

Top 5 Talents and how they might impact decision-making:

- Talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied.
- 5 Clues to Talent:
 - Yearning -activities you are drawn to
 - Rapid Learning-activities you pick up quickly
 - Flow-activities you automatically know the steps to take
 - Glimpses of Excellence-activities you naturally do well
 - Satisfaction -activities give you energy?
- Talent X Investment = Strength
- Strengths-Based Approach to Personal Development:
 - Focus on developing a person's talent into strengths and managing weaknesses
 - You can learn only some behaviors to a level of excellence
 - People contribute best in very unique ways
 - Fixing weaknesses prevents failure; building strengths leads to success
 - Identify Talents -> Develop Strengths -> Identify Talents -> ...
- Focus on what is right and manage your weakness

NYT Article on Google Teams

- Struggled to figure out what made a team successful
 - Some were composed of friends who socialized outside work
 - Others were made up of people who were basically strangers away from the conference room
 - Some groups sought strong managers
 - Others preferred a less hierarchical structure
- After looking at over a hundred groups for more than a year, Project Aristotle researchers concluded that understanding and influencing group norms were the keys to improving Google's teams
- Researchers (From MIT, Carnegie Mellon, and Union College) eventually concluded that what distinguished the "good" teams from the dysfunctional groups was how teammates treated one another. The right norms, in other words, could raise a group's collective intelligence, whereas the wrong norms could hobble a team, even if, individually, all the members were exceptionally bright
 - First, on the good teams, members spoke in roughly the same proportion, a phenomenon the researchers referred to as "equality in distribution of conversational turn-taking."

- Second, the good teams all had high “average social sensitivity” — a fancy way of saying they were skilled at intuiting how others felt based on their tone of voice, their expressions and other nonverbal cues
- For Project Aristotle, research on psychological safety pointed to particular norms that are vital to success
- What Project Aristotle has taught people within Google is that no one wants to put on a “work face” when they get to the office. No one wants to leave part of their personality and inner life at home. But to be fully present at work, to feel “psychologically safe,” we must know that we can be free enough, sometimes, to share the things that scare us without fear of recriminations. We must be able to talk about what is messy or sad, to have hard conversations with colleagues who are driving us crazy. We can’t be focused just on efficiency. Rather, when we start the morning by collaborating with a team of engineers and then send emails to our marketing colleagues and then jump on a conference call, we want to know that those people really hear us. We want to know that work is more than just labor.

Dr. Edmondson on Psych Safety

- Psychological safety is present when colleagues trust and respect each other and feel able, even obligated, to be candid.
- people lack psychological safety and thus fail to speak up.
- It’s important to note that working in a psychologically safe environment does not mean that people always agree with one another for the sake of being nice. It also does not mean that people offer unequivocal praise or unconditional support for everything you have to say
- Psychological safety enables candor and openness and, therefore, thrives in an environment of mutual respect
- Tool Kit for Building Psychological Safety:
 - Setting the Stage:
 - Frame the work:
 - Set expectations about failure, uncertainty, and interdependence to clarify the need for voice
 - Emphasize Purpose:
 - Identify what’s at stake, why it matters, and for whom it matters
 - Accomplishes: Shared expectations and meaning
 - Inviting Participation
 - Demonstrate Situational Humility:
 - Acknowledge gaps
 - Practice Inquiry:

- Ask good questions
 - Model intense listening
- Set Up Structures and Processes:
 - Create forums for input
 - Provide guidelines for discussion
- Accomplishes: Confidence that voice is welcome
- Responding Productively:
 - Express Appreciation:
 - Listen
 - Acknowledge and thank
 - Destigmatize Failure:
 - Look forward
 - Offer help
 - Discuss, consider, and brainstorm next steps
 - Sanction Clear Violations
 - Accomplishes: Orientation toward continuous learning

Dr. Brene Brown's TED Talk on the Power of Vulnerability

- Expanding Perception
- "If you can't measure it, it doesn't exist"
- Start with connection, it's what gives purpose to our lives, it's why we're here
- Shame and fear: The fear of disconnection, not worthy of connection
- Excruciating vulnerability underpins it, in order for connection to happen you have to allow yourself to be seen
- It boils down to having a sense of worthiness, and belonging
- The only thing that separated people who have a strong sense of love and belonging and the people who struggle for it, and the people who have a strong sense of love and belonging, believe they're worthy of love and belonging
- What keeps you out of connection is your fear that you're not worthy of connection
- Courage: tell the story of who you are with your whole heart, these people had the courage to be imperfect
- Compassion: to be kind to yourself and then to others
- Connection: Willing to let go of who they thought they should be in order to be who they are, which you have to for connection
- Vulnerability: They fully embraced vulnerability, they believed that what made them vulnerable made them beautiful, didn't talk about it as being excruciating or comfortable, but necessary
- Vulnerability is the core of shame, fear and struggle for worthiness but also the birthplace of joy and creativity, belonging, love

- We numb vulnerability, and thereby numb joy and belonging, you can't selectively numb
- We make the uncertain certain, no discourse, no conversation just blame: a way to discharge pain and discomfort
- We perfect, but it doesn't work, and dangerously we try and perfect our children
- We pretend that what we do doesn't have an effect on people
- Solution:
 - Let ourselves be seen, deeply seen vulnerably seen
 - Love with our whole hearts, even with no guarantee
 - Practice gratitude, and lean into joy
 - Believe you are enough

Will Griffin's Top of Mind Ethics framework and real-life dilemma

- Based on Immanuel Kant, Deontological philosopher
- Step 1: Good Will (Company Character)
 - Positive Intent
 - AI code of ethics that align with companies publicly stated values
- Step 2: Categorical Imperative (Company Habits)
 - Apply all use cases to this maxim
 - If everyone at our company, and every company in our industry deployed this use case what would the world look like
- Step 3: Law of Humanity (Impact on People and Society)
 - Is this use case beneficial for humanity
 - What impacts does our company have on society if we deploy ai in this way
 - Are we using people just for a means to an end? (Profits. Company growth)
- Case Study: Fraud in Digitized Patient Health Records (Practice Fusion)
 - Digitize electronic health records for small and medium practices
 - Idea is that through larger patient groups you can more easily learn about patient journeys and help doctors in their practice (Passed Step 1)
 - If everyone had their records digitized would that be good (yes as long as privacy is maintained) (Passed step 2)
 - Are people the primary beneficiary? Can make argument that human was, but practice fusion didn't disclose that pharmaceutical companies were paying them to have access to the data, and also their recommendations to doctors were in line with what pharmaceutical companies wanted (i.e. prescribe opioids, led to overprescription of opioids)
 - So if we knew the real use case it wouldn't have made it passed the first step

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- Talents:
 - Keys to remember:
 - Top five talents will be consistent over time
 - Absence of a talent does not necessarily constitute weakness (we are all different!)
 - Lacking talents in a Domain does not make you a “defective” leader or team member; we all lead in different ways
 - Debrief:
 - Strengths are neutral
 - Themes are not labels
 - Lead with positive intent
 - Differences are advantages
 - People need one another
- Group Norms:
 - Principles and practices that define how we make decisions and resolve conflicts
 - Ground rules or habits that govern the group
 - Norms can be unspoken or openly acknowledged, but their influence is often profound
 - Establish Norms to ensure that all individual have the opportunity to contribute
 - Most effective group norms:
 - Equality in distribution of conversational turn-taking
 - By the end of the day, everyone speaks roughly the same amount.
 - If only one person or a small group spoke all the time, the collective intelligence declined
- Psychological Safety
 - Psychological safety is “a sense of confidence that the team will not embarrass, reject or punish someone for speaking up,”
 - a “shared belief held by members of a team that the team is safe for interpersonal risk-taking.”
 - A team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves
 - The behaviors that create psychological safety — conversational turn-taking and empathy — are part of the same unwritten rules we often turn to, as individuals, when we need to establish a bond.
 - In the best teams, members listen to one another and show sensitivity to feelings and needs.

- **Fist to Five Strategy:**
 - 5 Fingers: Love proposal
 - 4 Fingers: Strongly agree
 - 3 Fingers: Proposal is okay, willing to go along
 - 2 Fingers: Have reservations not yet willing to support
 - 1 Finger: Opposed to and not ready to support
 - Fist: If I were a king/queen I would veto this proposal
- **Theories of Ethics:**
 - **Utilitarianism (Consequentialism):**
 - says that no act is good or bad in and of itself, rather it is good or bad only in terms of its consequences
 - theory of moral philosophy that is based on the principle that an action is morally right if it produces a greater quantity of good or happiness than any other possible action
 - morality of the action depends on the amount of “goodness” that the action produces
 - “The needs of the many”
 - every choice begets a result, what is the impact of that result, the ends justify the means
 - Moral Calculus: Amount of Good Produced - Amount of Evil Produced = “Utility” of the Act
 - **Deontology (A non-consequentialist theory):**
 - asserts that the empirical consequences of any given act have nothing to do with the moral worth of the act
 - Deon = “Duty” -tology = “Study of”
 - Study of both the actions and intentions of actions to determine morality of act
 - Duty
 - An action has moral worth if it done for the sake of duty
 - Universalizability
 - An action is morally correct if its maxim can be willed as a universal law (Golden rule: do unto others as you would have them do unto you) (Platinum rule: do unto others as they would have you do unto them)
 - Respect
 - We should always treat humanity, whether in ourselves or other people, as an end in itself and never a means to an end
 - If it is wrong once then it is always wrong without exception.

- Religion/Natural-Law
 - Laws or principles that are universal in nature, govern the consequence of behavior
 - Natural Law:
 - Based Upon Principles and Truth (Inherent to Creation)
 - Harmonized with, due to Knowledge and Understanding
 - Universal; exists and applied anywhere in the Universe regardless of location
 - Eternal and Immutable; exists and applied for as long as the Universe exists, and cannot be unchanged
 - Man's Law:
 - Based Upon Dogmatic Beliefs (Constructs Of Mind)
 - Complied with, due to Fear of Punishment
 - Differs with location based upon the whim of legislators (Moral Relativism)
 - Changes with time based upon the whim of legislators (Moral Relativism)
- Virtue Ethics (Aristotle)
 - "Act as a virtuous person would act in your situation."
 - All about an individual's moral character
 - List of "Virtues" has changed over time
 - Vice (Deficiency)
 - Cowardly, Addictive, Stingy, Self-deprecating, Boorish, Quarrelsome, Melancholy, Depraved, Envious, Mean, Lazy
 - Virtue (Mean)
 - Brave, Temperate, Generous, Truthful, Witty, Friendly, Spirited, Conscientious, Indignant, Benevolent, Industrious
 - Vice (Excess)
 - Rash, Ascetic, Extravagant, Boastful, Buffoonish, Bootlicking, Boisterous, Deferential, Retributive, Self-sacrificing, Single-minded
 - The Golden Mean:
 - Balance between deficiency and excess
 - Vice of defect - Cowardice, courage, Vice of Excess - overconfidence
- Right-Based Ethics
 - Right action is within one's rights, wrong action violates rights
- Consistent moral Code
 - Do humans have an innate moral sense?
 - Cross-Culture Consistency

- It's generally bad to harm others
 - It's generally good to be fair and reciprocal
 - Act in accordance with one's social status
 - Rules around bodily functions (purity v. pollution)
- Develops very early - children believe in fairness and not harming others
- Bias:
 - Unconscious Bias:
 - An unconscious bias is an implicit attitude, stereotype, motivation, or assumption that can occur without one's knowledge, control, or intention
 - Implicit Bias:
 - The dictionary definition of "implicit" is indirect, unspoken, or implied
 - Implicit bias comes out in our actions or non-verbal communication rather than in our words
 - "Implicit" is the opposite of "explicit," which means unequivocal, stated clearly. We think of explicit (negative) bias as akin to racism, sexism, and other "isms" that we don't want to claim
 - The problem is that negative biases impose hurdles on some groups of people and not others
 - Positive biases ease the way for people of some groups and not others in these same situations
 - Positive bias leads to privilege
 - Privilege simply means not having to face negative bias regularly
 - As long as bias and privilege exist, the playing field isn't level
 - Impact of Bias:
 - Applicants of color are more likely than white applicants to have to prove they are intelligent--because of stereotypes that they are less intelligent or educated
 - Associates with an East Coast accent are often presumed to be educated (and smart), while those with a Southern accent must prove it
 - Women are more likely to have to prove their competence, while it is more often presumed in a man (especially a tall, white man)
 - Anchoring (cognitive bias)
 - depends too heavily on an initial piece of information offered (considered to be the "anchor") to make subsequent judgments during decision making.

- Confirmation Bias:
 - Our own tendency to choose evidence that supports our existing beliefs.
- Unconscious Claiming:
 - Studies showed that when spouses estimated what percentage of housework each performed, the percentages added up to more than 120 percent
 - When business-school students estimated how much they'd contributed to a team effort, the total was 139 percent
 - Humans tend to think we ourselves are, smarter, funnier, thinner, better-looking, more socially skilled, more gifted at sports, superior students, and better drivers than we objectively are
- Fundamental Attribution Error:
 - Misjudging effect of situational factors based on certain perspectives
- Cognitive Dissonance:
 - We don't like inconsistency or contradictions
 - Mental stress or discomfort experience by an individual or culture who holds contradictory beliefs, ideas, or values, which can give rise to irrational and sometimes maladaptive behavior
- Self-Serving Bias:
 - Tendency to accept that which helps us and reject that which hurts us
 - We look for examples that reinforce our beliefs
 - We tend to attribute their successes to dispositional factors, and their failures to situational factors
- Performance Attribution Bias:
 - Research shows that when men and women work together on tasks, women are given less credit for a successful outcome, viewed as having made smaller contributions to it, and blamed more for failure
 - made when people evaluate or try to find reasons for their own and others' behaviors.
- Our Brain and Bias
 - System One (Limbic System):
 - operates automatically and quickly, with little or not effort and no sense of voluntary control.
 - Fast, Unconscious, Automatic, Everyday Decisions, Error Prone
 - System Two (Frontal Lobe):

- allocates attention to the effortful mental activities that demand it, including complex computations
 - are often associated with the subjective experience of agency, choice and concentration
 - Slow, Conscious, Effortful, Complex Decisions, Reliable
- Moral Heuristics
 - Heuristics = mental shortcuts used to ease the cognitive load of making a decision
- Overcoming Bias:
 - “Blind Auditions”
 - take ability to be bias out of the equation all together
 - Have a Moral Accountability Partner
 - Create an Ethical Culture
 - Create a standardized process that everyone MUST follow
 - Ask all candidates the same set of questions and compare their responses objectively
 - Use a Decision Making Model
 - To engage System 2, we must slow down and use an intentional, mindful process
 - Block Bias:
 - Can’t police our every thought
 - Create a PROCESS that minimizes bias
 - Clear Criteria, Accountability, Transparency
 - measure as consistently as possible, don’t rush
 - Action: Develop a Moral Identity
 - Keep Your Ethical Antennae Up
 - Monitor Your Own Overconfidence
 - Acting Courageously
 - Offer viable solutions
 - Seek to understand different perspectives
 - Introduce Friction
 - Use a checklist (ethical decision-making model)
 - Overcoming starts with understanding that racial stereotyping remains ubiquitous and is maintained by...People who believe in equality but who act in ways that perpetuate bias and inequality
 - Cultivate your past as a means of controlling your future
 - Think of yourself as Good-ish
 - This allows you to see yourself as having room for improvement and allows you to seek to be a better person

- Kohlberg's Stage of Moral Development:
 - Step 1: Punishment and obedience orientation, Obey rules to avoid punishment
 - Step 2: Naive hedonism, Conforms to get rewards and to have favors returned
 - Step 3: Good boy/girl morality, Conforms to avoid disapproval or dislike by others
 - Step 4: Conforms to avoid censure by authorities
 - Step 5: Conforms to maintain communities, emphasis on individual rights
 - Step 6: Individual principles of conscience