Index

Page references followed by f_{ig} indicate an illustrated figure; followed by t indicate a table.

Α

ABCDE principle: apply it to a current situation, 168–169; choosing an alternative explanation of behavior using the, 163-164; example of applying to understand behavior you don't like, 161–163 Accountability Method, 67 Afflictive emotions: breathing exercise for managing, 24–25; connecting thinking and feeling to manage, 13-14, 88-90t, 91; description of, 13; grounding of anchoring to manage, 91 Amygdala, 17, 18 Anchoring techniques, 91 Anger: directed at the right person, 18-19; examples of generating positive energy from, 14-17; how the brain processes, 17–18fig; identifying your "triggers" for, 20–21, 36; learning not to leap to judgment, 22-24; leveraging your, 27–29; recognizing the different levels of, 19-20; understanding the

anatomy of your, 14-15; used as

opportunity to challenge others, 29.

anger Angle Irish Bank, 77 Angiety: appropriate amount of "decent doubt" of, 77; contagion or ripple effect of, 74-75; how perception impacts level of, 74; lack of relationship between accurate decision making and, 75; and managing decision making, 88–92; questioning how others experience and manage, 92 Anxiety management: breathing techniques for, 89; connecting your physiology, cognition, and emotions for, 88-90t, 91 Appropriate prioritization, 189–190 Aristotle, 11, 18 Asiana Flight 214, crash of, 42 Assessments: Leadership Edge, 96; self-assessment of one's own intelligence, 71–72; Step Up Leadership Assessment, 2–3, 71; 360-degree feedback, 111–112, 122-123, 185-186. See also Feedback; Performance assessments Authentic commitment, 66

See also Emotion/feelings; Intelligent

Avoiding terminal politeness: how emotional safety supports, 174; our promise on, 39; recognizing and dealing with, 1, 39-55; Step Up link to attacking the idea, not the person (video), 63; Step Up moment, 55–61; summary of key learnings on, 61; next steps for, 62. See also Conflict

Avoiding terminal politeness, Step Up: attack the idea and not the person, 57–60; be curious, 56, 59–60; distinguish between person and their idea, 55-56; focus on transforming yourself, 56-57; next steps for, 62; really listen, 60-61; video on attacking the idea and not the person, 63

Avoiding terminal politeness recognition: how the need to be liked prevents, 48–52; how the need to be right prevents, 52-55; optimizing conflict for, 42–48; reasons why people fail in, 40–41; scenario on failure of, 39-40

Bailey's Irish Cream brand, 104 Ballmer, Steve, 98-99 Behavior problems: ABCDE principle to examine and understand, 161–163; asking "What would it take?" to change, 164-165; circles of concern, influence, and control model to modify, 160fig-162t, 168; positive thought cycle to improve, 166, 167fig; state it once when addressing, 165–166, 169. See also Negative conversations; **Problems** Behavioral strategy: managing afflictive

emotions by connecting feeling and, 13-14; managing anxiety by connecting emotions, cognition, and, 88-90t, 91

Bing search engine, 99 Body language: how conflict is reflected in, 49; showing who is and is not resonant, 48 Books: reading multiple, 114-115 Brain: amygdala of the, 17, 18; as

automatically seeking familiar patterns, 53; how questioning allows rational processing by the, 25; limbic system and hippocampus of the, 17, 18; neocortex of the, 17, 18; open loop system of the, 48; reptilian, 17,

Breathing exercise: anxiety management through, 89 managing afflictive emotions through, 24–25 Breathing-in moments, 183-184 Breathing-out moments, 184–185 Bryant, Ben. 157

Calculating burn rate: description and process of, 126–128, 149; of negative conversations, 154 Caruso, David, 29, 30, 140 Catalyzing change, 116–117. See also Taking ownership of change Change. See Organizational change Circles of concern, influence, and control model, 160fig-162t, 168 Cognitive biases: description of, 105; framing the problem using our, 105–107; questioning your mental models and avoiding, 122 Cognitive dissonance, 54 Cognitive strategy: heuristic reasoning, 179–180; managing afflictive emotions by connecting feeling and, 13–14; managing anxiety by connecting emotions, behavior, and, 88–90t, 91; positive thought cycle, 166, 167fig

Command-and-control leadership style, 172

Communicating decisions: maintain your integrity when change occurs, 87–88; recognize opportunities for tough discussions, 85–87

Compassionate and nurturing environments, 156–157

Competition: company's ability to outlearn the, 97; company's ability to out-innovate the, 96

Condé Nast, 16

Conflict: "conflict parabola" of balancing, 43–44fig, 45–47, 62; healthy, 141–142; igniting enough of the right type of, 43; Kegan's alternative approach to constructive, 56–57; learning to optimize, 42–48; "sweet spot" of ideal, 62; "unfinished business," 45–46. See also Avoiding terminal politeness

Conflict avoidance: groupthink created out of, 157; how self-serving bias drives, 53–54; how the need to be liked drives, 48–52; how the need to be right drives, 52–55

Conflict Step Up actions: attack the idea and not the person, 57–60, 63; be curious, 56; distinguish between conflict with person vs. their idea, 55–56; focus on transforming yourself, 56–57

Connecting: exercise to determine personal preferences for, 50; how self-reflection impacts our ability for, 50–51; resonance and the need for, 48–50

Consensus culture, 47–48
Contagion (or ripple) effect, 74–75
Contemplative in action, 5
Covey, Stephen, 160

Credibility: how admitting to a mistake increases your, 88; how intelligent anger brings about, 27; inability to make and commit to a decision as eroding, 69, 79; joint decision making from position of, 71;

managing through necessary changes, 87–88; Shackleton's ad as example of keeping your, 73, 85. *See also* Integrity

Crowe, Russell, 69

Curiosity: about others' ideas, 56, 59–60; about what you typically ignore, 113–114; catalyzing change by replacing judgment with, 116–117; challenging your mental models through, 102

Cushion syndrome, 70

D

Death by Meeting (Lencioni), 43
Decide already: how emotional safety supports decisions, 175; making decisions when no one else is, 2; our promise on the, 65; recognizing the, 65–71, Step Up link on priority quadrants tool, 78fig–81, 82fig, 93, 94; Step Up to, 77–92; summary of key learnings on, 92–93; your next steps for using, 93

Decide already, Step Up: communicating your decisions, 85–88; don't procrastinate, 82–85; managing anxiety, 88–92; prioritization filter tool for, 78fig–81, 93, 94; priority quadrants tool, 78fig–81, 82fig, 93, 94

Decide already recognition: authentic commitment as means of, 66; don't wait for perfection, 66–70; function of decent doubt in decision making, 77; learning how to, 65–66; managing anxiety for, 74–77; the "why" of indecisiveness, 70–74

Decision making: function of decent doubt in, 77; how cognitive biases can impair, 105–107; how a lack of emotional safety endangers process of, 174; how self-serving bias can determine our, 53–54; IDEO's rough, rapid, and right approach to, 67–68;

Decision making: (cont'd) making them when no else is engaged in, 2, 65–94; natural tendency to seek information confirming our, 53; steps for not procrastinating on, 82–85; the why of indecisive, 70–74. See also Meetings

Decisions: Accountability Method used to implement, 67; authentic commitments to, 66; cushion syndrome and failure to stick to, 70; don't wait for the perfect, 66–70; Long Island Lighting Company's example of when to change, 84–85; seeking understanding of controversial, 45–46

Dell, Michael, 99
Dell Computers, 99
"Dell Way," 99
Depressive realism, 130
Destructive goal pursuit, 179
Director of Emotional Safety:
appropriate prioritization by

appropriate prioritization by, 189–190; balancing supporting and challenging your people, 180–181, 191; creating the right balance for emotional safety. 185–187; focus on solutions rather than mistakes, 190; how to provide breathing-out moments, 184–185; listening without defending, 184; making it safe for honesty and vulnerability, 181-183; next steps to creating emotionally safe environment, 191-192; proactively kill projects, 190; questions on how to assess emotional safety environment, 187–188; speaking without offending, 184–185; story of importance of providing, 172-173; take a time-out for yourself, 188–189; taking the role of, 171;

understanding that it isn't all about

you, 175–177. See also Emotional safety environment

Diverse workforce: benefits of a, 47–48; how terminal politeness blocks the benefits of, 47

"Down-selecting," 189–190 Dynamic Perspective leadership blog, 192

E

"Edutainment" team-building activities, 43–44
Einstein, Albert, 32, 95
Emotional intelligence competency, 173

Emotional management: of anxiety, 88–92; breathing exercise for, 24–25; palms up exercise for, 25; practicing techniques for, 26–27; questioning to become calmer, 25; taking a time-out for, 26

Emotional safety environment: balancing supporting and challenging your people, 180–181, 191; breathing-out moments provided through, 184–185; making it safe for honesty and vulnerability, 181–183; next steps to Step Up and create, 191–192; providing the right balance for, 185–187; recognizing the signs that threaten an, 187–188; used by the best interrogators, 173–174; why it works to provide a, 177–180. See also Director of Emotional Safety

Emotional strategy: managing afflictive emotions by connecting thinking and, 13–14; managing anxiety by connecting cognitive, behavior, and, 88–90*t*, 91

Emotions/feelings: afflictive, 13–14, 24–25; anxiety, 74–75, 77, 88–92; connecting our thinking to our, 13–14, 88–90t, 91; differentiating between moods and, 131; questions

to ask before interactions causing negative, 34–35; seesaw of balancing objectivity and, 18fig; when feelings are facts, 144–145. See also Anger; Leveraging emotions; Moods Empathy: description of, 135, 140; handle objections to ideas with, 146–147; learning to express, 139–140; leveraging pessimism, Step Up through the use of, 140–141; value of expressing, 135–139 Enron, 77 Escaping the Vortex. See Vortex Evans, Henry, 41 Experiential learning theory, 4

F

Facebook, 157
Familiarity bias, 159
FBI Academy, 173
Feedback: 5 Whys process for asking, 108–109, 122; "magic wand" question for, 112–113; pay attention to, 113–114; speaking without offending, 184–185; 360-degree, 111–112, 122–123, 185–186. S. also Assessments; Information "Feedback sandwich," 135
First impressions, 52
Fischer, Scott, 106
5 Whys process, 108–109, 122
Ford, Henry, 151

G

Gates, Bill, 98
Gilbeys, 104
Gladiator (film), 69
Golem effect, 52
Goodrich, Master Sergeant, 156
Gossip. See Negative conversations
Greitens, Eric, 173
Grounding techniques, 91
Group tasks: mood and cognition
model on assigning, 29–32, 33, 37,
90t; optimal mood for, 31

Groupshift, 157–159 Groupthink, 157 Gutierrez, Sid, 23

Η

Hall, Bob, 106

The Heart and the Fist (Greitens),
173–174

Hemingway, Ernest, 65

Heuristic reasoning, 179–180

Hewlett-Packard (HP), 68

High-performance steps, 181–182fig

High power distance, 71

Hippocampus: balancing seesaw of objectivity vs. emotion of, 18fig; description and functions of, 17

Huffman, Steve, 16

Hyndman, Pet, 112, 114

I

IBM, 99

ldeas: avoid being "ego-identified" with your, 57, 59; be curious about someone else's, 56, 59-60; creating team protocol for constructive attack on, 62; distinguishing between the person and their, 55-56; don't attack the person but instead attack the, 57-60, 63; familiarity bias of favoring specific, 159; groupshift as propensity for persuasiveness of early presented, 157-159; how self-serving bias is used to justify, 53-54; how to handle objections to, 145-148; natural tendency to seek evidence supporting our, 53; the need to be right about our, 52-55; next steps to Step Up and avoid terminal politeness over, 62; really listening to someone else's, 60–61; Step Up video link on constructively attacking, 63; three points drawn onto a balloon method of challenging, 58; the Vortex from

Ideas: (cont'd) conflict of positive and negative perspectives on, 132–135 IDEO, rough, rapid, and right decision making of, 67–68 Indecisiveness, 70-74 Information: challenging our mental models of, 101-103; how the brain processes only a small portion of, 106; mental models used to organize, 100–101; power of explicit mental models of, 103-104; "sanitized" version of events and, 178; 360degree feedback, 111-112, 122-123, 185–186; torture vs. interrogation for gathering, 116-117. See also

Information integrity problem, 174 Institute for Management Development, 157

Feedback

Integrity: how a series of layoffs is damaging to, 87-88; information integrity problem, 174; managing through change, 87. See also Credibility

Intelligent anger: description of, 1; how emotional safety supports the 174; next steps for using, 36-37; our promise on, 11–12; recognizing, 12–19; Step Up link on mood and cognitive model, 37; Step Up your, 19–35; summary of trey learning on, 35–36. See also Anger

Intelligent anger, Step Up: key is to recognize the levels of anger, 19-20; learn not to leap to judgment, 22-24; leverage your anger, 27-29; manage your emotions, 24-27; mood and cognition model, 29–32, 33, 37, 90t; next steps for, 36–37; questions to ask before potentially negative interactions, 34–35; recognizing your "triggers," 20–21, 36; responding instead of reacting, 20-22; using anger as an opportunity to challenge others, 29

Intelligent anger recognition: of the anatomy of anger, 14-18; be angry with the right person, 18-19; Reddit founders as example of, 16; scenario on need for, 12; seesaw of emotion vs. objectivity for, 18fig; selfawareness of your thinking and feeling for, 13-14 International Distillers and Vintners, 104

Interrogation vs. torture, 116–117

J

Jesuit Order, 5

KAO Corporation, 10-Kaplan, Soren, 118 Kegan, Robert, 56-57 Kill project, proactively, 190 Kodak 96, 97 Korean culture, 42

L

Langer, Ellen, 5 Lao Tzu, 171

Leadership, six moments of: 1: using anger intelligently in the workplace, 1, 11-37, 174; 2: recognizing and dealing with terminal politeness, 1, 39–63, 174; 3: making decisions when no one else is making them, 2, 65-94, 175; 4: taking ownership for leading change, 2, 95–123, 175; 5: identifying and leveraging pessimism, 2, 125-150, 175; 6: reversing negative momentum, 2, 151-160, 175

Leadership competencies: FBI Academy focus on developing emotional intelligence, 173; genuine attempts to change behavior and develop, 156; how a negative reputation affects your, 154–155; social capital as, 154 Leadership Edge assessment, 96

Leadership moments: description of the, 1; our experience with the, 6–10; overview of the six, 1–3; Step Up hyperlinks connecting to additional online resources, 3 Leadership styles: command-andcontrol, 172; emotional safety, 171-192 Leapfrogging: Harness the Power of Surprise for Business Breakthroughs (Kaplan), 118 Leaping to judgment, 22-24 Learning: experiential learning theory on, 4; new skills, 4-6; organizational success dependent on ability for, 96–97; taking ownership of change through new, 117-118; unconditional positive regard for real, 109-110 Learning disabled organizations, 97–98 Lencioni, Patrick, 43, 185-186 Leveraging emotions: of afflictive emotions, 13; the existing mood, 32–33; mood and cognition model for, 29–32, 33, 37, 90t; your anger, 27–29. See also Emotions/feelings Leveraging pessimism: how emotional safety supports, 175; next steps for, 149; our promise on, 125; recognizing, 125-140; Step Up link on objective-handling process, 150; Step Up to 140–148; summary of key learnings on, 148-149. See also Pessimists; Vortex Leveraging pessimism, Step Up: always ask "Is it true?," 142-143; conduct a "pre-mortem," 144; embrace empathy for, 140-141; insert some pessimism into discussions, 143-144; know that feelings

are facts, 144-145; objection-

when enough is enough, 148;

141-142

handling process, 145–148; recognize

remember that pessimists have their

place, 141; some conflict is healthy,

Leveraging pessimism recognition: calculate the burn rate, 126–128, 149, 154; empathy is critical to, 135–140; realizing that optimism is not the same as positivity, 131–135; realizing that pessimism is not a disease, 130–131; scenario on the glass-half-empty guy, 125–126; using the Three P's to explain negative events, 128–129
Limbic system: balancing seesaw of objectivity vs. emotion of, 18fig; description and functions of, 17
Listening: exercise to practice, 60–61;

M

Long Island Lighting Company, 84–85

learning to really engage in, 60; to

objections to idea; or plans, 145–146; without defending, 184

Machiavelli, Niccolò, 87 "Magic wand" question, 112–113 Maximus (Gladiator character), 69 Meetings: avoiding terminal politeness during, 1, 39-63, 174; metaphors of colors as emotions to assess, 187; negative conversations during, 153-154, 156-159, 166. See also Decision making Mental models: coaching dialogue to challenge, 101-103; description of, 100; examples of the power of explicit, 103-104; functions of, 100-101; how cognitive biases frame our, 105–107; questioning your own, 122; recognizing your, 108-111 Microsoft, 98–99, 122 Mistakes: accepting the inevitability of making, 74, 178; balancing between supporting and holding staff accountable for, 180, 181; danger of blame game or covering up, 178; focus on solutions rather than, 190;

intelligent anger over staff, 19;

leadership admission of making, 88;

learn from your, 108; made because

Mistakes: (cont'd) of our beliefs, 13; made in anger, 21; taking a time-out in cases of, 26; terminal politeness response to, 51

Mood and cognition model: decide already by using the, 90t; Step Up link to, 37; using emotions to assign group tasks, 29–32, 33

Moods: differentiating between emotions and, 131; leveraging your existing, 32–33; mood and cognition model to leverage, 29–32, 33, 37, 90t; optimism not the same as positive, 131–135. See also Emotions/feelings

Mount Everest disaster (1996), 106, 179

N

NASDAQ screen (Times Square), 101

Need to be liked: exercise to determine our preferences on people, 50; resonance and, 48–50

Negative bias: "feedback sandwich" of using both positive and, 135; how the Vortex comes from misinterpreting positive and 132–135; pessimism as not being the same as, 132

Negative conversations: be mindful of redundant, 153: calculate the burn rate of, 154; choose your thoughts before engaging in, 166; selfishness of conducting, 157; tendency to spiral out of control, 158–159; Twitter and Facebook, 157; U.S. Marine Corps Crucible attitude toward, 156. See also Behavior problems; Reversing negative momentum

Neocortex: balancing seesaw of objectivity vs. emotion of, 18fig; description and functions of, 17 Next steps, list of, 193–194 Nottingham University, 101 Nurturing (or positive) bias, 72–73

0

Objection-handling process: step 1: listen/inquire, 145–146fig; step 2: empathize, 146fig–147; step 3: isolate and restate, 146fig, 147; step 4: answer, 146fig, 147; step 5: complete, 146fig, 148

Objective-handling process (figure), 146fig, 150

Ohanian, Alexis, 16

Online resources. See Step Up links

Open loop system, 48

Optimists: misunderstanding between optimists and pessimists leading to the Vortex, 126, 150–135; optimism not the same as being positive, 131–135, the Three P's on negative events as explained by, 128–129

Organizational change: becoming confortable with uncertainty of, 118–119; challenges of making genuine, 95–100; cognitive biases as barrier to, 105–107; discovering a need for, 119–121; IBM's traumatic transformation and, 99; learning new things to facilitate, 117–118; mental models as barrier to, 100–105; Microsoft as example of hubris and failure of, 98–99, 122; openness to, 107–108. See also Problems; Taking ownership of change

Organizational culture: benefits of a compassionate and nurturing, 156–157; consequences of an unforgiving, 154–156; creating an emotionally safe, 171–192; danger of a consensus culture type of, 47–48; high power distance, 71; positive (or nurturing) bias of, 72–73; replacing judgment with curiosity and catalyzing, 116–117

Organizations: calculating the burn rate of, 126–128, 149, 153; future success dependent on ability to learn, 96–97; learning disabled, 97–98; people who learn faster required for learning, 97; trap of success of, 97

Our promise: on avoiding terminal politeness, 39; on deciding already, 65; description of, 3; on getting angry, not stupid, 11–12; on leveraging pessimism, 125; on reversing negative momentum, 151; on taking ownership for leading change, 95
Outward Bound team-building exercises, 43

Overconfidence bias, 106-107

P

Palms out exercise, 25 Parmalat, 77 Patton, George S., 67 "People I Work With" list, 62 Perfection trap, 66-70 Performance assessments: "conflict parabola" impact on, 43-44fig, 45–47, 62; the Golem effect impact on, 52; how first impressions can determine, 52; the Pygmalion effect impact on, 52. See also Assessments; Team performance Pessimism: differentiating between negativity and, 132; inserting some pessimism into discussions, 143-144 Pessimists: appreciate the value of, 125, 141; depressive realism of, 130; misunderstanding with optimists leading to the Vortex, 126, 130-135; the Three P's on negative events as explained by, 128-129. See also

Pogo quote, 125
Positioning to lead: change the mood for, 33–34; leverage the existing mood for, 32–33

Leveraging pessimism; Vortex

Positive (or nurturing) bias: "feedback sandwich" of using both negative and, 135; how the Vortex comes from misinterpreting negative and, 132–135; optimism as not the same as, 132; terminal politeness issue arising from, 72–73

Positive thought cycle, 166, 167fig Postponed perfection syndrome, 67–70 "Pre-mortems," 144

Priority quadrants tool: execute, delegate, and eliminate categories of, 78fig–79; how to use the three categories of, 79–81; illustrated example of the, 82fig managing your to-do list using the, 93; Step Up link for, 94

Problem solving: focus on solutions instead of histakes when, 190; how cognitive biases impair, 105–107; overconfidence bias issue of, 106–107; recency bias issue of, 107 roblems: breathing-in moments when reporting bad news and, 183–184; cognitive biases used to frame, 105-107; information integrity, 174; KAO's challenge on how they were defining, 105; mental models used to define, 100-104; venting session that includes ownership of your part of, 152-153. See also Behavior problems; Organizational change; Taking ownership of change

Procrastination: priority quadrants tool for overcoming, 78fig–81, 82fig, 93, 94; steps for not engaging in, 82–85

Procrastination cure steps: 1: look back over decisions made in last ten days, 82–83; 2: decide when to decide and when not to, 83–84; 3: know when to change your decision, 84–85
Projects, kill proactively, 190
Projection defense mechanism, 157
Pygmalion effect, 52

Q

Questioning: to assess emotional safety environment, 187–188; before a potentially negative interaction, 34–35; emotional management through, 25; 5 Whys process of, 108–109, 122; how others experience and manage anxiety, 92; the "magic wand" question, 112–113; Toyota's 5 Whys technique for, 108; your own mental models, 122

R

Reading multiple books, 114–115 Reality check worksheet, 119–121, 123 Recency bias, 107

Recognize the moment: avoiding terminal politeness, 39–55; decide already, 65–77; description of, 3; intelligent anger moment, 12–19; leveraging pessimism, 125–140; reversing negative momentum, 151; for taking ownership for leading change, 95–108

Reddit founders' story, 16 Reflective diary, 5

Relationships: exercise to determine our personal preferences for, 50; how self-reflection affects our capacity for specific, 50–51; resonance and need for personal, 48–50

Reptilian brain: balancing seesaw of objectivity vs. emotion of, 18fig; description and functions of, 17

Reputation: creation of a negative, 154–155; negative conversations that reinforce a poor, 153–154, 156–159, 166; social capital as reflection of your, 154

Resonance, 48

Reversing negative momentum: how emotional safety supports, 175; next steps for using, 168–169; our promise on, 151; recognizing, 151–159; Step Up link to "State It Once" (video), 169; Step Up to, 159–166, 167fig; summary of key learnings on, 166, 168. See also Negative conversations eversing negative momentum, Step Lip; apply ABCDE 161, 164, 168.

Reversing negative momentum, Step Up: apply ABCDE, 161–164, 168; ask "What would it take?" 164–165; circles of concern, influence, and control model, 160fig–162t, 168; identify redundant interactions, 160–161; positive thought cycle, 166, 167fig; State It Once, 165–166, 169

Reversing negative momentum recognition: be aware of redundant negative conversations, 153; familiarity bias, 159; groupshift, 157–159; team venting session as example of, 151–153; the unforgiving culture and, 154–157 Ripple (or contagion) effect, 74–75 Roberto, Michael, 106 Rogers, Carl, 109

S

Salovey, Peter, 140 Schulz, Kathryn, 54, 56 Self-assessments: of own intelligence, 71–72; Step Up leadership assessment, 2–3, 71

Self-awareness: be angry with the right person, 18–19; of your thinking when feeling anger, 13–14

Self-refection practices: finding one that works for you, 5; initial reaction by clients to, 4–5; Langer's rules for mindful, 5; linking to some form of reward, 5–6; reacting to characteristics we don't like about ourselves, 50–51

Self-serving bias, 53-54

Seligman, Martin, 128 Senge, Peter, 47–48, 96

Shackleton, Ernest, 73

Shackleton's Antarctic exploration ad, 73, 85

Skill learning: experiential nature of, 4; four main components of, 4–6 Skill learning components: assimilation, 4; concrete experimentation, 4; feedback, 4; reflection, 4 Sloan, Alfred, 39 Social capital, 154 Speaking without offending, 184–185 Starkey, Ken, 101 State It Once mantra, 165–166, 169 Step Up: ability to decide already, 77-92; avoidance of terminal politeness, 55–61; description of, 3; intelligent anger, 19-35; leveraging of pessimism, 140–148 Step Up leadership self-assessment, 2-3,71Step Up links: attacking the idea, not the person (video), 63; Dynamic Perspective leadership blog, 192; mood and cognitive model, 37: objective handling process (figure), 150; priority quadrants tool, 94; reality check worksheet, 123; "State It Once" (video), 169; Step Up) leadership self-assessment, 🐴 Stereotyping defense mechanism, 157 Stress: explicit memory impaired during, 179–180; heuristic reasoning because of, 179-180; negative discussions because of, 151–152; taking a time-out in case of, 26 Sullivan, Ned, 74 Sway: The Irresistible Pull of Irrational Behavior (Brafman and Brafman), 54 SWOT (strengths, weaknesses, opportunities, and threats) analysis, 159

T

Taking ownership of change: how emotional safety supports, 175; next steps for, 122–123; our promise on, 95; recognize the moment for, 95–108; Step Up link for reality

check worksheet, 119–121, 123; Step Up your, 108–121; summary of key learnings on, 121–122. See also Organizational change; Problems

Taking ownership of change, Step Up: ask the "magic wand" question, 112–113; become comfortable with uncertainty, 118–119; discover a need for change, 119–121; learn new things, 117–118; pay attention to what you ignore, 113–114; read more than one book at a time, 114–115; recognize your mental models, 108–111; 360-degree assessments, 111–112, 122–123; understand someone you don't understand, 115–117

Taking ownership of change recognition: identifying cognitive biases, 105–107; importance for organizations, 95–100; mental models used for, 100–105; openness to change, 107–108

Team building: "edutainment" activities for, 43–44; Outward Bound exercises for, 43; U.S. Marine Corps Crucible approach to, 156

Team members: exercise on selecting a metaphor for, 51; the Golem effect and how we rate performance of, 52; how first impressions can determine how we view, 52; make a "People I Work With" list on your, 62; the Pygmalion effect and how we rate performance of, 52; reversing the negative momentum of venting by, 151–153; U.S. Marine Corps Crucible training regarding other, 156

Team performance: "conflict parabola" impact on, 43–44fig, 45–47, 62; emotionally safe environment and improved, 181–182fig; how the consensus culture hurts, 47–48; "unfinished business" barrier to,

Team performance: (cont'd)
45–46; value of diversity for, 47–48.
See also Performance assessments
Teams: creating protocol for
constructive attacking of ideas,
62; team-building activities for,
43–44

Terminal politeness. See Avoiding terminal politeness

Thinking: heuristic reasoning and, 179–180; managing afflictive emotions by connecting feeling and, 13–14; managing anxiety by connecting emotions, behavior, and, 88–90t, 91; positive thought cycle, 166, 167fig

The Three P's, 128-129

360-degree feedback: providing emotional safety through, 185–186; reversing negative momentum through, 122–123; understanding others' perspectives through, 111–112

Time-outs: in case of a mistake, 26; for yourself as Director for Emotional Safety, 188–189

To-do lists: acting on the top prioriries of your, 81; categories of, 80–81; don't procrastinate on your, 62–85; priority quadrants tool used to manage your, 78fig-81, 82fig, 93, 94; will do, might do, and won't do categories of, 80–81

Torture vs. interrogation, 116–117 Toyota's 5 Whys technique, 108 Trap of success, 97

Triggers: description and outcomes of, 20; learning to recognize your own, 20–21, 36

Turner, Timothy, 173

Twitter, 157 Tyco, 77

U

Uncertainty, 118–119 Unconditional positive regard, 109–110

Understanding: be curious to seek, 56; before being understood, 56; for controversial decisions, 68; using empathy to increase your, 135–141; someone you don't understand, 115–117; the why of indecisiveness, 70–74

"Unfinished business" conflict, 45–46 Unforgiving organizational culture, 154–156

U.S. Army, 75 U.S. Marine Co.p. Crucible, 156 University of Virginia, 16

V

Vortex: calculating the burn rate and expense of, 126–128, 149, 153; description and consequences of, 126; miscommunication and misunderstanding leading to, 126, 130–135; situation that leads to, 125–126; using empathy to get out of, 135–140. See also Leveraging pessimism; Pessimists

W

Water lilies logic puzzle, 158 Windows 8, 99 Winning with Accountability (Evans), 41

Y

Yale University, 140