psychological Association, and board certified by the American College of Professional Psychology. He is also Past-President of the Society of Consulting Psychology.

George Bradt

George has led the revolution in how people start new jobs—accelerating transitions so leaders and their teams reduce their rates of failure and fulfil potential. After Harvard and Wharton (MBA), he progressed through sales, marketing, and general management roles around the world at Procter & Gamble, Coca-Cola, and J.D. Power's Power Information Network spin-off as chief executive. Now he is Chairman of PrimeGenesis, author of 10 books on onboarding and leadership, over 700 columns for Forbes, and 17 plays and musicals (book, lyrics & music).

Other leadership and onboarding books by George:

- The New Leader's 100-Day Action Plan (Wiley, 4 editions, 2006–2016)
- Onboarding: How to Get Your New Employees Up to Speed in Half the Time (Wiley, 2009)
- The Total Onboarding Program: An Integrated Approach (Wiley/Pfeiffer, 2010)
- First-Time Leader (Wiley, 2014)
- The New Job 100 Day Plan (GHP Press, 2012)
- Point of Inflection (GHP Press, 2019)
- CEO Boot Camp (GHP Press, 2019)
- The New Leader's Playbook (GHP Press, one volume each year 2011–2020)
- Executive Onboarding (GHP Press, four volumes, 2020)

Greg Pennington, Ph.D.—Managing Partner at Pennpoint Consulting Group, LLC

Greg has more than 30 years' experience increasing organizational capability through executive coaching, team effectiveness, and leadership development programs and presentations. Prior to starting his coaching practice, Greg served as Vice President of Senior Leader Development and Planning for Johnson Controls, Leadership & Talent Practice Leader, The Hay Group, and Senior Consultant, RHR International. He has worked in both internal and external roles in human resources, training and development, diversity and inclusion and executive coaching. Greg earned his BA in Psychology from Harvard College, and his Ph.D. in Psychology from the University of North Carolina—Chapel Hill.

Kerry Bessey—Chief Human Resources Officer, Memorial Sloan Kettering Cancer Center

Ben Dattner, Ph.D.—Executive Coach, Organizational Psychologist; Founding Principal, Dattner Consulting, LLC

Leo F. Flanagan, Jr., Ph.D.—Principal Research Fellow, The Conference Board; Founder, The Center for Resilience

Joe Garbus—Chief Talent and Inclusion Officer at Marsh & Co.

Carol Kauffman, Ph.D., ABPP—Founder, Institute of Coaching, Harvard Medical School

Aithan Shapira, MFA, Ph.D.—Pianist, painter and lecturer at MIT. Founder of Tilt

Hy Pomerance, Ph.D.—Chief Talent Officer at Cleary Gottlieb Steen & Hamilton LLP

Erica L. Spencer, Ph.D.—Vice President, Global Learning and Development, Marriott International

Barry Schub—Former Chief Human Resources Officer, New York Life Insurance

References

Abdel-Raheem, A. (2020). "Mental model theory as a model for analysing visual and multimodal discourse." Journal of Pragmatics 155: 303–320.

Allen, R. (April 26, 2011). When Reagan Was Shot, Who Was "in Control" at the White House? Washington Post. Retrieved February 7, 2021 from https://www.washingtonpost.com/opinions/when-reagan-was-shot-who-was-in-control-at-the-white-house/2011/03/23/AFJlrfYB_story.html

American Factory. (2019). Streamed. Netflix.

Bandura, A. (2001). "Social cognitive theory: An agentic perspective." Annual Review of Psychology, 52:1: 1–26.

Bennis, W., & Nanus, B. (1985). Leaders: the strategies for taking charge., (p. 41). NY: Harper & Row.

Bolles, R. (2019). What color is your parachute? 2020: A practical manual for job-hunters and career-changers. Revised, Berkeley, CA: Ten Speed Press.

Bongers, A., Northoff, G., & Flynn, A. B. (2019). "Working with mental models to learn and visualize a new reaction mechanism." Chemistry Education Research and Practice, 20(3): 554–569.

Bourke, J., and Titus, A. (2019). "Why inclusive leaders are good for organizations, and how to become one." Harvard Business Review. Retrieved February 7, 2021 from https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one

Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). "Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI)." Handbook of Emotional Intelligence, 99(6): 343–362.

Bradt, G. (October, 2020). How Naming Jane Fraser CEO Advances Citibank's Client Focus. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2020/09/10/how-naming-jane-fraser-ceo-advances-citibanks-client-focus/?sh=2282e4f21e97

Bradt, G. (April, 2011). Be Like Zappo's Tony Hsieh: Answer Three Key Onboarding Due Diligence Questions. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2011/08/10/be-like-zappos-tony-hsieh-answer-three-key-onboarding-due-diligence-questions/?sh=404ddffeb5bb

Bradt, G. (February 16, 2016). Accountability: The Essential Link Between Empowerment And Engagement. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2016/02/16/accountability-the-essential-link-between-empowerment-and-engagement/#5e690ffc2a4a

Bradt, G. (July 7, 2020). The Difference Between Deputies and Chiefs of Staff. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2020/07/07/the-difference-between-deputies-and-chiefs-of-staff/#37532032119f

Bradt, G. (November 27, 2018). The Secret Sauce in a Best Current Thinking Approach to Problem-Solving. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2018/11/27/the-secret-sauce-in-a-best-current-thinking-approach-to-problem-solving/?sh=50ebdda56b34

Bradt, G. (April 27, 2011). The Importance of Due Diligence Before Accepting a Job. *PrimeGenesis*. Retrieved February 7, 2021 from www.primegenesis.com/our-blog/2011/04/the-importance-of-due-diligence-before-accepting-a-job

Bradt, G. (April, 2011). Top Executive Recruiters Agree There Are Only Three True Job Interview Questions. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2011/04/27/top-executive-recruiters-agree-there-are-only-three-key-job-interview-questions/?sh=4b632096f35c

Bradt, G. (July, 2012). Give Your Boss What She Needs, Not Just What She Requests. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2012/07/25/give-your-boss-what-she-needs-not-just-what-she-requests/?sh=555b09376a8f

Bradt, G. (August, 2013). What VW's Next CEO Must Do To Save The Organization. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/george-bradt/2015/09/23/what-vws-next-ceo-must-do-to-save-the-organization/?sh=35e20a7e7d55

Bradt, G. (November, 2013). Why You Don't Get To Choose Your Mission. It Chooses You. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2013/11/26/why-you-dont-get-to-choose-your-mission-it-chooses-you/?sh=3016a43a221b

Bradt, G. (September, 2015). How Leaders Can Address The Elephant(s) In The Room. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2013/08/07/how-leaders-can-address-the-elephants-in-the-room/?sh=4513bcec5660

Bradt, G. (October, 2019). As an Executive Onboarding into a New Role, Engage Intellectually, Emotionally and Practically—in That Order. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2019/10/22/as-an-executive-onboarding-into-a-new-role-engage-intellectually-emotionally-and-practically--in-that-order/?sh=58d89f9d5be6

Bradt, G. (November, 2019). How Great Leaders Bring Out Others' Self-Confidence. Forbes. Retrieved February 7, 2021 from https://www.forbes.com/sites/georgebradt/2019/11/05/how-great-leaders-bring-out-others-self-confidence/sss?sh=21955544422c

Bradt, G. B., Check, J. A., & Lawler, J. A. (2016) The new leader's 100 day action plan (4th ed.). Hoboken, NJ: John Wiley & Sons.

Breaugh, J. A. (2017). The contribution of job analysis to recruitment. (pp. 12–28). The Wiley Blackwell handbook of the psychology of recruitment, selection and employee retention. Hoboken, NJ: John Wiley & Sons.

Briggs, K. C. (1987). Myers-Briggs type indicator: Form G. Palo Alto, CA: Consulting Psychologists Press.

Briley, D. A., & Tucker-Drob, E. M. (2017). "Comparing the developmental genetics of cognition and personality over the life span." Journal of Personality, 85(1): 51–64.

Cattell, H. E. P., & Mead, A. D. (2008). The sixteen personality factor questionnaire *(16PF)*. In Boyle, G. J., Matthews, G., & Saklofske, D. H. (eds) *The Sage handbook of personality theory and assessment, vol. 2: Personality measurement and testing*, (pp. 135–159). Sage Publications, Inc.

Cleveland, S., & Cleveland, M. (2020). Toward Leadership Agility. In Merviö, M. Global Issues and Innovative Solutions in Healthcare, Culture, and the Environment, (pp. 1–13). Hershey, PA: IGI Global.

Cleveland, M., & Cleveland, S. (2020). "Culturally agile leadership: A relational leadership development approach." International Journal of Public and Private Perspectives on Healthcare, Culture, and the Environment (IJPPPHCE), 4(1): 1–9.

Cohen, G. R. (2009) Just ask leadership: Why great managers always ask the right questions. NY: McGraw-Hill.

Collins, J. (2001). Good to great: Why some companies make the leap and others don't. NY: HarperCollins Publishers, Inc.

Cooley, C. H. (1992). Human nature and the social order. Piscataway, NJ: Transaction Publishers.

Covey, S. R., & Covey, S. (2020). The 7 habits of highly effective people. New York, NY: Simon & Schuster.

De Meuse, K. P., Dai G., & Hallenbeck, G. S. (2010). "Learning agility: A construct whose time has come." Consulting Psychology Journal: Practice and Research, 62(2): 119.

Dennis, P. (2006). Getting the right things done: a leader's guide to planning and execution. Boston, MA: Lean Enterprise Institute.

DeRue, D. Scott, Susan J. Ashford, and Christopher G. Myers. "Learning agility: In search of conceptual clarity and theoretical grounding." *Industrial and Organizational* Psychology 5, no. 3 (2012): 258–279.

De Vries, M. F. "Coaching the toxic leader." *Harvard Business Review* 92, no. 4 (2014): 100.

DiClemente, Carlo C., and Mary Marden Velasquez. "Motivational interviewing and the stages of change." *Motivational interviewing: Preparing people for change* 2 (2002): 201–216.

Doran, George T. "There'sa SMART way to write management's goals and objectives." *Management review* 70, no. 11 (1981): 35–36.

Edmondson, A. C. (2018).The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. Hoboken, NJ: John Wiley & Sons.

Eichinger, R. W., & Lombardo, M. M. (2004). "Learning agility as a prime indicator of potential." People and Strategy, 27(4): 12.

Epton, T., Currie S., & Armitage, C. J. (2017). "Unique effects of setting goals on behavior change: Systematic review and meta-analysis." Journal of Consulting and Clinical Psychology, 85(12): 1182.

Felipe, C. M., José L. R., & Leal-Rodríguez, A. L. (2017). "Impact of organizational culture values on organizational agility." Sustainability, 9(12): 2354.

Ferdeli, Z., Wagiarto H., & Hakim, L. (2020). "Effect of Employee Empowerment And Integrity on Company Performance Through Organizational Commitments as a Mediation Variables On Pt. TGI Company." IAR Journal of Humanities and Social Science, 1(3).

Ferdman, B. M., Prime, J., & Riggio, R. E. (eds) (2019). Inclusive leadership. Milton Park, UK: Routledge.

Flanigan, M. S. (2016). "Diagnosing and changing organizational culture in strategic enrollment management." Strategic Enrollment Management Quarterly, 4(3): 117–129.

Flaum, J. P., & Winkler, B. (June 8, 2015). "Improve your ability to learn." Harvard Business Review (online). Retrieved February 7, 2021 from https://hbr.org/2015/06/improve-your-ability-to-learn.

Fleenor, J. W., Taylor, S., & Chappelow, C. (2020). Leveraging the impact of 360-degree feedback. Oakland, CA: Berrett-Koehler Publishers, Inc.

Forester, J., & McKibbon, G. (2020). "Beyond blame: leadership, collaboration and compassion in the time of COVID-19." Socio-Ecological Practice Research, 2(3): 205–216.

Frank, C. J. & Magnone, P. F. (2011). Drinking from a fire hose: Making smarter decisions without drowning in information. NY: Portfolio.

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). “Psychological safety: A meta-analytic review and extension.” Personnel Psychology, 70(1): 113–165.

Gabriel, Y., Gray, D. E., & Goregaokar, H. (2013). “Job loss and its aftermath among managers and professionals: Wounded, fragmented and flexible.” Work, Employment and Society, 27(1): 56–72.

Gebelein, S. H. (1999). The successful executive’s handbook: Development suggestions for today’s executives. Minneapolis, MN: Personnel Decisions International.

Gebelein, S. H., Nelson-Neuhaus, K. J., Skube, C. J., Lee, D. G., Stevens, L. A., Hellervik, L. W., & Davis, B. L. (2010). Successful Manager’s Handbook. Minneapolis, MN: Personnel Decisions International

Goleman, D., Boyatzis, R. E., & McKee, A. (2013). Primal leadership: Unleashing the power of emotional intelligence. Cambridge, MA: Harvard Business Press.

Gong, Y., Wang, M., Huang, J-C., & S. Y. Cheung. (2017). “Toward a goal orientation–based feedback-seeking typology: Implications for employee performance outcomes.” Journal of Management, 43(4): 1234–1260.

Gould, L. J. (2018). The systems psychodynamics of organizations: Integrating the group relations approach, psychoanalytic, and open systems perspectives. Milton Park, UK: Routledge.

Gustafsson, H., Lundqvist, C. C. & Tod, D. (2017). “Cognitive behavioral intervention in sport psychology: A case illustration of the exposure method with an elite athlete.” Journal of Sport Psychology in Action, 8(3): 152–162.

Han, S. J., & Stieha, V. (2020). “Growth mindset for human resource development: A scoping review of the literature with recommended interventions.” Human Resource Development Review 19(3): 309–331.

Hogan, K. (2010). The science of influence: How to get anyone to say “yes” in 8 minutes or less! Hoboken, NJ: John Wiley & Sons.

Hogan, R. (2020). “How to build Hogan assessment systems.” Consulting Psychology Journal: Practice and Research, 72(1): 50.

Joseph, T. M. (2011). “The psychological contract: What is missing? What is next?” Journal of Psychological Issues in Organizational Culture, 2(1): 67–75.

Kahneman, D. (2011). Thinking, fast and slow. New York, NY: Macmillan.

Kaplan, B., & Kaiser, R. (2006). The versatile leader: Make the most of your strengths without overdoing it, (Vol. 309). Hoboken, NJ: John Wiley & Sons.

Kaul, A. (2019). “Culture vs strategy: Which to precede, which to align?” Journal of Strategy and Management 12 (1), 116-136.

Keegan, R., & Lahey, L. (2009). Immunity to change: How to overcome it and unlock the potential in yourself and your organization. Cambridge, MA: Harvard University Press.

Korn Ferry Institute. (2017). The Black P&L Leader: Insights and Lessons from Senior Black P&L Leaders in the United States. Retrieved February 7, 2021 from https://www.kornferry.com/content/dam/kornferry/docs/pdfs/korn-ferry_theblack-pl-leader.pdf

Kshatriya, S. (2016). “Job Analysis and its Positive Impact on key Recruitment and Selection Processes: A Case Study.” Al Dar Research Journal for Sustainability, 1(1): 46–68.

Lawler, J., & Bilson, A. (2009). Social work management and leadership: Managing complexity with creativity. Milton Park, UK: Routledge.

Leary, M. R., & Tangney, J. P. (eds) (2011). Handbook of self and identity. New York, NY: Guilford Press.

Levinson, D. J. (1978). The seasons of a man's life. New York, NY: Random House Digital, Inc.

Maciejewski, P. K., Zhang, B., Block, S. D., & Prigerson, H. G. (2007). "An empirical examination of the stage theory of grief." Journal of the American Medical Association, 297(7): 716–723.

Maddux, J. E., & Gosselin, J. T. (2012). Self-efficacy. In Leary, M. R. & Tangney, J. P. (eds) *Handbook of self and identity,* (pp. 198–224). New York, NY: The Guilford Press.

Maslow, A. (1943). "A theory of human motivation." Psychological Review, 50(4): 370–396.

Masters, B. (March 30, 2009). "Rise of a headhunter." Financial Times. Retrieved February 7, 2021 from https://www.ft.com/content/19975256-1af2-11de-8aa3-0000779fd2ac

Maurer, R. (December 12, 2018). Why Are Workers Quitting Their Jobs in Record Numbers? Society of Human Resources Management (SHRM.org). Retrieved February 7, 2021 from https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/workers-are-quitting-jobs-record-numbers.aspx

Mead, G. H. (1962). Mind, self, and society. Chicago: University of Chicago.

Mehrabian, A. (1981). Silent messages: Implicit communication of emotions and attitudes. Belmont, CA: Wadsworth.

Menard, P., Warkentin, M., & Lowry, P. B. (2018). "The impact of collectivism and psychological ownership on protection motivation: A cross-cultural examination." Computers & Security, 75: 147–166.

Meyer, E. (2014). The culture map. NY: Public Affairs.

Miller, L. & Jackson, B. (2007). UP influence, power and the U perspective: The art of getting what you want (1st ed.). New York, NY: Your Career Doctors Press.

Mosanya, M. (2019). "Exploring cultural intelligence relationships with growth mindset, grit, coping and academic stress in the United Arab Emirates." Middle East Journal of Positive Psychology, 5(1): 42–59.

Mosanya, M. (2020). "Buffering academic stress during the COVID-19 pandemic related social isolation: Grit and growth mindset as protective factors against the impact of loneliness." International Journal of Applied Positive Psychology, 5(3): 1–16.

Neimeyer, R. A. (2001). "Meaning reconstruction & the experience of loss." American Psychological Association.

Neubert, M. J., Hunter, E. M., & Tolentino, R. C. (2016). "A servant leader and their stakeholders: When does organizational structure enhance a leader's influence?" The Leadership Quarterly, 27(6): 896–910.

Owen, J. E., Mahatmya, D. & Carter, R. (2017). Dominance, influence, steadiness, and conscientiousness (DISC) assessment tool. In *Encyclopedia of personality and individual differences.* (Vol. 10, pp. 978–973). Cham, Switzerland: Springer.

Paoletti, J., Reyes, D. L., & Salas, E. (2019). Leaders, teams, and their mental models. In Mumford, M. D. and Higgs, C. A. (eds) *Leader thinking skills: Capacities for contemporary leadership*, (pp. 277–306). London: Taylor & Francis.

Papa, A., & Lancaster, N. (2016). "Identity continuity and loss after death, divorce, and job loss." Self and Identity, 15(1): 47–61.

Poe, L. F., Brooks, N. G., Korzaan, M., Hulshult, A. R., & Woods, D. M. (2020). “Promoting positive student outcomes: The use of reflection and planning activities with a growth-mindset focus and SMART goals.” In *Proceedings of the EDSIG Conference ISSN*, Vol. 2473, p. 4901.

Prewett, M. S., Tett, R. P., & Christiansen, N. D. (2013). A review and comparison of 12 personality inventories on key psychometric characteristics. In Christiansen N. D., & Tett, R. P. *Handbook of personality at work*, (pp. 191–225). London: Routledge.

Prigerson, H. G., & Maciejewski, P. K. (2008). “Grief and acceptance as opposite sides of the same coin: Setting a research agenda to study peaceful acceptance of loss.” The British Journal of Psychiatry, 193(6): 435–437.

Reina, C. S., Kristie M. R., Peterson, S. J., Byron, K. & Hom, P. W. (2018). “Quitting the boss? The role of manager influences tactics and employee emotional engagement in voluntary turnover.” Journal of Leadership & Organizational Studies, 25: 5–18.

Rock, David. (2008). “SCARF: A brain-based model for collaborating with and influencing others.” NeuroLeadership Journal, 1(1): 44–52.

Ross, Lee. The intuitive psychologist and his shortcomings: Distortions in the attribution process. In Zeigler-Hill V., Shackelford T. (eds) *Advances in experimental social psychology*, (Vol. 10, pp. 173–220). NY: Academic Press.

Rousseau, D. M., Hansen, S. D. & M. Tomprou. (2018). “A dynamic phase model of psychological contract processes.” Journal of Organizational Behavior 39(9): 1081–1098.

Schank, R. and Abelson, R. P. (1977). Scripts, plans, goals and understanding: An inquiry into human knowledge structures. Hillsdale, NJ: Lawrence Erlbaum Associates.

Schein, E. H. (1992). Defining organizational culture. In Shafritz, J. M., Ott, J. S., and Jang, Y. S. *Classics of organization theory,* (Vol. 3, pp. 490–502). Pacific Grove, CA: Brooks/Cole.

Schein, E. H. (2004). Organizational culture and leadership, 3rd Ed. San Francisco, CA: JosseyBass.

Schmidtke, J. M., and Cummings, A. (2017). “The effects of virtualness on teamwork behavioral components: The role of shared mental models.” Human Resource Management Review, 27(4): 660–677.

Shannon, E. (Sept 23, 2015). How Two Dogged Clean Air Sleuths Exposed Massive VW Deceit. Environmental Working Group. Retrieved February 7, 2021 from https://www.ewg.org/enviroblog/2015/09/how-two-dogged-clear-air-sleuths-exposed-massive-vw-deceit

Sharma, S., and Sarraf, R. (2018). “Significance of Herrmann brain dominance instrument’ (hbdi) for organizational development.” Advance and Innovative Research, 5(1): 95.

Sheehy, G. (2011) New passages: Mapping your life across time. New York, NY: Ballantine Books.

Sinek, S. (September, 2009). How Great Leaders Inspire Action. TED Talks. Retrieved February 7, 2021 from https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

Struijs, S. Y., Lamers, F., Verdam, M. G. E., van Ballegooijen, W., Spinhoven, P., van der Does, W., & Penninx, B. W. J. H. (2020). “Temporal stability of symptoms of affective disorders, cognitive vulnerability and personality over time.” Journal of Affective Disorders, 260: 77–83.

Taylor, S. E. (1991). “Asymmetrical effects of positive and negative events: The mobilization-minimization hypothesis.” Psychological Bulletin, 110(1): 67–85.

Teece, D. J. (2018). “Dynamic capabilities as (workable) management systems theory.” Journal of Management & Organization, 24(3): 359–368.

Thornton, M. A., & Tamir, D. I. (2017). Mental models accurately predict emotion transitions. Proceedings of the National Academy of Sciences, 114(23): 5982–5987.

Thurlings, M., Vermeulen, M., Bastiaens, T., & Stijnen, S. (2013). “Understanding feedback: A learning theory perspective.” Educational Research Review 9: 1–15.

Vandaveer, V. V., Lowman, R. L., Pearlman, K. & Brannick, J. P. (2016). “A practice analysis of coaching psychology: Toward a foundational competency model.” Consulting Psychology Journal: Practice and Research, 68(2): 118.

Van Velsor, E., McCauley, C. D., & Ruderman, M. N. (eds) (2010). (Vol. 122). The center for creative leadership handbook of leadership development. Hoboken, NJ: John Wiley & Sons.

Vosse, B. J. F., & Aliyu, O. A. (2018). “Determinants of employee trust during organisational change in higher institutions.” Journal of Organizational Change Management, 31: 1105–1118.

Warrick, D. D. (2017). “What leaders need to know about organizational culture.” Business Horizons, 60(3): 395–404.