

Notes

1. Learn or Die: Building a High-Performance Learning Organization

1. This chapter is based on a synthesis of the following sources: Erik Brynjolfsson and Andrew McAfee, *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies* (New York: Norton, 2014); Peter H. Diamandis and Steven Kotler, *Abundance: The Future Is Better Than You Think* (New York: Free Press, 2012); Charles H. Fine, *Clockspeed: Winning Industry Control in the Age of Temporary Advantage* (New York: Basic Books, 1998); Innosight LLC, “Creative Destruction Whips Through Corporate America,” INNOSIGHT Executive Briefing, Winter 2012, www.innosight.com/innovation-resources/strategy-innovation/upload/creative-destruction-whips-through-corporate-america_final2012.pdf; Ray Kurzweil, *How to Create a Mind: The Secret of Human Thought Revealed* (New York: Penguin, 2013); “The U.S. Army Learning Concept for 2015,” TRADOC Pam 525-8-2, January 20, 2011, www.tradoc.army.mil/tpubs/pams/tp525-8-2.pdf, i.

2. Edward D. Hess and Jeanne Liedtka, *The Physics of Business Growth: Mindsets, System, and Processes* (Stanford: Stanford University Press, 2012).

3. Peter Senge, *The Fifth Discipline: The Art & Practice of the Learning Organization* (New York: Currency Doubleday, 1990).

4. Innosight LLC, “Creative Destruction Whips Through Corporate America.”

5. Steve Pearlstein, “How the Cult of Shareholder Value Wrecked American Business,” *Washington Post*, September 6, 2013, www.washingtonpost.com/blogs/wonkblog/wp/2013/09/09/how-the-cult-of-shareholder-value-wrecked-american-business/.

6. Gary Burnison, "The CEO Pay Circus of 2013," Yahoo Finance/The Exchange, March 21, 2013, <http://finance.yahoo.com/blogs/the-exchange/ceo-pay-circus-2013-214028626.html>.

7. "The U.S. Army Learning Concept for 2015."

2. Learning: How Our Mind Works

1. This chapter synthesizes the leading work on how we learn from the following sources: Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman, *How Learning Works: Seven Research-Based Principles for Smart Teaching* (San Francisco: Wiley, 2010); Dan Ariely, *Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions* (New York: HarperPerennial, 2009); Chris Argyris, *Organizational Traps: Leadership, Culture, Organizational Design* (Oxford University Press, 2010); Chris Argyris, "Teaching Smart People How to Learn," *Harvard Business Review* 69, 3 (1991): 99–109; John A. Bargh and Tanya L. Chartrand, "The Unbearable Automaticity of Being," *American Psychologist* 54, 7 (1999): 462–479; Lyle E. Bourne, Jr. and Alice F. Healy, *Train Your Mind for Peak Performance: A Science-Based Approach for Achieving Your Goals* (Washington, DC: American Psychological Association, 2014); John D. Bransford, Ann L. Brown, and Rodney R. Cocking, eds., *How People Learn: Brain, Mind, Experience, and School* (Washington, DC: National Academy Press, 2000); Arthur W. Combs, "Affective Education Or None at All," *Educational Leadership* 39, 7 (1982): 495–497; Arthur W. Combs, "Humanism, Education, and the Future," *Educational Leadership* 35, 4 (1978): 300–303; Arthur W. Combs, "A Perceptual View of the Adequate Personality," in *Perceiving, Behaving, Becoming: A New Focus for Education: Yearbook 1962* (Alexandria, VA: Association for Supervision and Curriculum Development, 1962), 50–64; Linda Darling-Hammond, "Session 1: How People Learn: Introduction to Learning Theory," The Learning Classroom: Theory Into Practice, Annenberg Learner website, www.learner.org/courses/learningclassroom/session_overviews/intro_home1.html; Alvaro Fernandez and Elkhonon Goldberg, *The SharpBrains Guide to Brain Fitness Second Edition: How to Optimize Brain Health and Performance at Any Age* (San Francisco: SharpBrains, 2013); Kurt W. Fischer, "Mind, Brain, and Education: Building a Scientific Groundwork for Learning and Teaching," *Mind, Brain, and Education* 3, 1 (2009): 3–16; Kurt W. Fischer and Samuel P. Rose, "Growth Cycles of Brain and Mind," *Educational Leadership* 56, 3 (1998): 56–60; John H. Flavell, "Metacognition and Cognitive Monitoring: A New Area of Cognitive–Developmental Inquiry," *American Psychologist* 34, 10 (1979): 906–911; Logan Fletcher and Peter Carruthers, "Metacognition and Reasoning," *Philosophical Transactions of the Royal Society B: Biological Sciences* 367, 1594 (2012): 1366–1378; Michael S. Gazzaniga, "Neuroscience and the Correct Level of Explanation for Understanding Mind," *Trends in Cognitive Sciences* 14, 7 (2010): 291–292; Mariale M. Hardiman, *The Brain-Targeted Teaching Model for 21st-Century Schools* (Thousand Oaks, CA: Corwin, 2012); Alice F. Healey and Lyle E. Bourne, *Training Cognition: Optimizing Efficiency, Durability, and*

Generalizability (New York: Psychology Press, 2012); Daniel Kahneman *Thinking, Fast and Slow* (New York: Farrar, Straus and Giroux, 2011); Daniel Kahneman, Dan Lovallo, and Olivier Sibony, "Before You Make That Big Decision," *Harvard Business Review* 89, 6 (2011): 50–60; Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson, *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (Burlington, MA: Elsevier, 2005); James W. Lussier, Scott B. Shadrick, and Michael I. Prevou, "Think Like a Commander Prototype: Instructor's Guide to Adaptive Thinking," No. ARI-RP-2003-02, Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA, 2003; Michael J. Mauboussin, *Think Twice: Harnessing the Power of Counterintuition* (Boston: Harvard Business Review Press, 2009); Jack Mezirow, "Transformative Learning: Theory to Practice," *New Directions for Adult and Continuing Education* 74 (Summer 1997): 5–12; Michael I. Posner and Gregory J. DiGirolamo, "Cognitive Neuroscience: Origins and Promise," *Psychological Bulletin* 126, 6 (2000): 873–889; Ron Ritchhart and David N. Perkins, "Learning to Think: The Challenges of Teaching Thinking," Keith J. Holyoak and Robert G. Morrison, eds., *The Cambridge Handbook of Thinking and Reasoning* (Cambridge: Cambridge University Press, 2004); Matthew Roser and Michael S. Gazzaniga, "Automatic Brains—Interpretive Minds," *Current Directions in Psychological Science* 13, 2 (2004): 56–59; Daniel L. Schacter, "The Seven Sins of Memory: Insights from Psychology and Cognitive Neuroscience," *American Psychologist* 54, 3 (1999) 182–203; Daniel L. Schacter and Donna Rose Addis, "The Cognitive Neuroscience of Constructive Memory: Remembering the Past and Imagining the Future," *Philosophical Transactions of the Royal Society B: Biological Sciences* 362, 1481 (2007): 773–786; Amos Tversky and Daniel Kahneman, "Judgment Under Uncertainty: Heuristics and Biases," *Science* 185, 4157 (1974): 1124–1131; Daniel T. Willingham, *Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom* (San Francisco: Jossey-Bass, 2009).

2. Arthur Herman, *The Cave and the Light: Plato Versus Aristotle, and the Struggle for the Soul of Western Civilization* (New York: Random House, 2013).

3. Knowles et al., *The Adult Learner*, 34.

4. Ibid.

5. Ambrose et al., *How Learning Works*; Bourne and Healy, *Train Your Mind for Peak Performance*; Bransford et al., *How People Learn*; Darling-Hammond, "Session 1"; Fernandez and Goldberg, *The Sharp Brains Guide to Brain Fitness*; Hardiman, *The Brain-Targeted Teaching Model for 21st-Century Schools*; Healey and Bourne, *Training Cognition*; Knowles, Elwood and Swanson, *The Adult Learner*; Willingham, *Why Don't Students Like School?*

6. Hardiman, *The Brain-Targeted Teaching Model for 21st-Century Schools*, 17.

7. Kahneman, *Thinking, Fast and Slow*, 35.

8. Ibid., 21.

9. Ibid., 20.

10. Max H. Bazerman and Don A. Moore, *Judgment in Managerial Decision Making*, 7th ed. (Hoboken, NJ: Wiley, 2009), 3.

11. Kahneman, *Thinking Fast and Slow*, 24.

12. Ibid., 28.
13. Knowles et al., *The Adult Learner*, 47.
14. Bourne and Healy, *Train Your Mind for Peak Performance*, x.
15. Schacter, "The Seven Sins of Memory"; Schacter and Addis, "The Cognitive Neuroscience of Constructive Memory."
16. Mezirow, "Transformative Learning: Theory to Practice," 5.
17. Ibid., 7.
18. Jack Mezirow, "Learning to Think Like an Adult: Core Concepts of Transformation Theory," in Jack Mezirow and Associates, *Learning as Transformation: Critical Perspectives on a Theory in Progress* (San Francisco: Jossey-Bass, 2000), 4.
19. I learned this term from Professor Alec Horniman at the Darden Business School.
20. For in-depth coverage of this topic, see Kahneman, *Thinking, Fast and Slow*; Daniel Kahneman, "A Short Course in Thinking About Thinking," Edge Master Class, Rutherford California, July 20–22, 2007, Edge.org, www.edge.org/events/the-edge-master-class-2007-a-short-course-in-thinking-about-thinking; Kahneman, Lovallo and Sibony, "Before You Make That Big Decision"; Daniel Kahneman and Gary Klein, "Conditions for Intuitive Expertise: A Failure to Disagree," *American Psychologist* 64, 6 (2009): 515–526; Bazerman, and Moore, *Judgment in Managerial Decision Making*; Mauboussin, *Think Twice*.
21. Ritchhart and Perkins, "Learning to Think: The Challenges of Teaching Thinking," 780.
22. Flavell, "Metacognition and Cognitive Monitoring: A New Area of Cognitive–Developmental Inquiry."
23. Fletcher and Carruthers, "Metacognition and Reasoning."
24. Knowles, Elwood and Swanson, *The Adult Learner*, 44.
25. Combs, "A Perceptual View of the Adequate Personality."
26. Ibid., 56.
27. Ibid., 57.
28. Argyris, "Teaching Smart People How to Learn," 8.
29. Ibid., 9.
30. Edward de Bono, *Lateral Thinking: Creativity Step by Step* (New York: Harper Colophon, 1990).
31. K. Anders Ericsson, Ralf Th. Krampe, and Clemens Tesch-Romer, "The Role of Deliberate Practice in the Acquisition of Expert Performance," *Psychological Review* 100, 3 (1993): 363–406.
32. Ibid., 366.
33. Ibid.
34. Lussier et al., "Think Like a Commander Prototype."

3. Emotions: The Myth of Rationality

1. This chapter synthesizes research and work on the topic of cognition and emotion from the following sources: Gregory F. Ashby, Alice M. Isen, and U. Turken, "A Neuropsychological Theory of Positive Affect and Its Influence on Cognition," *Psychological Review* 106, 3 (1999): 529–550; Sigal G. Barsade, Lakshmi Ramarajan, and Drew Westen, "Implicit Affect in Organizations," *Research in Organizational Behavior* 29 (2009): 135–162; Gregory Berns, *Iconoclast: A Neuroscientist Reveals How to Think Differently* (Boston: Harvard Business Review Press, 2008); Isabelle Blanchette and Anne Richards, "The Influence of Affect on Higher Level Cognition: A Review of Research on Interpretation, Judgment, Decision Making and Reasoning," *Cognition & Emotion* 24, 4 (2010): 561–595; Gerald L. Clore and Jeffrey R. Huntsinger, "How Emotions Inform Judgment and Regulate Thought," *Trends in Cognitive Science* 11, 9 (2007): 393–399; Gerald L. Clore and Janet Palmer, "Affective Guidance of Intelligent Agents: How Emotion Controls Cognition," *Cognitive Systems Research* 10, 1 (2009): 21–30; Richard J. Davidson and Sharon Begley, *The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel, and Live—and How You Can Change Them* (New York: Plume, 2013); Jan De Houwer and Dirk Hermans, eds., *Cognition & Emotion: Reviews of Current Research and Theories* (Hove: Psychology Press, 2010); Barbara L. Fredrickson, *Positivity: Groundbreaking Research Reveals How to Embrace the Hidden Strength of Positive Emotions, Overcome Negativity, and Thrive* (New York: Crown, 2009); Barbara L. Fredrickson, "The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions," *American Psychologist* 56, 3 (2001): 218–226; Barbara L. Fredrickson and Christine Branigan, "Positive Emotions Broaden the Scope of Attention and Thought-Action Repertoires," *Cognition & Emotion* 19, 3 (2005): 313–332; Karen Gasper, "Do You See What I See? Affect and Visual Information Processing," *Cognition & Emotion* 18, 3 (2004): 405–421; Karen Gasper, "Permission to Seek Freely? The Effect of Happy and Sad Moods on Generating Old and New Ideas," *Creativity Research Journal* 16, 2–3 (2004): 215–229; Karen Gasper and Gerald L. Clore, "Attending to the Big Picture: Mood and Global Versus Local Processing of Visual Information," *Psychological Science* 13, 1 (2002): 34–40; Christina Hinton, Koji Miyamoto, and Bruno Della-Chiesa, "Brain Research, Learning and Emotions: Implications for Education Research, Policy and Practice," *European Journal of Education* 43, 1 (2008): 87–103; Mary Helen Immordino-Yang, "Implications of Affective and Social Neuroscience for Educational Theory," *Educational Philosophy and Theory* 43, 1 (2011): 98–103; Mary Helen Immordino-Yang and Antonio Damasio, "We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education," *Mind, Brain and Education* 1, 1 (2007): 3–10; Alice M. Isen, "A Role for Neuropsychology in Understanding the Facilitating Influence of Positive Affect on Social Behavior and Cognitive Processes," in *Handbook of Positive Psychology*, ed. C.R. Snyder and Shane J. Lopez (New York: Oxford University Press, 2002), 528–540; Alice M. Isen, "An Influence of Positive Affect on Decision Making in Complex Situations: Theoretical Issues with Practical Implications," *Journal of Consumer Psychology* 11, 2 (2001): 75–85; Alice M. Isen, Kimberly A. Daubman, and Gary P. Nowicki, "Positive

Affect Facilitates Creative Problem Solving,” *Journal of Personality and Social Psychology* 52, 6 (1987): 1122–1131; Alice M. Isen and Johnmarshall Reeve, “The Influence of Positive Affect on Intrinsic and Extrinsic Motivation: Facilitating Enjoyment of Play, Responsible Work Behavior, and Self-Control,” *Motivation and Emotion* 29, 4 (2005): 295–323; Bethany E. Kok, Lahnna I. Catalino, and Barbara L. Fredrickson, “The Broadening, Building, Buffering Effects of Positive Emotions,” in *Positive Psychology: Exploring The Best in People*, Volume 2, *Capitalizing on Emotional Experiences*, ed. Shane J. Lopez (Westport, CT: Praeger /Greenwood, 2008), 1–19; Lisa Linnenbrink-Garcia, Toni Kempler Rogat, and Kristin L.K. Koskey, “Affect and Engagement During Small Group Instruction,” *Contemporary Educational Psychology* 36 (2011): 13–24; Sonja Lyubomirsky, Laura King, and Ed Diener, “The Benefits of Frequent Positive Affect: Does Happiness Lead to Success?” *Psychological Bulletin* 131, 6 (2005): 803–855; Nasir Naqvi, Baba Shiv, and Antoine Bechara, “The Role of Emotion in Decision Making: A Cognitive Neuroscience Perspective,” *Current Directions in Psychological Science* 15, 5 (2006): 260–264; Luiz Pessoa, “Emergent Processes in Cognitive-Emotional Interactions,” *Dialogues in Clinical Neuroscience* 12, 4 (2010): 433–448; Luiz Pessoa, “On the Relationship between Emotion and Cognition,” *Nature Reviews/Neuroscience* 9 (2008): 148–158; Christine L. Porath and Amir Erez, “Overlooked but Not Untouched: How Rudeness Reduces Onlookers’ Performance on Routine and Creative Tasks,” *Organizational Behavior and Human Decision Processes* 109, 1 (2009): 29–44; Herbert Simon, “What Is an ‘Explanation’ of Behavior?” *Psychological Science* 3, 3 (1992): 150–161; Justin Storbeck and Gerald L. Clore, “On the Interdependence of Cognition and Emotion,” *Cognition & Emotion* 21, 6 (2007): 1212–1237.

2. Antonio Damasio, *Descartes’ Error: Emotion, Reason, and the Human Brain* (New York: Penguin, 1994); Immordino-Yang, “Implications of Affective and Social Neuroscience for Educational Theory”; Storbeck and Clore, “On the Interdependence of Cognition and Emotion.”

3. Davidson and Begley, *The Emotional Life of Your Brain*, 68, 81, and 89.

4. Storbeck and Clore, “On the Interdependence of Cognition and Emotion,” 1235.

5. Pessoa, “Emergent Processes in Cognitive-Emotional Interactions,” 439.

6. Immordino-Yang and Damasio, “We Feel, Therefore We Learn,” 8.

7. *Ibid.*, 7.

8. Recall that in chapter 2 we established that System 1 and System 2 thinking is a useful, pragmatic way of describing the differences in how we think. Like most dichotomies, this dichotomy probably exists along a continuum.

9. Immordino-Yang and Damasio, “We Feel, Therefore We Learn”; Davidson and Begley, *The Emotional Life of Your Brain*, 113–136.

10. Berns, *Iconoclast*.

11. Clore and Palmer, “Affective Guidance of Intelligent Agents,” 2.

12. *Ibid.*

13. *Ibid.*

14. *Ibid.*, 1.

15. See, for example, The Center for Positive Organizations at the Ross School of Business, University of Michigan, at <http://positiveorgs.bus.umich.edu>; Kim S. Cameron,

Practicing Positive Leadership: Tools and Techniques That Create Extraordinary Results (San Francisco: Berrett-Koehler, 2013); Kim S. Cameron, *Positive Leadership: Strategies for Extraordinary Performance* (San Francisco: Berrett-Koehler, 2012); Kim S. Cameron and Gretchen M. Spreitzer, eds., *The Oxford Handbook of Positive Organizational Scholarship* (New York: Oxford University Press, 2012); Martin E.P. Seligman, *Flourish: A Visionary New Understanding of Happiness and Well-being* (New York: Free Press, 2011).

16. Barbara L. Fredrickson, "Updated Thinking on Positivity Ratios," *American Psychologist* 68, 9 (2013): 814–822.

17. Ibid. See also Fredrickson, "The Role of Positive Emotions in Positive Psychology"; Fredrickson and Branigan, "Positive Emotions Broaden the Scope of Attention and Thought-Action Repertoires"; Barbara L. Fredrickson and Marcial F. Losada, "Positive Affect and the Complex Dynamics of Human Flourishing," *American Psychologist* 60, 7 (2005): 678–686; Kok et al., "The Broadening, Building, Buffering Effects of Positive Emotions."

18. Isen, "An Influence of Positive Affect on Decision Making in Complex Situations"; Isen, "A Role for Neuropsychology in Understanding the Facilitating Influence of Positive Affect on Social Behavior and Cognitive Processes"; Isen and Reeve, "The Influence of Positive Affect on Intrinsic and Extrinsic Motivation."

19. Ashby et al., "A Neuropsychological Theory of Positive Affect and Its Influence on Cognition"; Isen, "A Role for Neuropsychology in Understanding the Facilitating Influence of Positive Affect on Social Behavior And Cognitive Processes," 528–540.

20. Michael A. Cohn and Barbara L. Fredrickson, "In Search of Durable Positive Psychology Interventions: Predictors and Consequences of Long-Term Positive Behavior Change," *Journal of Positive Psychology* 5, 5 (2010): 355–366; Robert A. Emmons and Anjali Mishra, "Why Gratitude Enhances Well-Being: What We Know, What We Need to Know," in *Designing Positive Psychology: Taking Stock and Moving Forward*, ed. Kennon M. Sheldon, Todd B. Kashdan, and Michael F. Steger (New York: Oxford University Press, 2011), 248–264; Fredrickson, *Positivity*, 179–224.

21. Ibid.

22. Sara B. Algoe and Barbara L. Fredrickson, "Emotional Fitness and the Movement of Affective Science from Lab to Field," *American Psychologist* 66, 1 (2011): 35–42; Rhonda Cornum, Michael D. Matthews, and Martin E.P. Seligman, "Comprehensive Soldier Fitness: Building Resilience in a Challenging Institutional Context," *American Psychologist* 66, 1 (2011): 4–9.

23. Porath and Erez, "Overlooked but Not Untouched."

24. Blanchette and Richards, "The Influence of Affect on Higher Level Cognition," 563.

25. Ibid.

26. Berns, *Iconoclast*, 61.

27. Ibid., 61–62.

28. Ibid., 104–105.

29. Ibid., 76–81.

30. John D. Mayer and Peter Salovey, "What Is Emotional Intelligence?"; Peter Salovey and David J. Sluyter, eds., *Emotional Development and Emotional Intelligence: Educational Implications* (New York: Basic, 1997).

31. Peter Salovey, John D. Mayer, and David Caruso, "The Positive Psychology of Emotional Intelligence," Lopez and Snyder, *Oxford Handbook of Positive Psychology*, 239.
32. Davidson and Begley, *The Emotional Life of Your Brain*, xiv.

4. Learning: The Right People

1. The basis of this chapter is a synthesis of research and work drawn from the following sources: Millie Abell, "Deepening Distributed Learning: Motivating Soldiers to Learn, Grow, Achieve," Paper presented at the Interservice/Industry Training, Simulation & Education Conference, 2003; Frederik Anseel, Nico W. Van Yperen, Onne Janssen, and Wouter Duyck, "Feedback Type as a Moderator of the Relationship between Achievement Goals and Feedback Reactions," *Journal of Occupational and Organizational Psychology* 84, 4 (2011): 703–722; Albert Bandura, "Personal and Collective Efficacy in Human Adaptation and Change," *Advances in Psychological Science* 1 (1998): 51–71; Albert Bandura, "Perceived Self-Efficacy in Cognitive Development and Functioning," *Educational Psychologist* 28, 2 (1993): 117–148; Paul T. Bartone, "Resilience Under Military Operational Stress: Can Leaders Influence Hardiness?" *Military Psychology* 18, Suppl (2006): S131–S148; Paul T. Bartone, Robert R. Roland, James J. Picanoa, and Thomas J. Williams, "Psychological Hardiness Predicts Success in US Army Special Forces Candidates," *International Journal of Selection and Assessment* 16, 1 (2008): 78–81; Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York: Simon & Schuster, 1999); Margaret M. Clifford, "Risk Taking: Theoretical, Empirical and Educational Considerations," *Educational Psychologist* 26, 3–4 (1991): 263–297; Margaret M. Clifford, "Students Need Challenge, Not Easy Success," *Educational Leadership* 48, 1 (1990): 22–26; Margaret M. Clifford, "Failure Tolerance and Academic Risk-Taking in Ten-to-Twelve-Year-Old Students," *British Journal of Educational Psychology* 58, 1 (1988): 15–27; Margaret M. Clifford, "The Effects of Ability, Strategy, and Effort Attributions for Educational, Business, and Athletic Failure," *British Journal of Educational Psychology* 56, 2 (1986): 169–179; Margaret M. Clifford, "Thoughts on a Theory of Constructive Failure," *Educational Psychologist* 19, 2 (1984): 108–120; Margaret M. Clifford and Fen-Chang Chou, "Effects of Payoff and Task Context on Academic Risk Taking," *Journal of Educational Psychology* 83, 4 (1991): 499–507; Edward L. Deci, *Why We Do What We Do: Understanding Self-Motivation* (New York: Penguin, 1996); Carol I. Diener and Carol S. Dweck, "An Analysis of Learned Helplessness: Continuous Changes in Performance, Strategy, and Achievement Cognitions Following Failure," *Journal of Personality and Social Psychology* 36, 5 (1978): 451–462; Carol S. Dweck, "Even Geniuses Work Hard," *Educational Leadership* 68, 1 (2010): 16–20; Carol S. Dweck, "Brainology: Transforming Students' Motivation to Learn," *Independent School* 67, 2 (2008): 110–119; Carol S. Dweck, *Mindset: The New Psychology of Success* (New York: Ballantine, 2006); Carol S. Dweck, "Motivational Processes Affecting Learning," *American Psychologist* 41, 10 (1986): 1040–1048; Carol S. Dweck and Ellen L. Leggett, "A Social-Cognitive Approach to Motivation and Personality," *Psychological*

Review 95, 2 (1988): 256–273; Andrew J. Elliot and Marcy A. Church, “A Hierarchical Model of Approach and Avoidance Achievement Motivation,” *Journal of Personality and Social Psychology* 72, 1 (1997): 218–232; Andrew J. Elliot and Todd M. Thrash, “Approach and Avoidance Temperament as Basic Dimensions of Personality,” *Journal of Personality* 78, 3 (2010): 865–906; Elaine S. Elliott and Carol S. Dweck, “Goals: An Approach to Motivation and Achievement,” *Journal of Personality and Social Psychology* 54, 1 (1988): 5–12; Heidi Grant and Carol S. Dweck, “Clarifying Achievement Goals and Their Impact,” *Journal of Personality and Social Psychology* 85, 3 (2003): 541–553; E. Tory Higgins, *Beyond Pleasure and Pain: How Motivation Works* (New York: Oxford University Press, 2012); E. Tory Higgins, “Making a Good Decision: Value from Fit,” *American Psychologist* 55, 11 (2000): 1217–1230; Onne Janssen and Nico W. Van Yperen, “Employees’ Goal Orientations, the Quality of Leader-Member Exchange, and the Outcomes of Job Performance and Job Satisfaction,” *Academy of Management Journal* 47, 3 (2004): 368–384; Elizabeth A. Linnenbrink and Paul R. Pintrich, “Achievement Goal Theory and Affect: An Asymmetrical Bidirectional Model,” *Educational Psychologist* 37, 2 (2002): 69–78; Jennifer A. Mangels, Brady Butterfield, Justin Lamb, Catherine Good, and Carol S. Dweck, “Why Do Beliefs about Intelligence Influence Learning Success? A Social Cognitive Neuroscience Model,” *Social Cognitive and Affective Neuroscience* 1, 2 (2006): 75–86; Douglas McGregor, *The Human Side of the Enterprise-Annotated Edition* (New York: McGraw-Hill, 2006); Rose A. Mueller-Hanson, Susan S. White, David W. Dorsey, and Elaine D. Pulakos, “Training Adaptable Leaders: Lessons from Research and Practice,” ARI Research Report 1844, Personnel Decisions Research Institutes, Inc., Arlington, VA, 2005; Kou Murayama and Andrew J. Elliot, “The Joint Influence of Personal Achievement Goals and Classroom Goal Structures on Achievement-Relevant Outcomes,” *Journal of Educational Psychology* 101, 2 (2009): 432–447; Reinhard Pekrun, Andrew J. Elliot, and Markus A. Maier, “Achievement Goals and Discrete Achievement Emotions: A Theoretical Model and Prospective Test,” *Journal of Educational Psychology* 98, 3 (2006): 583–597; Paul R. Pintrich, “A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts,” *Journal of Educational Psychology* 95, 4 (2003): 667–686; Richard M. Ryan and Edward L. Deci, “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,” *Contemporary Educational Psychology* 25, 1 (2000): 54–67; Shari Tishman, Eileen Jay, and David N. Perkins, “Teaching Thinking Dispositions: From Transmission to Enculturation,” *Theory into Practice* 32, 3 (1993): 147–153; Nico W. Van Yperen, Andrew J. Elliot, and Frederik Anseel, “The Influence of Mastery-Avoidance Goals on Performance Improvement,” *European Journal of Social Psychology* 39, 6 (2009): 932–943; Nico W. Van Yperen and Edward Orehek, “Achievement Goals in the Workplace: Conceptualization, Prevalence, Profiles, and Outcomes,” *Journal of Economic Psychology* 39, C (2012): 71–79; Nico W. Van Yperen and Lennart J. Renkema, “Performing Great and the Purpose of Performing Better Than Others: On the Recursiveness of the Achievement Goal Adoption Process,” *European Journal of Social Psychology* 38, 2 (2008): 260–271; Susan S. White, Rose A. Mueller-Hanson, David W. Dorsey, Elaine D. Pulakos, Michelle M. Wisecarver, Edwin A. Deagle III, and Kip G. Mendini, “Developing Adaptive Proficiency in Special Forces Officers,” Personnel Decisions Research Institutes, Arlington, VA, 2005.

2. Sigmund Freud, *Beyond the Pleasure Principle*, translated by James Strachey (Seattle: Pacific, 2010).
3. For an overview of this line of motivation research, see Higgins, *Beyond Pleasure and Pain*, 3–46.
4. Richard M. Ryan and Edward L. Deci, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being,” *American Psychologist* 55 (2000): 68–78.
5. Paul P. Baard, Edward L. Deci, and Richard M. Ryan, “Intrinsic Need Satisfaction: A Motivational Basis of Performance and Well-Being in Two Work Settings,” *Journal of Applied Social Psychology* 34, 10 (2004): 2046; Edward L. Deci and Richard M. Ryan, “The ‘What’ and ‘Why’ of Goal Pursuits: Human Needs and The Self-Determination of Behavior,” *Psychological Inquiry* 11, 4 (2000): 227–268.
6. Bandura, “Personal and Collective Efficacy in Human Adaptation and Change,” 51.
7. *Ibid.*, 62.
8. *Ibid.*, 61.
9. *Ibid.*, 59.
10. Andrew J. Elliot, “A Conceptual History of the Achievement Goal Construct,” in *The Handbook of Competence and Motivation*, ed. Andrew J. Elliot and Carol S. Dweck (New York: Guilford, 2005), 52–72.
11. Norman Doidge, *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science* (New York: Penguin, 2007); Robert Sternberg, “Intelligence, Competence and Expertise,” in *The Handbook of Competence and Motivation*, ed. Andrew J. Elliot and Carol S. Dweck (New York: Guilford, 2005), 15–30.
12. Elliot, “A Conceptual History of the Achievement Goal Construct,” 52–72.
13. Dweck, *Mindset*, 16.
14. *Ibid.*
15. Tishman et al., “Teaching Thinking Dispositions: From Transmission to Enculturation,” 148.
16. *Ibid.*
17. Bartone et al., “Psychological Hardiness Predicts Success in U.S. Army Special Forces Candidates,” 78.
18. *Ibid.*
19. White et al., *Developing Adaptive Proficiency in Special Forces Officers*, 3, 4, and 7.
20. Douglas McGregor, *The Human Side of the Enterprise-Annotated Edition*.
21. *Ibid.*, 351–352.
22. *Ibid.*, xxiii.
23. Buckingham and Coffman, *First, Break All the Rules*, 28.

5. Creating a Learning Environment

1. This chapter is based on a synthesis of research and work from the following sources: Sara B. Algoe and Barbara L. Fredrickson, "Emotional Fitness and the Movement of Affective Science from Lab to Field," *American Psychologist* 66, 1 (2011): 35–42; Tim Brown, "How Do You Build a Culture of Innovation?" *Yale Insights*, May 2013, <http://insights.som.yale.edu/insights/how-do-you-build-culture-innovation>; Kim S. Cameron, *Positive Leadership: Strategies for Extraordinary Performance* (San Francisco: Berrett-Koehler, 2012); Kim S. Cameron, Jane E. Dutton, and Robert E. Quinn, eds., *Positive Organizational Scholarship: Foundations of a New Discipline* (San Francisco: Berrett-Koehler, 2003); Kim S. Cameron, Carlos Mora, Trevor Leutscher, and Margaret Calarco, "Effects of Positive Practices on Organizational Effectiveness," *Journal of Applied Behavioral Science* 47, 3 (2011): 266–308; Kim S. Cameron and Gretchen M. Spreitzer, eds., *The Oxford Handbook of Positive Organizational Scholarship* (New York: Oxford University Press, 2012); Michael A. Cohn and Barbara L. Fredrickson, "In Search of Durable Positive Psychology Interventions: Predictors and Consequences of Long-Term Positive Behavior Change," *Journal of Positive Psychology* 5, 5 (2010): 355–366; Jim Collins, *Good to Great: Why Some Companies Make the Leap . . . and Others Don't* (New York: HarperBusiness, 2001); Jim Collins and Jerry I. Porras, *Built to Last: Successful Habits of Visionary Companies* (New York: HarperBusiness Essentials, 2002); Rhonda Cornum, Michael D. Matthews, and Martin E.P. Seligman, "Comprehensive Soldier Fitness: Building Resilience in a Challenging Institutional Context," *American Psychologist* 66, 1 (2011): 4–9; Arie de Geus, *The Living Company* (Boston: Harvard Business School Press, 1997); James R. Detert and Amy C. Edmondson, "Implicit Voice Theories: Taken-for-Granted Rules of Self-Censorship at Work," *Academy of Management Journal* 54, 3 (2011): 461–488; Stewart I. Donaldson, Mihaly Csikszentmihalyi and Jeanne Nakamura, eds., *Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society* (New York: Routledge, 2011); Amy C. Edmonson, *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy* (San Francisco: Jossey-Bass, 2012); Amy C. Edmonson, "Strategies of Learning from Failure," *Harvard Business Review* 89, 4 (2011): 48–55; Amy C. Edmondson, "The Competitive Imperative of Learning," *Harvard Business Review* 86, 7 & 8 (2008): 60–67; Amy C. Edmondson, "Promoting Experimentation for Organizational Learning: The Mixed Up Effects of Inconsistency," *Rotman Magazine* Winter (2005): 20–23; Amy C. Edmondson, "Speaking Up in the Operating Room: How Team Leaders Promote Learning in Interdisciplinary Action Teams," *Journal of Management Studies* 40, 6 (2003): 1419–1452; Amy C. Edmondson, "Framing for Learning: Lessons in Successful Technology Implementation," *California Management Review* 45, 2 (2003): 34–54; Amy C. Edmondson, "Psychological Safety and Learning Behavior in Work Teams," *Administrative Science Quarterly* 44, 2 (1999): 350–383; Amy C. Edmondson, Richard Bohmer, and Gary Pisano, "Speeding Up Team Learning," *Harvard Business Review* 79, 9 (2001): 125–134; Robert A. Emmons and Anjali Mishra, "Why Gratitude Enhances Well-Being: What We Know, What We Need to Know," in *Designing*

Positive Psychology: Taking Stock and Moving Forward, ed. Kennon Marshall Sheldon, Todd Kashdan and Michael F. Steger (New York: Oxford University Press, 2011), 248–264; Barbara L. Fredrickson, *Positivity: Groundbreaking Research Reveals How to Embrace the Hidden Strength of Positive Emotions, Overcome Negativity, and Thrive* (New York: Crown, 2009); Barbara L. Fredrickson and Marcial F. Losada, “Positive Affect and the Complex Dynamics of Human Flourishing,” *American Psychologist* 60, 7 (2005): 678–686; David A. Garvin, *Learning in Action: A Guide to Putting the Learning Organization to Work* (Boston: Harvard Business Review Press, 2000); David A. Garvin, “Building a Learning Organization,” *Harvard Business Review* 71, 4 (1993): 78–91; David A. Garvin, Amy C. Edmondson and Francesca Gino, “Is Yours a Learning Organization?” *Harvard Business Review* 86, 3 (2008): 109–116; James K. Harter, Frank L. Schmidt, and Theodore L. Hayes, “Business-Unit-Level Relationship between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis,” *Journal of Applied Psychology* 87, 2 (2002): 268–279; Edward D. Hess, *The Road to Organic Growth: How Great Companies Consistently Grow Marketshare from Within* (New York: McGraw-Hill, 2007); Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All* (New York: Crown Business, 2013); Jeffrey Liker and Michael Hoseus, *Toyota Culture: The Heart and Soul of the Toyota Way* (New York: McGraw-Hill, 2008); Shane J. Lopez and C.R. Snyder, eds., *The Oxford Handbook of Positive Psychology, Second Edition* (New York: Oxford University Press, 2009); Ingrid M. Nembhard and Amy C. Edmondson, “Making It Safe: The Effects of Leader Inclusiveness and Professional Status on Psychological Safety and Improvement Efforts in Health Care Teams,” *Journal of Organizational Behavior* 27, 7 (2006): 941–966; Charles A. O’Reilly III and Jeffrey Pfeffer, *Hidden Value: How Great Companies Achieve Extraordinary Results with Ordinary People* (Boston: Harvard Business School Press, 2000); Jeffrey Pfeffer, *The Human Equation: Building Profits by Putting People First* (Boston: Harvard Business Review Press, 1998); Christine Porath, Gretchen Spreitzer, Cristina Gibson, and Flannery G. Garnett, “Thriving at Work: Toward its Measurement, Construct Validation, and Theoretical Refinement,” *Journal of Organizational Behavior* 33, 2 (2012): 250–275; Ivan T. Robertson and Cary L. Cooper, “Full Engagement: The Integration of Employee Engagement and Psychological Well-Being,” *Leadership & Organization Development Journal* 31, 4 (2010): 324–336; Carl Rogers, *The Carl Rogers Reader*, Howard Kirschenbaum, and Valerie Land Henderson, eds. (New York: Houghton Mifflin, 1989); Edgar H. Schein, “Taking Culture Seriously in Organization Development: A New Role for OD?” Working Paper 4287-03, 2003, <http://dspace.mit.edu/bitstream/handle/1721.1/1834/4287-03.pdf?sequence=1>; Leslie E. Sekerka and Barbara L. Fredrickson, “Establishing Positive Emotional Climates to Advance Organizational Transformation,” in *Research Companion to Emotion in Organizations*, ed. Neal M. Ashkanasy and Cary Lynn Cooper (Cheltenham, UK: Edward Elgar, 2008), 531–545; Martin E. P. Seligman, *Flourish: A Visionary New Understanding of Happiness and Well-Being* (New York: Free Press, 2012); Kennon Marshall Sheldon, Todd Kashdan and Michael F. Steger, eds., *Designing Positive Psychology: Taking Stock and Moving Forward* (Oxford University Press, 2011); Gretchen Spreitzer and Christine Porath, “Creating Sustainable Performance,” *Harvard Business Review* 90, 1 (2012): 92–99; Anita L. Tucker

and Amy C. Edmondson, "Why Hospitals Don't Learn From Failures," *California Management Review* 45, 2 (2003): 55–72.

2. Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Doubleday, 1990), 12.

3. Edward D. Hess, *Smart Growth: Building an Enduring Business by Managing the Risks of Growth* (New York: Columbia University Press, 2010); Hess, *The Road to Organic Growth*.

4. Hess, *Smart Growth*.

5. Hans Henrik Knoop, "Education in 2025: How Positive Psychology Can Revitalize Education," in *Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society*, ed. Stewart I. Donaldson, Mihaly Csikszentmihalyi, and Jeanne Nakamura (New York: Routledge, 2011), 97–115.

6. *Ibid.*, 101–102.

7. Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman, *How Learning Works: Seven Research-Based Principles for Smart Teaching* (San Francisco, CA: Wiley, 2010); Malcolm S., Knowles, Elwood F. Holton III, and Richard A. Swanson, *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (Burlington, MA: Elsevier, 2005); Mariale M. Hardiman, *The Brain-Targeted Teaching Model for 21st-Century Schools* (Thousand Oaks, CA: Corwin, 2012).

8. Gallup, Inc., "Q12® Meta-Analysis: The Relationship between Engagement at Work and Organizational Outcomes 2012," www.gallup.com/strategicconsulting/126806/q12-meta-analysis.aspx.

9. Collins, *Good to Great*; Collins and Porras, *Built to Last*; de Geus, *The Living Company*; Hess, *The Road to Organic Growth*; William Joyce, Nitin Nohria, and Bruce Roberson, *What Really Works: The 4 + 2 Formula For Sustained Business Success* (New York: HarperBusiness, 2003); O'Reilly and Pfeffer, *Hidden Value*; Thomas J. Peters and Robert H. Waterman Jr., *In Search Of Excellence: Lessons from America's Best-Run Companies* (New York: Warner, 1984); Hermann Simon, *Hidden Champions of the Twenty-First Century: Success Strategies of Unknown World Market Leaders* (New York: Springer, 2009).

10. O'Reilly and Pfeffer, *Hidden Value*, 3.

11. *Ibid.*, 8.

12. *Ibid.*, 232.

13. Collins and Porras, *Built to Last*, 10.

14. *Ibid.*, 186–187.

15. *Ibid.*, 183–184.

16. *Ibid.*, 147.

17. Collins, *Good to Great*, 17–89.

18. *Ibid.*, 21.

19. *Ibid.*, 27.

20. *Ibid.*, 41.

21. *Ibid.*, 42.

22. Ibid., 74.

23. Ibid., 74–79.

24. Edmondson, *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*; Edmondson, “Strategies of Learning from Failure”; Edmondson, “The Competitive Imperative of Learning”; Edmondson, “Promoting Experimentation for Organizational Learning: The Mixed Up Effects of Inconsistency”; Edmondson, “Speaking up in the Operating Room: How Team Leaders Promote Learning in Interdisciplinary Action Teams”; Edmondson, “Framing for Learning: Lessons in Successful Technology Implementation”; Edmondson, “Psychological Safety and Learning Behavior in Work Teams”; Edmondson et al., “Speeding Up Team Learning”; Detert and Edmondson, “Implicit Voice Theories”; Nembhard and Edmondson, “Making It Safe”; Tucker and Edmondson, “Why Hospitals Don’t Learn From Failures”; Spreitzer and Porath, “Creating Sustainable Performance.”

25. Garvin, *Learning in Action*; Garvin, “Building a Learning Organization.”

26. Garvin, *Learning in Action*, 41

27. Garvin et al. “Is Yours a Learning Organization?”

28. Hess, *The Road to Organic Growth*.

29. Cameron et al., *Positive Organizational Scholarship*; James L. Heskett, W. Earl Sasser Jr., and Leonard A. Schlesinger, *The Value Profit Chain: Treat Employees Like Customers and Customers Like Employees* (New York: Free Press, 2003); James L. Heskett, W. Earl Sasser Jr., and Leonard A. Schlesinger, *The Service Profit Chain: How Leading Companies Link Profit and Growth to Loyalty, Satisfaction, and Value* (New York: Free Press, 1997); Edward D. Hess, “Growth Is the Dynamic Confluence of Strategy, Entrepreneurship, and Values,” Case Study UVA-S-0196, University of Virginia Darden School Foundation, Charlottesville, VA, 2011; Hess, *The Road to Organic Growth*; Edward D. Hess and Kim S. Cameron, Eds., *Leading with Values: Positivity, Virtue & High Performance* (Cambridge: Cambridge University Press, 2006); O’Reilly and Pfeffer, *Hidden Value*.

30. These high-performance organizations met the criteria: Best Buy, UPS, Room & Board, Tiffany & Company, U.S. Marine Corps, San Antonio Spurs, Synovus Financial, TSYS, Ritz-Carlton, Southwest Airlines, Outback Steakhouse, Sysco, Chick-fil-A, Starbucks, and Levy Restaurants.

31. Hess, “Growth Is the Dynamic Confluence of Strategy, Entrepreneurship, and Values.”

32. Liker and Hoseus, *Toyota Culture*.

33. Ibid., 166.

34. Hess, *The Road to Organic Growth*, 147.

35. Rogers, *The Carl Rogers Reader*, 135–138.

36. Kelley and Kelley, *Creative Confidence*.

37. The facts in this discussion came from the following sources: Richard G. Buckingham, personal interviews with author, October 28 and November 7, 2013; Alan Deutschman, “The Fabric of Creativity: At W.L. Gore, Innovation Is More Than Skin Deep: The Culture Is as Imaginative as the Products,” *Fast Company*, December 2004, www.fastcompany.com/51733/fabric-creativity; Alan Deutschman, “Gore’s Text for Innovation: W.L. Gore’s New Rules of Business Start with Breaking the Old Rules,”

Fast Company, December 2004, www.fastcompany.com/51510/gores-text-innovation; Gary Hamel, "Innovation Democracy: W.L. Gore's Original Management Model," December 29, 2010, Management Innovation eXchange, www.managementexchange.com/story/innovation-democracy-wl-gores-original-management-model; Gary Hamel, "Lessons from a Management Revolutionary," WSJ Blogs, March 18, 2010, <http://blogs.wsj.com/management/2010/03/18/wl-gore-lessons-from-a-management-revolutionary/>; W.L. Gore & Associates, Inc., "What We Believe: Our Beliefs and Principles," www.gore.com/en_xx/careers/whoweare/whatwebelieve/gore-culture.html.

38. Richard G. Buckingham, personal interviews with author, October 28 and November 7, 2013.

39. Ibid.

40. Richard G. Buckingham, personal interview with author, November 7, 2013.

41. Ibid.

6. Learning Conversations

1. This chapter is based on a synthesis of research and work from the following sources: Brigid Barron, "When Smart Groups Fail," *Journal of the Learning Sciences* 12, 3 (2003): 307–359; David Bohm, *On Dialogue* (Abingdon, Oxon: Routledge Classics, 2004); David Bohm, Donald Factor and Peter Garrett, "Dialogue: A Proposal," Infed.org, http://infed.org/archives/e-texts/bohm_dialogue.htm; Kirk Warren Brown, Richard M. Ryan, and J. David Creswell, "Mindfulness: Theoretical Foundations and Evidence for Its Salutary Effects," *Psychological Inquiry* 18, 4 (2007): 211–237; Michael Carroll, *The Mindful Leader: Awakening Your Natural Management Skills through Mindfulness Meditation* (Boston: Trumpeter, 2008); Lahnna I. Catalino and Barbara L. Fredrickson, "A Tuesday in the Life of a Flourisher: The Role of Positive Emotional Reactivity in Optimal Mental Health," *Emotion* 11, 4 (2011): 938–950; Marvin S. Cohen, Leonard Adelman, Terry Bresnick, F. Freeman Marvin, Eduardo Salas, and Sharon L. Riedel, "Dialogue as Medium (and Message) for Training Critical Thinking," in *Expertise Out of Context: Proceedings of the Sixth International Conference on Naturalistic Decision Making*, ed. Robert. F. Hoffman (New York: Taylor & Francis, 2007); Jane E. Dutton, *Energize Your Workplace: How to Create and Sustain High-Quality Connections at Work* (San Francisco: Jossey-Bass, 2003), 219–260; Robyn M. Gillies, "Teachers' and Students' Verbal Behaviours During Cooperative and Small-Group Learning," *British Journal of Educational Psychology* 76, 2 (2006): 271–287; Bhante Gunaratana, *Mindfulness in Plain English* (Boston: Wisdom, 2011); William Isaacs, *Dialogue: The Art of Thinking Together* (New York: Doubleday, 1999); William Isaacs, "Taking Flight: Dialogue, Collective Thinking and Organizational Learning," *Organizational Dynamics* 22, 2 (1993): 24–39; Silvia Jordan, Martin Messner, and Albrecht Becker, "Reflection and Mindfulness in Organizations: Rationales and Possibilities for Integration," *Management Learning* 40, 4 (2009): 465–473; Sydney M. Jourard, *The Transparent Self* (New York: Van Nostrand Reinhold, 1971); Emily R. Lai, "Collaboration: A Literature Overview," Pearson Research Report, 2011,

<http://images.pearsonassessments.com/images/tmrs/Collaboration-Review.pdf>; Frank J. Lambrechts, Rene Bouwen, Styn Grieten, Jolien P. Huybrechts, and Edgar H. Schein, "Learning to Help through Humble Inquiry and Implications for Management Research, Practice, and Education: An Interview with Edgar H. Schein," *Academy of Management Learning & Education* 10, 1 (2011): 131–147; Ellen J. Langer, *The Power of Mindful Learning* (Cambridge, MA: Perseus, 1997); William R. Marchand, "Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy, and Zen Meditation for Depression, Anxiety, Pain, and Psychological Distress," *Journal of Psychiatric Practice* 18, 4 (2012): 233–252; Abraham H. Maslow, *Toward a Psychology of Being* (Princeton, NJ: D. Van Nostrand, 1962); Jack Mezirow, "Learning to Think Like an Adult: Core Concepts of Transformation Theory," in Jack Mezirow and Associates, *Learning as Transformation: Critical Perspectives on a Theory in Progress* (San Francisco: Jossey-Bass, 2000); Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler, *Crucial Conversations: Tools for Talking When Stakes Are High* (New York: McGraw-Hill, 2012); Alex "Sandy" Pentland, "The New Science of Building Great Teams," *Harvard Business Review* 90, 4 (2012): 60–69; Richard M. Ryan and Kirk Warren Brown, "Why We Don't Need Self-Esteem: On Fundamental Needs, Contingent Love, and Mindfulness," *Psychological Inquiry* 14, 1 (2003): 71–76; Edgar H. Schein, *Humble Inquiry: The Gentle Art of Asking Instead of Telling* (San Francisco: Berrett-Koehler, 2013); Edgar H. Schein, *Helping: How to Offer, Give, and Receive Help* (San Francisco: Berrett-Koehler Publishers, 2009); Shauna L. Shapiro, Kirk Warren Brown, and John A. Astin, "Toward the Integration of Meditation into Higher Education: A Review of Research Evidence," *Teachers College Record* 113, 3 (2011): 493–528; Douglas Stone, Bruce Patton, and Sheila Heen, *Difficult Conversations: How to Discuss What Matters Most* (New York: Penguin Books, 1999); Deborah Tannen, *That's Not What I Meant! How Conversational Style Makes or Breaks Your Relations with Others* (New York: HarperCollins, 2011); Deborah Tannen, "Conversational Style," in *Psycholinguistic Models of Production*, ed. Hans W. Dechert and Manfred Raupach (Norwood, NJ: Ablex, 1987), 251–267; Frans H. Van Eemeren and Rob Grootendorst, "Fallacies in Pragma-Dialectical Perspective," *Argumentation* 1 (1987): 283–301; Heidi A. Wayment and Jack J. Bauer, eds., *Transcending Self-Interest: Psychological Explorations of the Quiet Ego* (Washington, DC: American Psychological Association, 2008); Karl Weick and Katherine Sutcliffe, *Managing the Unexpected: Assuring High Performance in an Age of Complexity* (San Francisco: Jossey-Bass, 2001); Netta Weinstein, Kirk W. Brown, and Richard M. Ryan, "A Multi-Method Examination of the Effects of Mindfulness on Stress Attribution, Coping, and Emotional Well-Being," *Journal of Research in Personality* 43, 3 (2009): 374–385; Daniel Yankelovich, "The Magic of Dialogue," *Non-profit Quarterly*, Fall 2001, www.gobarton.com/administration/aqip/documents/strategyforum/Yankelovich%20article.pdf.

2. Mezirow, "Learning to Think Like an Adult," 3–33.
3. Isaacs, *Dialogue*.
4. Jourard, *The Transparent Self*, 5.
5. *Ibid.*, 6.
6. Barron, "When Smart Groups Fail," 350.
7. Schein, *Humble Inquiry*, 3.

8. Ibid., 5.
9. Ibid., 79.
10. Stone et al., *Difficult Conversations*.
11. Ibid., 7–16.
12. Dutton, *Energize Your Workplace*.
13. Ibid., 27.
14. Ibid., 37.
15. Tannen, *That's Not What I Meant!* 29.
16. Ibid., 45–46.
17. Dutton, *Energize Your Workplace*, 28.
18. Ibid., 39.
19. Edward D. Hess, “Room & Board,” Case Study UVA-S-0150, University of Virginia Darden School Foundation, Charlottesville, VA, 2008 (revised 2010).
20. Ibid.
21. Ibid.
22. Weick and Sutcliffe, *Managing the Unexpected*.
23. Ibid., 55.
24. Brown et al., “Mindfulness,” 214.
25. Langer, *The Power of Mindful Learning*, 23.
26. Susan Braudy, “He’s Woody Allen’s Not-So-Silent Partner,” *New York Times*, August 21, 1977.

7. Critical Thinking Tools

1. This chapter is based on a synthesis of research and work from the following sources: Max H. Bazerman and Don A. Moore, *Judgment in Managerial Decision Making, Seventh Edition* (Hoboken, NJ: John Wiley & Sons, 2009); Judith S. Beck, *Cognitive Behavior Therapy*, 2nd ed. (New York: Guilford Press, 2011); Lyle E. Bourne Jr. and Alice F. Healy, *Train Your Mind for Peak Performance: A Science-Based Approach for Achieving Your Goals* (Washington, DC: American Psychological Association, 2014); Stephen D. Brookfield, *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions* (San Francisco: Jossey-Bass, 2012); Paul B. Brown, “Analyzing Failure Beforehand,” *New York Times*, September 22, 2007, www.nytimes.com/2007/09/22/business/media/22offline.html?fta=y&_r=0; Marvin S. Cohen, Bryan B. Thompson, Leonard Adelman, Terry A. Bresnick, Lokendra Shastri, and Sharon L. Riedel, “Training Critical Thinking for the Battlefield: Volume I: Basis in Cognitive Theory and Research,” Army Research Institute Technical Report 00-2, Cognitive Technologies, Inc., Arlington, VA, June 2000; Dolly Chugh and Max H. Bazerman, “Bounded Awareness: What You Fail to See Can Hurt You,” *Mind & Society* 6, 1 (2007): 1–18; Marilyn J. Darling and Charles S. Parry, “After-Action Reviews: Linking Reflection and Planning in a Learning Practice,” *Reflections* 3, 2 (2001): 64–72; Edward de Bono, *Lateral Thinking: Creativity Step by Step* (New York: HarperPerennial, 1970); Arnoud De

Meyer, Christoph H. Loch, and Michael T. Pich, "Managing Project Uncertainty: From Variation to Chaos," *MIT Sloan Management Review* 43 (2002): 60–67; Kathleen M. Eisenhardt, "Making Fast Decisions in High-Velocity Environments," *Academy of Management Journal* 32, 3 (1989): 543–576; Peter A. Facione, "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction," Research Findings and Recommendations, 1990, <http://eric.ed.gov/?id=ED315423>; Waldo D. Freeman and William R. Burns, Jr., "Developing an Adaptability Training Strategy and Policy for the Department of Defense (DoD)," IDA Paper P-4591, Institute for Defense Analyses, Alexandria, VA, August 2010; David A. Garvin, *Learning in Action: A Guide to Putting the Learning Organization to Work* (Boston: Harvard Business Review Press, 2000); Mark P. Healey and Gerard P. Hodgkinson, "Troubling Futures: Scenarios and Scenario Planning for Organizational Decision Making," in *The Oxford Handbook of Organizational Decision Making*, ed. Gerard P. Hodgkinson and William H. Starbuck (New York: Oxford University Press, 2008); Edward D. Hess and Jeanne Liedtka, *The Physics of Business Growth: Mindsets, System, and Processes* (Stanford: Stanford University Press, 2012); Keith J. Holyoak and Robert G. Morrison, eds., *The Oxford Handbook of Thinking and Reasoning* (New York: Oxford University Press, 2012); Mary Helen Immordino Yang, "The Smoke around Mirror Neurons: Goals as Sociocultural and Emotional Organizers of Perception and Action in Learning," *Mind, Brain, and Education* 2, 2 (2008): 67–73; Daniel Kahneman, "Bias, Blindness and How We Truly Think (Part 1)," Bloomberg.com, October 24, 2011, www.bloomberg.com/news/2011-10-24/bias-blindness-and-how-we-truly-think-part-1-daniel-kahneman.html; Daniel Kahneman and Gary Klein, "Conditions for Intuitive Expertise: A Failure to Disagree," *American Psychologist* 64, 6 (2009): 515–526; Daniel Kahneman, Dan Lovallo, and Olivier Sibony, "Before You Make That Big Decision," *Harvard Business Review* 89, 6 (2011): 50–60; Robert Kegan and Lisa Laskow Lahey, *Immunity to Change: Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization* (Boston: Harvard Business Review Press, 2009); Patricia Margaret Brown King and Karen Strohm Kitchener, *Developing Reflective Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults* (San Francisco: Jossey-Bass, 2004); Gary Klein, *Seeing What Others Don't: The Remarkable Ways We Gain Insights* (New York: PublicAffairs, 2013); Gary Klein, *Streetlights and Shadows: Searching for the Keys to Adaptive Decision Making* (Cambridge: MIT Press, 2011); Gary Klein "Naturalistic Decision-Making," *Human Factors* 50, 3 (2008): 456–460; Gary Klein, "Performing a Project PreMortem," *Harvard Business Review* 85, 9 (2007): 18–19; Gary Klein, Roberta Calderwood and Donald Macgregor, "Critical Decision Method for Eliciting Knowledge," *Systems, Man and Cybernetics* 19, 3 (1989): 462–472; Gary Klein, Neil Hintze, and David Saab, "Thinking Inside the Box: The ShadowBox Method for Cognitive Skill Development," in *Proceedings of the 11th International Conference on Naturalistic Decision Making*, ed. H. Chaudet, L. Pellegrin, and N. Bonnardel, 2013, www.ndm11.org/proceedings/papers/ndm11.pdf; Gary Klein, Brian Moon, and Robert R. Hoffman, "Making Sense of Sensemaking 2: A Macrocognitive Model," *Intelligent Systems* 21, 5 (2006): 88–92; D.Q. McNerny, *Being Logical: A Guide to Good Thinking* (New York: Random House Trade Paperbacks, 2005); Katherine L. Milkman, Dolly Chugh, and Max H. Bazerman, "How Can Decision Making Be Improved?" *Perspectives*

on *Psychological Science* 4, 4 (2009): 379–383; John E. Morrison and Larry L. Meliza, “Foundations of the After Action Review Process,” ARI Special Report 42, Institute for Defense Analyses, Alexandria, VA, July 1999; Charlan Nemeth, Keith Brown, and John Rogers, “Devil’s Advocate Versus Authentic Dissent: Stimulating Quantity and Quality,” *European Journal of Social Psychology* 31, 6 (2001): 707–720; Richard W. Paul and Linda Elder, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life* (Upper Saddle River, NJ: Financial Times Prentice Hall, 2002); Karol G. Ross, Gary Klein, Peter Thunholm, John F. Schmitt, and Holly C. Baxter, “The Recognition-Primed Decision Model,” *Military Review* (July–August 2004): 6–10; J. Edward Russo and Paul J.H. Schoemaker, “Managing Overconfidence,” *Sloan Management Review* 33, 2 (1992): 7–17; Margaret S. Salter and Gerald E. Klein, “After Action Reviews: Current Observations and Recommendations,” ARI Research Report 1867, The Wexford Group International Inc., Vienna, VA, January 2007; David M. Schweiger, William R. Sandberg, and Paula L. Rechner, “Experiential Effects Of Dialectical Inquiry, Devil’s Advocacy and Consensus Approaches to Strategic Decision Making,” *Academy of Management Journal* 32, 4 (1989): 745–772; Charles R. Schwenk, “A Meta Analysis on the Comparative Effectiveness of Devil’s Advocacy and Dialectical Inquiry,” *Strategic Management Journal* 10, 3 (1989): 303–306; Charles R. Schwenk, “The Cognitive Perspective on Strategic Decision Making,” *Journal of Management Studies* 25,1 (1988): 41–55; Winston R. Sieck, Gary Klein, Deborah A. Peluso, Jennifer L. Smith, Danyelee Harris-Thompson, and Paul A. Gade, “FOCUS: A Model of Sensemaking,” Army Research Institute Technical Report 1200, Klein Associates, Inc., Fairborn, OH, May 2007; U.S. Army, “A Leader’s Guide to After-Action Reviews,” Training Circular 25-20, 1993, www.acq.osd.mil/dpap/ccap/cc/jcchb/Files/Topical/After_Action_Report/resources/tc25-20.pdf; Beth Veinott, Gary Klein, and Sterling Wiggins, “Evaluating the Effectiveness of the PreMortem Technique on Plan Confidence,” Proceedings of the 7th International ISCRAM Conference—Seattle USA, May 2010, www.iscram.org/ISCRAM2010/Papers/175-Veinott_et_al.pdf; Daniel T. Willingham, “Critical Thinking: Why Is It So Hard to Teach?” *Arts Education Policy Review* 109, 4 (2008): 21–32.

2. Paul and Elder, *Critical Thinking*, 25.

3. Klein, “Naturalistic Decision-Making,” 457–458; Ross et al., “The Recognition-Primed Decision Model”; Gary Klein, *Streetlights and Shadows*, 90–91.

4. Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, Straus and Giroux, 2011); Bazerman and Moore, *Judgment in Managerial Decision Making*; Dan Ariely, *Predictably Irrational: The Hidden Forces That Shape Our Decision* (New York: Harper-Perennial, 2009).

5. Klein, “Naturalistic Decision Making.”

6. Kahneman and Klein, “Conditions for Intuitive Expertise.”

7. Veinott et al., “Evaluating the Effectiveness of the PreMortem Technique on Plan Confidence.”

8. Milkman et al., “How Can Decision Making Be Improved?”

9. Klein, *Seeing What Others Don’t*.

10. Beck, *Cognitive Behavior Therapy*.

11. Kegan and Lahey, *Immunity to Change*.

12. Hess and Liedtka, *The Physics of Business Growth*, 80–100.

13. Steve Blank, *The Four Steps to the Epiphany* (Pescadero, CA: K&S Ranch, \ 2013); Steve Blank and Bob Dorf, *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company* (Pescadero, CA: K&S Ranch, 2012); Eric Ries, *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses* (New York: Crown Business, 2011).
14. Hess and Liedtka, *The Physics of Business Growth*, 96–97.
15. Kegan and Lahey, *Immunity to Change*.
16. *Ibid.*, 246.
17. Paul and Elder, *Critical Thinking*, 277–279.
18. U.S. Army, “A Leader's Guide to After-Action Reviews”; Margaret S. Salter and Gerald E. Klein, “After Action Reviews: Current Observations and Recommendations,” ARI Research Report 1867, The Wexford Group International, Inc., Vienna, VA, January 2007; Morrison and Meliza, “Foundations of the After Action Review Process.”

8. A Conversation with Dr. Gary Klein

1. Interview with Gary Klein via Skype, October 9, 2013.

9. Bridgewater Associates, LP: Building a Learning “Machine”

1. Excerpts from *Principles* and all related materials produced and provided by Bridgewater are protected by copyright and are quoted and reprinted here with express permission from Bridgewater Associates, LP and/or Ray Dalio. The facts in this chapter came from personal interviews with Ray Dalio on July 15 and September 18–19, 2013 and the following sources: Bridgewater Associates, LP Form ADV Uniform Application for Investment Advisor Application, filed March 28, 2013, Securities and Exchange Commission website, www.adviserinfo.sec.gov; John Cassidy, “Mastering the Machine” *New Yorker*, July 25, 2011, www.newyorker.com/reporting/2011/07/25/110725fa_fact_cassidy; Michelle Celarier and Lawrence Delevingne, “Ray Dalio's Radical Truth,” *Institutional Investor*, March 2, 2011, www.institutionalinvestor.com/Article/2775995/Research/4079/Overview.html#.UsrzFqU5cds; Ray Dalio, *Principles*, Bridgewater Associates, LP website, www.Bridgewaterater.com/Uploads/FileManager/Principles/Bridgewater-Associates-Ray-Dalio-Principles.pdf; Lucy Kellaway, “Principles for Living We Could Do Without,” *Financial Times*, March 23, 2010, www.ft.com/intl/cms/s/0/be8ce2ce-650d-11df-b648-00144feab49a.html; Bess Levin, “Bridgewater Associates: Be the Hyena. Attack the Wildebeest,” *Dealbreaker*, May 10, 2010, <http://dealbreaker.com/2010/05/bridgewater-associates-be-the-hyena-attack-the-wildebeest/>.

Kip McDaniel, “Is Ray Dalio the Steve Jobs of Investing?” *aiCIO*, December 11, 2011, http://ai-cio.com/channel/newsmakers/is_ray_dalio_the_steve_jobs_of_investing_.html; “Ray Dalio: Man and Machine,” *Economist*, March 10, 2012, www.economist.com/node/21549968; Kevin Roose, “Pursuing Self Interest in Harmony With the Laws of the

Universe and Contributing to Evolution Is Universally Rewarded,” *New York Magazine*, April 10, 2011, <http://nymag.com/news/business/wallstreet/ray-dalio-2011-4/>.

2. Dalio, *Principles*, 40.

3. Ibid., 6.

4. Cassidy, “Mastering the Machine.”

5. McDaniel, “Is Ray Dalio the Steve Jobs of Investing?”

6. Ibid.

7. Ibid.

8. Bridgewater Associates, LP (March 28, 2013), Form ADV.

9. McDaniel, “Is Ray Dalio the Steve Jobs of Investing?”

10. “Ray Dalio: Man and Machine.”

11. Dalio, *Principles*, 2.

12. Ibid., footnotes 16, 10.

13. Cassidy, “Mastering the Machine.”

14. Dalio, *Principles*, 12.

15. Ibid., 61.

16. Ibid., 12.

17. Stuart Firestein, *Ignorance* (Oxford: Oxford University Press, 2012), 12.

18. Dalio, *Principles*; Ray Dalio, July 15 and September 18–19, 2013, personal interviews.

19. Dalio, *Principles*, 17–21.

20. Dalio, *Principles* 38.

21. Ibid., 22.

22. Ibid., 12.

23. Ibid., 61.

24. Ibid., 18.

25. Ibid., 118.

26. Ibid., 54.

27. Ibid.

28. Ibid.

29. Bridgewater Associates, LP, archive video.

30. Michael B. Parkyn, “Making More Mike Stranks—Teaching Value in the United States Marine Corps,” in *Leading with Values: Positivity, Virtue, and High Performance*, ed. Edward D. Hess and Kim S. Cameron (Cambridge: Cambridge University Press, 2006), 213–233; Sgt. Mike Strank and his five weary men were the ones who raised the American flag on Iwo Jima.

31. Dalio, *Principles*, 56–57.

32. Ibid., 56.

33. Excerpted from *Principles* Nos. 8–19 in Dalio, *Principles*, 58–60.

34. Brad Stone, “The Secrets of Bezos: How Amazon Became the Everything Store,” *Businessweek.com*, October 10, 2013, www.businessweek.com/articles/2013-10-10/jeff-bezos-and-the-age-of-amazon-excerpt-from-the-everything-store-by-brad-stone.

35. Ray Dalio, personal interview, July 15, 2013.

36. Parkyn, “Making More Mike Stranks,” 214.

37. Ibid., 232.
38. Personal interviews at the Marine Corps University, 2004.
39. Dalio, *Principles*, 48.
40. Ibid., 89.
41. Ibid.
42. Ibid., 90.
43. Ibid.
44. Ibid., 91.
45. Ibid.
46. Ibid., 92.
47. All names of people in personal conversations are fictional; the conversations in substance are real.
48. Some names and functional job areas have been changed to protect individual privacy.
49. Dalio, *Principles*, 70.
50. Ibid.

10. Intuit, Inc.: “It’s Time to Bury Caesar”

1. Most of the facts in this chapter come from Intuit, Inc.’s website, two interviews with Kaaren Hanson, Intuit’s vice president of design, which took place in June and September 2013, a site visit to Intuit on June 11, 2013, and the following sources: Scott Cook, “Lessons Learned: CEOs—Get Honest Feedback on Your Performance,” Talk at HustleCon 2013 [video file], Intuit Network website, August 26, 2013, <http://network.intuit.com/2013/08/26/scott-cook-intuit-4/>; Robin Goldwyn Blumenthal, “Don’t Write Off Intuit,” *Barrons*, September 22, 2011, <http://online.barrons.com/article/SB50001424053111904706204578006520653753406.html>; Deanna Hartley, “The Talent Whisperer: Intuit’s Sherry Whiteley,” *Talent Management*, March 26, 2013, <http://talentmgt.com/articles/view/the-talent-whisperer-intuit-s-sherry-whiteley>; “Catalyst—An Intuit Innovation Experience,” Intuit Network website, January 29, 2013, <http://network.intuit.com/2013/01/25/innovation-catalyst/>; Lucas Mearian, “Intuit forces IT, engineers into room until they get it right,” *Computerworld*, October 19, 2012, www.computerworld.com/s/article/9232594/Intuit_forces_IT_engineers_into_room_until_they_get_it_right?taxonomyId=237&pageNumber=1; Kelly Schalow, “Intuit Inc. Design for Delight Communication Platform,” Kelly Schalow website, www.kellyschalow.com/d4d/; Brad Smith, “Three Things Every Leader Should Do in a Meeting,” Intuit Network website, July 9, 2013, <http://network.intuit.com/2013/07/09/meeting-tips/>; Brad Smith, “Five New Year’s Resolutions Every Business Leader Should Make,” Intuit Network website, January 7, 2013, <http://network.intuit.com/2013/01/07/five-new-years-resolutions-every-business-leader-should-make/>; Bruce Upbin, “Why Intuit Is More Innovative Than Your Company,” *Forbes*, September 24, 2012, www.forbes.com/sites/bruceupbin/2012/09/04/intuit-the-30-year-old-startup/.

2. Ibid.
3. James L. Heskett, "Scott Cook and Intuit," Harvard Business School Case 396–282, March 1996 (revised January 1997).
4. Intuit, Inc. "Corporate Profile," Intuit, Inc. website, www.about.intuit.com/about_intuit/profile/profile/.
5. Jeanne Liedtka, Andrew King, and Kevin Bennett, *Solving Problems with Design Thinking: Ten Stories of What Works* (New York: Columbia University Press, 2013), 180.
6. Intuit, Inc., "Catalyst—An Intuit Innovation Experience."
7. Ibid.
8. Liedtka et al., *Solving Problems with Design Thinking*; Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske, *The Designing for Growth Field Book: A Step-by-Step Project Guide* (New York: Columbia University Press, 2014); Jeanne Liedtka and Tim Ogilvie, *Designing for Growth: A Design Thinking Tool Kit for Managers* (New York: Columbia University Press, 2011).
9. Ibid.
10. Kaaren Hanson, personal interview, June 11, 2013.
11. Ibid.
12. Steve Blank, *The Four Steps to the Epiphany* (Pescadero, CA: K&S Ranch, 2013); Steve Blank and Bob Dorf, *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company* (Pescadero, CA: K&S Ranch, 2012).
13. Scott Cook, "Leadership in the Innovation Age: Four Principles for Leaders," Intuit Network website, December 3, 2012, <http://network.intuit.com/2012/12/03/leadership-in-the-innovation-age-four-principles-for-leaders/>.
14. Scott Cook, "Creating a Culture of Experimentation: Ideas and Best Practices," Talk at Lean Startup Conference 2012 [video file], YouTube.com, December 29, 2012, www.youtube.com/watch?v=BoHyuX9ZLus.
15. Brad Smith, "Lean Startup Leadership: It's Time to Bury Caesar," Intuit Network website, November 30, 2012, <http://network.intuit.com/2012/11/30/lean-startup-leadership-its-time-to-bury-caesar-2/>.
16. "Field Guide to Rapid Experimentation," Presentation transcript, SlideShare, May 2, 2013, www.slideshare.net/IntuitInc/experiment-guide-bookslides.
17. Ibid.
18. Scott Cook, "Lessons Learned: Run Experiments Early," Talk at HustleCon 2013 [video file], Intuit Network website, August 14, 2013, <http://network.intuit.com/2013/08/14/scott-cook-intuit-3/>.
19. Scott Cook, "Lessons Learned: Savor Surprises," Talk at HustleCon 2013 [video file], Intuit Network website, August 7, 2013, <http://network.intuit.com/2013/08/07/scott-cook-intuit-2/>.
20. Smith, "Three Things Every Leader Should Do in a Meeting."
21. Kaaren Hanson, personal interview, June 11, 2013.
22. Ibid.
23. Cook, "Lessons Learned: CEOs—Get Honest Feedback on Your Performance."

24. Ibid.
25. Jim Collins, *Good to Great: Why Some Companies Make the Leap . . . and Others Don't* (New York: HarperBusiness, 2001).
26. Cook, "Lessons Learned: CEOs—Get Honest Feedback on Your Performance."
27. Smith, "Three Things Every Leader Should Do in a Meeting."
28. Ibid.
29. Brad Smith, "Managing Your Most Precious Resource: Time," Intuit Network website, June 24, 2013, <http://network.intuit.com/2013/06/24/improve-time-management/>.

11. United Parcel Service, Inc.: Being "Constructively Dissatisfied"

1. This chapter is adapted from Edward D. Hess and Katherine Ludwig, "United Parcel Service, Inc.: The Challenge of Protecting Organizational DNA," UVA-S-0238 (Charlottesville, VA: Darden Business, 2014), an update of Edward D. Hess, "United Parcel Service of America, Inc.," UVA-S-0134 (Charlottesville, VA: Darden Business, 2007), which was adapted from Edward D. Hess, "UPS: Brown's Organic Growth Story," in *The Search for Organic Growth*, ed. Edward D. Hess and Robert K. Kazanjian (New York: Cambridge University Press, 2006), 35–48.
2. From "A Talk with Joe," remarks to the UPS Plant Managers Conference, (1956) in *Jim Casey: Our Partnership Legacy* (United Parcel Service of America, Inc., 1985), 96.
3. Mike Brewster and Frederick Dalzell, *Driving Change: The UPS Approach to Business*, (New York: Hyperion, 2007), 43–44.
4. Hess, "UPS: Brown's Organic Growth Story," 43.
5. Brewster and Dalzell, *Driving Change*, 85.
6. Ibid., 78.
7. Ibid., 137.
8. UPS Corporate Sustainability Report 2012, United Parcel Service, Inc. website, www.responsibility.ups.com/Sustainability.
9. Brewster and Dalzell, *Driving Change*.
10. D. Scott Davis, "Where Trade Crosses Borders, Armies Do Not," September 12, 2011, United Parcel Service, Inc. website, www.ups.com/pressroom/us/speeches?WT.svl=SubNav.
11. Hess, "UPS: Brown's Organic Growth Story," 37.
12. Marcus Wohlsen, "The Astronomical Math behind UPS' New Tool to Deliver Packages Faster," *Wired*, June 13, 2013, www.wired.com/business/2013/06/ups-astronomical-math/.
13. Hess, "United Parcel Service of America, Inc."
14. Wohlsen, "The Astronomical Math behind UPS' New Tool to Deliver Packages Faster."
15. Ibid.
16. United Parcel Service, Inc., "Telematics," United Parcel Service, Inc. website, www.ups.com/content/us/en/bussol/browse/leadership-telematics.html.

17. UPS 2012 Annual Report, United Parcel Service, Inc. website, www.investors.ups.com/phoenix.zhtml?c=62900&p=irol-reportsannual.
18. United Parcel Service, Inc., "Company History 1991–1999," United Parcel Service, Inc. website, www.ups.com/content/us/en/about/history/index.html?WT.svl=SubNav.
19. Hess, "UPS: Brown's Organic Growth Story," 39.
20. UPS 2012 Annual Report.
21. Hess, "UPS: Brown's Organic Growth Story," 43.
22. Ibid.
23. Ibid., 43–44.
24. UPS Corporate Sustainability Report 2012.
25. Ibid.
26. Ibid.
27. Hess, "United Parcel Service of America, Inc."
28. United Parcel Service, Inc., "Benefits," United Parcel Service, Inc. website, <https://ups.managehr.com/benefits.htm>.
29. Hess, "UPS: Brown's Organic Growth Story," 42.
30. Ibid.
31. UPS Corporate Sustainability Report 2012.
32. Ladan Nikravan, "UPS: Promoting Learning," *Chief Learning Officer*, May 20, 2013, <http://clomedia.com/articles/view/ups-promoting-learning>.
33. Ibid.
34. United Parcel Service, Inc., "UPS Integratrad," United Parcel Service, Inc. website, www.community.ups.com/Safety/Training+For+Safety/UPS+Integratrad.
35. UPS 2012 Annual Report.
36. *Jim Casey: Our Partnership Legacy* 4.

Epilogue

1. I learned the three "I's" from a great teacher and friend, Professor Alec Horniman of the University of Virginia Darden School of Business.

