

Longwood Gardens  
**Fellows Program**

# Grow!

A Scratchpad  
for People  
Developers



## The Project

This project is an initiative of the Longwood Fellows Program, a thirteen-month, residential development experience that prepares individuals for senior roles in public horticulture. Hailing from institutions around the world, the Fellows represent entrepreneurs, horticulturists, administrators, and writers with a shared commitment to a strong and sustainable future for public gardens.

To initiate the project, the Fellows posed the question at the American Public Gardens Association annual conference in the summer of 2019: **What are the significant leadership-related challenges that public gardens face today?**

Responses from a range of institutions highlighted staff recruitment and retention as recurrent themes. And according to respondents, the issue wasn't simply within their garden walls. Many were beginning to sense a difficulty in recruiting and retaining staff in public horticulture as an industry. Moreover, they felt that these issues were further challenged by increasingly stretched budgets and limited access to resources.

As the project moved forward, these concerns served as a catalyst for a deeper consideration of the complex and nuanced drivers behind staffing loss. There are often many reasons why an employee chooses to leave their work; however, a perceived inability to grow became a consistent and reoccurring theme in the Fellows' research.

*Grow! A Scratchpad for People Developers* was developed as a response to our industry's desire to attract and retain a committed and engaged workforce. It positions development strategies as a key means of advancing these goals.

*“We do this work to be able to be the best version of ourselves that we can and to help other people be the best version they can be. Fulfilling a higher calling, a higher purpose.”*  
—Nicole

# Grow!

## A Scratchpad for People Developers



## Contents

<b>Project Background</b>	<b>6</b>
A Case for Development	7
Using This Tool	8
<hr/>	
<b>Self:</b>	<b>11</b>
Transparency	12
Humility	18
<hr/>	
<b>Structure:</b>	<b>25</b>
A Tailored Approach	26
Varied Sources of Development	34
Career Progression	42
<hr/>	
<b>Practice:</b>	<b>53</b>
Communication	54
Failure	64
Empowerment	70
<hr/>	
<b>Conclusions, Implications, and Methods</b>	<b>78</b>
Appendix A	80
Appendix B	81
Appendix C	82

*Grow! A Scratchpad for People Developers* is a tool to catalyze learning and self-reflection for leaders at all levels. The lived experiences of a diverse circle of people developers have both guided and illustrated this work.

While no one's path to development can—or should—be the same, this resource will help you recognize key elements of self, practice, and structure as wayfinding posts on the journey to unlocking your potential as a developer of others.

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**We often hear that staff development is something hindered by limited institutional capacity, however staff development is key to building institutional capacity, and as this resource will highlight, the ability to develop staff can be cultivated from within.**

## A Case for Development

Surveying the employment landscape from a retention standpoint, analysts from Deloitte identified strong ties between employees who are planning to imminently quit their jobs, and their belief that their current role lacks challenges and the potential for progress (Erickson, Kwan, Neveras, Pelster, Schwartz, & Szaichler, 2012). Recently, retention has been further impacted by generational shifts in workforce demographics, transforming norms of loyalty to a given organization or role. Millennials are now the largest generation in the U.S. workforce, and they are open to moving between companies and jobs, with over 60% expressing a willingness at any given time to consider other offers (Nelson & Rigoni, 2016).

Gallup reports that while millennials highly prize the “career growth and development opportunities” that might entice them to stay in a role, fewer than half feel strongly that they have had such learning opportunities at work within the past year (Nelson & Rigoni, 2016). And millennials aren't alone in this desire for development. Their Gen X colleagues cite leadership development programs as one of the most effective ways to retain them, and nearly 40% will consider leaving their job within the year because of a lack of development opportunities (Erickson et al., 2012).

The connection from growth opportunity and skill building to job satisfaction and retention is evident. At a time when many employers harbor concerns about pipeline development and succession planning to ensure their organization's future, there has never been a more compelling case for organizations to develop their people.

### **How do great people developers identify, activate, and consistently produce high-capacity individuals?**

- ... when you haven't got an inch of slack in the budget?
- ... without a formal mentorship program?
- ... if you can't send your people to expensive conferences and trainings?

*Grow! A Scratchpad for People Developers* shares insights at the heart of this question from the great people developers of public gardens, arts and culture, and aligned industries. Grounded in their voices and sourced from candid interviews, this tool provides resources for the real world. Those who contributed their experiences and wisdom represent leaders at all levels, from the corner office to the greenhouse floor.



# Using the Scratchpad

*Grow! A Scratchpad for People Developers* is designed to be a practical resource for individuals and teams. The foundations, traits, and tactics outlined in this resource are not intended as a prescriptive set of guidelines. As the central themes of this work will affirm, your approach to developing people is your own, and it must be tailored not only to your institution, but to each of the individuals you seek to support.

The Scratchpad will provide a framework for understanding the foundations of professional growth and development in a public garden setting, and beyond. The eight key themes within this resource will orient and accelerate your impact as a developer of people.

Whether you are just beginning your career or consider yourself a seasoned veteran leading an organization or its board, *Grow! A Scratchpad for People Developers* speaks to a wide array of readers through activities, insights, and analysis to inspire self-reflection, discourse, and ultimately growth.

## A Note On Formal & Informal Development

The leaders quoted in this work utilize both formal and informal structures of development and mentorship. The tools within this resource are designed to guide and serve you, whether your relationship as learner and people developer is formal (i.e., through a reporting structure or mentorship program) or informal (i.e., no managerial relationship).

- » **People Developer** will be used to describe an individual who may serve as a guide, mentor, leader, manager, or role model regardless of organizational hierarchy.
- » **Learner** will be used to describe an individual who seeks or receives guidance, fellowship, instruction, or mentorship.

*“Always take the time to reflect; reflection is something that gets overlooked a lot, but when you give yourself that time, it helps you do better ... it helps you be better.” —Moe*

# Navigation



## Journal Prompts

Use prompts inspired by key themes and perspectives to engage in a self-guided, introspective process of reflection. This exercise will help you gauge where you are today, and can later illustrate the ways in which you've grown.



## Activities

Explore, practice, and play with concepts and key themes. Involve others from your team or workplace, and observe what their reactions tell you about your workplace and colleagues.

## Reading

A list of articles and additional reading in Appendix C will help you explore topics further. Choose an article to serve as a topic of discussion during a team meeting or coaching session.

## Quotes

Hear different—and sometimes opposing—perspectives on key development themes. As you hear from a diverse range of leaders at all levels, ask yourself what voices you and your organization could bring to the conversation.

# Key Themes

Figure 1.1 | Illustrative model of *Grow!* macrothemes.

Self	Structure	Practice
<p>Traits that can be <b>found</b> or <b>cultivated within</b> the people developer.</p> <p>Speaks to <b>personality</b> and the <b>delivery</b> of practices and information.</p> <ul style="list-style-type: none"> <li>» <b>Transparency</b></li> <li>» <b>Humility</b></li> </ul>	<p>The <b>systems</b> and <b>environmental conditions</b> in which optimal people development occurs.</p> <ul style="list-style-type: none"> <li>» <b>Tailored Approach</b></li> <li>» <b>Varied Sources of Development</b></li> <li>» <b>Career Progression</b></li> </ul>	<p>Specific <b>opportunities</b> or <b>catalysts</b> provided to change <b>environmental conditions</b>.</p> <p><b>Tactics</b> and <b>actions</b> implemented by great people developers to enact change.</p> <ul style="list-style-type: none"> <li>» <b>Communication</b></li> <li>» <b>Failure</b></li> <li>» <b>Empowerment</b></li> </ul>



# Self:

Traits of **self** are found or cultivated from within. These personal qualities orient our mind and give direction to our thoughts. In doing so, they shape our daily practices and inform our priorities. Cultivating these traits requires meaningful reflection, the willingness to accept feedback, and a commitment to **powerful inner change**.

## Transparency

A trait or method of action characterized by truthful, candid information shared in a quantity perceived as meaningful and timely (forthcoming). Transparency may occur in the present, or may manifest in the people developer's sharing of past successes and failures. **Encouraging growth through the establishment of trust and exchange of ideas.**

*“I’ve made lots of mistakes and I’ve got lots of weaknesses. When you share those things, it makes us all better.” —Paul*

Transparency is a highly valued trait, both within leaders and organizational culture. It **cultivates feelings of openness and trust, and it dissolves emotional distance and silos. Transparency allows authenticity and collaboration to thrive.** Notably, it fuels **credibility**, serving as a mechanism for accountability and a vehicle for communication.

But what does transparency look like, and how is it significant when supporting the development of others?

For many of the great people developers interviewed, **transparency is an act of vulnerability.** It takes the form of openly sharing experiences, communicating stories, successes, and failures from one's past, as well as conveying to others how adversity has shaped us. One interviewee highlighted this openness and honesty:

*“Admitting when you make a mistake allows people the comfort zone of taking risks because they know that you’re also willing to say, ‘I make mistakes too, I come in every day, I do my best, and I’m equally at risk when it comes to making mistakes.’ ” —Jill*

Sometimes, transparency manifests as **self-awareness and the acknowledgment of privilege.** As one interviewee spoke to his privilege and perspective as a white cisgender male, he utilized transparency to lay bare unspoken and sometimes uncomfortable truths. This candor and courage **creates a doorway for others to have honest and authentic conversations, and gives them a sense of safety to do so.** Transparency is not about knowing all the answers, oversharing, or agreeing with everyone. Instead, being transparent fosters **objectivity through visibility**, allowing us to gain clarity about the needs, expectations, and wants of others.

Transparency requires vulnerability, and **vulnerability creates connection**, important groundwork for open and authentic dialogue (Brown, 2010). As you embark on honest, candid conversations with learners and peers, it is important to note that **transparency is a two-way street.** If you both give and request openness, communication improves, understanding deepens, and connections are strengthened.



 **What experiences, adversity or failures have significantly shaped who you are and your career?**

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 **Are there individuals in another department or team you have not engaged in a conversation with? Why might speaking with them be helpful?**

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 **How might you incorporate transparency and related behaviors into your organization's core values?**

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*“Tell everyone the most truth you can. There’s no reason to not do that, even if it’s a hard truth.”— Kara*

 **Speak to Learn**

Create a feedback session—an opportunity in which a group is encouraged to openly, kindly, and truthfully communicate responses to a piece of work being done. In this safe space, ask the group to share their unique thoughts and experiences on successes, failures, and importantly, lessons learned from what has not worked well. To gain the most benefit from this experience, try to involve another department or team in the session to gain new perspectives and insights.

 **Open Conversations**

Invite a colleague on another team or department to lunch. Try to find someone who you may not know very well; perhaps you’re acquainted, but your day-to-day interactions are infrequent. Here are some suggestions and prompts for getting to know each other:

- » Learn about what work means to them: why does their work matter to them?
- » Have an exchange: what’s going on that gets you both excited and out of bed each morning? This can be something at work or beyond.
- » Exchange your top 3 to 5 values and share experiences in your lives that have shaped them.
- » Are there any experiences that have changed their view or attitude about something or someone?
- » What are their interests, hopes, and dreams?

*“Be really clear of what’s expected, what’s negotiable, and what’s not negotiable.” —Suzie*





## Humility

A trait or method of action characterized by the people developer's rejection of themselves as infallible or fully developed. Individual success is often characterized as team or organizational success, and priority is placed on leadership by example and vulnerability. **Encouraging growth through the perception of authenticity, relatability, and honest dialogue.**

Humility is an unusual trait of **self**; the more often one refers to oneself as humble, the less applicable the label appears to be. However, when we are truly in its presence, humility is often self-evident and clear. Humility is something observed and felt by others, and it shapes its possessor's thoughts and beliefs. Humility has no relation to title, position, or hierarchy; however, **its presence can shift actions and change outcomes.**

Above all, humility is a gateway to trust; without trust, relationships flounder and organizations falter. Humility has a special ability to garner

trust and goodwill because **it centers our care, concern, and emphasis away from ourselves and onto others.** At its core, humility is about the "we," not the "I." It's no surprise, then, that humility is rooted in many of the traits in this resource; as people developers seek to invest in others, their humility in doing so often takes the form of transparency, vulnerability, willingness to empower, and effective communication.

Among the great people developers interviewed, humility was often a trait that **was tacitly demonstrated, rather than overtly stated.** In their

remarks, it manifested as a genuine interest in the career growth of others, by observing and listening to understand their needs. Humility allowed them to see themselves not as essential to their learners' development, but as a guide and momentary companion. They described this relationship as "a partnership in their journey" rather than as a deliberate molding of others. They often don't see themselves as an authority to those they lead or mentor, but as a trusted advisor. Rather than see their own success as exemplary or indicative of innate talent, great people developers embody humility by recognizing the potential in all. Underscored here is the importance of avoiding dependency between learners and their developers, who play a small part on the learner's path to leadership and cannot be their sole source of success and affirmation. **It is neither possible nor appropriate for the developer to shoulder the burden of dependency.** This speaks as much to humility as to a developer's own self-sustainment.

It is important to distinguish what is—and is not—humility, and to understand the appropriate roles

of self-awareness, authenticity, and honesty. **Humility is not synonymous with apologizing,** taking ownership for mistakes you had no influence over (reflexive self-sacrifice), nor is it consistently downplaying accomplishments. As you reflect on humility and your own sense of self, tease out the differences between acknowledging successes, and arrogance or self-aggrandizement. While we are called to be honest about our failures, we should be truthful about our achievements—otherwise, why would we be qualified to develop others?

In humility, we acknowledge our limitations. We do not know everything, a fact that those with humility will freely and gratefully acknowledge. Humility allows us to see ourselves and others as human—not superhuman—and breaks down the barriers that prevent empathy. In humility, hierarchy is de-emphasized, removing the distance between where we are and where we want to be. **We learn to follow as well as lead, and we pursue growth not by chasing titles or prestige, but by leading from our deepest values and interests.**

*"We talk about "shepherd leadership;" it's when we walk behind our people. Being humble is what good leaders do." —Richard*

 **Can humility be cultivated? Why or why not? If so, how?**

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 **Think of people in your life who exemplify humility. How does it make you feel when you are around them?**

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 **How can you lead by example? What would you do differently?**

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*“If you're trusted and you're authentic and you're humble, you are going to have a strong followership.”  
—Richard*

 **Holding the Space**

Pair up with someone and ask them to talk about a situation or experience that challenged them, setting five minutes on a timer. The listener should focus solely on listening to understand with no interruption, avoiding any verbal sounds like “mmhmm’s” and saying “yes” or “I understand.” Do not nod or shrug or make any physical movements of agreement or disagreement. If the person finishes before the five minutes is up, do not respond. Sit in quiet and just be with the person. After the time is up, talk about how you felt as the listener, and what it meant to “hold the space.” Now, exchange turns.

 **Small Choices**

Explore cultivating humility. List conscious small choices you can make to exercise humility until it becomes habit. What will hold you accountable for achieving these?

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 **Hiring Conversations**

How would you identify humility during the hiring process (if you are a manager)? What questions would you ask? Conversely, if you were to be in an interview, in what ways would you exemplify humility? Keep a list of these questions on hand for your next hiring experience, and see if the questions shape your understanding of the candidates.

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*“I was asked one time what I thought would be the best legacy that I can have after my time here and I said that when I leave, nobody really notices.” —Brian*





# Structure:

The ways in which we contextualize ourselves and our actions, **structures** allow us to speak to systems and environments. These helpful frameworks allow us to view our actions as parts of a greater whole, and to spot the influences that can either help or hinder us on our development journey.

### A Tailored Approach

Framework in which strategies and tactics are adapted to each learner.

When crafting this structure, reference points may include the learner's unique motivations, existing skills or knowledge base, personality, and goals.

**Accelerating growth through an individualized structure.**

*“Sometimes when it comes to individuals and skills people are so impatient. We want to plant the seed on Monday and have a full crop on Tuesday. You have to cultivate and know that it will take time ... it will not be an overnight success story.” —Moe*

Experience and intuition tell us that no two people are exactly alike. Yet it seems that every glossy conference brochure or book on the market offers its own secret formula for professional development, a prescribed set of tools and tactics that will “guarantee” growth and success on your team. However, the greatest people developers—the ones whose mentees become extraordinary leaders—tell us that the only certainty is that there is no certainty. Just as no two people are the same, the same tactics for mentorship and coaching won't apply to every learner, and a development relationship must be as unique as the two individuals in it.

This approach requires **discovery**, and **two-way teaching** between developer and learner. As a developer of others, you are called to question and observe to uncover motivations and learning styles. Be aware that initially, you may not know what resonates with the other person. But there is power and potential in creating a tailored relationship. As you discover new ways of communicating and leading that complement those you lead, your own growth and understanding will deepen. Of note, this approach calls you to be nimble; the needs of those you mentor will change, and continuing to rely on the same techniques and conversations may lead to diminishing results over time.

As you tailor your approach to guiding learners, you are free to explore a range of leadership styles, practices, and communication opportunities. One employee may thrive on public recognition of their accomplishments,

while others may eschew the spotlight and prefer a private word of thanks. Job rotation, institutional exchanges, challenging assignments, and public speaking opportunities are a few of the many ways in which you can help employees grow beyond their job descriptions. Your work with the individual may evolve over a period of years, or may require sharp adjustments within the course of a meeting. The important thing is to continue to seek feedback and observe the progress of your learner; your reward will be your mutual growth.

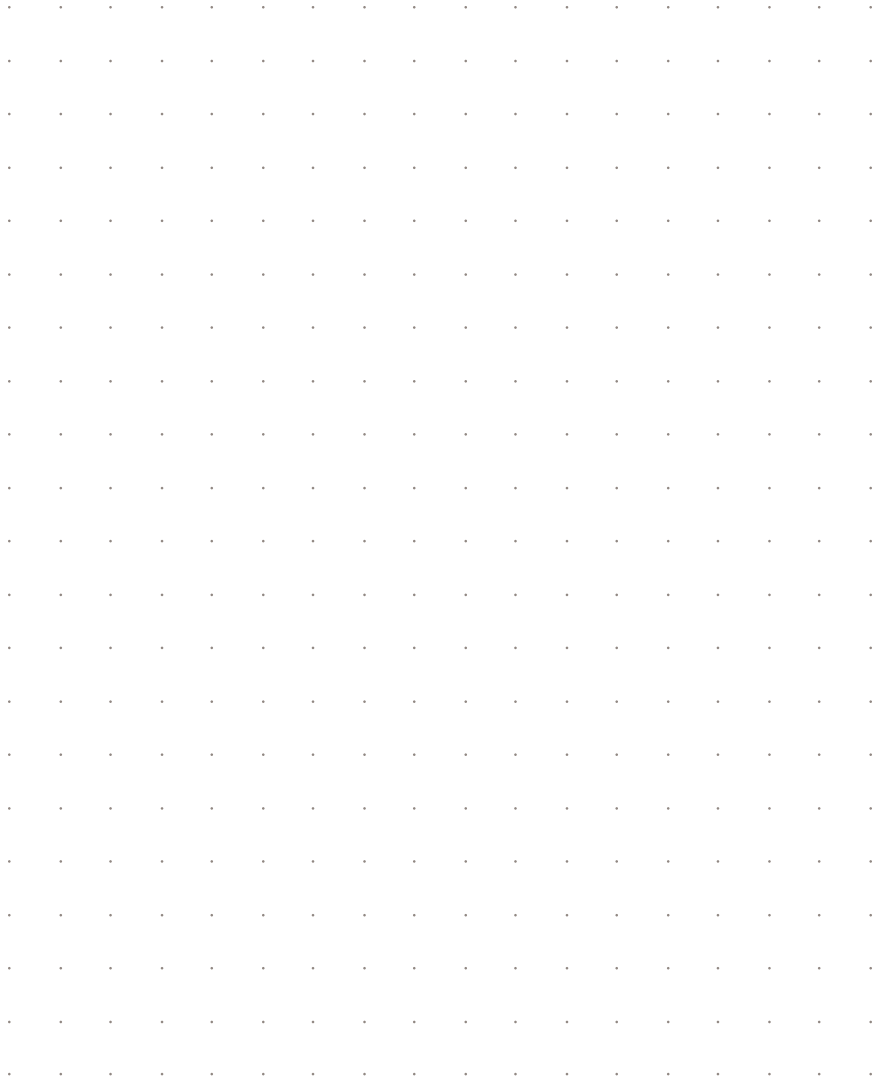
Of note, you may notice that some of your mentees or team members require a lower investment of time or guidance than others. It can be easy to show bias toward quick learners—after all, they make the work of the people developer easier to a certain extent. However, it is vitally important to consider the unique contributions and potential of learners at all levels. Ultimately, your expectations should be set by **capability** and **probability of reaching potential**, rather than the speed or ease with which a learner grows.

A dedicated, deep, and committed development relationship holds the potential for profound meaning and change for both learners and those who guide them. **Don't be surprised if your own work and thoughts change as a result of using a tailored approach.** Leadership and learning go hand-in-hand, and the benefits of both are richer communication, stronger relationships, and healthier workplace cultures.





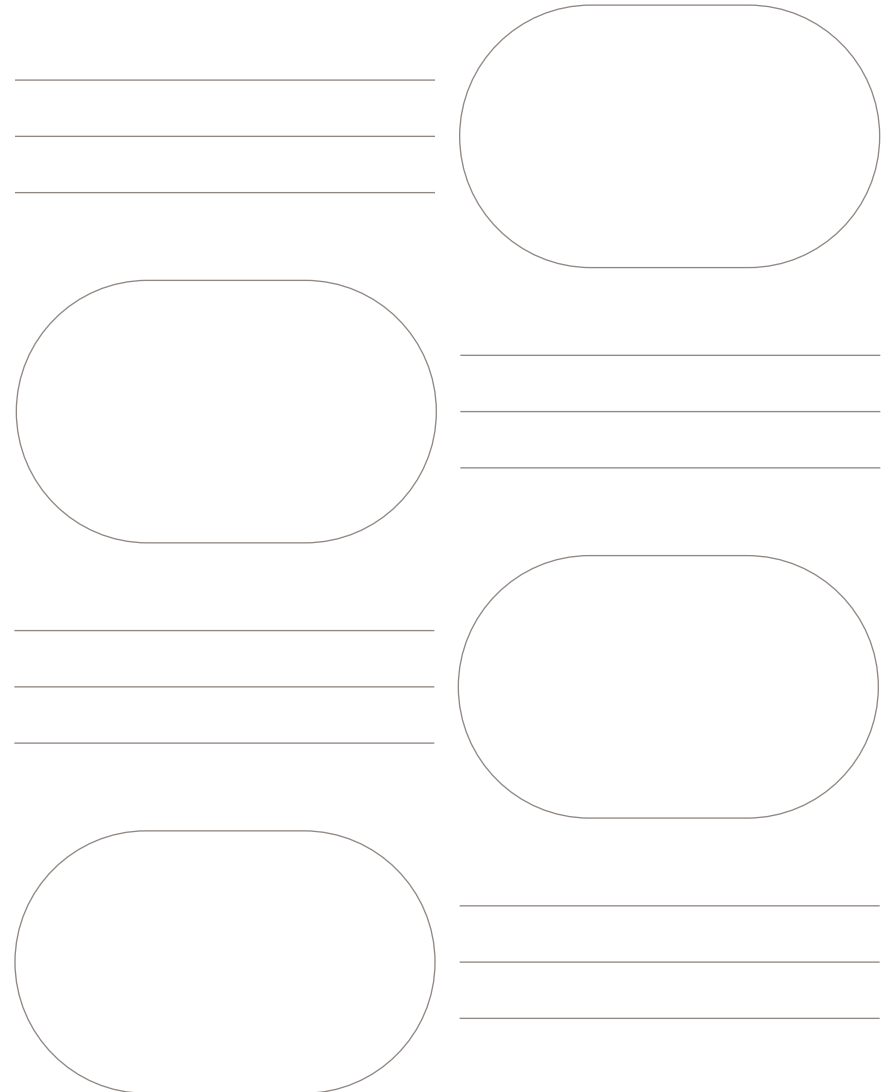
⚙️ **Next, take 10 minutes to think about how you might tailor development to suit a particular mentee, direct report, or learner in your life. Using the space below, describe their interests, motivations, talents, and areas needing improvement. This should be easier as you have “dumped” all other thoughts out of your brain!**



*“Everybody’s on their own timeframe and their own path. And you have to just recognize that.”*  
— MaryLynn

⚙️ **Once you’ve finished, identify themes, or qualities of the learner that stand out to you.**

Write each in a bubble. For each theme, list some specific actions you plan to take, ways you plan to communicate, or resources you plan to give them that complement this facet of their personality or work. Don’t be afraid to look to other fields and industries for inspiration—there are many ways to develop strengths. If this exercise has been challenging for you, make it a point to incorporate questions about learning preferences during your next coaching or mentorship meeting.





### Varied Sources of Development

Drawing sources of mentorship, information, advice, and guidance from a range of institutions, individuals, and platforms. Value is derived from obtaining different or opposing viewpoints, accessing new resources with unique information, and looking to other organizations or disciplines for insight. **Accelerating growth through access to new and diverse knowledge and experiences.**

Adept developers of people seek varied sources of development, **scanning the horizon for new practices and experiences that will encourage growth** in learners. In this structure, learning is enhanced by a diversity of formats, methods, and outlets of information. Traditional seminars, novel projects, or even a simple conversation with the right person can open the door to new insight. By encouraging the learner to take advantage of external opportunities (webinars, books, participation in local affinity groups), your organization stands to benefit by tapping into new audiences and research bases, fresh perspectives, and challenges to existing norms.


When it comes to tactical ways of developing others, **great people developers are limited only by their imaginations in recognizing the learning opportunities that surround them in their everyday lives.** Above all, those interviewed shared the importance of training oneself to recognize those opportunities, affording others the chance to take advantage of them, and providing feedback on their effectiveness. In this structure, the

people developer encourages others to take risks—and as their champion, has their backs if they fail.

It's vitally important to **understand whom we are helping** so that we can guide them in the right direction, toward the right source. Accordingly, people developers must get to know learners personally, a process that takes time and true effort. One interviewee sent a team member on his dream journey—a trip to Europe! This great people developer was able to effect this unconventional (and frankly, impressive!) journey of development because he knew how important the trip was to the individual. Just imagine the personal and professional growth that the traveler experienced! (Note: we are NOT suggesting you jet colleagues off to foreign lands—just that you understand what motivates and inspires others.)

Public horticulture organizations typically involve a huge array of functions and services from facilities to guest services and education. How can you view these functions and services as a learning laboratory?

*“It’s the responsibility of leadership to bring what they’ve learned to the table. It doesn’t have to be anything with PowerPoints and books and all of that. It really is just sitting down and teaching in the most informal of ways.” —MaryLynn*

 **Think about your most critical professional learning experiences. What were they and why did they prove to be so important?**

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 **Do you know a colleague who wants to “travel to Europe”? Where is their dream destination and why do they want to go? How can that experience serve as a professional growth opportunity?**

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*“We encourage our staff to spend at least 10% of their time working outside of their role, perhaps working in other departments across projects. This helps them develop skills but also provides a different perspective of the organization.” —Suzie*

 **Meet Your Colleagues**

Ask those you’re developing to answer the following questions and document their responses. Revisit your notes occasionally to update them or refresh your memory.

What is their ideal job?

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What are they most afraid of at work?

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What was the best professional development activity they ever did? What made it so beneficial/enjoyable?

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 **Uncovering the hidden development opportunities in your organization:**

What departments are developing or using novel approaches to solve complex issues within your organization? How can you turn these into learning opportunities for others?

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Who are the good teachers in your organization and how can you tap them to assist in various development efforts? (This is a true win-win, as you’re developing two people at the same time.)

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Highlight inspiring or transformational successes of those you’re developing.

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 **Set aside time with colleagues to brainstorm unique and personal approaches to development.**



 **Career Progression Mind Map**

Chart a mind map for career success. Indicate the various ways that you might develop yourself on your way to success.

*“What really has to happen is that people need to have experiences, real life experiences.” —Peter R*

Career Development	<b>Your strengths:</b> if you are not sure what they are, how can you find out?	<b>Success:</b> what does this look like to you? Your dream job?
	<b>Current skills:</b> highlight those that you are particularly good at and you enjoy – even if they are not directly related to your current role.	
	<b>Development:</b> what skills and knowledge would you like to develop?	
	<b>Values:</b> what core values and principles do you live by?	
	<b>Learning opportunities:</b> what resources are available to you?	
	<b>Development barriers:</b> what is preventing you from taking the next step?	
	<b>Network opportunities:</b> where and how can you broaden your network?	



## Career Progression

Framework of time that places the learner on a continuum of skill, seniority, and organizational affiliation. People developer expectations are set and tempered by the understanding of their learner as someone whose full potential and capacity are still forming. The people developer also recognizes that the learner may not find the full growth potential they seek within their current organization, and may one day depart. People developers see their investment in these learners as a value-add for the industry at large.

**Accelerating growth through a holistic view of process.**

'On-the-job learning' is more than just a buzz phrase; it's an expectation. When someone joins your team, you expect them to learn: about their role, its duties

and core functions, and the team or organizational culture they're working within. The longer your hire stays with the organization, the more

they are expected to grow. **Great people developers are masters of the development continuum: they don't only acknowledge the learning curve at the beginning of a new job, they depend on it.**

Great people developers proactively seek to understand where the learner sits on the trajectory of their professional potential. Using this information, they tailor their mentorship to meet the learner where they're at. Impatience and frustration with inexperience are bounded by empathy; great people developers recognize that they themselves were once inexperienced or new to their job. By helping to establish realistic expectations and demonstrating confidence in the learner's potential, these strategies accelerate learning and **generate mutual trust.**

It's no surprise, then, to find that many learners are drawn toward these growth-mindset environments, and that the patience of the people developers is often rewarded with employee loyalty and lower turnover. However, the reality for professionals across the spectrum of development is that there comes a time when their current role or organization no longer offers the potential for the growth they seek.

*"You've always got to be ready for your best person to leave."*  
—Mary

Here again, great people developers turn staff departure—typically viewed as a net loss for organizations—into a strength. Rather than avoiding hard conversations about career ambitions and next jobs,

great people developers lean into these discussions with their learners. Talented and driven learners will seek growth and challenges; it's part of what makes them such valuable employees. When a learner realizes that they can be honest about their professional goals with their manager or mentor, they often reveal valuable information that expands their capacity within their current role. If a marketing professional confides that they want to pursue new fundraising responsibilities in their next role, their current mentor can train them for the future and capitalize on these new skills while the learner is still with the organization. And when the learner departs, the great people developer has created a trusting relationship, expanding their own professional network and forging inroads for potential future partnerships or information sharing. Finally, by having frank conversations about job transitions, the people developer can communicate openly about succession planning, **setting expectations and putting plans in place for when—not if—staffing changes occur.**

The greatest people developers respond to the structure of time—and what it really means: **change**—with flexibility, pragmatism, and a growth mindset. With a largely unified perspective, the developers interviewed embraced the fluid nature of professional relationships, and found fulfillment in seeing themselves as important, but ultimately passing, companions on the learner's journey.



## Career Progression Timeline

Create a timeline of your career from the beginning through to today. Mark the positive moments, or wins, as peaks, and the negative moments as dips. Ask yourself these questions:

Where on the chart do you find yourself today?

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Looking at the wins, who helped you get there?

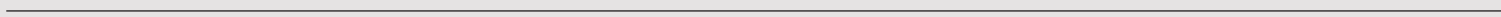
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What would happen if you showed this to your team? Would they be surprised by anything? Being transparent about past successes and failures can help to build trust and confidence, particularly with our reports and mentees.

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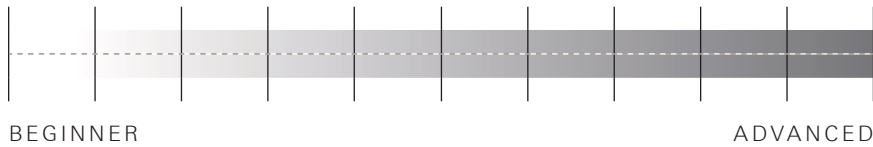
WINS & PEAKS	
MIDDLE GROUND	
LOSSES & DIPS	
YEARS IN ROLE	EARLY  → FUTURE



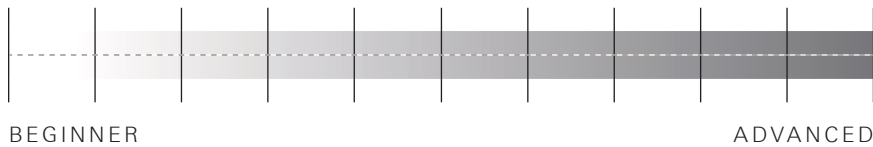
## The Growth Temperature Check

On the charts below, identify four key skills or proficiencies critical to your role. On each continuum, mark how you would rate your skill level today with an “X.” When you’re finished, give the sheet to a mentor or colleague and have them mark their assessment of your skill level today with an “O.”

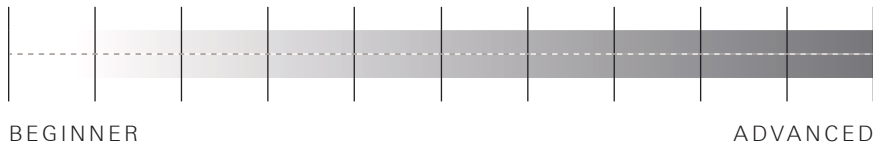
SKILL OR PROFICIENCY: \_\_\_\_\_



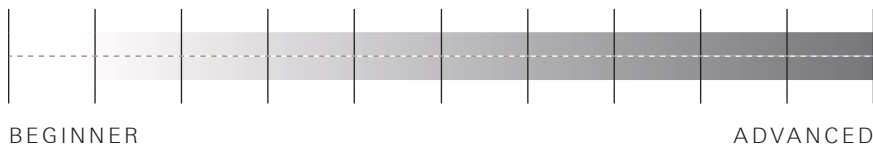
SKILL OR PROFICIENCY: \_\_\_\_\_



SKILL OR PROFICIENCY: \_\_\_\_\_



SKILL OR PROFICIENCY: \_\_\_\_\_



Now look at the completed exercise:

- » Do you tend to rate your abilities higher or lower than your colleagues would rate them?

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- » Are there any major discrepancies—areas in which you think your skills are far better (or far worse) than your boss or coworker would rank them?

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For managers with direct reports/trainees:

- » Ask your team to complete this exercise.

How do they rank themselves?

- » If you notice trends toward under- or overestimating skill levels, consider the implications for the ways in which you give feedback and performance reviews.

*“When you plan, you have to set a very clear target for your career. Not for one year—but for your career.”  
—Yong-Hong*

*“This is the job you’re in now, but what do you want to do next? How do we start building your skills within this work to make you ready for the next thing? Not because I want them to leave, but because if they are a person who craves challenge that’s how they’re going to get it.” —Niki*

*“Sometimes if a person is at a point in their career that you’re helping them get a job somewhere else, maybe a promotion, you can’t hold them back because that move gives opportunity for someone else that may be ready for another opportunity.” —Frank*

*“Where along the time continuum do you see this individual? Time—“when”—matters. I remember that in the early stage of my career, my employers saw the potential in me to be smart enough to figure things out. So I try to have a level of empathy in terms of when I see folks with potential.” —Marcus*



# Practice:

The “what” of people development, **practices** are the concrete, applicable tactics and actions that catalyze change. This change can occur within the learner, or it can be targeted toward shaping the team or culture around them to create an environment in which **development thrives**.

## Communication

Actions such as dialogue, feedback, and conversation. Qualities include high frequency, accessibility, truthfulness, and candor.

### Activating growth through verbal exchange.

Communication is seemingly simple, a “practice” that most people apply every day. However, in the context of professional development, communication as a tool is often misunderstood, misused, and underestimated. Communicating to activate growth is a strategic practice, and it takes place within the framework of **dialogue, feedback, and consistent engagement**. Communication—**what you say and how you say it**—doesn’t have to be formal or complex; instead, its hallmarks are transparency, candor, honesty, regularity, and active listening. Great communication calls us to apply each of these components; the absence of even one will hinder your ability to capitalize on this powerful tool for developing others.

And encouragingly, communicating for development is a two-way partnership—it will grow you too.

We often limit honest, critical conversations to coaching meetings or performance appraisals. However, the insights of great people developers reveal that the everyday **ad hoc conversations** hold the greatest potential for affecting growth. The key is in their **frequency**. As periodic check-ins, they help learners calibrate their actions and behaviors, seek iterative feedback, and receive additional information. Balance matters—seek to understand your learner’s engagement preferences to know the times and environments in which they feel comfort and safety while communicating.

Interviewees spoke of the importance of learning about a person’s motivations: their hopes, desires, career ambition, family, and even their interests beyond work. These kinds of discussions build empathy and understanding, and they cultivate trust and goodwill for difficult conversations in the

future. The great people developers interviewed also highlighted the need to be **approachable, listening to understand, asking questions, and looking for non-verbal cues**. These tactics facilitate rewarding conversations and enable growth.

To begin a growth-oriented conversation, shift away from an advising mindset, and **consider yourself instead as a facilitator of thought-provoking reflection**. Begin with open questions, and hold space for silence to allow time for deep thought. This may seem awkward at first, but your silence is making space for more information to emerge. Be patient—and curb any thoughts of interrupting. Many interviewees expressed that communication must be rooted in a place of care, respect, and support. Being intentional about cultivating a psychologically safe environment will allow both the people developer and learner to be open, honest, and transparent. When the time is right, speak about your past failures, mistakes, and

lessons learned. Used appropriately, vulnerability shows learners that their situation is not unique and that others have experienced similar defeat. This transparency also conveys trust in one’s conversational partner, which leads to better and more open communication.

Difficult conversations in the workplace are inevitable. Speak with clarity, and make an effort to ensure the other party understands. A common communication tool in these instances is to ask the other speaker to paraphrase the feedback, critique, or problem as they understood it. Above all, say what you mean to say, and if you promise to follow up, be certain to do so.

Activating growth through verbal exchange is a powerful way to unlock truth, encourage deeper reflections, and accelerate improvement. With the right investment of time and effort, communication can powerfully shape your team, your learner, and you.

*“If I’m constantly talking with my employees, giving them constructive feedback and being direct about what I feel, they can push back. Then they can change my mind and we can grow together.” —Jill*







**Response Answer Key (refer to page 58)**

I think you should ...	(N)
Tell me more ...	(Y)
Can you explain that to me more fully?	(Y)
My advice would be ...	(N)
Let me check if I've heard you correctly ...	(Y)
What are your thoughts?	(Y)
What you need to do is ...	(N)
Why would you do that?	(N)
Talk me through what you learned in that situation.	(Y)
How are you feeling about your role in the project?	(Y)
Don't do it that way, do it this way.	(N)
Have you tried ... ?	(N)
Talk me through how you can apply tomorrow what you have learned today.	(Y)
I'll do x for you.	(N)
What is holding you back from ... ?	(Y)
How can I support you in your goals?	(Y)
That's a silly idea.	(N)

*“If somebody wants to grow and there aren’t any projects or ‘active’ ways to grow, there’s always conversation. Mentoring through conversation—and learning to think critically about your career through conversation—is really important.” —Niki*

A large grid of dotted lines for writing notes, consisting of 20 rows and 40 columns.

*“Random, evolving, and ongoing conversations demonstrate trust.” —Mary*

## ⚙️ Communication in the Clouds

Reflecting on how you communicate helps you identify areas you may need to work on to improve your effectiveness. Take a moment to self-assess your communication skills. Reviewing the word cloud below, circle the areas in which your communication would benefit from improvement. Then go to some trusted friends and family and ask them to give you the gift of feedback by marking the worksheet too. Ask them to elaborate on why certain words were circled. This deeper feedback will ultimately help target areas for improvement and change.

**INTERRUPTING / NEGATIVITY**  
**OPINIONATED / "I"**  
**RUSHED / DISHONEST**  
**NOT TRANSPARENT**  
**NON-EMPATHETIC**  
**TALKATIVE**  
**AVOID DIFFICULT CONVERSATIONS**  
**IMPATIENCE / ANGRY**  
**CLOSED-MINDED / UNCLEAR**  
**ASSUME / DISINTEREST**  
**CONFRONTATIONAL**  
**AUTOCRATIC**  
**DISRESPECTFUL**  
**INSENSITIVE / PRESENT**  
**BODY LANGUAGE**  
**COMMUNICATION**  
**EFFECTIVE**

## ⚙️ Subconscious Communication

Ask for a quick and informal practice chat with a colleague, discussing any topic. Ask a second colleague to passively observe the conversation, completing the following chart on the nonverbal communication you exhibit, and jotting any other tics or unusual behaviors beyond those listed below. It may be helpful for you to videotape the conversation so you can later review it. These insights will help expose the hidden traits that may be unknowingly hindering your communication with others.

<b>Non-verbal Cues</b>	Never	Sometimes	Always
Maintain eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nod your head (up and down)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shake your head (side to side)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lean forward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tone of voice matches message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up-speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scratching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fidgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looking away	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking watch/phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Touching face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yawning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*“Are you an excellent listener? Or do you just talk too much to hear yourself speak?” —Sabina*

## Failure

Actions include providing the freedom to fail, opportunities with inherent risk, and establishing psychological safety to speak openly about mistakes. Of note, interviewees expressed opposing opinions regarding who takes accountability for failure; some allowed learners to take on the full risk and responsibility of failure, while others assumed at least partial responsibility for their learners' failures. **Activating growth through uncertain success.**

Uncertain success is inherent in our professional lives. What would our career look like if we had never stepped out of our comfort zone? If we don't fail from time to time, how do we grow? Many of the great people developers interviewed expressed the importance of **failure** on the journey to reaching one's full potential. They described the freedom to fail as the freedom to

experiment, to take risks and make mistakes in pursuit of excellence and growth. Of note, this isn't a freedom to fail **without consequences**, but rather **breaking the notion of failure as synonymous with fear, punishment, and finality**. Comfort with failure and psychological safety are unfortunately not a given in many workplaces. However, people developers who aspire toward

greatness should **strive to integrate it into their leadership style and organizational culture**. As with many of the tactics highlighted in this resource, embracing failure can be a benefit to both you and those you lead.

It is all too easy to think of **failure as final**, as an ending. In the moment, we ruminate over mistakes, agonizing over choices we made or things we did wrong. The difference between replacing: **"What went wrong?"** with **"What could have been better?"** is a powerful one. This new question is framed in terms of strengths, and without descending into shame, calls us to consider lessons learned. **In fact, failure at its heart is a lesson learned.** Failure shows us things that can go better next time. Missteps aren't the end of the story, but become a plot twist that makes the story more engaging and ultimately more illuminating! And what great story doesn't have plot thickeners? Remind the learners on your team that just like the reader of any good book, we want the protagonist of this story to succeed—flaws, mistakes, and missteps included.

The idea of **"failing forward,"** improving by failing, is a key pillar of people development. However, **making smart decisions post-failure is not innate, and like anything, takes practice.** Begin by positioning failures as data points—feedback on ways you can improve—

on the roadmap to discovering the best version of yourself. When the person you're developing makes a mistake, you may be tasked with providing concrete verbal or written feedback. But as difficult as it is to receive criticism, it's often more challenging to give it. Accordingly, you can begin cultivating team discussions about the value of honest feedback. Ask your team to consider the last time they gave a difficult piece of criticism and the courage it took to give it. When we think about feedback as a gift, it becomes easier for both the giver and the receiver.

The highlighted quotes reflect the importance of providing a safety net for those you help fail. They collectively communicate that failure is one of our best teachers, and it provides the insights we need to grow, adapt, and change. Be the type of leader that allows your team to fall down, scratch their knees, get up, shake it off, and try again. Encourage your team to critically examine the choices in front of them, and to embrace the creativity, boldness, and fearlessness that accompany our failures—and many of our greatest triumphs.

*"People need to believe that if they make the wrong decision, the world won't come crashing down around them." —Tim*

Imagine an environment in which you were terrified of misstepping or being the one who made a mistake. What kind of leader does it take to alter this atmosphere? What actions can they take to change their team's feelings about making mistakes?

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Remember a time you made a mistake in the workplace. How do you feel about that mistake now? Does it seem less grave? What lessons did you learn?

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How can you promote freedom for failure with one of your colleagues who needs a little jolt from their comfort zone? What challenges can you give them? How can you encourage them to grow?

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## Failure Field Test

Go through the following list and put a check mark next to each action that is currently practiced at your organization. How many checks did you have? What can you do to better practice all action items?

- Make blameless debriefs a habit.** Explore what happened and how it happened, never who did it.
- Reward staff for learning and moving forward more wisely.**
- Make it safe to share an early-stage idea by avoiding the urge to poke holes and shut it down.** Instead ask curious questions to help improve the idea.
- Frame complex work in terms of what you hope to learn and the failures that might be expected.**
- Be clear about the goal of the team's efforts so that failure is easier to detect.** We want to get good at detecting small failures so you never get to a big one.
- Share stories of past failures and valuable learning.** Don't forget to share stories of inaction (the risks you should have taken but didn't) as much as failures of action.
- Be clear about what kinds of failures are acceptable in pursuit of innovation and risk-taking and what acts will always be unacceptable.**
- Articulate where innovation is most needed versus where good enough is good enough.
- To create the flexibility needed to innovate, work with political forces to hold your team accountable for outcomes, not outputs or dollars spent.
- Build agility into your budgets. Account for the resources required to learn, adapt, and change course.
- Support people to stop certain activities or cut projects to create room for innovation.
- Become a barrier buster. Help your staff identify and address the barriers to innovation.

*(Failure Field Test, originally from How Leaders Promote Intelligent Failure on failforward.org by Ashley Good, n.d.)*

*“We’ve often been conditioned to think that a mistake is bad. All a mistake is, is feedback.” — Richard*





## Empowerment

Actions include giving learners new or greater responsibilities and duties, allowing them to make decisions on their own. Qualities include autonomy and demonstrated trust.

**Activating growth through the transmission of responsibility and knowledge.**

Do you feel it is your responsibility to empower others, or do you believe your role is simply to support their own self-empowerment?

Great people developers cite empowerment as a **key hallmark of their work**—but interestingly, their opinions are polarized along the **two distinct ways in which empowerment is catalyzed**. Many believe the empowerment of others is their job, formally or informally, and these people developers apply various strategies toward empowering their learners and reports. Their ultimate aim is to grow the learner's confidence in their own abilities, skills, and knowledge. Some view empowerment as a key component of institutional strength building, believing that the best way to deliver upon their

organization's mission is to empower their people to act independently.

Those with an opposing view referred to empowerment as something great developers support, but not as a set of responsibilities or expectations that they proactively bestow upon learners. People developers with this view feel that the learner needs to empower themselves, be self-actualized, and find their own inner confidence to progress. These people developers encourage that process, rather than drive it. This is an important distinction to make and one that is worth reflecting upon.

For those people developers who proactively empower, techniques primarily revolve around increasing the learner's level of responsibility, ownership, and accountability for tasks. They delegate projects and

work, and create tasks for specific team members. With new duties and responsibilities, these people developers initiate discussions on risk so that outcomes are understood, and a chain of accountability is clear.

**Some people developers give their learners accountability in tandem with empowerment**, while others continue to **reserve ultimate accountability for themselves** as the highest link in the chain of command.

*“So successes belong to them. And failures belong to us. And we fix them— together.” —Niki*

With either route to empowerment, great people developers establish clear goals and expectations with learners so that they **understand the non-negotiables within their role**. With this understanding, the learner is then permitted the autonomy and flexibility to embrace growth and new duties. These clear parameters— understanding where “the line” falls— engender trust and inspire confidence in the learner. They now know what they are allowed to do, and they see and believe that others are counting on them to achieve.

**The opposite of empowerment is micromanagement**. Great people developers stress the importance of not interfering in other's jobs. Rather, **they allow employees to do what they were employed to do**. When a learner is micromanaged, they receive a strong implied message that **they are neither trusted nor**

**capable of completing tasks** to the desired standard. The detrimental impacts on feelings of empowerment, morale, and job satisfaction cannot be understated, and the links between these experiences and job turnover span organizations and industries.

Empowerment is an active pursuit by people developers, regardless of whether the pursuit is directly initiated by them or quietly shepherded by them. Empowerment is the belief that people matter, a powerful vote of confidence in individuals as professionals and members of a larger team. And the impact on long-term growth, career satisfaction, and organizational sustainability is clear:

*“I actually find that I have really strong retention because I work to build trust; my team knows I'm not here for self-interest.”  
—Nicole*

*“Just write one thing down: ‘empowerment.’”  
—Robert*



## ⚙️ Empowerment: Past to Present

This activity is designed to draw on your personal experiences and transfer them to your current workplace.

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What past experiences in your life cultivated feelings of empowerment and confidence?

- 1.
- 2.
- 3.
- 4.
- 5.

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How can you adapt those feelings and incorporate them into your work environment?

- 1.
- 2.
- 3.
- 4.
- 5.

---

How can you extend these opportunities to others so they can also benefit from positive feelings of empowerment?

- 1.
- 2.
- 3.
- 4.
- 5.

## ⚙️ Pursuing Feedback

Using the list below, think about the different ways in which you empower others and how you can improve.

### Empowerment Strategies:

**Believe in your employees**

**Be a resource to them**

**Be humble—put your ego aside**

**Clear and effective communication**

**Freedom to fail**

**Ask challenging questions**

**Earn their trust**

**Provide opportunities**

**Give them responsibility**

**Give autonomy**

**Make them accountable**

**Discuss and agree on expectations**

**Celebrate successes**

**Delegate**

**Give them trust**

**Add your own \_\_\_\_\_**

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Now write the names of your team members or direct reports, and drawing from the options above (or others), list the ways in which you empower them at work.

I empower \_\_\_\_\_ through \_\_\_\_\_

I empower \_\_\_\_\_ through \_\_\_\_\_

I empower \_\_\_\_\_ through \_\_\_\_\_

I empower \_\_\_\_\_ through \_\_\_\_\_

As you reflect on this exercise, you are encouraged to seek feedback from these individuals on how you can improve moving forward.

There are many ways to feel empowered. Our interviewees shared their thoughts on the responsibility of empowerment.

### Empowerment as the People Developer's Role:

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*“If you support people and are willing to stand out on the ends of the branch with them instead of letting it be their fault if it goes badly, it’s amazing what those people will have the bravery to do.”*  
—Niki

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*“There’s the maxim of what fulfillment in the workplace looks like: autonomy, mastery, and purpose. So I think we empower people to own the things that they are allowed to own, and then get out of their way.”* —Tim

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*“Giving people more decision-making authority and more autonomy is important. They need to gain confidence with what they’re doing, the decisions they’re making, and the judgment that they’re establishing.”* —Jennifer

### Empowerment as the Learner's Role:

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*“It’s important to hire self-actualized people. People have to know themselves and what they want.”* —Kara

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*“My job is to support other people’s development path, not to develop them.”* —Brian

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*“I’m a great supporter of stepping back and letting somebody do their job and then encouraging them as they go.”* —Mary



# Conclusions, Implications, and Methods

Rooted in a phenomenological interview-based study, *Grow! A Scratchpad for People Developers* provides readers with a path through the lived experiences and meditations of adept developers of people.

As a foundation for this resource, interviews were recorded, transcribed, and coded to identify and track themes. Visual analytics provided additional insight into recurrent phrases and terms, and affirmed the eight concepts highlighted in this publication as salient themes. Thematic networks were drawn from basic themes and used to structure findings; these more abstract principles act as macrothemes (figure 1.1). A literature resource page (appendix c) contextualizes this publication within the larger field of leadership development research and serves as a resource for this tool's users.

To partner with a colleague and activate their growth is to realize a profoundly meaningful professional relationship and fulfill a primary aim of this resource. However, the implications of this research and your new capacity as a developer of people call you to look further:

**Ask how people development factors into your institution's strategic planning. Uncover the extent to which people development influences your organization's understanding of its own human capital.**

**Look critically at your institution's pipeline, and identify gaps in succession planning. Is there an opportunity to develop from within?**

**Consider the role your organization plays in adding to the skill base, knowledge, and experience of the wider industry.**

## By the Numbers

23 semistructured interviews

21 organizations and public gardens represented, which collectively manage over 2,500 employees and 5,300 volunteers

6 industries spanning public gardens to professional sports

5 countries represented

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## Interviewee Profile

The Scratchpad serves and reflects a wide range of cultural institutions, including but not limited to public horticulture. Accordingly, interviewees represent diverse national origins, levels of professional seniority, ages, genders, industries, and institutional sizes:

- **Australia, China, New Zealand, the United Kingdom, and the United States**
- **Roles range from front-line manager to Executive Director/CEO**
- **Age (30s–60s)**
- **Gender (50% female)**
- **Institutional size (\$250K–\$180M+ operating budget; 5–500+ employees)**

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## Criteria

Interviewees were identified and selected based on peer recognition as:

- **A contributor to their organization or division's culture of leadership**
- **A proven developer of other leaders whose mentees/protégés have advanced into leadership roles**
- **Holding a commitment to principles of equity and inclusion**
- **Demonstrating a record of identifying talent and/or promoting from within their organization**

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## To Be Aware

The perspectives presented in this resource represent a select population chosen by the criteria outlined in methods. Interviewees' diversity of industry, professional seniority, and national origin is a strength of this study, but the authors acknowledge that some information may not be widely generalizable to disparate groups who may be interested in this topic.

Accordingly, there is great potential for future researchers to consider the themes identified in appendix b.



# Appendix A

## Interview Questions

1. **To what extent is it your responsibility to formally or informally develop others?**
2. **When you see an individual with potential, what does that look like to you?**
3. **How do you unlock potential in people that don't realize they have high capability?**
4. **What do you do to encourage staff to grow?**
5. **Leadership is a long-term commitment. Once a potential leader has been identified, what are some ways to keep them engaged throughout the process?**
6. **When you have a high-capacity individual, how do you maintain growth momentum within the constraints of their role?**
7. **What techniques/strategies do you use to develop people?**
8. **Think of an individual in whose development you played a role. What is that person doing currently and what path did they take to get there?**
9. **What are the greater challenges or issues that you are hoping to address by developing your staff?**

# Appendix B

## Complete Themes

The people developers interviewed highlighted a diverse range of personal qualities and practices, including many of the themes below. What traits are common in your workplace? Where do you see opportunities?

<b>accountability</b>	<b>listening</b>
<b>anyone can lead</b>	<b>mentoring</b>
<b>ambition</b>	<b>modeling</b>
<b>approachable</b>	<b>uncovering motivations</b>
<b>authentic</b>	<b>networking</b>
<b>bravery</b>	<b>not all can lead</b>
<b>camaraderie</b>	<b>open-mindedness</b>
<b>caring</b>	<b>oversight</b>
<b>clear expectations</b>	<b>patience</b>
<b>collective accountability</b>	<b>promote internally</b>
<b>confidence</b>	<b>recognition</b>
<b>consistency</b>	<b>relationship-building</b>
<b>diversity</b>	<b>resilience</b>
<b>duty to mentor</b>	<b>respect</b>
<b>emotional intelligence</b>	<b>self-awareness</b>
<b>empathy</b>	<b>selflessness</b>
<b>encouraging</b>	<b>self-starting</b>
<b>excitement</b>	<b>strength-based</b>
<b>feedback</b>	<b>succession planning</b>
<b>goal-setting</b>	<b>sustainability</b>
<b>honesty and candor</b>	<b>team-focused</b>
<b>inclusion</b>	<b>trust</b>
<b>introspection</b>	<b>understanding</b>
<b>leadership vs. management</b>	<b>vulnerability</b>

# Appendix C

## Explore More

Want to find strategies tailored to your workplace? Looking to dive a little deeper into the themes found in the Scratchpad? The following resources will provide continued development theory and practice for you and your team:

Brandon, C. T. (2019). Be the Trainer You Want to Have. *Talent Development*, 70–71.

Brody, M. (2017). Courageous Coaching Isn't Easy, but It's Your Job. *Talent Development*, 70–73.

Brown, B. (2010, June). Power of Vulnerability. TED. [https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability)

Buckingham, M., & Goodall, A. (2015, April). Reinventing Performance Management. *Harvard Business Review*, 40–50.

Castellano, S. (2019). Driven from Within. *Talent Development*, 74–77.

Clemmons, O. (2015). Tapping into Potential. *Talent Development*, 18.

Cremo, A. M., & Bux, T. (2016). Creating a Vibrant Organizational Leadership Pipeline. *Talent Development*, 76–77.

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Fernández-Aráoz, C., Groysberg, B., & Nohria, N. (2011, October). How to Hang on to Your High Potentials. *Harvard Business Review*, 76–83.

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Inc., T. E. (2016, April). Developing Others. *Competency Center*, 1–2.

Janasz, S., & Peiperl, M. (2015, April). Managing Yourself: CEO's Need Mentors Too. *Harvard Business Review*, 100–103.

Johnson, W. (2018, April 20). How to Lose Your Best Employees. *Harvard Business Review*. Retrieved from *Harvard Business Review* <https://hbr.org/2018/04/how-to-lose-your-best-employees>

Lucy, D. (2016). Nine Box Grid. *Training Journal*, 20–22.

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*Our heartfelt thanks for your participation, for sharing your wisdom to the benefit of an industry, and for inspiring growth in those you may never meet. The art of developing people has over seventy-six distinct facets (your words, not ours), but you've taught us that like our names, every one of us has a development style—a combination of compassion and capability—that is uniquely and completely our own.*

*—The Fellows*

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# FELLOWS

