

## This Document is Mental Models for Best Bosses

Welcome to *Mental Models for Best Bosses*. This book is a comprehensive listing of the practical tools, techniques, and ways of thinking that help you become an even more effective and inspiring boss. We explore the concepts of accountability, feedback, and motivation and provide actionable steps to help you navigate the complexities of managing people, in a way that makes them eager to follow you. We'll delve into the intricacies of the Accountability Loop, the Forward-Looking Feedback Method, and the importance of understanding the motivations of your team.

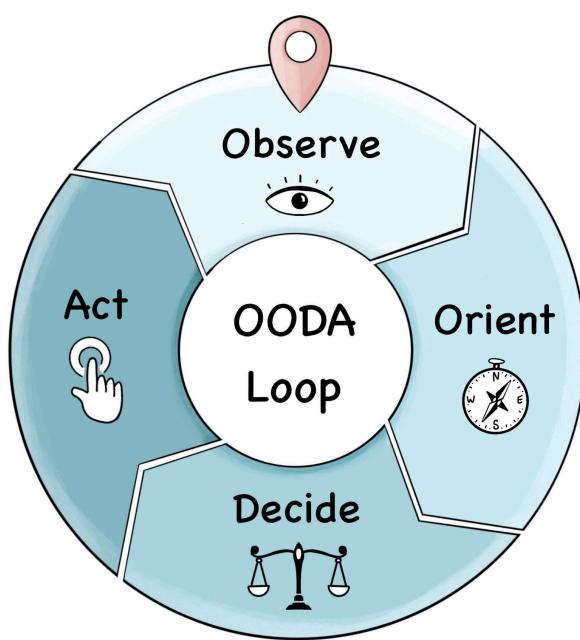
Whether you're a seasoned leader or just starting out, this book will help you populate your brain with the mental models you need to lead with confidence and achieve greatness. Get ready to be challenged, inspired, and equipped with the tools to be the Best Boss your people have ever had.

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## Why Mental Models (OODA)

*Value: you'll understand why Mental Models are key to effective leadership.*

Decades ago, USAF Col. John Boyd revolutionized air combat by understanding—more deeply than anyone before him—how competitive, dynamic environments actually work. His brainchild was the “OODA Loop.”



As a manager and leader (or fighter pilot) you are constantly bombarded with novel situations and novel stimuli. You will naturally perform four steps:

1. **Observe** the environment, taking in **what is true.\***
2. **Orient** yourself to what those observations **mean** (“making meaning”).
3. **Decide** what to **do** about the situation and the **meaning you made**.
4. **Act** on the decision you just made, thus creating changes in the environment that you (and others) must now Observe all over again.

\* If you're in ‘saboteur mode’ you cannot see the truth.

**All results come from actions** (i.e. behavior). But your ability to Become a Best Boss depends on your ability to sort out (**Orient**), in **real time**, what's going on—so that you behave (Act) as a Best Boss would behave, and get Best Boss results.

## Psychological Safety

“Psychological Safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.” - Amy Edmondson, 2014

Normally, when you’re new or low-status, speaking up can mark you as:

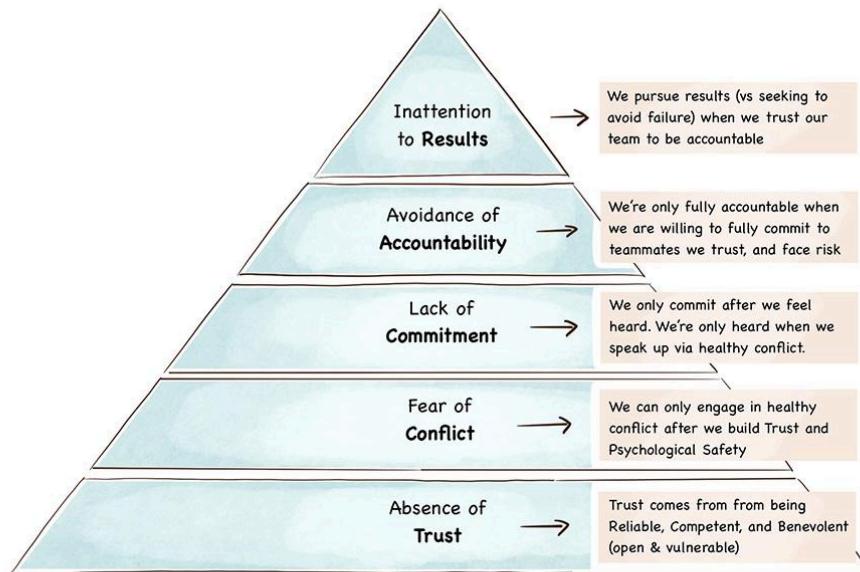
- **ignorant** (so don’t ask questions)
- **incompetent** (so don’t admit mistakes or any lack of ability / weakness)
- **intrusive** (so don’t offer new ideas)
- **negative** (so don’t say anything that might sound critical of the current state)

This is also known as “impression management.” You mastered this in grade school. The above behaviors rob our teammates of opportunities to prevent and fix mistakes, learn, and innovate.

## How Leaders Create Psychological Safety

1. **Model Curiosity.** This creates the **need** for speaking up.
2. **Establish Your Own Fallibility.** This creates the **safety** for speaking up.
3. **Frame the Work as a Learning Problem** not an Execution Problem. This creates the **rationale** for speaking up. “What is this problem/error trying to teach us?”
4. Conversational **turn-taking** - everyone gets a voice and a say.
5. **Sensitivity to emotions** - emotional wisdom is tapped; people feel heard.

How fear blocks trust and learning (from Lencioni’s *Five Dysfunctions of a Team*):



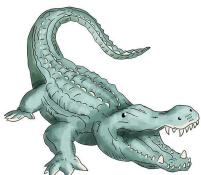
Inspired by and adopted from Lencioni's Five Dysfunctions of a Team  
and John Blankey's The Trusted Executive

## Positive Intelligence

All humans engage in some level of self-sabotage. On your journey to become a Best Boss, you'll make more progress faster when you practice overcoming your self-sabotage patterns.

All humans also have access to a peak level of mental performance, our inner Sage, where we are patient, curious, calm, empathetic, decisive, focused. Followers love a leader who routinely channels this inner Sage. They love it even more when this leader helps them channel their own Sage.

The saboteur lives in three places in the brain - the amygdala, the limbic system, and the medial prefrontal cortex.



When the brain stem (**reptilian** brain) or *amygdala* is active, we are either **angry or scared**. We blame or hide. *All higher functions go offline*. You cannot lead when your brain has been hijacked by your amygdala.



Once the amygdala is relaxed, we must also trust our team. Trust and social bonding live in the **limbic system**. We must **feel we belong, and roles and rules are clear**. (See the Three Pillars of Trust.) When roles are unclear or we see evidence that the rules aren't really the rules (e.g. the boss is a hypocrite or someone in power applies a double standard) we become untrusting, unable to lead or follow well.

Fortunately one can deliberately use practices called **PQ Reps** that shift brain activity out of these Saboteur regions and into the Sage areas (the empathy circuits, mirror neurons, and the Task-Positive Network or TPN). There are a great many practices that qualify as PQ Reps, including mindfulness and focused-attention meditation practices, and several similar religious practices.

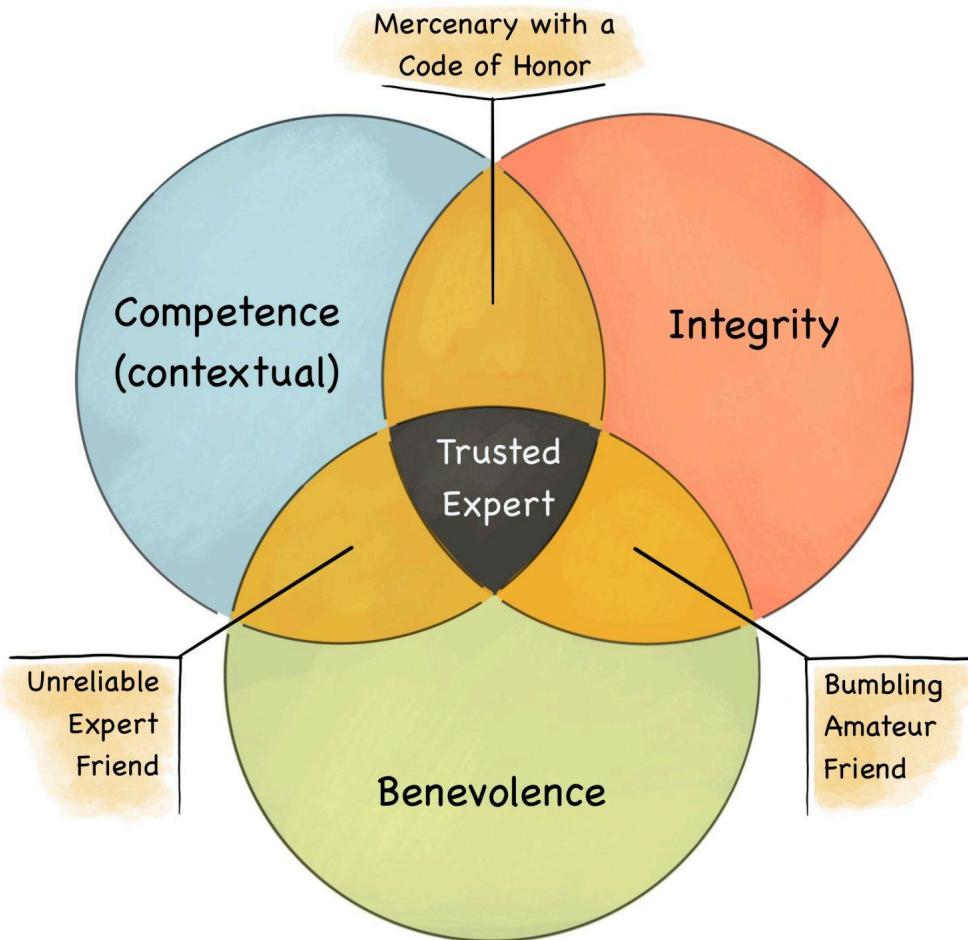
When a manager is in the grip of their inner Saboteur, they cannot lead effectively and none of the Best Boss practices will work reliably. For this reason, every student of the Best Boss system is required to practice some equivalent of PQ Reps, because the Best Boss system only works when the manager is neutral or in their Sage.



Source: *Positive Intelligence* by Shirzad Chamine.

## Three Pillars of Trust in Leadership

1. **Competence** (Ability to Deliver Results or Value; Expertise [domain specific])
2. **Integrity** (Consistency, Dependability, Reliability, Predictability [words = actions])
3. **Benevolence** (includes Openness, Transparency, Generosity, and Selflessness)



Adapted from John Blakey's *The Trusted Executive*, from C. Shawn Burke (2007)

When you find trust is lacking, use the Pillars of Trust to ask, “what is missing?” or “where is the discomfort?”

Does the untrusting person need a greater sense that their trustee needs more competence? Or is there a sense that the trustee is in it for themselves or has a hidden agenda? Or is there a sense that the trustee isn’t keeping their word, is late, is disorganized, etc.?

*Based on the work of C. Shawn Burke et al (2007) as popularized by John Blakey in *The Trusted Executive*.*

## Johari Window

The Johari window can help people better understand their relationship with themselves and others.

Teams bond by learning about one another. We trust people more when they are open and vulnerable with us.

**Sharing** something new is always risky because we cannot truly know how others will react.

**Listening** openly is risky because we may hear things that harm our self-image. (Ignoring here false or malicious inputs)

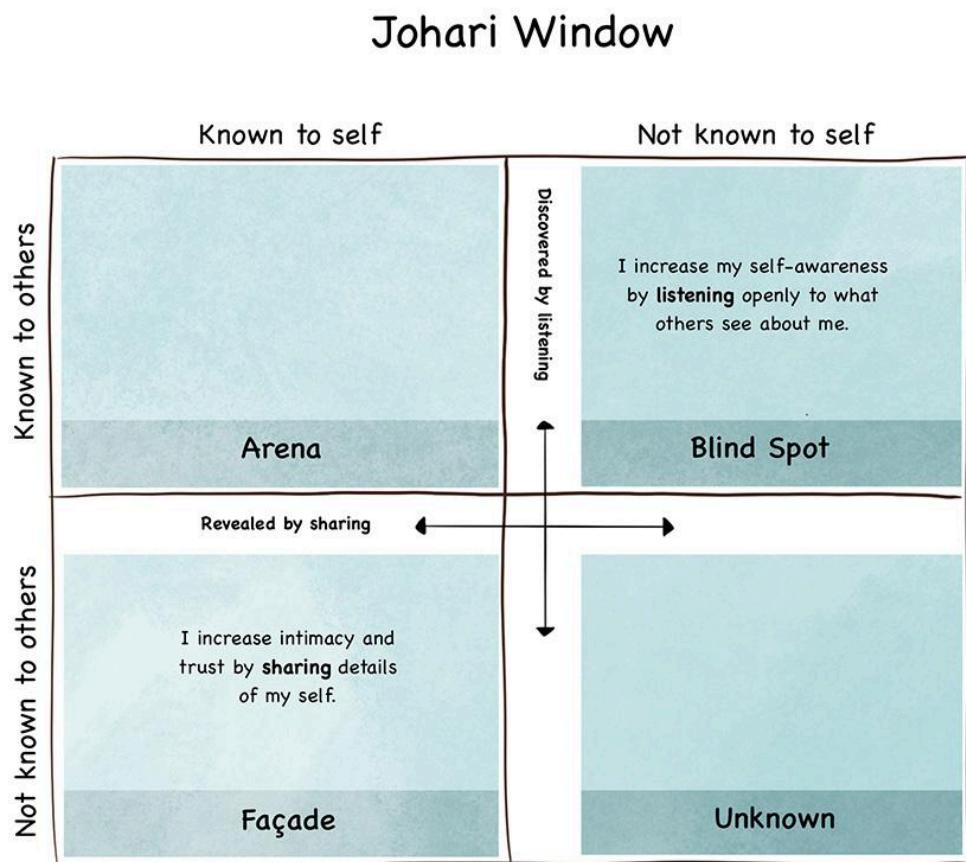
"Johari Window." Wikipedia. Wikimedia Foundation, 26 Apr. 2017. Web. 16 May 2017. <[https://en.wikipedia.org/wiki/Johari\\_window](https://en.wikipedia.org/wiki/Johari_window)>.

When you **listen vulnerably**, you let in other people's insights. You start to see yourself more as others see you.

This can be uncomfortable at first. It makes you look courageous, and models courage for others. If you need others to listen to you, start by listening vulnerably to them.

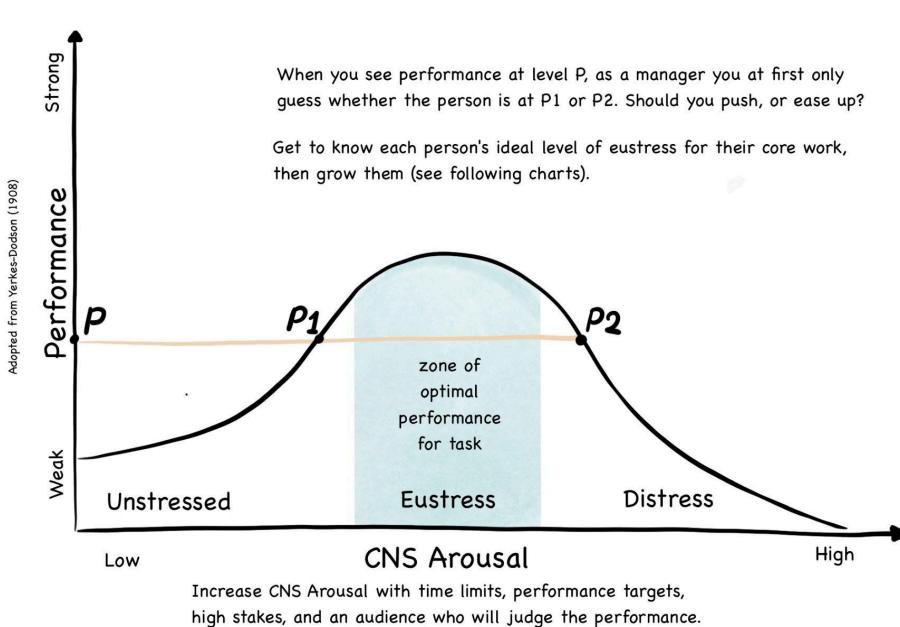
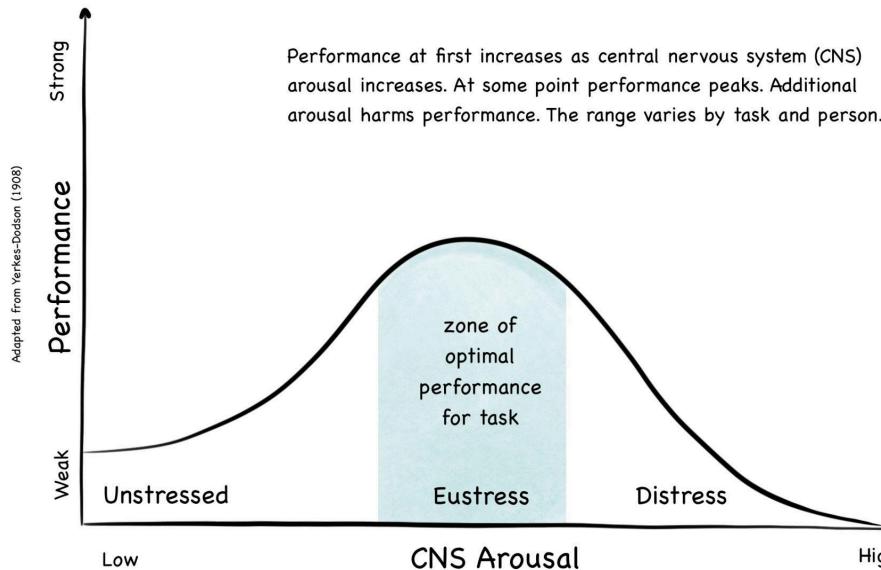
When you **share transparently**, you let others see parts of you that you might have previously hidden. Feelings, thoughts, beliefs, concerns. As long as you share without blame, shame, or criticism, you increase others' trust in you (transparency is part of the Pillar of Trust called Benevolence), and you model for others that they can admit mistakes, admit ignorance, and ask for help.

Both vulnerable listening and transparent sharing help you **tap your previously unknown potential.**



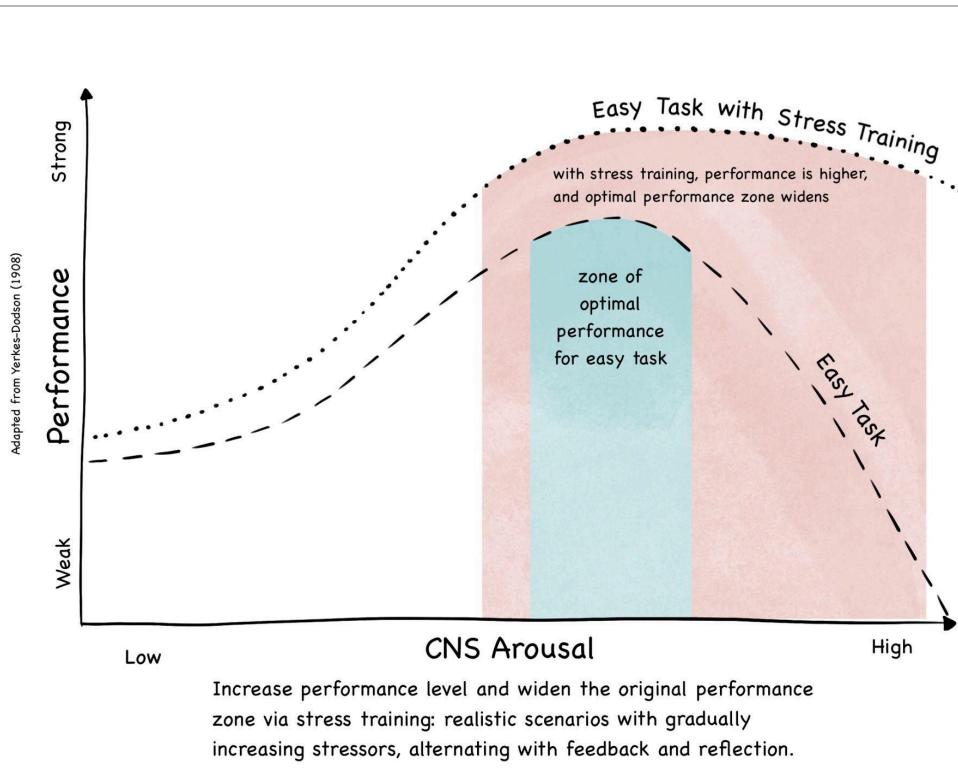
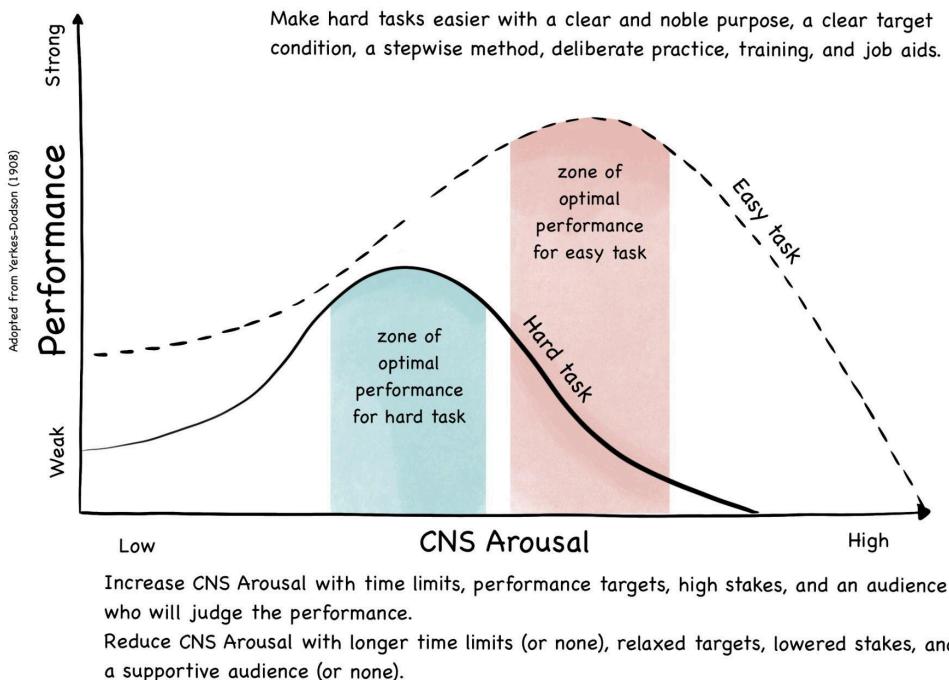
## Eustress and Peak Performance

The Yerkes–Dodson law states that performance goes up with physiological or mental arousal (eustress), but only up to a point. Go too high (distress) and performance drops.



**NOTE:** self-talk is often inversely correlated with location  $P_1/P_2$ . Implies the boss may need to know the person better than they know themselves.  
 (Note the correlation with the Flow Channel.)

# Mental Models for Best Bosses



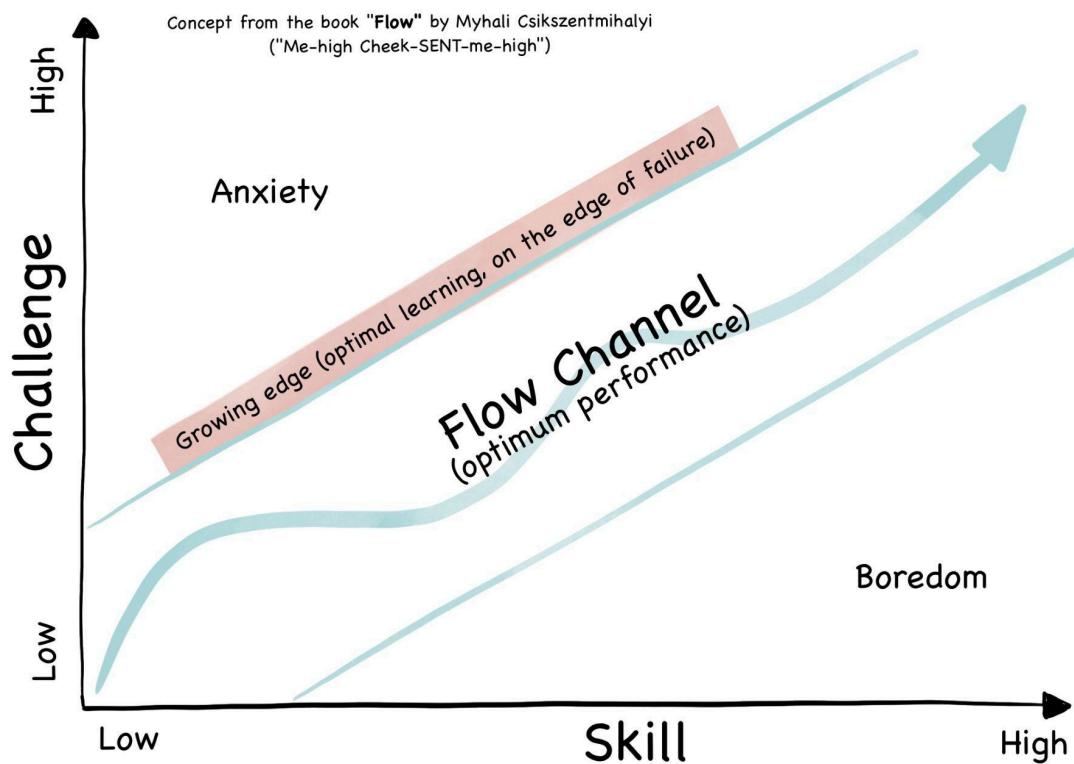
When a person is in the grip of their Saboteurs (PQ) they experience more subjective stress; when they are in their Sage brain their subjective stress is much lower and they can perform better.

Sources: various

## Flow and Optimal Performance

People “in the zone” lose track of time and experience a sense of euphoria—they are also at their most productive.

Keep your people performing optimally by balancing the challenges you give them with their skill at handling them.

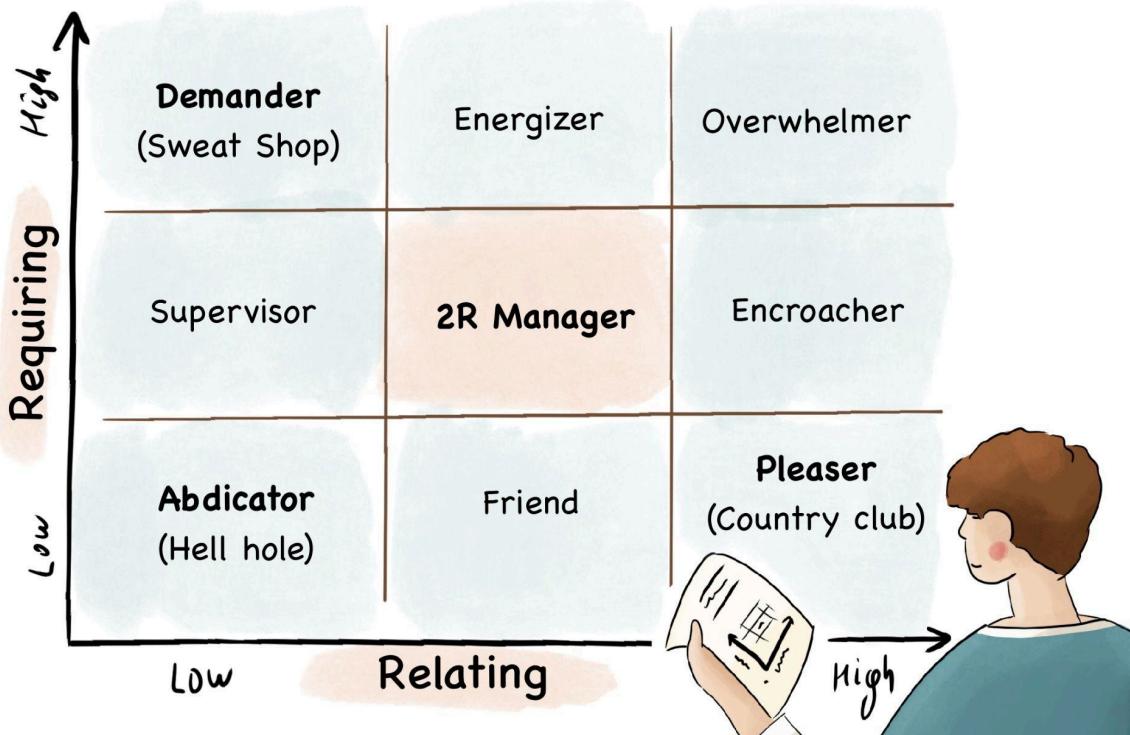


To maximize learning, push yourself or your people to the edge of their comfort zone (but not beyond). You *will* get more errors here. Some call this “zone of optimal learning” or “your growing edge” or the “zone of optimal play”—playfulness is vital to speed learning. (It’s much harder to learn when afraid or feeling highly pressured.)

Source: "Flow (psychology)." Wikipedia. Wikimedia Foundation, 09 May 2017. Web. 16 May 2017. <[https://en.wikipedia.org/wiki/Flow\\_\(psychology\)](https://en.wikipedia.org/wiki/Flow_(psychology))>.

## Relating and Requiring

These are the two skill sets required to keep a direct report (someone who reports directly to you) in a state of optimal performance and growth.



### Skills of Relating

- **Asking** - asks others for input, opinions and ideas
- **Listening** - actively and well, such that other people feel truly heard
- **Including** - makes decisions with input from appropriate others, who feel their ideas and concerns are considered
- **Coaching** - helps others find their strengths and discover their own answers.
- **Encouraging** - brings positive energy to conversations, and makes others feel safer, more courageous, and more self-confident

### Skills of Requiring

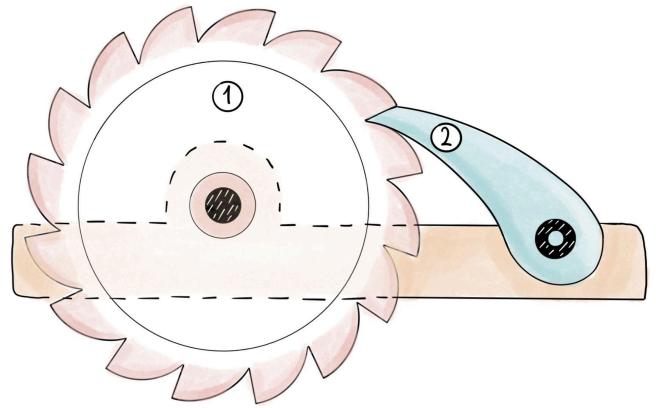
- **Creating common expectations** - makes it very clear what they expect, by when, and at what quality; you always know in advance how they'll assess work (Clear is Kind; Unclear is Unkind)
- **Insisting on excellence** - will ask other people to re-do work if it's not good enough
- **Focusing on goals** - sets clear priorities for the work, and communicates them clearly; always works on the most important task first, and guides others there
- **Creating appropriate controls** - establishes check-points and check-ins to make sure that quality is present, that rules are followed, and that people and projects don't go off-track (for very long)
- **Following up** - closes open accountability loops
- **Asserting Views** - comfortably and honestly expresses both pleasure and displeasure at others' work
- **Confronting problems** - does not hesitate to address behavior or performance that is out of bounds, against rules, or below standards

Adapted from: *The 2R Manager: When to Relate, When to Require, and How to Do Both Effectively* by Pete Friedes

See also: *Radical Candor* by Kim Scott

## Leading and Managing

**Leadership** (dealing with *change and fear*) is a set of behaviors about finding or defining **new work** and helping the team or firm transition away from the old known work to the new unknown work. Leaders also create psychological safety for the team and are responsible for growing team performance. [1: red gear]



1. Change: Leadership turns the wheel
2. Sustaining the Change: Management prevents backsliding

**Management** (dealing with *complexity*) is a set of processes that get the **known work** done correctly, well, on time, and on budget. It may be boring but it's vital. [2: green pawl]

**All managing and no leading:** *Status Quo.* You get good at today's work, but you won't adapt or change. Without leadership, change can be terrifying.

**All leading and no managing:** *Hallucination.* You get the team to the promised land, but only to visit — because nobody is focusing on doing the (new) work correctly, on time, and on budget. Without management, change won't stick. The team regresses to the old way.

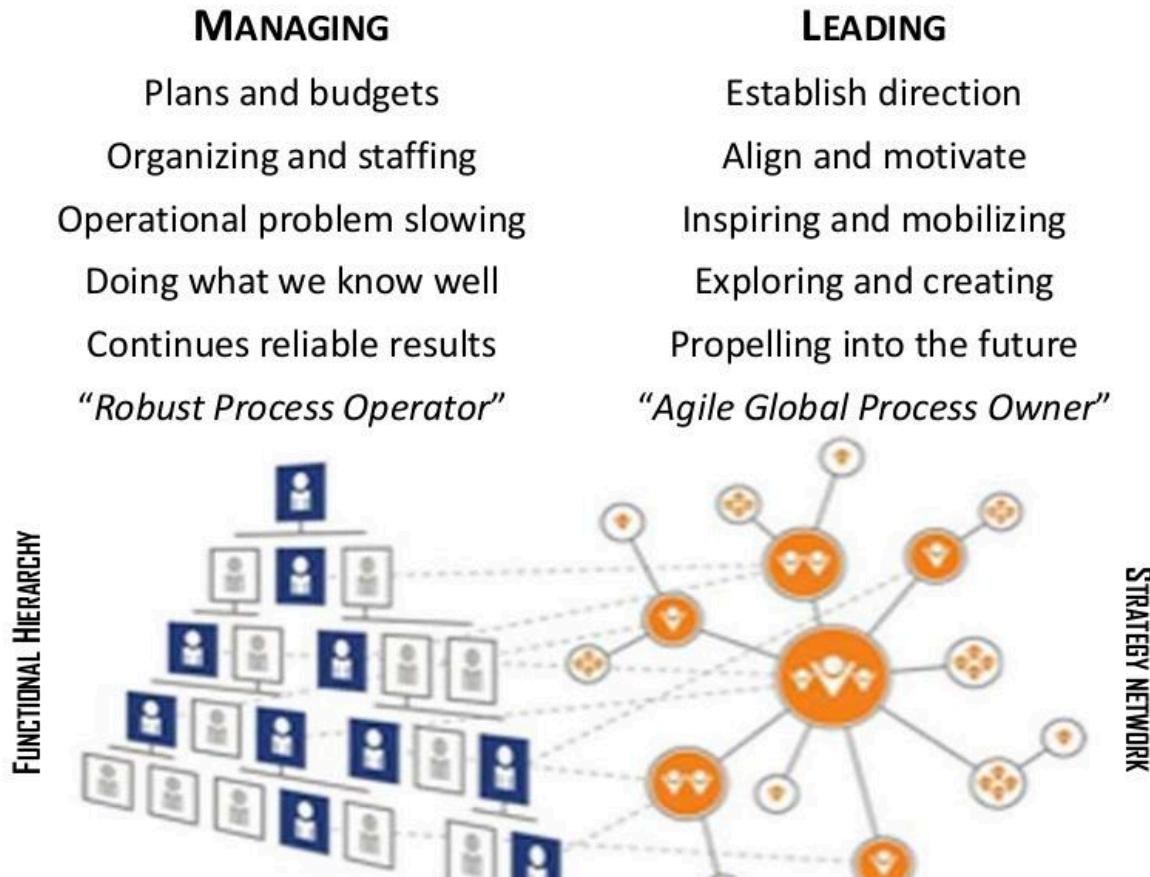
	Leading	Managing
Vision	Setting Direction ( <i>create visions and strategies; set boundaries on planning</i> )	Planning and Budgeting
Risk	Choose which risks to take	Mitigate and manage risks
Clarity	Aligning People ( <i>making it safe to take initiative within clear bounds</i> )	Organizing and Staffing
Desire	Motivating	Controlling and Problem Solving
Coordination	Via informal networks (persuasion)	Via formal structures (org chart)
Trust	Openness, Honesty, Psychological Safety, Benevolence	Accountability, Follow-up, Integrity, Competence in a Domain

Adapted from the work of John Kotter

Notice that when managing, you don't deal directly with **fear** — when leading, you do. Failures in management can destroy safety, however, and create fear.

## Dual Operating System XLR8 Model

Creating organizational change is qualitatively different from running daily operations.



### Implications:

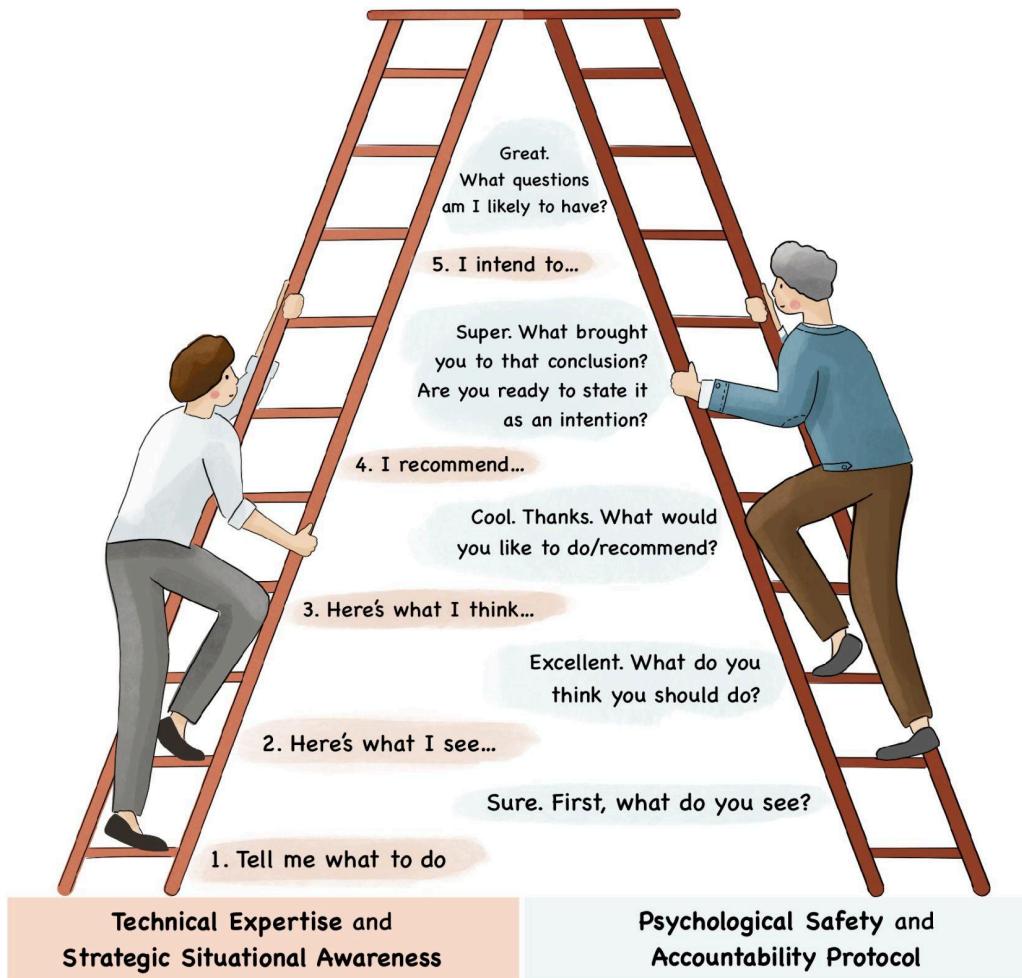
- Change is both led (via the voluntary Strategy Network) and managed (via the existing or updated Functional Hierarchy)
- Change requires the voluntary and enthusiastic efforts of people working outside of their normal functional boxes

### Sources:

- Kotter, John - <https://hbr.org/2012/11/accelerate>
- [https://www.slideshare.net/emiliano\\_soldi/accelerate-xlr8-your-agile-transformation/18](https://www.slideshare.net/emiliano_soldi/accelerate-xlr8-your-agile-transformation/18)

## Empower with the Ladder of Delegation

Read this from the **bottom up**, starting with #1. Your “direct” is your direct report—someone whom you manage. *You must stay exactly one rung above them. Fear will drop them back to the bottom.*



**REQUIRES: technical expertise and strategic situational awareness.**

The “I intend to....” should be initiated by them, and should include anticipating, and providing information for, all reasonable concerns you have.

*Example:* “I intend to reward Joan with a \$100 gift certificate in recognition for her recent performance previously described. Gifts are one of Joan’s top Languages of Appreciation; the amount is within my budget for this quarter for such gifts; it’s within our reward guidelines; and she hasn’t received a gift certificate in the last six months. The rest of the team are aware of her outstanding performance.”

Adapted from the “Ladder of Leadership” in Marquet, L. David. ***Turn the Ship Around!: How to Create Leadership at Every Level***. Austin, TX: Greenleaf Book Group, 2012. Print.

See also **Decision Brief** (as a way to outline an Intention).

## *How Leaders Create, Reinforce, and Embed Culture*

(The ‘Spotlight of Attention’ or the ‘Eye of Sauron’)

Primary Methods to Embed Culture	Secondary Methods
What leaders regularly notice, measure, and control	Organization design and structure
How leaders react to critical incidents and organizational crises	Organizational systems and procedures
Observed criteria by which leaders allocate scarce resources	Organizational rites and rituals
Deliberate role modeling, teaching, and coaching	Design of physical space, facades, and buildings
Observed criteria by which leaders allocate rewards and status	Stories, legends, and myths about people and events
Observed criteria by which leaders recruit, select, promote, retire, and excommunicate organizational members	Formal statements of organizational philosophy, values, and creed

### **What Leaders Pay Attention to, Measure, and Control**

What leaders systematically pay attention to, communicates major beliefs.

- What is noticed
- Comments made
- Casual questions and remarks
- Becomes powerful if followers see/hear it, AND it's consistent

If the leader is **unaware or inconsistent**, confusion ensues. Consistency is more important than intensity of attention. (THEREFORE use One-on-Ones weekly.) **Self Awareness is Crucial.**

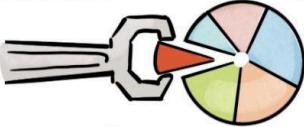
Attention is focused in part by the kinds of questions that leaders ask and how they set the agendas for meetings. *If a leader lacks self-awareness, they can easily create a culture they don't like.*

### **Leaders' emotional reactions, and what they do not react to, drives culture.**

Source: *Organizational Culture & Leadership* by Edgar H Schein via tnellen.com

## Capability Maturity Model (CMM)

Higher levels depend on the stability of the level below. You must **build from the bottom up.**

	5: Optimised	We tweak the system, and the numbers show what works and what doesn't. <b>We control changes and measure results.</b>
	4: Measured	Our measurements are meaningful because they're based on defined processes. <b>Measurements are meaningful.</b>
	3: Defined	We define good processes. They work because our people have the discipline to follow them. <b>Mastery of the basics. Use of Standardized Work.</b>
	2: Repeatable	We escape Ad Hoc by doing things the same way each time, even before we define processes. <b>Discipline and drill on the basics.</b>
	Level 1: Ad Hoc	Nothing is done the same way twice. Our successes are heroic and can't be repeated reliably. <b>Heroism and burnout.</b>

One hallmark of excellent companies is their **devotion to perfectly training and executing the fundamental disciplines of their craft.** (John Wooden taught the tying of shoes.)

Another hallmark of excellent companies is their **discipline at defining terms and using Standardized Work.**

“Standardized Work is one of the most powerful but least used lean tools. By documenting the current best practice, Standardized Work forms the baseline for kaizen or continuous improvement. As the standard is improved, the new standard becomes the baseline for further improvements, and so on.”  
Source: lean.org

**“A standard is made up of only those elements which, when not followed, result in a predictable defect or waste.”** ~Dr. Ryuji Fukuda via Dr. Gwendolyn Galsworth

CMM source: CMU. See also the [Standardized Work Template](#).

## Define and Manage Performance Excellence

You cannot manage what you have not defined. (Measurability is helpful.)

**First**, define the Target Condition. What exactly is to be achieved?

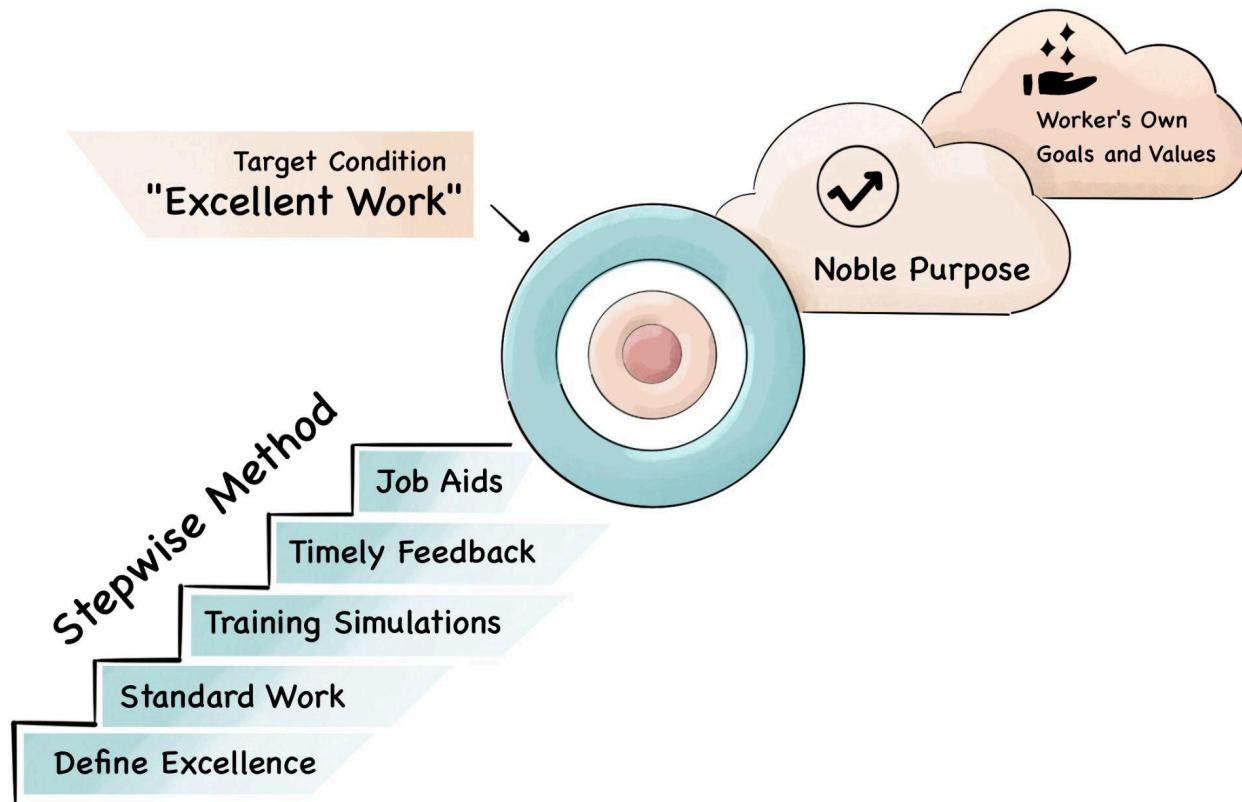
**Second**, clarify its noble, worthy purpose. (“Vision” or “Commander’s Intent.”)

**Third**, connect it with each worker’s own purposes and values. (Bricklayer story)

**Fourth**, establish a method for reliably reaching it. This is Standard Work.

**Finally**, partner with the worker to improve the method:

- Create timely feedback loops
- Provide realistic training and simulations
- Create job aids



See also: Watch One, Do One, Teach One; Standard Work

## *What is Performance Excellence for a Manager?*

Some version of the following should be in the job description of each manager.

As a manager (a role with positional power) you are 100% accountable for:

1. Everything your people **do**, and
2. Everything your people **fail to do**,
3. Whether you **know** about it **or not**.

What's your job?

1. To maximize each person's current performance **as an individual**,
2. To maximize the team's synergistic performance **as a group**,
3. To retain the best performers, and manage out (into new roles) any who cannot succeed,
4. To grow each person (and grow the team) to perform better over time and to master their craft, and
5. To handle (and appropriately escalate) errors, exceptions, problems, and emergencies.

OK, how do you uphold that?

- You need a definition of Excellence, above.
- You need a method. It's called the Becoming a Best Boss System.
- You need a noble purpose for this work, and you must connect it with your own values.
- You need standard work, timely feedback, realistic training, and job aids, for EACH of the 11 core behaviors of being a Best Boss.

See also: RACI Charts ([here](#))

## *Staying in the Driver's Seat and Owning Your 1%*

Which statement would you prefer to hear from someone you are counting on?

1. I'm late because traffic was bad. It's not my fault.
2. I'm late because I didn't allow enough time for traffic. I'll leave earlier next time.

Why do you prefer one over the other?

Most people MUCH prefer hearing #2, because they prefer to work with people who are powerful, who take personal responsibility, and who **focus** on what they **can** control and influence.

Failures, errors and let-downs are rarely 100% the fault of one person. Even when you have a conflict partner who is 99% at fault, you can still focus 100% of *your* improvement efforts on the 1% that you contributed. This has multiple virtues:

- It sets a positive example for the other person.
- It gives you something to focus on and keeps you moving forward and improving things.
- Other people around you want to work with you.

Not this:



But this:



From now on, try to NEVER talk like a helpless victim.

**Not:** “I **had** to miss your meeting because my boss called me into another meeting.”

**Instead:** “I **chose** to miss your meeting because my boss called me into another meeting that conflicted. How can I best catch up?”

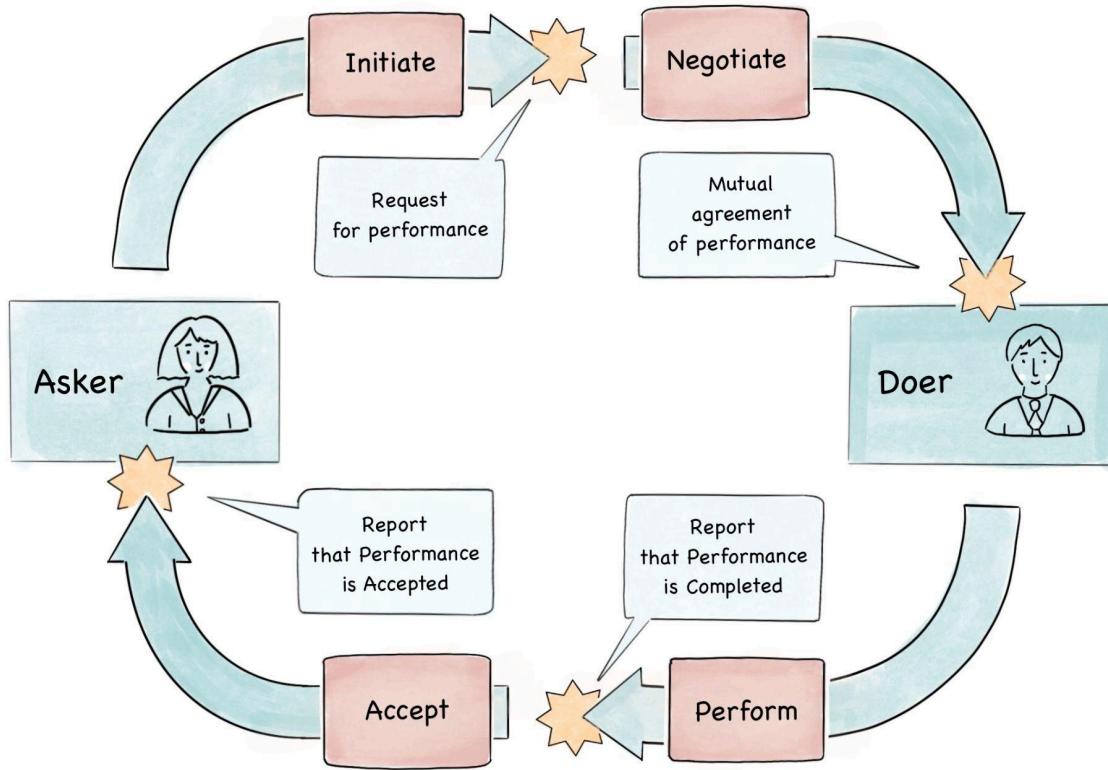
See also: *Positive Intelligence*

## Accountability Loop

Accountability is not blame. Rather, it's the state that exists when "We both agree that you did what we both previously agreed you would do." The prior agreement is the oft-neglected key.

Accountability takes place in four steps with two parties, an Asker and a Doer. When any of the steps is skipped, upset and let-down can occur. Problems are discovered in the last two steps (Perform and Accept) but most problems are created in the first two (Initiate and Negotiate).

To achieve excellence, front-load accountability by being clearer each time around. Use each mistake as a learning experience to improve the next loop.



Primary causes of people getting upset (according to Werner Erhard):

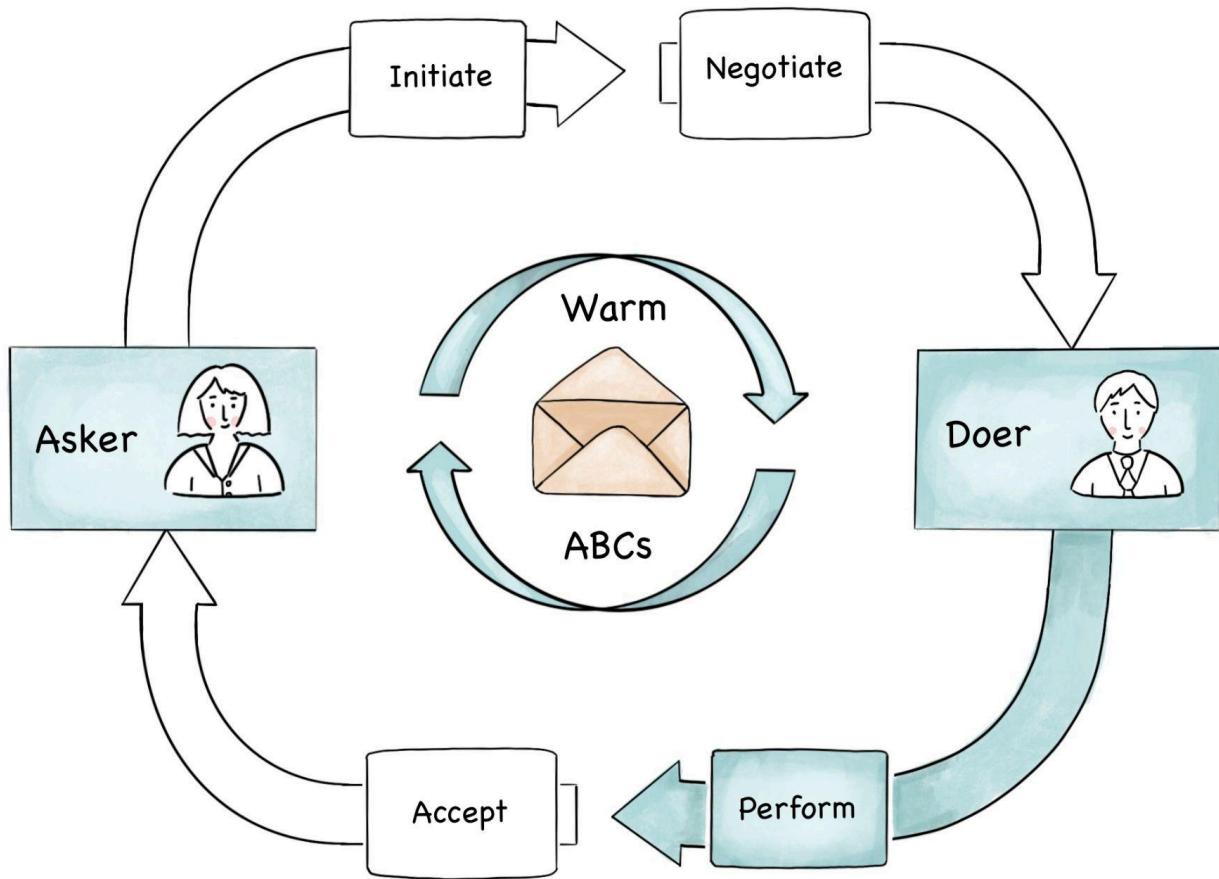
1. Undelivered communications
2. Unmet expectations
3. Intended outcomes are blocked/prevented

The Accountability Loop helps address portions of all three.

Source: Basic Workflow and "Conversations for Action" from Fernando Flores and Terry Winograd.

## *Warm ABCs (within the Accountability Loop)*

To be added.



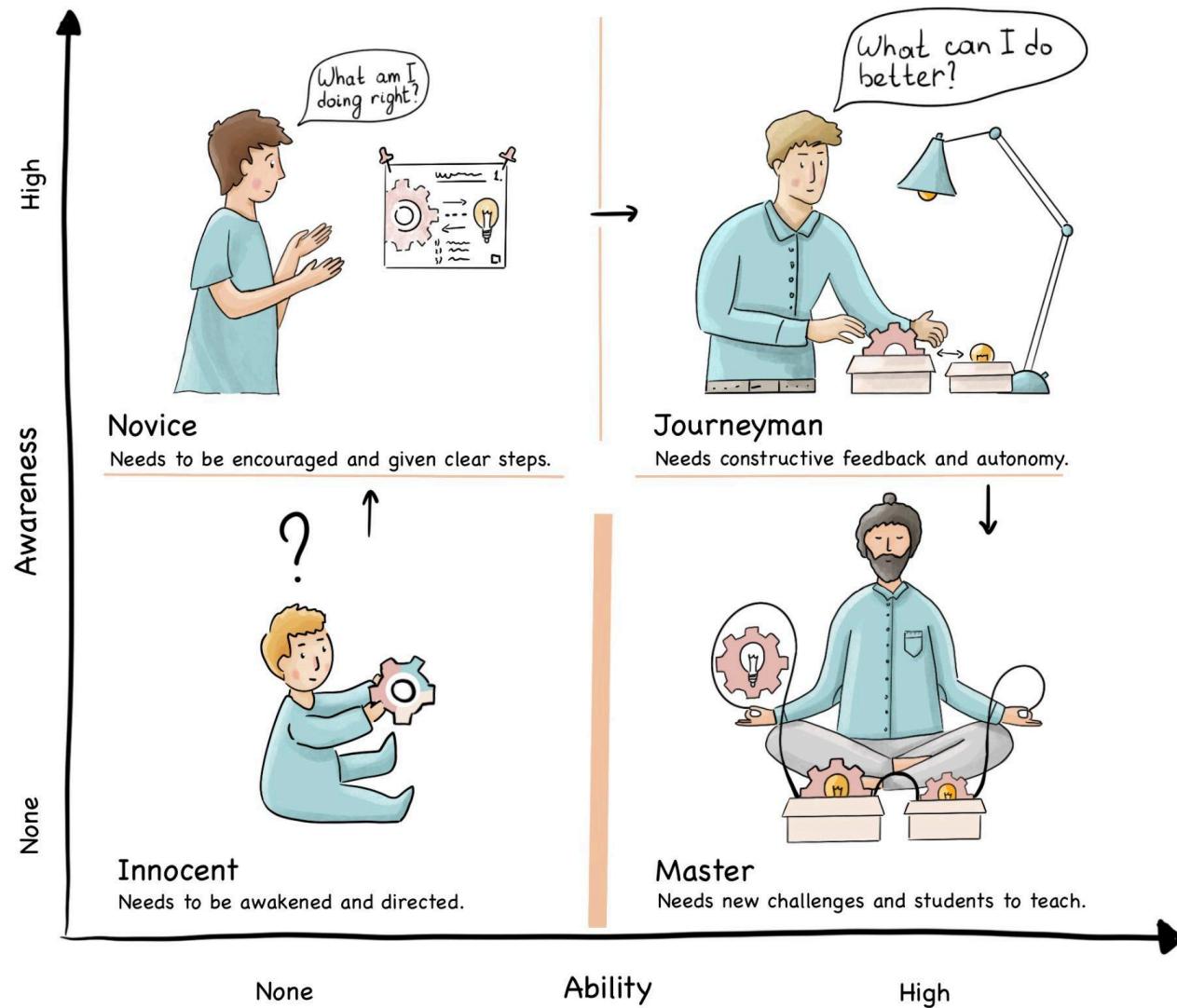
## The Journey to Learning and Mastery

The **Innocent** person is “unmarked” and doesn’t know what she doesn’t know.

The **Novice** is aware that there is much to learn and may be easily discouraged. Needs clear steps and lots of **positive feedback**.

The **Journeyman** is able to judge the quality of her own work and craves achievement, both positive and tough **feedback**, and growing autonomy.

The **Master** may forget the time when she didn’t know, and can grow complacent or arrogant; needs students and new challenges to retain their edge.



Source: various, especially *The Talent Code* by Dan Coyle

(Note the correlation with the Feedback and Input Models. Note correlation to Dunning Kruger Effect.)

## Forward-Looking Feedback (Feed Forward)

**Feedback** is from a manager to one of their direct reports, providing either appreciation for good work or future-oriented, constructive criticism for poor work. It contains a request, either to change or to continue (e.g. “keep it up”). It’s appropriate to log feedback and to look for patterns.

1. [PERMISSION] Hey, (name), are you open to some feedback right now? (*Wait for ‘yes’ and honor a ‘no.’ A ‘maybe’ is a ‘no.’*)
2. [ [In SITUATION] BEHAVIOR] When you (behavior),
3. [IMPACT] the **story** in my head is (story) and the **impact** I see is (impact).
4. [REQUEST] One of: [ Keep it up! || Thanks! || Can you do that differently next time? ]
5. [COMMITMENT] - you receive their promise of the future behavior.

*Example:* Hey, John, are you open to some feedback right now? (Waits for ‘yes.’) When I see you making eye contact with patrons and smiling, it tells me you’re paying attention to our training, and the impact I see is patrons who feel welcomed and comfortable. Keep it up!



Why each item matters:

- A. **Name:** proves to them you know their name. People like hearing their boss use their name.
- B. **Ask Permission, then wait:** lets them opt out (very rare); shows respect; gets them prepared to listen.
- C. **Describe the Situation and Behavior:** something a camera or microphone would pick up; proves you really saw/heard something and aren't just being emotionally manipulative. The 'Situation' (date/time/location) helps them remember the moment and believe you. (Flores: **Assertion**)
- D. **Story:** calling this 'the story in my head' greatly softens the impact and allows the recipient to understand that we're aware it's a story and we're open to other stories. Especially vital for corrective feedback. (Flores: **Assessment**)
- E. **Impact:** we all want to make a difference in the world. This lets the recipient see themselves as powerful (for good or ill) and see themselves through your eyes. Helps keep them empowered. ("Natural Consequence" of the behavior)
- F. **Request:** We need them to either keep doing good behaviors that bring about good results, or we need them to shift their behavior away from bad and towards good. We ask them to continue or change. If we're asking for change, their promise to change sets up next steps in progressive discipline and Consequence Management.

Keep a log of your first 15 days giving only feedback. Record the date, time, and location where you were when you gave it, along with the Name, Behavior, the date/time/location where they did the behavior, Story, and Impact. (sources include <https://manager-tools.com>)

## *Input*

**Input** is from one peer to another that provides a third party perspective about how someone's work may be landing for someone else. It never contains a request.

1. Hey, (name), may I offer you some input right now? (*Wait for 'yes' and honor a 'no.'*)
2. In (situation) when you (behavior), the impact I see is (impact).
3. I figured you'd want to know what I was seeing. (Disavowal)

*Example:* Hey, Joan, may I offer you some input right now? (*Waits for 'yes.'*) When you went around the room and asked each of the silent people to speak up, I saw Alex really open up and get animated for the first time that I can remember, and Jackie made some great contributions. I figured you'd want to know what I was seeing.

The “Disavowal” is the part where the giver of input makes it clear they are NOT requesting a behavior change.



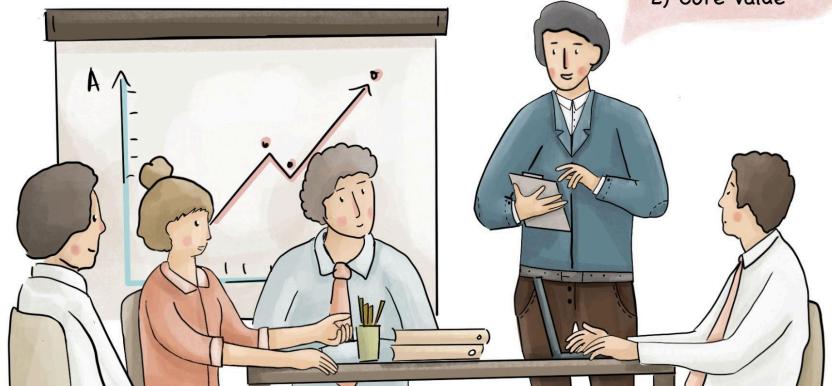
Sources: various, especially the book *Crucial Conversations* by VitalSmarts and the Feedback Model at [www.manager-tools.com](http://www.manager-tools.com)—both of which are highly recommended. See also “Nonviolent Communication” for more serious requests between peers.

## Acknowledgments

**Acknowledgement of Another** is a short way of noticing publicly someone's positive contribution.

1. I'd like to acknowledge (name) for (behavior).
2. The impact was (impact).
3. [Optional: this is a great example of (a core value of the firm).]

*Example:* I'd like to acknowledge Sally for staying late three nights this week to catch up on her chart audits. The impact was that we hit 100% on our audit metrics. This is a great example of our [Company] value of being Driven to deliver quality on time. (BE CAREFUL not to acknowledge someone in a way that they dislike. Many folks dislike the limelight.)



**Acknowledgement of One's Own Failing** is a short way of publicly sharing your awareness that you let someone down. It can (but does not need to) be followed by a commitment to some new behavior. *Prevents people wondering if you realize you screwed up. Names the small elephant. Do NOT include a story about how it's not your fault.*

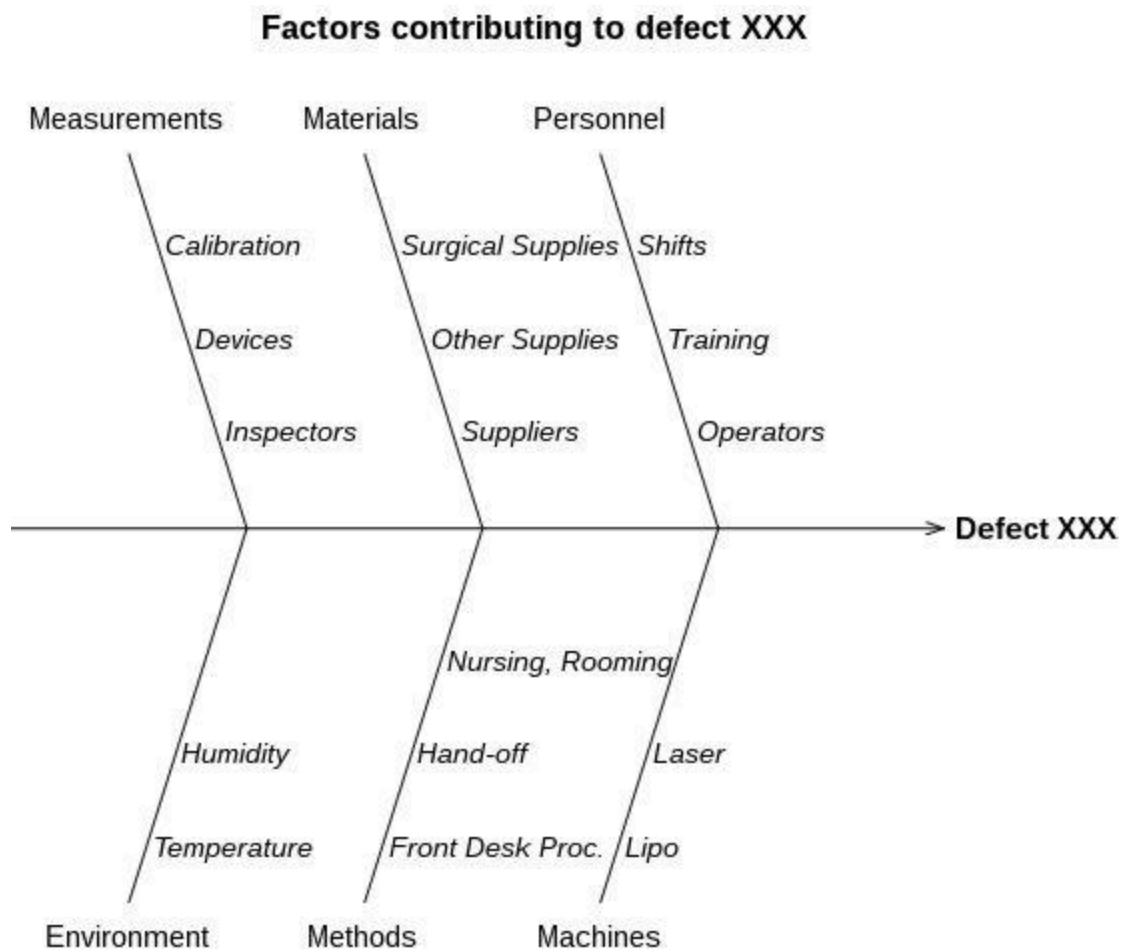
1. I acknowledge that I didn't (behavior I had previously promised).
2. [Optional: I see now that (my behavior that created this let-down).]
3. [Optional: In future I commit to (my new commitment).]

*Example:* I acknowledge I was a day late with my report this week. I had prioritized working on next quarter's budget and didn't budget enough time to finish the report by the due date. In future I'll block out an hour each Thursday to finish the report and I'll turn it in on time.

Sources: various, especially *Crucial Conversations* by VitalSmarts and the Feedback Model at [www.manager-tools.com](http://www.manager-tools.com).

## Problem Solving - Root Cause Analysis

The ‘fishbone’ or Ishikawa diagram is a way to take personalities out of the conversation and focus on the systemic causes of repeated problems or defects.



Use a structured problem-solving method with this tool.

Workers feel demoralized when root causes are not addressed. They feel empowered when root causes are addressed and they are part of the analysis and the careful deployment and testing of potential countermeasures.

(See also the Five Whys)



## *Leading the Whole Person*

To **lead** a person (past fear, change and uncertainty) and to **manage** them (in the face of complexity) requires you to deal with them as a whole, with all their strengths and weaknesses. You'll lead and manage a person better when you know, and remember:

- Their full name; Spouse's name; Names and ages of their kids
- Listener vs. Reader
- Strengths and Weaknesses
- Their DISC profile and communication tendencies
- Their top 3 values (e.g. efficiency, beauty, achievement, self-growth, thoroughness, etc.)
- Their top two Languages of Appreciation (i.e. Words, Gifts, Acts, Time, Touch)
- Their career goals in 2, 5, and 10 years
- How close are they to being promotable?
- What they need to learn/demonstrate next, to get toward their next promotion
- Their 2R tendency (if they're a manager or on track to become one)

## Player Lineup for Team Overview

Confidential, at-a-glance spreadsheet of the team. Use it for planning and reflecting.

## One-on-Ones Weekly

Get to know each of your directs as a unique individual through structured weekly meetings.

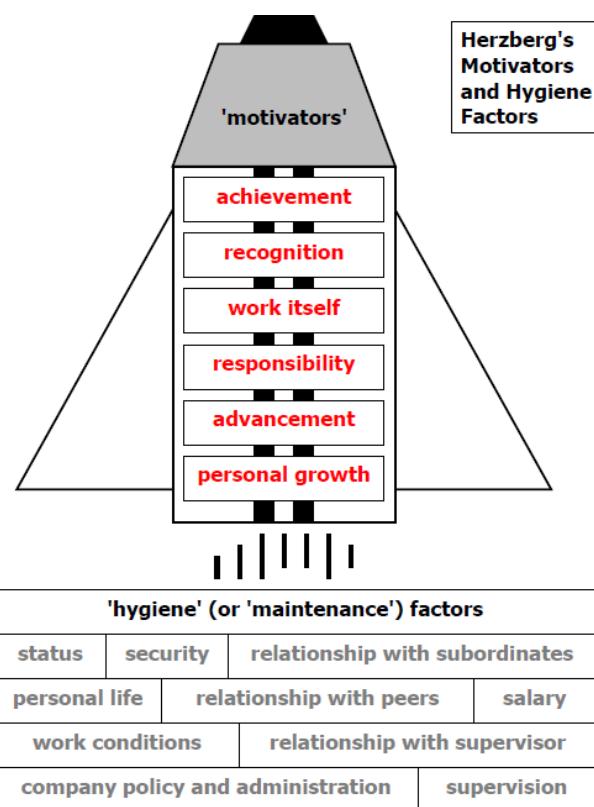
- Weekly
- 30 minutes
- Your direct speaks first
- You take notes

Use the meeting to build Relationship. Use the forms to track details across time. **13 forms = Quarterly review.**

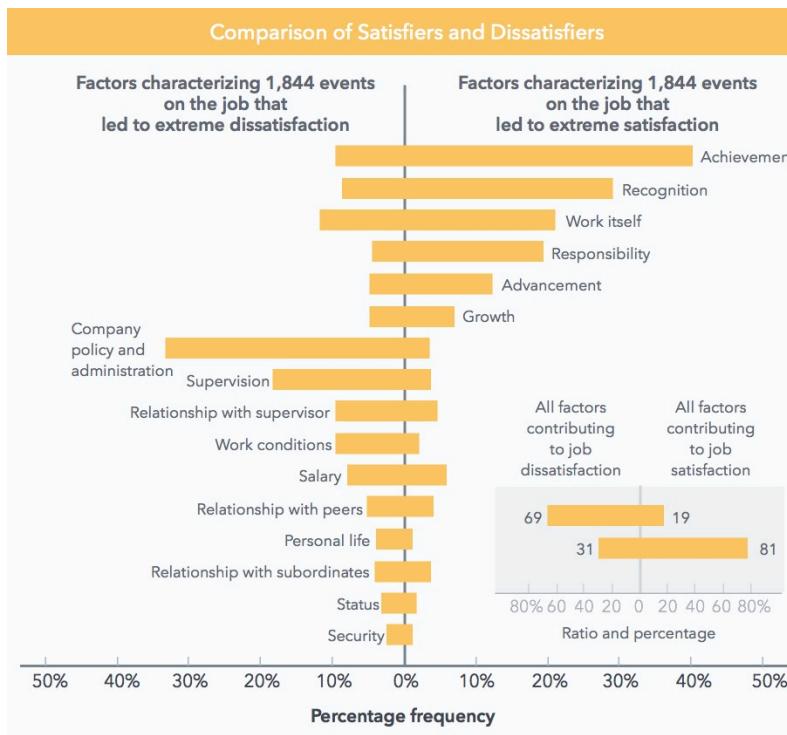
## *Motivators aren't Demotivators*

You must both remove demotivators and increase motivators. These are different things.

(See also Daniel Pink's "Drive" - Autonomy, Mastery, and Purpose)



Hygiene factors are merely a launch pad - when damaged or undermined we have no platform, but in themselves they do not motivate.



## Lean Purpose-Alignment Grid

Where to innovate, where to outsource, where to be good enough

### Lean Purpose-Alignment Grid

Answers the question, where to focus our innovation and what to do everywhere else



Adapted from: *Purpose Alignment Model* by Niel Nickolaisen

Source: Niel Nickolaisen in *Stand Back and Deliver: Accelerating Business Agility 1st Edition* by Pollyanna Pixton (Author), Niel Nickolaisen (Contributor)

## *Emotions of Change*

Organizational change brings strong emotions. Here is how to **honor** each.

### Anger

Well handled, it sets boundaries and outlines values. Misused, denied or repressed, it wreaks havoc.

*Therefore*, never tell your teammate or yourself, “Don’t be angry.” Rather, ask what information anger brings: **“What boundary has been violated? What value has been dishonored? What must be protected or restored?”** (Tom Cruise rant re Covid violation.) (See also: Gottman anger iceberg.)

### Fear

Soft fear is intuition. It says, “Pay attention.” All forms of fear are telling you, hey, go notice that. Go do the thing that needs doing. Fear’s energy directs you outward into the environment.

*Therefore*, never tell your teammate or yourself, “Don’t be afraid.” Maybe you should be. (See also Gavin De Becker’s excellent book [The Gift of Fear](#).) Instead ask, **“What needs to be done? What needs our attention?”**

### Sadness

Sadness is how we reconcile ourselves to the loss of things **it’s time to let go of**. Loss of an opportunity, loss of a hope or dream. Let sadness flow and you’ll transition into joy and peace. Resist sadness and it rots inside you. (or choice vs no choice; something not working)

*Therefore*, never tell your teammate or yourself, “Don’t be sad.” Rather, say **“Yeah, it’s hard. I’m here for you.”** The energy of sadness is a turning inward, reflecting, and releasing. Let it happen. Use *highly attuned language* from Stern’s Scale (next). (Movie: *Inside Out*.)

### Grief

It’s how we cope with **loss that’s forced upon us**, when it’s NOT time to let go, but we have to let go anyway — the death of our child; losing a job you love; other traumatic and sudden loss. (no choice?)

*Therefore*, never tell your partner or yourself, “It was her time.” If it were the right time, you’d feel sadness, not grief. With grief, it’s never the right time. Rage against the loss, remember the good times, weep bitter tears, and hold on to each other.

NOTE: trauma emotions may differ substantially and require a different approach.

Adapted from *The Language of Emotions* by Karla McLaren; see also *Atlas of the Heart* by Brene Brown.

## *How to Listen and Show Empathy with Attuned Language*

"Many a man would rather you heard his story than granted his request." — Phillip Stanhope, Earl of Chesterfield

### Stern's Scale of Attuned Responses

#### **Toxic**

**Beyond Unresponsive:** interrupts you in the middle of your sentence; shifts topic.

**Unresponsive:** obviously isn't listening, only waiting for you to stop talking; shifts topic.

**Indirectly Unresponsive:** says or implies, "Well, you shouldn't feel that way."

**Self-Referential Free Association:** says something like, "Oh yeah, that reminds me of the time when I..." or "Well you think you had it bad—listen to what happened to me," and makes no other reference to anything you've said. (Or, competes with their own bigger story.)

**Free Association:** responds to your statement by going on a tangent and making only an indirect reference to what you said. (*may be trying to avoid a difficult topic*)

#### **Cold**

**Impersonal/Non-nurturing:** indicates she has heard you but offers no sympathetic or empathic response. Basically her stance is, "That's the way the cookie crumbles."

**Superficial:** responds by saying, "Yeah I know what you mean," but does not sound sincere.

**Adequate:** shows evidence that he heard what you said; does not show interest or follow up.

#### **Warm**

**Responsive:** both hears what you said and also inquires further; you can elaborate.

#### **Empathic**

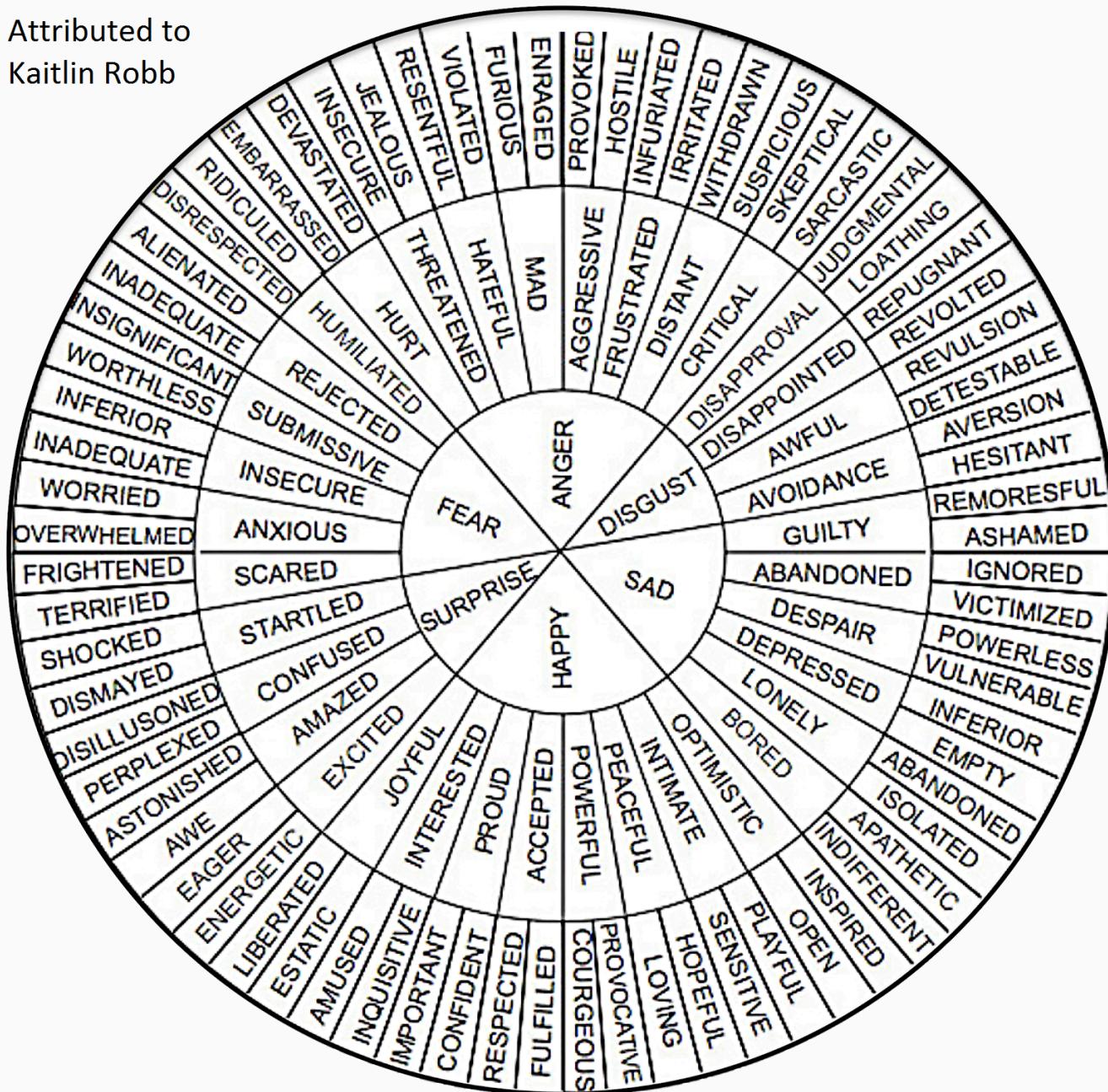
**Resonant:** The person indicates that she emotionally resonates with what you have said by responding with statements that show she is **trying to imagine what you are experiencing** (e.g., "I can imagine that you feel terrible..." or "I can only begin to guess what that was like for you..." or "You must have felt..."). Body language and facial expressions show empathy. Speaker is making eye contact and usually breathing deeply in the belly. (Be in Sage mode.)

Adapted from *Soul Work: A Field Guide for Spiritual Seekers*

## Wheel of Emotions

Use this to help you or others give a name to an emotion. Naming an emotion can help us share emotions without inflicting them on each other. Sharing a true emotion, gently, can increase intimacy and mutual understanding.

Attributed to  
Kaitlin Robb

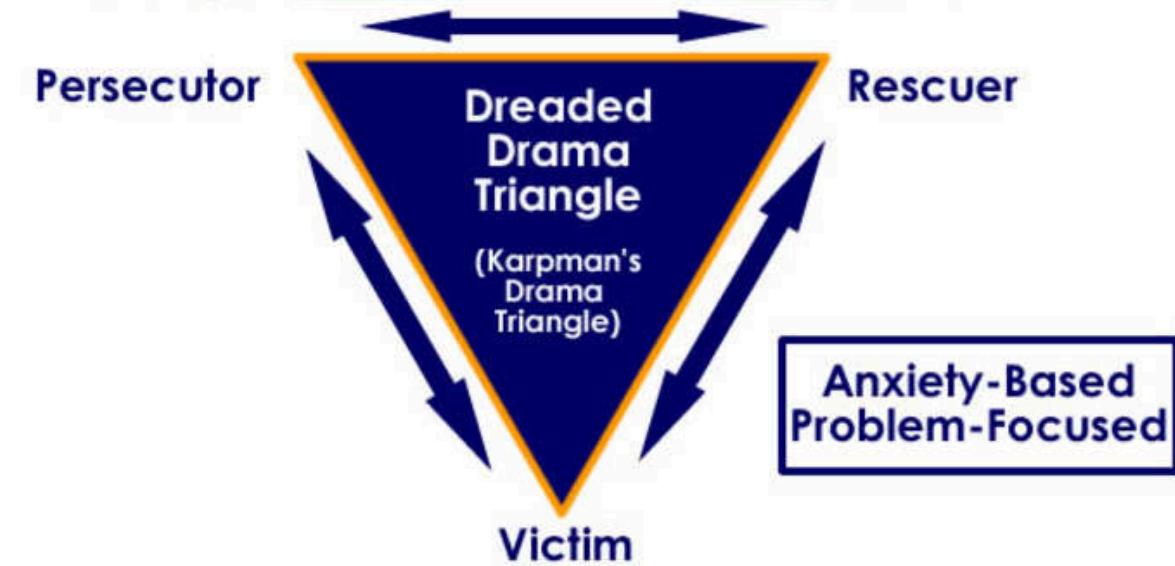


## *Situational Leadership*

(link to model 6 Learning and Mastery)

### (Karpman's) Drama Triangle

Emotional “drama” takes place in the dynamic between a Victim, Rescuer, and Persecutor.



An alternative is “empowerment” among a Creator, a Coach, and a Challenger.

**David Emerald's TED\* (\*The Empowerment Dynamic) triangle provides an alternative to the Karpman Drama Triangle**

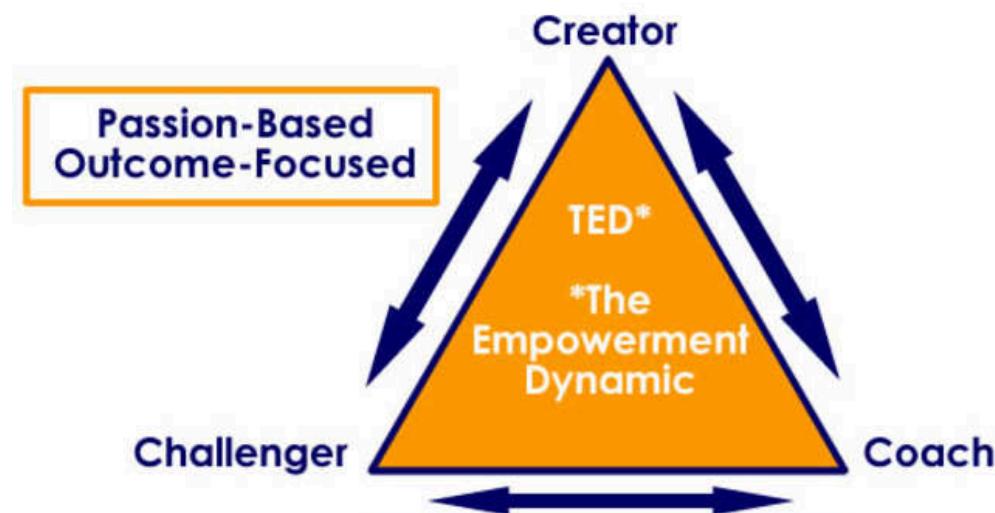


Illustration by David Emerald. See Emerald, David (2016). The Power of TED\* (3rd ed.). Polaris Publishing. pp. 1–138. ISBN 978-09968718-0-8.

See Dethmer on overcoming the Drama Triangle, aka “above or below the line” (fs.blog podcast). Also, Caitlin Walker in *From Contempt to Curiosity* covers the Drama Triangle.

## *Dunbar's Number and Building Relationships*

Main idea:

- You've got space for 150 'relationships' in your head (standard size for most folks)
- We crave evidence that other people have put us into one of their slots, that we 'matter' to them
- Leaders build trust in part by demonstrating that they have a persistent mental representation of the follower

### *Sorts and Sliders*

Used by a subordinate who needs to move a ball forward, in the absence of needed direction from their boss.

## *16+1 reason why workers don't do what they are supposed to do*

Source: Ferdinand Fournies (with an addition from Thomas Cox)

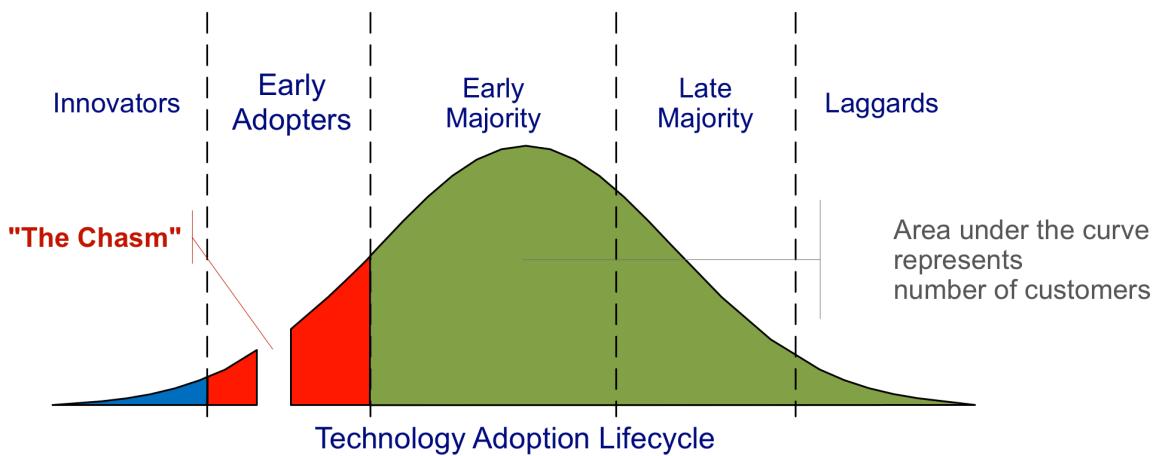
1. They Don't Know Why They Should Do It
2. They Don't Know How To Do It
3. They Don't Know What They Are Supposed To Do
4. They Think Your Way Will Not Work
5. They Think Their Way Is Better
6. They Think Something Else Is More Important
7. There Is No Positive Consequence to Them for Doing It
8. They Think They Are Doing It
9. They Are Rewarded for Not Doing It
10. They Are Punished for Doing What They Are Supposed To Do
11. They Anticipate a Negative Consequence for Doing It
12. There Is No Negative Consequence to Them for Poor Performance
13. Obstacles Beyond Their Control
14. Their Personal Limits Prevent Them from Performing
15. Personal Problems
16. No One Could Do It
17. [They think it's someone else's job not theirs ~Cox]

All of these can only be fixed by management. None of these are particularly wrong or bad on the part of the worker.

## Crossing the Chasm

One page summary

Main points for leaders - your followers won't all be equally enthusiastic about adopting any new way of being, thinking, or doing. This model helps you (A) envision how different people embrace change in their own way and timing, and (B) should sensitize you to the “chasm” that separates the early enthusiasts from everyone else—the point here is every change needs to be sold, bought, rolled out, adopted, reinforced, and maintained.



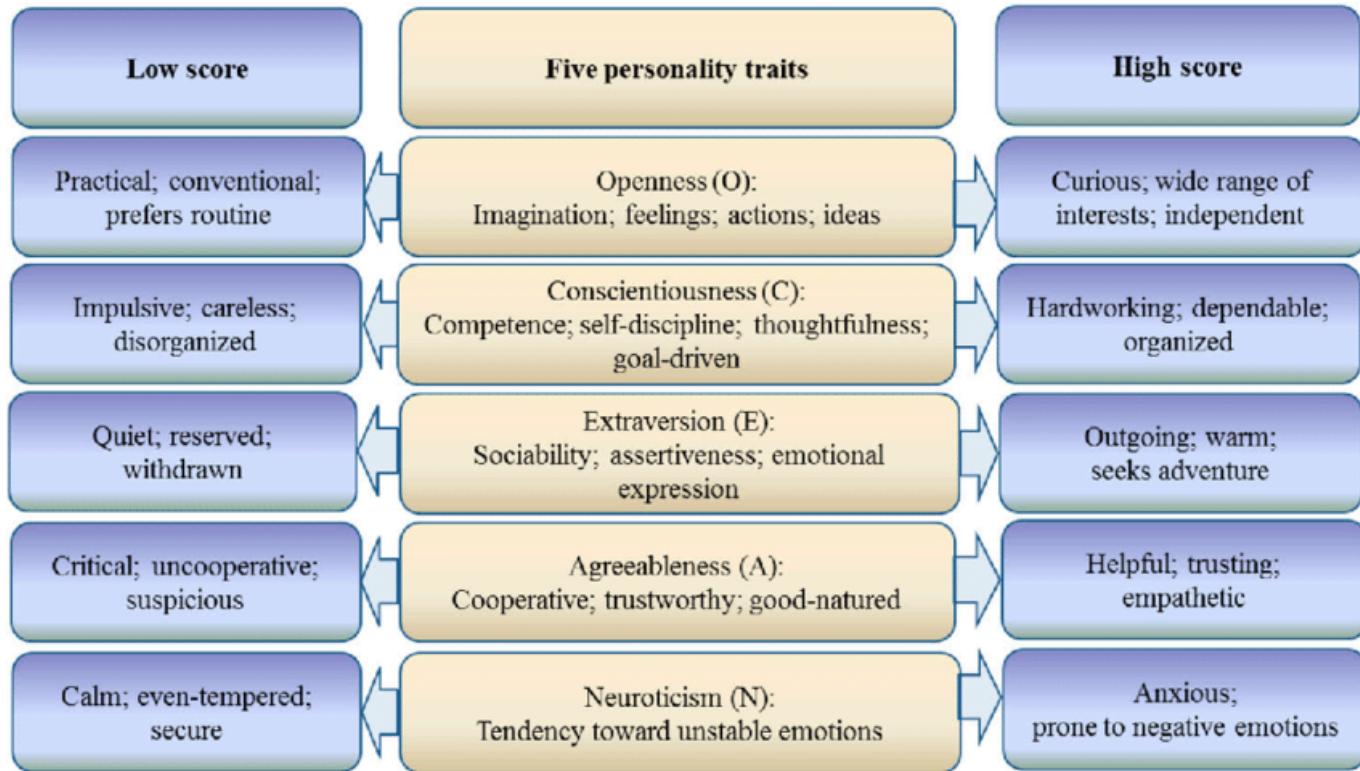


## *Checklist Manifesto*

One page summary - value of checklists as job aids.

## *Big Five Personality Traits (OCEAN)*

One-page summary - see Leading the Whole Person



The-five-personality-OCEAN-model-Sources-Goldberg-1990-1992-1993.png

## Dunning Kruger Effect

In *The Descent of Man* Charles Darwin said: “Ignorance more frequently begets confidence than does knowledge.”

The wise leader knows not to trust her own early confidence, and should also discount the easy breezy confidence of the new initiate. We must also not trust assurances from our directs that they understand something, that there are no problems, or that they are on top of a situation. Such assurances may be ungrounded, a result of the false confidence found at the peak of Mount Stupid.

“A little knowledge is a dangerous thing” is a warning that you may be atop Mount Stupid.

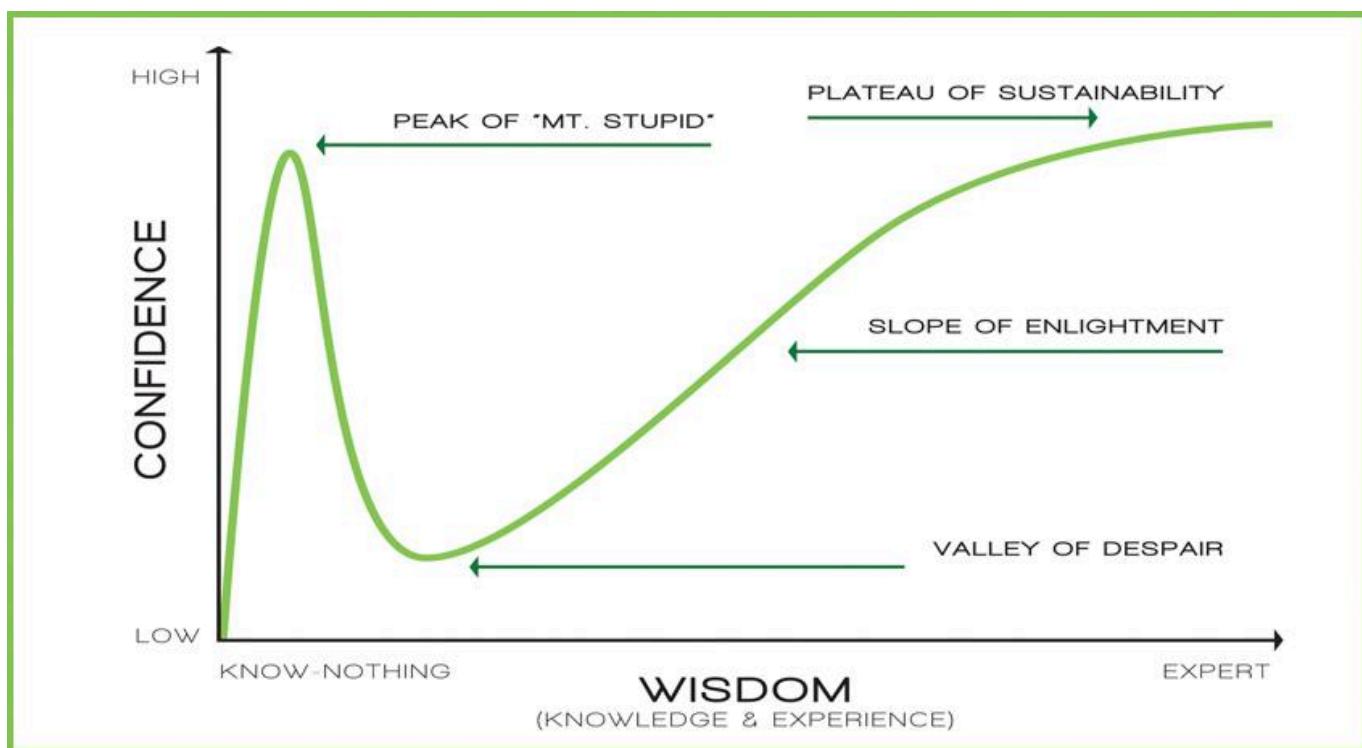


Image source: <https://onlinepethealth-info.com/2019/12/12/the-dunning-kruger-effect/>

## *Four Fold Way*

*How to handle difficult situations with integrity and presence.*

**The Way of the Warrior**

Show up, and choose to be present.

**The Way of the Healer**

Pay attention to what has heart and meaning.

**The Way of the Visionary**

Tell the truth without blame or judgment.

**The Way of the Teacher**

Be open to outcome, not attached to outcome.

## *Gareth Hill's Jungian Archetypes*

## *Mintzberg's Organizing in Fives*

Five basic mechanisms of coordination of work and workers:

1. **Mutual Adjustment** (two or more individuals coordinate their work as peers)
2. **Direct Supervision** (one person directs the activities of many subordinates)
3. Standardization of **Work Processes** (McDonalds)
4. Standardization of **Outputs** (standard widgets; light bulb threads; components)
5. Standardization of **Skills** (Engineers, Doctors, Lawyers, PMPs)

When work is novel, only Mutual Adjustment is possible. Most workers also find Mutual Adjustment to be emotionally and intellectually rewarding.

Mintzberg, H. (1985). Structure in fives: Designing effective organizations. London: Prentice Hall International Book review, 345.

## Constructive Conflict

When humans feel **threatened**, we fall into “fight or flight” mode. We will then show behaviors from one of these two **Destructive Conflict** styles, usually depending on whether we think we’ll win the fight:

Active	Passive
<ul style="list-style-type: none"> <li>• Winning at all costs</li> <li>• Displaying anger irresponsibly</li> <li>• Demeaning others</li> <li>• Retaliating</li> <li>• Intention invention<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Avoiding</li> <li>• Yielding</li> <li>• Hiding emotions</li> <li>• Self-criticizing</li> <li>• Working around people</li> </ul>

## To Avoid Feeling Threatened, build on the Three Pillars of Trust:

**Reliability:** you can count on me to do what I said I would do, or whenever I cannot, I will tell you quickly and help clean up. (Integrity)

**Competence:** I will demonstrate my competence at tasks I undertake, build my competence, and tell you honestly what I cannot do well. (Ability)

**Benevolence:** I will put your agenda ahead of mine at least some of the time, and demonstrate that with my actions. You will always know my agenda. I will be honest and vulnerable. (Transparency)

## How can conflict be constructive? By pursuing positive conflict behaviors.

With practice over time you can train yourself to pick the better of these two paths: "You disagree with me, and I find that **threatening**," or "You disagree with me and I find that **interesting**."

1. First practice internally the Passive Constructive behaviors
2. Then, try the Active Constructive behaviors.

Passive (internal)	Active (external)
<ul style="list-style-type: none"> <li>• Assuming positive intention</li> <li>• Reflective thinking (When did I ever do what they’re doing?)</li> <li>• Delay responding</li> <li>• Adapting to multiple win conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Reaching out</li> <li>• Taking the other person's perspective</li> <li>• Creating solutions</li> <li>• Expressing emotions (including anger) responsibly</li> </ul>

Every team can be a high performance team – through Constructive Conflict based on Trust.

Adapted from “The Trusted Executive” by John Blakey and “Becoming a Conflict Competent Leader” by Tim Flanagan and Craig Runde

<sup>1</sup> Making up a negative intention and attributing it to the other person, e.g. “He wants to destroy the company.”

## Team Agreements

Source: <https://hbr.org/2016/06/how-to-preempt-team-conflict>

Teams work best when they have shared values, and shared ways to express those values. When two people on a team have divergent expectations and don't realize it, they each tend to unconsciously judge the other for "doing it wrong"—which breeds avoidable conflict.

The best teams have shared values and expectations, and treat values-clashes as opportunities to be curious. They surface the hidden values-clash and forge a clear, shared agreement.

### Act: Misjudging Behavior

- ...how important are punctuality and time limits?
- ...what consequences should there be for being late or missing deadlines?
- ...what is a comfortable physical distance for interacting in the workplace?
- ...should people volunteer for assignments or wait to be nominated?
- ...what group behaviors are valued (helping others, not complaining)?

### Speak: Dividing by Language

- ...is a promise an aspiration or a guarantee?
- ...which is most important: directness or harmony?
- ...are irony and sarcasm appreciated?
- ...do interruptions signal interest or rudeness?
- ...does silence mean reflection or disengagement?
- ...should dissenting views be aired in public or discussed off-line?
- ...is unsolicited feedback welcome?

### Think: Occupying Different Mindsets

- ...is uncertainty viewed as a threat or an opportunity?
- ...what's more important: the big picture or the details?
- ...is it better to be reliable or flexible?
- ...what is the attitude toward failure?
- ...how do people tolerate deviations from the plan?

### Feel: Charting Emotions

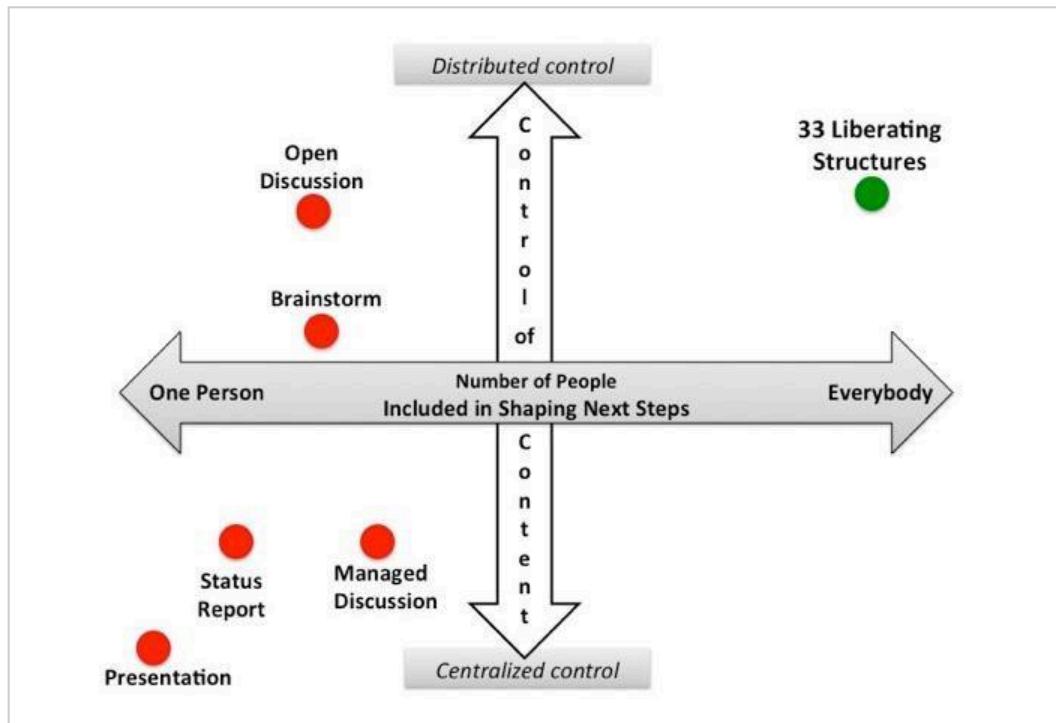
- ...what emotions (positive and negative) are acceptable and unacceptable to display in our context?
- ...how do people express anger or enthusiasm?
- ...how would you react if you were annoyed with a teammate (with silence, body language, humor, through a third party)?

Extend with issues of cooperation and coordination.

## Liberating Structures

<https://www.liberatingstructures.com/>

When one wants to involve large numbers of people in work, it can help to turn to the 33 practices called Liberating Structures (LS). The participants collectively create and control the **content**, and they also shape the **next steps** of work to be done.



The LS that I use most often is called “1-2-4-all”—the leader or facilitator prompts the group:

1. To write silently, alone, for 60 seconds on a specific problem, topic, or question
2. To pair up (with a person they don’t know well) and expand on and share what they wrote, for 2 minutes
3. To merge with another pair, and the four of them share what the pairs devised and summarize what stands out for them, in 4 minutes
4. Each foursome picks a spokesperson to share their top points with the whole group

This structure gives all participants time to think, write, talk, listen, and share, and ensures the whole group hears many perspectives.

Every manager should be comfortable with at least 3-4 LSES.

## Growth Mindset

For your own growth as a manager (and a person), and for the growth of your directs, it's vital to embrace the reality of the Growth Mindset.

The science of neuroplasticity shows that the brain itself grows and changes—it gets better at whatever you put time and effort towards. *But your ability to grow depends on your belief that you can grow.*

To self-assess, answer these questions about your attitude towards challenges and obstacles.

1. Do I believe that I can improve my **skills and abilities through effort and learning**, or do I believe that my abilities are fixed and cannot be changed?
2. When I face **challenges or setbacks**, do I view them as **opportunities** for learning and growth, or do I see them as personal failures?
3. Do I believe that my **intelligence** is limited, or do I believe that I have the potential to stretch myself and reach my full potential?
4. When I encounter **new information or experiences**, do I see them as **opportunities** to learn and grow, or do I avoid them because I don't want to risk failure or looking foolish?
5. Do I believe that I can **achieve my goals through hard work and determination**, or do I believe that my success is determined by factors outside of my control?

Because your belief about growth becomes a self-fulfilling prophecy, you (or your directs) will either **limit** your own growth and development by believing it can't happen (fixed mindset) or you'll **unlock** growth and development by believing that it can, and indeed routinely does, happen (growth mindset).

For yourself, do your best to embrace the growth mindset. For your directs, start by understanding where they are today. Don't try to change them immediately, but do understand their current worldview and build a strong relationship with them, so that you'll have the standing to gently challenge any fixed mindset beliefs they have, and to give them new experiences where they can see themselves growing.

### Sources:

- *Mindset: The New Psychology of Success* by Carol S. Dweck, especially Chapter 8.
- *SuperBetter: A Revolutionary Approach to Getting Stronger, Happier, Braver and More Resilient - Powered by the Science of Games*" by Jane McGonigal.

See also Positive Intelligence.



## *Mindset (Definition)*

A “mindset” technically is a mental structure that:

1. Selectively
2. Organizes and
3. Encodes

Information. When you have a mental structure doing all three of those things, it's going to have an outsized impact on the person who holds that mindset.

Mindsets are often attached to identities—a person can self-identify as “generous” or “practical” or some other label, and then adopt the corresponding mindset.

Certain mindsets are highly correlated with success in management and leadership. Others are highly correlated with failure in those roles.

What makes mindsets dangerous:

1. You can only select (notice) information that your current mindsets allow you to see or acknowledge. For example, I watched a manager who was convinced that the biggest issue for staff was that they might feel afraid to share ideas. He was blind to how a lack of structure in his meetings was causing frustration and inefficiency. He shook off attempts to bring structure because he kept interpreting that as likely to harm staff’s willingness to speak up. Ironically he was ignoring his own staff who spoke up to ask for more structure.
2. You will organize information based on what your mindsets tell you to do. Alternative forms of organization are unavailable to you and could feel threatening.
- 3.

What that means for you:

- Your greatest challenges will always accumulate in your blind spots.
- Your mindsets can create blind spots.
- Your identities can bring mindsets with them.
- Thus you can think yourself into trouble by becoming selectively blinded to problems, because you’ve adopted

## New Manager/New Executive Tasks and Questions

Let's come up with a plan for your 1st 90 days.

- Meet with directs 1:1
- Meet with stakeholders 1:1
- Meet with skips in groups (the directs of your directs)
- Understand the flow of value through this organization

Questions for each role:

- Why did the org create this role?
- What can one look at to see if the role is being carried out well?
- What should a person in this role spend 80% of their time on?

Get an org chart

Make a box-and-wire diagram of the org's divisions and who they each support

Qs to ask each person in the new organization:

1. Tell me about your role and responsibilities
2. How well utilized are you? How to be more?
3. Biggest challenge you face?
4. What supports you best in doing your job well?
5. What can I depend on you for?
6. If you were in my role, what would you like me to do differently from my predecessor
7. What questions do you have for me?
8. What questions do you wish I'd asked of you?
9. How do you like to be recognized for your good work?

## Progress Principle

Based on the book *The Progress Principle* by Amabile and Kramer (Harvard Business)

HBR 2007 article *Inner Work Life*, **managers are enormously powerful in helping employees be more productive**, which is the one thing front line managers think they have no power over.

Had 12,000 workers keep diaries. Pulled out 64,000 specific events on days they were most positive, best emotions, the biggest event was *making progress on their work*.

- It is **not** just telling people “the work is good”.
- People need to know [a] their work has value, or [b] there is a meaningful goal, or just [c] providing a service or a product that affects someone's life.

### Steps for Managers

1. Set clear meaningful goals: This is the mountain - you people find the way to climb it.
2. Have a mechanism to solve the setbacks; there will always be setbacks.
3. Step back and think about why.
4. It must be a team effort.
5. Don't try to hide failures; embrace them and learn from them.
6. Match work to the skill sets of the workers.
7. Vital to have Psychological Safety in the workplace, feeling safe to speak your mind.
8. Deep engagement in meaningful work gets you into **Flow**; it is not always easy but when people start seeing the results they are more motivated and engaged.

### Set Good, Clear, Meaningful Goals

**Include:** Set goals in consultation with the people who will be carrying out the work.

**Personalize:** Break down the goals within the team so everyone has their part.

**Don't change the goals** too much (but do adjust to fit evolving needs when necessary). Changing goals with no warning or explanation really confuses people, and leads them to feel like they are wasting their time. They find it to be disrespectful.

### Nourishment factor

At the end of the day- give yourself 5 mins

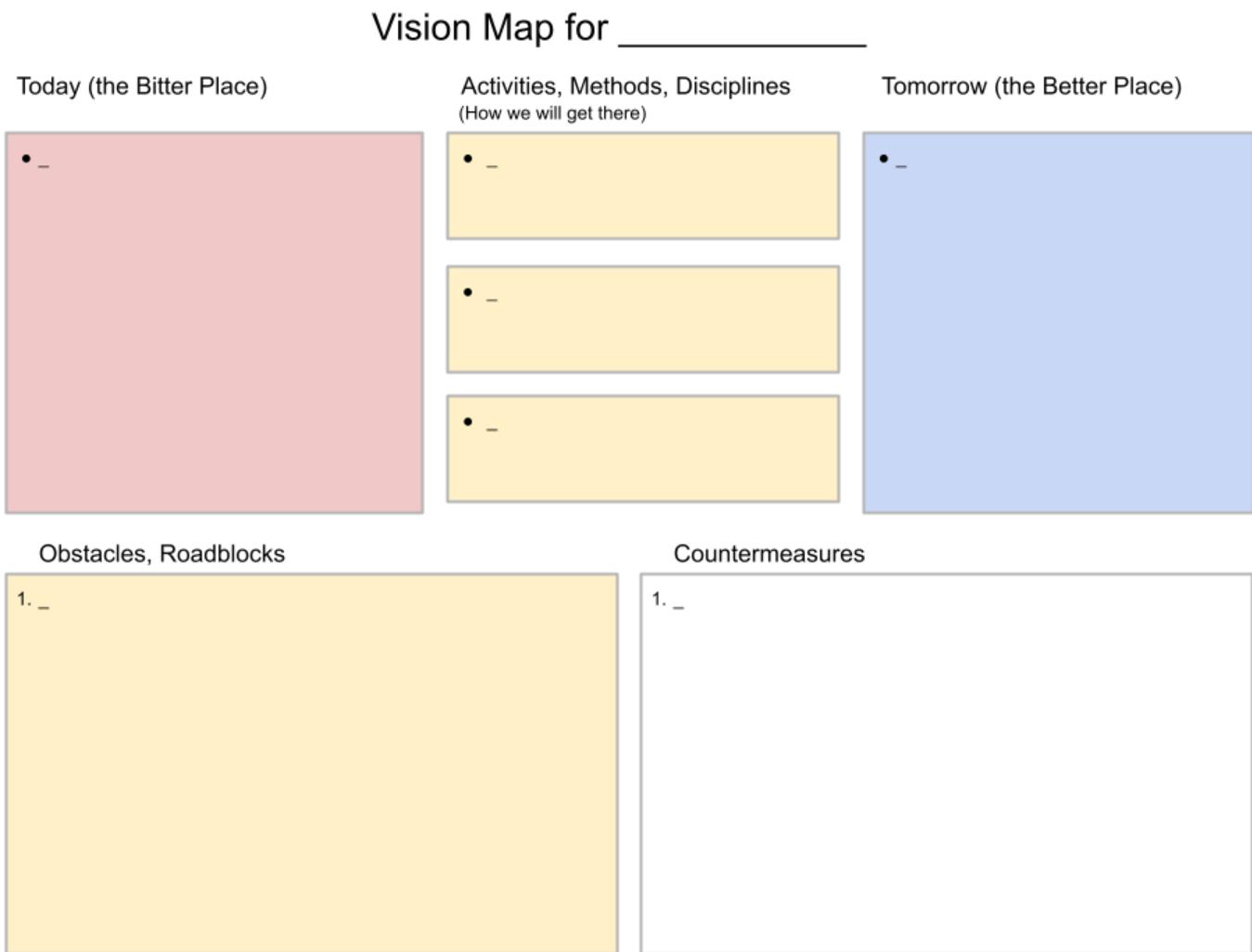
- Find one good thing and write it down
- Acknowledge your setbacks
- What can I do tomorrow to improve my work

Give yourself *and* your team a little nourishment.

## Vision Mapping

Purpose: to create a shared context for a team to address common problems and co-create a better future. Can also be used by an individual.

Describe what you don't like Today, and what you want Tomorrow to be like.



Next, build a shared model of what activities will create the change. Then track obstacles as they arise, and try various countermeasures to overcome them.

Post this in a shared place to keep it top of mind and ensure a shared context for the team. Update it frequently.

## Clean Language

Purpose: to help the speaker/client become aware of their controlling metaphors. Invites people to change, and positions them as in charge of their lives.

Ask about *Location, Attributes, Sequencing (Before and After),* and *Metaphor.*

Some basic clean questions are:

1. What do you want to have happen? [regarding some topic previously agreed]

You then listen closely to the specific words and images the speaker uses. Use ONLY their words in place of “...” in the remaining questions. For more guidance see

<https://cleanlearning.co.uk/blog/discuss/clean-language-questions>

Location

2. And where is ... ?
3. And whereabouts is ... ?

Attributes

4. And what kind of ... ?
5. And is there anything else about ... ?
6. And does ... have a size or a shape?

Relationship

7. And when [x], what happens to [z]?

Sequencing

8. And what happens just before ... ?
9. And where does ... come from?
10. And what happens next?
11. And then what happens?

Metaphor

12. And that's ... like what?

Adapted from work by David Grove, Judy Rees, and Marian Way among others.



## *Double Diamond Problem Solving*

(Describe)

## Clean Setup

The purpose of Caitlin Walker's "Clean Setup" is to get everyone on the same page from the start. It clarifies goals, addresses needs, and spots potential problems early. The process aligns the group and builds a solid plan for working together.

It also frames the group effort as something that should serve each person uniquely, and it asks each person to take responsibility for (A) knowing what they need in order to show up as their best selves and (B) asking for what they need.

To run a Clean Setup, ask each participant in a group effort these questions and record their answers (recap each person as they speak so they feel heard and so you confirm your understanding):

1. What would you like to have happen as a result of this session, project, or meeting? What would success look and sound like for you?
2. What do you need to be fully engaged and to achieve that outcome? Who do you need to be? How do you need to show up? Are there specific resources, support, or conditions that would help?
3. What might get in the way of this going well? Are there concerns or potential obstacles we should address?
4. Given what we've each shared, how do we agree to work together? What commitments can we make to stay on track?

## Training with Focus via Action Mapping

It's quick, easy, and wrong to assume you can boost performance or fix a problem with "training." Yet many, many managers default to that. If you

## Action Mapping

Everything supports the business goal.



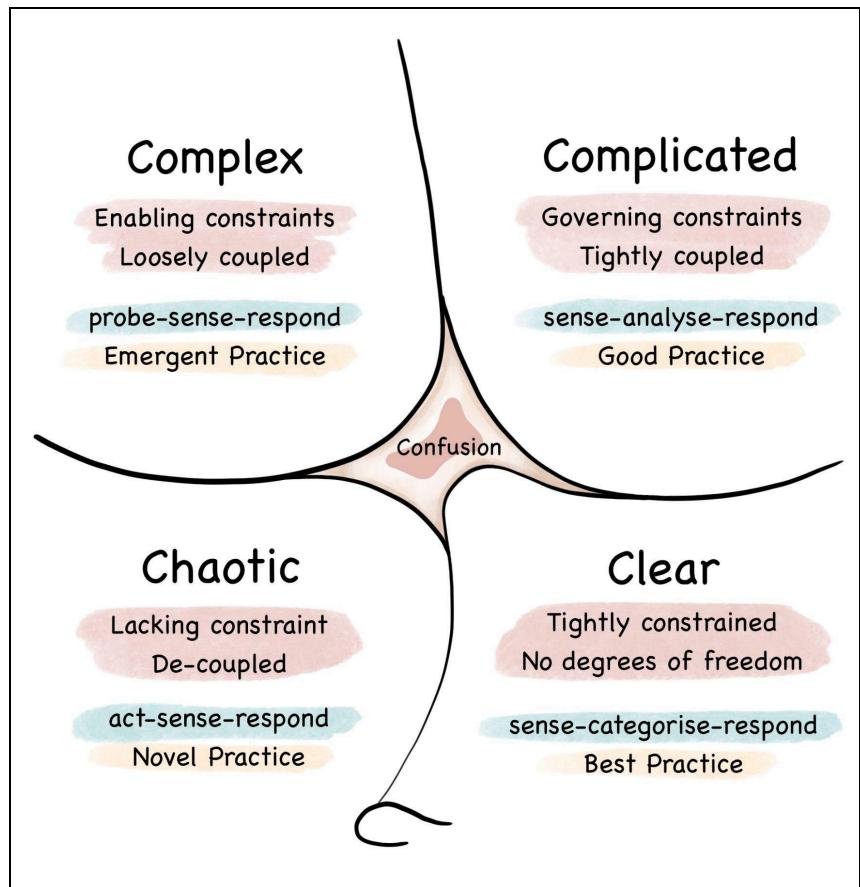
## Cynefin Framework

This framework shows four “Habitats” or domains for problems:

- **Clear** (how to put away silverware) - “known knowns” - there is a correct way.
- **Complicated** (how to select a method of incorporation) - “known unknowns” - there are many correct ways, and finding the right one for a given client requires analysis and judgment.
- **Complex** (how to end homelessness) - “unknown unknowns” - there are no right answers.
- **Chaotic** (how to handle the outbreak of war)

We can be tempted to oversimplify problems to make them seem Clear when they are not. This inevitably leads to disaster.

Source: Wikipedia



## *Positive Intelligence*

A set of models and practices that serve to quiet the “Survival Brain” and awaken the “Sage Brain”.

	Survival Brain	Sage Brain
Brain regions	Brainstem, limbic system, left frontal lobe	Empathy center, mirror neurons, right frontal
Motivates via	Fear, anger, guilt, shame, hate	Joy, optimism, realism, creativity
Upsides	Can lead to some success	Greater success. Can feel joy and fulfillment throughout the task
Downsides	Only feel good at the end of a task, and only briefly	
Self talk	“Have to,” “Should,” and “Must”; criticism of self, of others, or of circumstances	
Effect on self	Corrosive long term effects on health	Improves physical health
Effect on others	Harms relationships	Grows relationships

## *Eight Wastes of Lean*

Look for these forms of waste and find ways to restructure your work to avoid them. It's said that 90% or more of most processes are waste, so eliminating or reducing waste is the easiest and quickest way to improve productivity.

Remember the Eight Wastes by memorizing this story:

A firm buys an overly large amount (1. overproduction) of a key component from overseas, then pays to ship (2. transportation) those components to their facility. Now they must store it (3. inventory). They discover a flaw (4. defects) in some of the components. They must repair the defects (5. overprocessing). This involves some people moving about (6. motion) fixing, while others must sit idle (7. waiting). This extra work takes away time and prevents people from learning new skills (8. unused talent).

### The Eight Wastes and How to Address Them

1. Overproduction - only create what you need as you need it, with a modest buffer.
2. Transportation (of goods) - only transport the small number of items you truly need. Minimize travel paths for materials and components.
3. Inventory - minimize. Keep on hand only what you need immediately, and use low-stock conditions or customer orders as signals to replenish or reorder. Use a Kanban system and/or a Two Bin system.
4. Defects - halt production as soon as you discover yourself creating a defect, and fix the cause. Use "one piece flow" to quickly discover defects while making the one piece.
5. Overprocessing - by interrupting defect-creation you reduce post-production fixes. Don't create more quality at any stage than the customer wants.
6. Motion (of people) - create a "spaghetti map" of how people travel around the workplace to perform their normal tasks. Then reorganize the workplace to reduce travel.
7. Waiting - in one-piece flow, the worker is always working on the right thing, people rarely wait, and the amount of product/inventory that is waiting to be worked on is minimized.
8. Unused Talent -

# Mental Models for Best Bosses



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