

Appreciative Intelligence

Seeing the Mighty Oak in the Acorn



**Discover the Ability behind
Creativity, Leadership, and Success**

Tojo Thatchenkery & Carol Metzker

Foreword by David Cooperrider

Appreciative Intelligence

Seeing the Mighty Oak in the Acorn

Appreciative Intelligence

Seeing the Mighty Oak in the Acorn

Tojo Thatchenkery & Carol Metzker



BERRETT-KOEHLER PUBLISHERS, INC.
San Francisco

Appreciative Intelligence

Copyright © 2006 by Tojo Thatchenkery and Carol Metzker

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, write to the publisher, addressed "Attention: Permissions Coordinator," at the address below.



Berrett-Koehler Publishers, Inc.

235 Montgomery Street, Suite 650
San Francisco, California 94104-2916

BK Tel: (415) 288-0260, Fax: (415) 362-2512
www.bkconnection.com

Ordering information for print editions

Quantity sales. Special discounts are available on quantity purchases by corporations, associations, and others. For details, contact the "Special Sales Department" at the Berrett-Koehler address above.

Individual sales. Berrett-Koehler publications are available through most bookstores. They can also be ordered directly from Berrett-Koehler: Tel: (800) 929-2929; Fax: (802) 864-7626; www.bkconnection.com

Orders for college textbook/course adoption use. Please contact Berrett-Koehler: Tel: (800) 929-2929; Fax: (802) 864-7626.

Orders by U.S. trade bookstores and wholesalers. Please contact Ingram Publisher Services, Tel: (800) 509-4887; Fax: (800) 838-1149; E-mail: customer.service@ingrampublisherservices.com; or visit www.ingrampublisherservices.com/Ordering for details about electronic ordering.

Berrett-Koehler and the BK logo are registered trademarks of Berrett-Koehler Publishers, Inc.

Cataloging-in-Publication Data are available from the Library of Congress.

First Edition

Hardcover print edition ISBN 978-1-57675-353-8

PDF e-book ISBN 978-1-57675-513-6

2007-1

To Tessy, Sruthi, and my parents

— T.T.

To Eric, who sees infinite wonderful possibilities

— C.M.

Contents

Foreword by David Cooperrider	ix
Preface	xv
Chapter 1 Appreciative Intelligence: The Missing Link	1
Chapter 2 Leveraging Appreciative Intelligence	15
Chapter 3 Appreciative Intelligence in Action	35
Chapter 4 Reframing Reality for a Great View	51
Chapter 5 Appreciating the Positive	67
Chapter 6 Seeing How the Future Unfolds from the Present	79
Chapter 7 Appreciative Intelligence at Work	91
Chapter 8 Developing Your Appreciative Intelligence	111
Chapter 9 The Case for Appreciative Intelligence	131
Chapter 10 The Brains Behind Appreciative Intelligence	143
Chapter 11 Moving Forward for an Extraordinary Future	157
Notes	169
Bibliography	181
Index	187
Acknowledgments: Appreciating Those Who Made This Book Possible	201
Appreciative Intelligence: Working for You	207
About the Authors	209

Elevating and Extending Our Capacity to Appreciate the Appreciable World



Imagine what would happen to you if you had the ability to see consistently, and connect with, every strength—every one of the capacities—inherent in the world around you; or to see every positive potential in your son or daughter; or, like Michelangelo, the intellectual ability to “sense” the towering, historic figure of David “already existing” in the huge slab of marble—even before the reality.

Indeed, the appreciable world—the universe of strength, value, and life-generating potential all around us—is so much larger than our normal appreciative capacity. Yet there are some—we all know them—who seem to have a special knack for seeing, noticing, and connecting with ever-expanding domains of positive potential. There are great coaches who see extraordinary things in their players, hidden strengths no one has ever seen. There are grandparents who “know” the specialties of their grandchild, intuitively it seems, long before those potentials are nurtured or even recognized by others. Could such appreciative capacity explain, for example, the success of leaders who have ranked relatively low on traditional measures of IQ but have gone on to change human history or reshape entire industries?

In late 2005, two years after the publication of the human genome, a global team of scientists published a new map of human genetic

variations that will enable scientists to begin to answer many questions related to health, longevity, and aging. The map was catalogued by the HapMap Project, involving scientists from Japan, the United States, Canada, China, and Nigeria. Francis Collins, director of the Human Genome Research Institute, said, "I have dreamed of the day when we would be able to apply the tools of genetic analysis to the . . . prevention of common diseases. . . . [This announcement] brings us a step closer to that dream."¹ Speak to anyone involved in the human genome work and one thing is clear: The work is thrilling.

Something similar is happening in the field of human intelligence. Today we know with full clarity that there are multiple kinds of intelligence. Although many in our culture continue to adhere to the assumptions that intelligence is a single, general capacity that every human being possesses to a greater or lesser extent and that, however defined, it can be measured by standardized verbal instruments, such as short pencil-and-paper tests, today we know that these assumptions are theoretically untenable and developmentally confining. In the introduction to the tenth-anniversary edition of his classic *Frames of Mind: The Theory of Multiple Intelligences*, Howard Gardner indicated that all the groundwork is now laid and that we stand poised at the beginning of mapping the codebook for thinking about intelligence, including everything the term implies, from the creation of classrooms to the cultivation of leadership. Many asked whether additional intelligences were added—or original candidates deleted—since the early work on multiple intelligence in 1983; although Gardner chose "not to tamper *for now* with the original list," he stated unequivocally his conviction that there are in fact others, from "intrapersonal intelligence" to some form of "spiritual intelligence" to a kind of meta-intelligence that can "yoke all the intelligences together and mobilize them for constructive ends."²

Appreciative Intelligence, I believe, is about this, the latter. It's about the kind of intelligence that not only can "yoke" but elevate and extend the intelligence of the wide variety of known intelligences: linguistic and logical-mathematical intelligence, musical intelligence, spatial intelligence; bodily-kinesthetic intelligence; and the types or forms of personal intelligence, one directed toward other persons, one directed toward oneself. The subtitle in this scholarly and captivating work by

Tojo Thatchenkery and Carol Metzker says it all. Put in the most concise, metaphorical way, Appreciative Intelligence is “the ability to see the mighty oak in the acorn”; that is, it’s all about the ability to perceive the positive *inherent generative potential* in the present. And, as the reader will soon see, it’s a powerful construct. Immediately upon turning the book’s pages I began to understand things about my sons and daughter I had not noticed before and began to understand puzzles about tremendously successful leaders who literally had flunked out of grade school, yet today stand poised to change human history. Let me share a quick story, for, as we all know, sometimes a short anecdote can express more than many words. It is an unlikely story, but now I think I understand it.

At the time of this writing the situation in the Middle East appears more unstable, some say hopeless, than ever. It appears that nobody can find a solution to the bloody bombings, the conflicts and bitterness between Arabs and Jews and others, the suffering and distress, and the spreading of terror around the world. It’s precarious. It’s dangerous. And nobody sees an easy solution.

Nobody?

A few months ago I had the opportunity to speak as an invited guest at the dedication for the new Arison School of Management in Israel. During the talk I raised questions about where the peace is going to come from. From the lawyers? Not likely. From the military? Not likely. From governments? From the religious leaders—Muslim, Christian, Jewish, and so forth? My proposition, tentatively offered, was that it would be none of these. The best place to look, I argued, would be the world of business—that business could be the most important ground and force for peace. Forget about the major headlines of Enron and WorldCom, I said, because the 21st century is going to be a time when we learn to unite the dynamism and entrepreneurial capacities of good business with the global issues of our day. I did not have many examples, but made the argument anyway.

After the talk a stranger came up to me. He said: “I’d like to invite you to meet me at my helicopter tomorrow morning at 8:00. I want you to see this thesis in action—business as a force for peace.” He went on: “It’s a story of human imagination and the capacity to make something from nothing except hard work.” The next morning we flew to the Galilee region, across the desert to an area without any natural resources. It is called Tefen, and

later I discovered that this unassuming man was perhaps the wealthiest person in Israel; his worth was estimated to be over four billion dollars, and what he has created now accounts for over 10% of Israel's export GNP. His name is Stef Wertheimer. And for what he has accomplished, he honestly deserves to be nominated for the Nobel Peace Prize.

When I got out of the helicopter, I could not believe my eyes. Up until the mid-1980s Tefen was a barren hilltop grazed by local herds of goats. Today the scope of industrial exports manufactured at Tefen equals that of the entire Jerusalem area. Beautiful homes and neighborhoods surround what Wertheimer calls a "capitalist kibbutz"—with four Tefen Model Industrial Parks that have given birth to more than 160 new businesses and schools for all the children that now populate the area. Most surprising: the whole thing is based on the principle of coexistence, Arab and Jewish—living together, going into business together, building schools and art museums together, and dramatically transforming entrenched conflicts into collaborative energies for economic empowerment, development, and peace.

Stef Wertheimer is literally igniting a revolution in hope by harnessing the best in business to melt frozen animosities easily and rapidly, and in the process create islands of peace and shared prosperity. His theory: Create 100 more of these islands—a distinct and special kind of entrepreneurial industrial park modeled after the "Tefen Miracle"—and strategically locate them throughout the eastern Mediterranean. It's literally this region's version of a Marshall Plan and one that, growing numbers of supporters from Turkey, Jordan, Israel, and the Palestinian Authority believe, could lift the region out of poverty and take the biggest step toward finishing terrorism. It's something all of us should take notice of. In his book *War and Anti-War: Survival at the Dawn of the 21st Century*, the prolific author Alvin Toffler cites Wertheimer's example as one of the most important quiet revolutions in the world today.

Many are now calling the 79 year-old Wertheimer a genius, but most do not know that this genius dropped out of grade-school. He couldn't cut it. He failed in most classes. For survival he created his first business, and the first two people hired were an Arab and a Jew, respectively. A seed vision was born and was motivated, as he puts it, "by the metaphysical concept of survival" and his growing conviction that creativity and entrepreneurship *together* were the only things that could create conditions for

lasting peace, dignified lives, and eradication of strife. “A booming industrial base will provide more security than any military outpost.” Today Wertheimer is working tirelessly to establish 100 of these industrial parks throughout the non-oil-producing parts of the Middle East—his version, as mentioned above, of a Marshall Plan for the region.

The most exciting part of my visit? I was sitting in on a class of Jewish and Arab 10-year-old children—laughing and playing and singing—learning together in a region of the world most define as hopelessly entrenched in hatred. It’s a story that, with the click of the button, should be shared with everyone everywhere in the world.

Traditional IQ tests cannot explain—and never would have predicted—what I saw from the helicopter that day in Galilee. The present articulation of the concept of *Appreciative Intelligence* is indeed a cutting edge-work. It illuminates.

Stef Wertheimer could see the mighty oak in the acorn. Where there was desert, he could see vast neighborhoods. Where there was poverty, he could see the unlimited human resource of collective imagination. One part of his brilliance is that he *reframed* everything. For example, Stef was ecstatic that there were no natural resources in the area such as oil—“the Arab world, alas, has been cursed with oil,” in his words. Along with such reframing, this genius selectively noticed everything of value worth valuing, *appreciating positive possibility* in every person and situation he was engaged with. He is proof that we can live with a positive love of life amid onslaughts of torment. Another part is his capacity to see the future-ideal interwoven in the texture of the actual—he *knows* peace will prevail and he sees a Marshall Plan for a whole region, simply from the demonstration of going beyond “what works” in Tefen. This is what Appreciative Intelligence is all about, Thatchenkery and Metzker propose. Its code has three dimensions and can be mapped out clearly: the power of *reframing* (the capacity to see one’s view of the world *as a view* is, perhaps for the first time, articulated as a signature mark of contemporary intelligence); *appreciation of positive possibility*; and seeing how *the future unfolds from the present*.

If it were up to you, how would you cultivate Appreciative Intelligence—with our young people and schools, in our leaders, our media, or perhaps most important, in yourself? To be sure, a good place to start is right here with this volume. Tojo Thatchenkery, a brilliant colleague and former

doctoral student from Case Western Reserve University (where I continue to teach), and Carol Metzker have written a delightful book with insights that ring true and are deeply important. Drawing from disciplines such as the neurosciences to the breakthrough research in positive psychology and social construction, the authors make complicated ideas both accessible and applicable for every aspect of our lives. You will love this book and find it difficult to set aside. The book is lucid in its storytelling, pragmatic in its exercises, and rich in its intellectual integration. It's the kind of book you will want to share with family, colleagues, and friends.

I enjoyed reading Tojo's sharing of how he came up with the concept of Appreciative Intelligence and the role he acknowledges that the intellectual climate our department of Organizational Behavior has had in shaping his thinking. Tojo and many alumni like him continue to remind us that one thing we are good at in the Organizational Behavior department is in creating scholars who go on to plant the seeds for new ideas in their fields. I also remember Tojo saying that using the Appreciative Inquiry methodology for working with an exceptionally innovative organization called the Institute of Cultural Affairs (ICA) for his doctoral dissertation opened up his horizon of thinking. The ICA is a unique organization gifted with Appreciative Intelligence. I recall Tojo calling me once in the middle of his data collection to say, "David, everything is going so perfect here that I don't know what to do!"

See things differently—it's clearly a message for our times. May this daring book open new options for cultivating research, education, and practices for developing Appreciative Intelligence, and may it help us magnify our capacity to *appreciate the appreciable world* all around us. My son Matt came up the other day and asked me about our troubled world. He asked what to do. I suggested firstly, that he read this book, and then search for people like Stef Wertheimer and learn exactly how it is that they are able "to see the mighty oak in the acorn," in times of both trouble and success.

It's a learning journey with vast implications—and the domain of our own lives is an optimal venue for letting the journey begin!

David L. Cooperrider
Case Western Reserve University
Cleveland, Ohio
November 6, 2005

Preface

*One doesn't discover new lands without consenting
to lose sight of the shore for a very long time.*

—André Gide (1869–1951)



There was something unique about the way I (Tojo Thatchenkery) approached seminar discussions in the doctoral program in organizational behavior at Case Western Reserve University during my student days. Having grown up in a different cultural setting, I was very good at “constructive criticism,” which I understood as pointing out holes in my classmates’ arguments. With the best intentions, I happily highlighted what was missing in their presentations. When my turn came to do a seminar, however, it was pay back time! I got a taste of my own medicine! That was the first time I experienced the powerful differences in individual ability to bring out the best (or the opposite) in others.

A few years later (the late 1990s) I got absorbed in understanding the phenomenal growth of information technology-related entrepreneurialism in the Silicon Valley and the rest of America. I came across entrepreneurs who had a unique ability to recognize hidden talent in individuals and seize business opportunities in the market. These individuals also knew how to put the pieces together to make their vision a reality. Having trained in the field of psychology and been mentored by faculty who created the Appreciative Inquiry methodology, I began to see an Appreciative Intelligence in these entrepreneurs. I believed they have

an ability or capacity to reframe reality to bring out the best from others and the environment. Once I conceptualized this notion of Appreciative Intelligence, it was easy to see how it differed from other types of intelligences and abilities. This book, co-authored with Carol Metzker, says it all and more.

Someone asked us recently whether people really need to know about another type of intelligence. It was an interesting and unusual question that seemed analogous to the question, “If a botanist sees that a new plant has popped up in the garden, should he or she look at it?” The short answer is yes. Why not?

There is also a longer answer. Using the metaphor of the plant, we believe better questions might be: What is the plant? What role is it serving in the garden? Is it a weed that will use up the soil’s nutrients or block important crops from getting sunlight? Or is it like a legume that puts nutrients back into the soil, or an herb that acts as a natural insect repellent for itself and the surrounding plants? What are its characteristics? Does it bear fruit that is edible by humans, or does it have a bloom that is lovely to look at? Has anyone identified it before? How does it grow? Where else might we find it growing naturally? Can we transplant it or grow more? How can we fertilize it, cultivate it, and apply it? What will change if we do nothing, and what will change if we do something?

Likewise, these are better questions to ask about a new intelligence, specifically Appreciative Intelligence. They are also questions that we have begun to answer. We have identified Appreciative Intelligence, named it, learned to recognize it and described it. We have determined that it is useful—it leads to innovation and success. We provide other people with the tools to recognize it, describe it, apply it, and cultivate it. Now, using techniques laid out in this book, you, the readers, have the opportunity to explore your own Appreciative Intelligence, look for it in people around you, nurture it, enhance it, and use it for personal and organizational success.

Success comes in all shapes and sizes, just like the people who create it. It can be defined as any or all of the following: financial well-being; healthy personal and professional relationships; effective leadership; ability to achieve goals; ability to bring out the best in others at work and at home; social status or recognition and personal fulfillment. *Appreciative*

Intelligence: Seeing the Mighty Oak in the Acorn provides real-world stories about a variety of successful people and their winning ventures, the secrets behind their innovation and leadership, and concrete steps for you to take to create your own success. Regardless of your definition of success, this book could make a difference in the possibilities you see today for the future that is rushing up to greet you.

For individuals, this book offers a myriad of possibilities. Developing and enhancing your Appreciative Intelligence could mean that you learn how to reframe situations for better negotiating or solving problems in a creative way. You may begin to lead more effectively or to see innovative solutions. You might find that you are less often involved in situations of blaming or finger pointing and more often involved in getting what you want or where you want to go. You may find yourself bringing out the best in others; finding happiness, appreciation, or fulfillment where you hadn't before; or seeing connections you had never noticed.

Although Appreciative Intelligence is an individual ability, it significantly affects groups and organizations because they are composed of individuals. For businesses, applying Appreciative Intelligence can lead to a competitive advantage: creative solutions, new products, ability to achieve goals, and a better work environment that leads to productive and satisfied organization members and higher member retention, all which eventually affect the financial bottom line. For teachers, families, and caregivers, applying Appreciative Intelligence could have a profound effect on the next generation. This book provides examples and approaches to help children find their talents and strengths. As one of the leaders cited in this book suggests, our task is not simply to be "nice" to young people; it is to provide them with an environment where they can have real successes to learn and to build real self-esteem and the conviction that their actions matter.

For policy makers and government agencies this book provides a new context to understand the significance of their contribution. By resisting the temptation to define public policy challenges as crises or irresolvable problems, government agencies and policy makers can do something different. They can reframe the challenges as opportunities, look for possibilities that are inherent in the system but not yet recognized or tapped, and build on the collective good of the citizenry.

In the same way that individuals have an impact on organizations, organizations have an impact on society. By applying Appreciative Intelligence to create thriving businesses and organizations, more effective schools, better leaders, solid connections between groups, and healthier relationships among people, we build stronger communities and a healthier economy. In short, we build a better future.

Appreciative Intelligence: Seeing the Mighty Oak in the Acorn is written to guide you through what Appreciative Intelligence is, how it affects our lives, and how it can be used to change the future. Chapters 1 through 3 introduce the construct of Appreciative Intelligence, its components, and its ensuing qualities. Chapters 4 through 6 provide details about its components. Chapter 7 discusses the results of Appreciative Intelligence at work. Chapter 8 lays out steps to identify and enhance your personal Appreciative Intelligence for your own success and personal fulfillment. Chapters 9 and 10 discuss details of our methodology and the psychology and social cognitive neuroscience studies that we use to make a case for Appreciative Intelligence. The eleventh and final chapter discusses the implications of Appreciative Intelligence and provides initial steps for moving forward after reading the book.

We invite you to read this book and realize something you have always known but did not quite know to how to articulate: the power of your own Appreciative Intelligence in making a positive difference in your life, the lives of others, groups, organizations, and communities around you.

Appreciative Intelligence: The Missing Link

A fool sees not the same tree that a wise man sees.

—William Blake (1790)



When the Hubble Space Telescope was launched in 1990, the general public, as well as scientists in the aerospace field, held high hopes. The world waited expectantly for discoveries and answers to riddles of the universe that would be revealed by the telescope's views of space.

But blurry images caused by a flawed mirror sent those hopes crashing down to earth. Congress demanded an explanation for the failure. The project and its creators became the butt of late-night television jokes. Stress was high among NASA engineers, as were health problems.

"It was traumatic," said Charlie Pellerin, the former director of NASA's astrophysics division, who oversaw the launch of the Hubble. Nobody could see how to fix the problem, which many seemed afraid even to address.

Well, nobody except Pellerin. He not only had the initial insight to solve the problem but also found the funding and the resources to repair the telescope, for which he received NASA's Outstanding Leadership Medal. The ultimate reward was that over the next decade, the telescope provided spectacular images and important discoveries of stars, galaxies, and other cosmic phenomena.

What was behind Pellerin's success? There were dozens of other people at NASA with high IQ and world-class technical knowledge—they were, after all, rocket scientists. They could perform the same analysis, use the same logic, and wield the same models and mathematical formulas. So what gave Pellerin the insight to help the telescope get a metaphorical pair of eyeglasses? What made him persist until the telescope was fixed when others felt overwhelmed by the challenge?

Pellerin possessed something more than the others did: Appreciative Intelligence. While he lived with the same conditions and circumstances as everyone else, his mind perceived reality very differently than others did. He reframed the situation as a project that was not yet finished, not as a completed product that had failed. He saw the potential for a positive future situation—a working space telescope. He saw how that positive future could happen as the result of technical solutions—a corrective optics package and repairs performed by a crew of astronauts¹—that were already possible with a rearrangement of funding and resources that already existed within NASA. By reframing, recognizing the positive, or what worked, and envisioning the repaired telescope, he was able to help orchestrate the unfolding of a series of events that changed the future.

Consider another story. In 1979, after participating in a project to immunize children in the Philippines against polio and reading about the worldwide eradication of smallpox, Clem Renouf, then president of the civic organization Rotary International, telephoned John Sever, then chief of the Infectious Diseases Branch at the National Institutes of Health and a fellow Rotarian. Renouf asked Sever to find out whether Rotary could help eradicate a disease. A month later, Sever recommended pursuing polio eradication.

For the next two decades, a group of key stakeholders, backed by a million Rotarians, overcame challenge after challenge to battle the disease. They reassured the medical community that focusing on polio wouldn't take away from the battle against other diseases such as measles, tuberculosis, or HIV/AIDS. Rotarians raised millions of dollars to buy polio vaccine. They persuaded reluctant government health ministries in many countries to help the cause and invited the World Health Organization, UNICEF, and the U.S. Center for Disease Control to join Rotary as its

program partners. They motivated volunteers who transported vaccine in developing countries where there were few roads and who found ways to keep the vaccine vials cold where there was no electricity. Rotary provided infrastructure, organization, and helping hands worldwide to deliver and administer the oral polio vaccine to millions of children, many whose parents were impoverished, illiterate, and afraid that the vaccine was voodoo or a disguised attempt by culturally or politically different organizations to sterilize or harm their children. With the audacious goal of eradicating the virus, the program raised awareness of immunization and disease prevention for illnesses beyond polio. It spurred the allocation of government funds for vaccines in certain countries and improved disease surveillance processes. At the same time the program was changing the world's response to disease, it reduced the incidence of polio by 99%, from over 350,000 cases in 125 countries in 1988 to 1,255 cases in 2004.²

What was behind the string of creative and innovative solutions behind the polio eradication project? What differentiated this project from the medical community's attempts to eradicate other diseases such as malaria and yellow fever? What was behind more than 20 years of persistence? If the same vaccine, medical knowledge and expertise, challenges, and conditions existed for others who looked at the situation, what ability made the difference for this group of Rotarians—a volunteer group of predominantly business and community leaders—to face polio and reduce its incidence by 99%?

The opening for a different outcome was created when Rotarians reframed the challenge of eradicating polio. Renouf, Sever, Herb Pigman, and Carlos Canseco, with the help of Dr. Albert Sabin, who had developed the oral polio vaccine, reframed polio as an organizational challenge instead of a medical problem. They focused on Rotarians' organizational skills, leadership, talents, and resources as the key to the solution. They saw a positive future—a world without polio—and envisioned a string of managerial decisions and organizational operations—transportation, refrigeration, finances, communication, and education provided by Rotary's established worldwide network of volunteers—that were already possible at that time.

What did Charlie Pellerin and the leaders of Rotary have in common that led to their projects' success? What is the ability that enables

some people to take new or challenging circumstances and turn them into golden opportunities and enriching experiences for themselves and those around them, while others falter at similar situations? It is Appreciative Intelligence, the ability to perceive the positive inherent generative potential within the present. Put in a simple and metaphorical way, Appreciative Intelligence is the ability to see the mighty oak in the acorn. It is the ability to reframe a given situation, to appreciate its positive aspects, and to see how the future unfolds from the generative aspects of the current situation.

Appreciative Intelligence: Seeing the Mighty Oak in the Acorn offers a new perspective on successful people and provides a road map for those who want to realize their full potential. It offers an explanation of a unique ability of those who formally or informally lead projects and people and who make a difference in their small groups, organizations, the larger community, and the world. It provides a new answer to what enables successful people to dream up their extraordinary and innovative ideas; why employees, students, partners, colleagues, investors, and other stakeholders join them on the path to their end goals; and how they achieve those goals despite obstacles and challenges. It shows how a new type of intelligence, not traditional IQ or other types, links to success. In the next ten chapters, this book introduces Appreciative Intelligence, a new construct that explains a competitive advantage possessed by exceptional leaders in business, education, government, and nonprofit organizations.

Appreciative Intelligence also offers another perspective on what it means to be smart or intelligent. Ask a group of people what it means to be intelligent, and their answers might vary considerably. Several people who spoke with us during our research told us that they weren't sure they were *that* smart—smart enough to have created such success. They felt that luck was certainly a factor in their progress. Yet in every case, the people we interviewed were leaders or participants in exceedingly effective projects with innovative solutions and far-reaching outcomes. Their definition of smart or intelligent was too narrow to encompass the ability that allowed them to see the possibilities that “luck” provided—a notion described by the nineteenth-century scientist Louis Pasteur, when he said, “Chance favors the prepared mind.” Their definition excluded the

mental processes that resulted in ideas and outcomes that amounted to what others would call “brilliant” or even “genius.”

When Carol, one of the authors, was in grade school, her entire class “knew” what it meant to be intelligent. “Intelligent” meant a classmate Chris (not his real name)—sometimes called by his nickname “Brains”—who earned top grades and quickly understood lessons from teachers and from books. He had a solid grasp of academic fundamentals in math, English, and science. Chris grew up to be a successful Wall Street executive. At a high-school reunion the graduates all knew that our old friend was still just plain smart.

In the same grade school, students also considered who wasn’t as intelligent. Surely the girl who sat in the back of the class chatting away with her friends, paying less attention to class work than to the behavior of classmates around her, was less intelligent. At a later school reunion, a few alumni overheard her talking about her work. When her father passed away, he left her a piece of property in our small town. She had noticed that as the tiny town grew, more traffic passed by the corner where her property was located, so she opened a convenience store on the corner. Noting new needs and desires around town, she rented her extra space to a startup limousine service. In a relatively short time, she became a successful businesswoman.

Both classmates drew upon their abilities—one upon mathematical, analytical cognitive thinking, the other upon the ability to notice people’s behaviors and recognize opportunities inherent in them—to become successful business people. The successful businesswoman used her Appreciative Intelligence to see hidden potential in a piece of property and a situation of changing needs to realize business value.

Defining Appreciative Intelligence

Appreciative Intelligence is the ability to perceive the positive inherent generative potential within the present. Put in a simple way, Appreciative Intelligence is the ability to see the mighty oak in the acorn. Metaphorically, it is the ability to see more than the present existence of a small capped nut. It is the capacity to see a strong trunk and countless leaves as emerging from the nut as time unfolds. It is the ability to see a

breakthrough product, top talent, or valuable solution of the future that is currently hidden in the present situation.

There are three components of Appreciative Intelligence:

- Reframing
- Appreciating the positive
- Seeing how the future unfolds from the present

Like a three-legged stool that cannot stand if a leg is missing, Appreciative Intelligence is not present without all its components. Each part is essential to the construct.

Reframing

The first component of the intelligence we discuss in this book is the ability to perceive—to see, to interpret, to frame or reframe. Framing is the psychological process whereby a person intentionally views or puts into a certain perspective any object, person, context, or scenario. One of the most common examples of framing is that of calling a glass half empty or half full. Regardless of how the glass is described, the amount of water is the same; it is only the perspective that is different.

In any act of perception or reframing, a person is faced with a series of choices. He or she chooses to pay attention to one stimulus and, at least for the time being, to ignore the remaining stimuli. That decision is a judgment call, value-based in the sense that what gets focused on must have more value than what does not. Consider the scenario of the half-glass of water. Factors, such as whether the perceiver is an optimist or pessimist, dying of thirst or attempting to bail out a boat that is about to sink, will affect his or her value judgment of the amount of water. Using Appreciative Intelligence, the person consciously or unconsciously reframes what is in the present, thereby shifting to a new view of reality that leads to a new outcome, just as the Rotarians reframed polio eradication as an organizational, not medical, challenge.

Appreciating the Positive

Ask several people what it means to be appreciative. Some may refer to rising property value; another may recall that a “thank-you” note or recognition speech needs to be written. But most will have an accurate sense of what the word means and that subjective value is at play. In this

book, the term *appreciation* specifically refers to a process of selectivity and judgment of something's positive value or worth. This is the second component of Appreciative Intelligence.

Consider the following scenario: You are browsing through an art exhibit at a museum while your friend is checking out a few paintings at a nearby flea market. You both see similar paintings by the same artist.

Assuming neither of you is an art critic, you are more likely to have a better appreciation of the painting than your friend has at the flea market. Because you are in the art museum, you have an appreciative mindset. Aware that an expert might have picked the painting as worthy of being displayed in the art gallery, you are intentionally looking for beauty in the painting. As you look intently, you see aspects of the painting you might have missed had you looked with a casual eye. Meanwhile, your friend might be looking for a bargain. She tries hard to discover some fault in the artwork in order to negotiate a lower price. It is reasonable to think that your friend is intentionally looking for deficits while you are trying to appreciate the picture. A cognitive psychologist would say that you are actually interpreting or reframing the details of the painting as beautiful or exquisite because of the appreciative context that has been created. In the end, both your friend and you find what you are looking for.

Similarly, successful people have a conscious or unconscious ability to view everyday reality—events, situations, obstacles, products, and people—with appreciation. Because they are reframing to see the positive, they often see talents or potential that others might miss.

Seeing How the Future Unfolds from the Present

The implication of the second component is that useful, desirable, or positive aspects already exist in the current condition of people, situations, or things, but sometimes they must be revealed, unlocked, or realized. People with high Appreciative Intelligence connect the generative aspects of the present with a desirable end goal. They see how the future unfolds from the present, the third component of Appreciative Intelligence. Many people have the ability to reframe and the capacity to appreciate the positive. Yet, if they don't see the concrete ways that the possibilities of the present moment could be channeled, they have not developed their Appreciative Intelligence.

Consider an instance in the story of Brownie Wise, the marketing genius of Tupperware, who was building a sales force in the 1950s to sell plastic home products through home parties. Once, a poorly dressed woman showed up in a coal delivery truck to talk with Wise about becoming a Tupperware dealer. Wise reframed the context by ignoring the appearance of the woman and intentionally focusing on the positive, the “desire in her eyes.”³ Furthermore, Wise had the ability to see how the future could unfold from the present as she saw what could generate success—the woman’s strong determination—and a concrete way to realize it—by booking parties, demonstrating products, and selling Tupperware.

The following real-life examples, historical and present-day, have characteristics in common with Charlie Pellerin and the Hubble Telescope repair, and Rotary International’s and their partners’ 99% reduction of polio worldwide. They show Appreciative Intelligence and hint at the power and consequences of the three components working together.

1. Coca-Cola’s Asa Candler saw the potential for a top-selling soft drink in a failing headache remedy.⁴ He reframed the product as a beverage instead of a health product, focused on proving its great taste to other people, and set into motion what is now a multibillion-dollar business.
2. Cosmetic company founder Estee Lauder saw a shoeless woman who entered an upscale store as a possible good customer, and ended up selling two of each cosmetic product to her and more to her relatives the next day.⁵ Lauder saw beyond the outward appearance of the woman and reframed her as a potentially good customer, rather than as a poor visitor to the store. She treated her as someone of value, thus creating a dramatically different sales transaction from what would have occurred had Lauder listened to the employee who suggested ignoring her.
3. At W. L. Gore & Associates, founder Bill Gore sparked the idea for Glide Floss, shred-resistant dental floss, when he attached a ribbon of Gore-Tex fabric to his toothbrush and began to floss his teeth. Company associate (Gore’s term for an employee) Dave Myers had a flash of insight that led to Elixir guitar strings after coating his mountain bike gear cables with a thin layer of slick plastic material. Since Gore’s inception in 1958, its innovators have dreamed up and

realized a range of other products, including wires and cables that have gone to the moon and a waterproof cast lining that allows patients to swim or shower while their broken bones heal. The company is best known for Gore-Tex fabric, used in sportswear and outdoor clothing. By reframing the uses of their plastic materials, seeing the positive value in their products and people, and connecting technology and materials possible in the present with the vision of better products for the future, the company has enjoyed a long tradition of bringing original products to the market.

4. In response to concerns that the number of U.S. students earning engineering degrees has declined in the past decade, Dean Kamen, inventor of the Segway Human Transporter, founded FIRST (For Inspiration and Recognition of Science and Technology). He formed the organization to address the decline as a cultural issue, rather than as an educational problem. FIRST introduced math, science, and engineering principles to 73,000 high-school-aged students in 2005, not through additional classes or science fairs but through a giant robotics event akin to an “Olympics for Smarts,”⁶ featuring games, music, and cheering spectators at the Georgia Dome.

The leaders in these stories have commonalities—persistence, big dreams, passion, conviction that their actions matter, ability to overcome obstacles, creativity, innovation, and a knack for persuading people to share their goals and hard work. They also created significant business and organizational success.

At the same time, we all could also point to examples of leaders, and their organizations, who couldn’t overcome obstacles or change their circumstances; couldn’t disentangle themselves from a web of difficulties; couldn’t attract and hold talented employees, loyal customers, or investors; and couldn’t accomplish goals. In short, we all know people who didn’t succeed.

The Genesis of Appreciative Intelligence

What is the ability that enables some people to take new or challenging circumstances and turn them into successful experiences for themselves and those around them, while others waver at similar situations?

That was the question that Tojo Thatchenkery, one of the authors of this book, asked shortly after he arrived in the United States in 1987. While working on his doctoral studies in organizational behavior, he observed that in the culture of his university department, leaders possessed a distinctive manner of dealing with fellow faculty, students, and their environment. They were constantly looking for ways that others' ideas might work, how their proposed concepts might be realized and developed. He also noticed an aura of success among the faculty that, in turn, led to successful graduates. This was in marked contrast to a culture of critique he was previously familiar with, where it was assumed that if the gaps and deficiencies in ideas were pointed out, it would lead to improvement. It quickly became apparent to him that a culture that appreciatively framed others' ideas into possibilities led to more original and more rapidly generated concepts and discoveries.

On a larger scale, Tojo noticed a high incidence of innovation in the United States, such as that associated with the phenomena of Silicon Valley. The technology center in California that originated as Stanford's University's solution to financial shortages ultimately became the birthplace of many of the world's computers, semiconductors, electronics, and software inventions. During the late 1980s and early 1990s, Silicon Valley produced a significant quantity of intellectual capital that resulted in the phenomenal growth of the Internet and the subsequent Information Technology revolution and globalization. As he witnessed a pervasive attitude of looking for the next nugget of gold in the pan of dust, Tojo began to perceive that there was a link between entrepreneurs' and leaders' positive and appreciative approach, innovative and creative ideas, and successful organizations. He also noticed that such people had a unique ability to perceive opportunities, talents, and innovative ideas and to bring them to fruition when others didn't. Tojo coined the term *Appreciative Intelligence* to capture this ability.

After studying hundreds of stories of real-life leaders and talking with additional ones (in a methodology described in Chapter 9 of this book), and examining research from the new field of social cognitive neuroscience (discussed in Chapter 10), we found evidence to explain what Tojo previously had intuitively perceived. A common characteristic of many successful leaders and innovators is a unique way of thinking—the newly identified intelligence called Appreciative Intelligence.

Appreciative Intelligence is a new construct. Different from a concept, which “expresses an abstraction formed by generalization from particulars,” a construct is a “concept that has been deliberately and consciously invented or adopted for a specific scientific purpose.”⁷ Constructs are developed to help us make sense of various phenomena in our world. They can be observed and measured, thus allowing us to make predictions about behavior. Development of new constructs can also lead to theory development, research, and practice.

The new construct of Appreciative Intelligence helps explain the thinking behind success. Behind top leaders’, inventors’, and innovators’ achievements, it shows up in a myriad of ways, foremost in the perception of products, places, people, events, and situations. In each case, reality is seen as possessing high value, regardless of its face value. In much the same way that Coca Cola’s Asa Candler saw possibilities for a popular beverage in an unpopular health product, an architect with high Appreciative Intelligence may see a quaint historic home in what others view as a rundown house in a depressed neighborhood. A sports or talent scout might see a future star in an amateur athlete or actor. Or another person might see a catastrophe as an opportunity for change. Appreciative Intelligence encompasses the capacity to appreciate people, to see and reveal the hidden value in others, and to look past stereotypes, as did Estee Lauder, who saw the shoeless woman as a potential customer, and Tupperware’s Brownie Wise, who saw a successful salesperson in an untested, unremarkable-looking job candidate with few credentials. Such leaders see positive endings to stories where others might not even perceive a story exists.

This ability is followed by persistence, the conviction that one can achieve a goal or perform a task as a result of one’s own actions, tolerance for uncertainty, and “irrepressible resilience,” the ability to bounce back from a crisis or difficult situation. Appreciative Intelligence is associated with uncommon perceptions and beliefs about accomplishing a task that rely less on the extent of abilities or resources available as how abilities and resources available can be utilized. This notion is expressed in the famous American scientist and inventor George Washington Carver’s explanation for creating his own lab apparatus for experiments from bits of trash—“Equipment is not all in the laboratory, but partly in the head of the man running it.”⁸

Unlike other models of intelligence, Appreciative Intelligence is linked to humans' need for meaning, vision, and value. There is intentionality about it. Appreciative Intelligence is behind creating new possibilities and helping see the steps necessary to realize them. It allows us to dream and to strive. It keeps humanity's desire for continuous improvement alive by generating new opportunities. Appreciative Intelligence is also about a way of knowing and interpreting situations. It is similar to what Viktor Frankl, survivor of a German concentration camp, wrote in his classic book, *Man's Search for Meaning*, about the power of looking horror in the face and finding leverage in it to survive. It is that capacity not to flinch or deny but to learn from failure and the things we fear. To quote Frankl, "everything can be taken from a man but one thing: the last of the human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way."⁹

Those with high Appreciative Intelligence have a capacity to endow everyday activity with a sense of purpose. Because they can reframe, they are flexible and actively and spontaneously adaptive. Seeing a situation from a new perspective allows them to deal with obstacles with courage and resilience. Because they can see what is positive and how the future unfolds from the present, they have a capacity to face adversity without letting it destroy them. They are predisposed to see the larger picture and the connections between diverse things because they can shift their frames of reality to see possibilities, not boundaries. Due to their higher capacity to embrace ambiguity, or shades of gray in situations, they can live in uncertainty without knowing the answers. Because they see how a positive future can come from the present, they live their lives with a sense of realistic optimism.

Those who possess a high level of Appreciative Intelligence lead organizations to higher incidence of innovation and creativity, more productive members, and greater ability to adapt in a changing environment. Hence, their organizations enjoy a competitive advantage, greater financial success, and greater world impact.

The identification and development of Appreciative Intelligence has far-reaching implications for individuals, organizations of all types and sizes, and our society as a whole. As we discuss further in subsequent chapters, everyone has Appreciative Intelligence to a greater or lesser

degree. The most recent understanding of intelligence as a changing capacity that can be enhanced and nurtured, rather than as a static entity, leads to the conclusion that Appreciative Intelligence can be developed and enhanced. Recognizing and cultivating it means the ability to affect prosperity, health, and success on individual and organizational levels. Further ramifications are that we can shape the future we desire by choosing and grooming leaders and innovators who possess high Appreciative Intelligence and helping expand its application.

The most effective and successful people exhibit the ability to reframe, appreciate the positive, and see how the future unfolds from the present. They have Appreciative Intelligence, the ability to see the mighty oak in the acorn.

Ahead in This Book

The following ten chapters of this book are designed to walk you through a deeper introduction to the core of Appreciative Intelligence and its components through a variety of studies and real-life stories.

Chapter 2 discusses the application of this new intelligence. Appreciative Intelligence leads to four qualities—persistence, conviction that one's actions matter, tolerance for uncertainty, and irrepressible resilience—as shown in this chapter through stories of real-life leaders and innovators.

In Chapter 3, we look at Appreciative Intelligence in action by examining a school whose leaders, teachers, and mentors use their Appreciative Intelligence to shape the next generation.

Chapters 4, 5, and 6 take a closer look at the three components of Appreciative Intelligence. Chapter 4 discusses reframing. It also discusses the mysterious quirks of human perception and the effect of conscious and unconscious choices we make as we see reality. Chapter 5 further probes the second component, appreciating the positive. It includes information from the fields of Positive Psychology and Positive Organizational Behavior and discusses the methodology and technique of Appreciative Inquiry. Chapter 6 discusses the third component, seeing how the future unfolds from the present.

Chapter 7 explores the organizational effects of leaders and members with high Appreciative Intelligence. Whether an organization is a

for-profit corporation or a not-for-profit institution, whether it works with adults or students and sells products or services, an organization that weaves its members' Appreciative Intelligence into the fabric of its culture displays some extraordinary practices and results.

Chapter 8 provides a Personal Appreciative Intelligence Profile and practical, concrete exercises to develop your own personal Appreciative Intelligence. The profile and exercises spring from the notions that everyone has Appreciative Intelligence to a greater or lesser degree, that intelligence isn't static, and that because our brains are continually evolving, our intelligence and behaviors can change, too.

For those of you curious about how Appreciative Intelligence came about or others who are looking for the technical background, Chapters 9 and 10 provide explanations and studies of intelligence, Positive Psychology, and the brains behind the mental processes we call Appreciative Intelligence. They discuss others' studies from the field of social cognitive neuroscience, as well as some of our analysis and insight from reading about and interviewing successful leaders and innovators.

Finally, Chapter 11 concludes with a deeper look at possibilities and implications for the future and an invitation to develop further practices and approaches to evaluation, development, and predictions of the construct. We invite others to plant their own acorns from the knowledge of this intelligence.

Leveraging Appreciative Intelligence

*The real act of discovery consists not in finding
new lands but seeing with new eyes.*

—Marcel Proust (1871–1922)



When people see the mighty oak in the acorn, they can change the future. They find innovative solutions. They bring out the best in people. They invent new products. Often, they and their successful ventures become magnets for other people. In our interviews with organizational leaders and innovators, we found that the ability to reframe, appreciate the positive, and see how the future unfolds from the present consistently led to the four qualities shown in Figure 2.1:

- Persistence
- Conviction that one's actions matter
- Tolerance for uncertainty
- Irrepressible resilience

Because the people we interviewed could reframe, appreciate the positive, and see how the future could unfold from the present, they could see how their end goal was possible to accomplish. Thus, they were willing to persist and to believe that their own actions and abilities would take them to a successful conclusion. Because they could envision the way a positive future could unfold from the present, they could deal with the uncertainty that often accompanies a new venture, product development, or a crisis. They exhibited irrepressible resilience, the ability to bounce

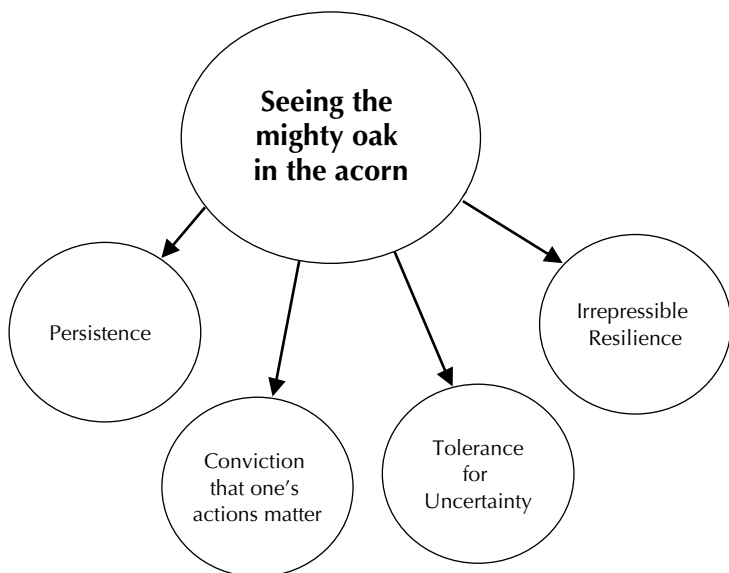


Figure 2.1: Appreciative Intelligence leads to four qualities.

back from a difficult situation, as the result of reframing, seeing what was positive in the situation, and understanding that a better future could come about despite a crisis or setback.

Consider the following business case of W. L. Gore & Associates. It illustrates the core ability of Appreciative Intelligence and the four ensuing qualities of persistence, conviction that one's own actions matter, tolerance for uncertainty, and irrepressible resilience. W. L. Gore & Associates' story of innovation and success has few parallels.

In 1958 Bill Gore, a research chemist at DuPont,¹ saw vast potential in a nonstick plastic material. Exploring its possibilities would move DuPont in a direction it did not want to pursue. So he left the company to start his own.

What began as a small business in the home of Gore and his wife Genevieve (Vieve) became an internationally known private company with 6,000 associates in 25 countries. Their initial product, insulated cables, expanded to include the fabric Gore-Tex and a vast range of goods in the automotive, electronics, music, healthcare, and aerospace industries. The last several years have seen annual sales revenue of over \$1 billion. In the past

two years, it has been recognized as one of the top companies to work for in Italy, Germany, the United Kingdom, and the United States.²

Company leaders and associates began at square one with an unusual ability to frame or reframe in positive, creative ways. Bill Gore framed corporate communication as the type of conversation that happens in a carpool, where people discuss ideas openly and candidly without the constraints of hierarchy or divisional boundaries.³ To accomplish this, he and other early associates reframed the workplace as a flat lattice organization rather than as a typical hierarchy, and they allowed natural leadership and associates' choices to determine who led and who followed. They replaced *bosses* with *sponsors* and the term *employee* with *associate*. Early team members even reframed Vieve's kitchen appliances and utensils as lab equipment, once co-opting her eggbeater as a tool to coil cables.⁴

They also worked at seeing the best in their fellow workers, a virtue that was articulated in Gore's second guiding principle, "to encourage, help, and allow other associates to grow in knowledge, skill, and scope of responsibility."⁵ Business leaders at Gore upheld that guideline as they helped product associate Matt Schreiner switch from an early work situation in which he was struggling to one where his talents were fully exercised and appreciated. According to Schreiner, their interest in his success amazed him at first. But it was that level of attention that helped him blossom and bring about business results for the organization.⁶

At any given time, the company might have hundreds of new products on the burner. Sales associate George Shaw estimated that only one in six ideas makes it to the market and becomes profitable. In various stages of development, products face technical hurdles, market changes, and a variety of other impediments. "So we need to start with a lot of ideas," Shaw added.⁷ Gore encourages its associates to persist and take the risk that accompanies entrepreneurship by providing a corporate culture that accepts failure and success as part of the process. It provides support for about ten percent of their time to dabble in new ideas and money to follow through with their creative hunches.

Numerous company practices reflect Gore's acceptance of the uncertainty that is part of research and development. A "passionate champion" (Gore's term for the associate who has seen an oak in an acorn or an idea with future potential) conveys the value of the idea to other associates

and enlists their help in bringing it to fruition. When a developing idea or product encounters setbacks, its champion leads the charge for finding creative solutions. Each new product goes through a “Real, Win, Worth meeting,” during which associates evaluate its viability. Products deemed prospective winners continue to receive money and support; those that don’t are dropped so that the company doesn’t waste further resources. When initiatives fail, associates still celebrate with beer and champagne. Gore also applies lessons learned from the experience to subsequent projects. When ventures fail, associates are offered new career opportunities with other teams. In the same way associates share in the consequences of products that don’t pan out, they share the financial reward of company stock when ideas become blockbusters. Gore’s associates demonstrate persistence to bring a product to market, conviction that their efforts will help the company meet its objectives, and irrepressible resilience in their practices.

Persistence

The history of Glide Floss is a remarkable example of persistence in individuals and a corporation. More than 30 years passed between the day in 1971 when Bill Gore first flossed his teeth with a strand of Gore-Tex⁸ and September 2003, when consumer products company Procter & Gamble bought Gore’s Glide Floss business.⁹ Gore associates tried unsuccessfully five times over 20 years to sell their idea of nonshred dental floss to various health care product companies. In 1991, an associate named John Spencer framed the dental floss as a medical technology product rather than as another type of consumer good. He tested the product in a clinical trial, earning the product approval of the American Dental Association.¹⁰ Spencer then framed the initial sales campaign as one of direct marketing to local drugstores and dentists, instead of through the typical channel of a distributor. Within two years, Glide Floss had achieved enormous consumer popularity. When the company sold Glide Floss to Procter & Gamble, it was the top floss used in dental offices and the number two retail brand in the United States.¹¹ Without persistence in keeping the idea in company associates’ minds and persistence in talking to consumers, dentists, drugstore personnel, and corporations, the product would not have survived, not to mention earning annual sales of more than \$45 million.

Persistence is one of the key qualities in individuals having high Appreciative Intelligence, as exemplified in the comment of Ed Hoffman, director of NASA's Academy of Program and Project Leadership: "Success is just having the fortitude to keep going."¹²

Although academic researchers and practitioners may approach the concept of persistence and its application to daily life in slightly different ways, they concur that persistence, perseverance, or the ability to stick with a project or problem to its end, is crucial for its success. According to psychologist Jonathan Schooler, "One critical attribute involved in actively finding an alternative approach [to solving a problem] is simple perseverance. . . . because the direction in which one needs to go is unclear, one may have to search a long time before getting anywhere."¹³ Similarly, according to consultant Eric Metzker, long chains of problems can seem daunting to people, and without persistence, workers may prematurely stop looking for solutions.

There are two types of persistence: behavioral and cognitive (thinking). *Behavioral persistence* is the external manifestation of concrete visible actions that are sustained over a period of time to accomplish a stated or implied goal, such as a young child's repeated walking up and down a step for 30 minutes until climbing stairs is nearly mastered. Most research conducted on persistence is on behavioral persistence, though cognitive persistence is also important. In *cognitive persistence*, an individual continues to think about a goal that may continue long after behavior to accomplish it has stopped. For example, Gore associates continued to think about developing nonshred dental floss during the 20-year period between their attempts to sell the idea to consumer product companies. Kurt Lewin, widely regarded as the founder of organizational development, and Bluma Zeigarnik, a Russian psychologist and originator of the Zeigarnik effect ("the psychological tendency to remember an uncompleted task rather than a completed one"¹⁴), conceptualized persistence in the early 1930s. They showed that if a goal-directed behavior is interrupted, a state of psychological tension persists, keeping the goal and goal-related thoughts activated in memory.

In the case of an architect the author observed, during renovation of an old home Greg Radford was at the top of a ladder wielding a paintbrush or tape measure hours after other workers had left the site. He

described his mental tenacity during a project: “Perseverance is a virtue. It’s a virtue to keep going even when you don’t want to keep going.”¹⁵ Without simultaneous behavioral (continuing to paint) and cognitive (thinking about the project in between work sessions) persistence, the home would not have been completed.

Similarly, in the case of the polio eradication program, Rotarians exhibited both behavioral and cognitive persistence. They repeated requests for support and the act of immunization, examples of behavioral persistence. After a setback, they mentally grappled with issues and problems until they found a solution along each step of the way, an example of cognitive persistence. Had either type of persistence been missing, the outcome of the program would not have been so successful.

“Persistence was my job,” said Rotarian Herb Pigman. “There were discouraging moments.”¹⁶ For example, in the early years of the program, there were 4000 new cases of polio in India per week. It took a few years to persuade officials to institute National Immunization Days on which all children under the age of five would receive the vaccine.

After reducing the number of polio cases in India to 258 in 2001, Rotarians learned of the resurgence in the number of cases to 1600 the following year. Again, they pushed on and brought the figure back down to 134 in 2004.¹⁷

According to another Rotarian, while he wouldn’t have said that he or Rotary were persistent by nature—they like to “win the game and move on”—the strong vision of the end state, a world without polio, kept him at his role for more than a decade. The vision kept the program going after 20 years.

Persistence is influenced by the self-esteem of individuals. As early as 1890, well before psychologists used the term *self-esteem*, philosopher William James wrote about it as a “self-feeling that in this world depends entirely on what we back ourselves to be and do.”¹⁸ In simple terms, it is the degree to which we perceive our self positively or negatively. It is our attitude toward our own self.

Overall, high-self-esteem (HSE) individuals have a greater tendency to persist in the face of failure and obstacles. At the same time it is not blind persistence. University of British Columbia psychologists Adam Di Paula and Jennifer Campbell studied this issue in more

depth, examining self-esteem, persistence, and rumination—prolonged deep thought—when encountering failure. Their experiments revealed that after a single failure, high-self-esteem participants persisted longer toward a goal than those with low self-esteem. But HSE individuals spent less time seeking a solution after repeated failure. On the other hand, LSE participants reflected on their failure longer than HSE participants did. Di Paula and Campbell concluded that people with high self-esteem tend to make more efficient use of environmental cues and deploy more effective strategies in deciding when to persist. They also concluded that individuals with high self-esteem are more likely to see the presence of alternatives, even when faced with failure, than low-self-esteem individuals.¹⁹

Taking cues from studies such as those just described, we believe that individuals with high Appreciative Intelligence tend to persist longer—behaviorally and cognitively—than people with low intelligence, but not indefinitely. They know when to quit and look for alternatives, as Gore did when it pruned its idea for producing coated bike cables and sprouted its guitar string business from the same coating. In the end, individuals with high Appreciative Intelligence succeed in their objectives either by perseverance or by adjusting their goals and ensuing strategies.

Individuals with high Appreciative Intelligence pay better attention to the cues in the environment and know that persevering for a goal is more important than persevering for a particular approach or task. The resulting flexibility gives rise to more ways to succeed in a project or goal. Some of the heads of the Rotarians' polio eradication program moved in and out of positions of responsibility and leadership over the 20-year period. They also changed strategies or tactics, shifting focus on cultural, organizational, or logistical issues depending on what segment of a population needed persuasion to join the efforts, donate money, or immunize their children. In other words, they paid attention to the changing environmental challenges and cues for solutions and adapted the program to fit a dynamic context. But according to Rotarian Bill Sergeant, what made the project survive was the long-lasting goal "to protect those who can't protect themselves—little children," he said. "It helped the project survive. [It] was going to help the most beloved part of human society."²⁰

Conviction That One's Actions Matter

Psychologists refer to the belief or judgment that one can achieve a goal or perform a task as a result of one's own actions as "self-efficacy." It is the confidence that a person has in his or her abilities to bring about the motivation, mental resources, and plan of action needed to accomplish a particular task in a given situation.²¹

Stanford University Psychologist Albert Bandura first introduced the construct of self-efficacy in 1977 and later showed that individuals create their own belief systems that allow them to be more proactive and in control of their own lives.²² Accordingly, how individuals behave is more dependent on the beliefs they hold about their capabilities (self-efficacy beliefs) than by what they are actually capable of accomplishing. These self-efficacy beliefs exercise a measure of control over individuals' thoughts, feelings, and actions. They influence the choices they make and determine how much effort they will expend on an activity or how resilient they will be when confronted with challenges. The higher the self-efficacy, the greater the persistence and resilience.

Bandura also introduced the concept of "reciprocal determinism," the notion that thoughts, feelings, and environmental factors influence one another, creating an interdependent system.²³ In other words, people evaluate their experiences through self-reflection. Their reflections may match closely to what others may have observed, perceived, and described. Sometimes, however, because of factors such as mood or physical wellness/illness, their evaluations may be quite different from others'. These reflections then lead to beliefs about their competencies or abilities, which, in turn, influence the ways in which they behave.

For example, Rotarians' beliefs that they were effective in maneuvering through bureaucracies, diplomatic communicators, and competent problem-solvers influenced their actual abilities to take action. Bill Sergeant remarked, "Usually in Rotary, we start with something that we can accomplish."

Psychologists Frank Pajares and Dale Schunk have pointed out that self-perceptions of capability help determine what individuals do with the knowledge and skills they have. More important, their beliefs about their abilities are critical determinants of how well knowledge and skills are acquired in the first place. The process of creating and using

self-beliefs is an intuitive and appreciative one: Individuals engage in a behavior, interpret the results of their actions, use these interpretations to create and develop beliefs about their capability to engage in subsequent behaviors in similar domains, and behave in concert with the beliefs created. Pajares and Schunk also indicate, following Bandura's findings, that it is therefore not surprising that people with strong self-efficacy take on more challenging tasks, increase their efforts if they think they might fail, and recover quickly after unexpected failures. Furthermore, if individuals with strong convictions in their abilities fail, they assume that they failed because they did not try hard enough or did not have the relevant knowledge. So in further attempts, they try harder after acquiring the knowledge they believed was necessary for success. People with low self-efficacy, on the other hand, often exaggerate the perceived difficulty level of the job demands around them.²⁴

Closely related to self-efficacy is the construct of self-fulfilling prophecies, a term coined by sociologist Robert Merton in 1948.²⁵ Self-fulfilling prophecies are predictions or expectations that, irrespective of typical cause-effect relationship, come true. As an illustration, Merton pointed out that during the depression era of the 1930s, many banks collapsed despite being solvent because large numbers of customers withdrew their money after hearing rumors that the banks were going to become insolvent. As we know now, the banks eventually failed because of these large-scale withdrawals. In this case, the expectation (fear) of the account holders came true because of their own actions.

Self-fulfilling prophecies work for positive expectations, too. Gore's business leaders told Matt Schreiner that he had talent and asked whether he would like to switch projects, thus creating positive expectations that contributed to Schreiner's own belief in his abilities and his actual success. In the best-selling book *Organizing Genius*, authors Warren Bennis and Patricia Ward Biederman described the mindset of collaborative groups that changed the world by accomplishing huge feats (such as the Disney animators who created the film *Snow White* and the young technologists who invented the Macintosh computer): "Not knowing what they can't do puts everything in the realm of the possible."²⁶

In a battle against the odds, a friend recovered from a rare and life-threatening condition in great part because of his self-fulfilling prophecy

that he would survive. After a 67-day hospital visit, he went home for further recuperation looking like a healthy person. “Denial would have been not acknowledging that I was going to die,” he said. But the possibility of death wasn’t even in his mind to refute. “I knew I was sick, but I really believed I would live,” he said. His understanding of the power of such beliefs was first learned as a young boy in an experience that many readers might recognize as familiar. During his first attempt at riding a bicycle, he realized halfway down the street that he couldn’t hear his sister’s footsteps as she ran alongside and held up the bike. Although he had been pedaling and balancing successfully on his own for a while, when he discovered she was no longer there, he and the bike ended up on the ground. He now works with cancer patients and others to learn how to mentally reframe their notions of disease, treatment, or any other challenge in a positive light. He also helps them build their own positive self-fulfilling prophecies.²⁷

In the words of American sociologist and educator William Isaac Thomas: “If men define situations as real, they are real in their consequences.”²⁸ As the leaders whom we interviewed believed they could accomplish tasks and achieve their goals, they could and did.

Feeling confident and competent to achieve a task may stem, in part, from positive self-talk, an occurrence reported by a number of leaders we interviewed. Whether aloud, inside their heads, or even by affirming one’s abilities to a group, they spoke about the ways they *could* find a solution or achieve a goal.

According to Charlie Pellerin, when the Hubble telescope was found to be flawed, he first felt anger. But his anger gave way to a feeling of proactive ability. “What matters is the story in your mind,” he said. Whether a person feels powerful, aggressive, or victimized is largely shaped by the stories he tells himself, a principle that Pellerin tells his leadership session attendees and follows himself. The story that Pellerin said he tells himself is that of Davy Crockett—not the Hollywood version, he emphasized, but that of the successful and independent early American Congressman who said, “Be always sure you are right, then go ahead,” Pellerin quoted.²⁹

In another case, a dancer and choreographer who founded a troupe with the fundamental ideal of dispelling myths that dancers must look

alike and women must be very thin to be beautiful said that each time she sees an advertisement that disturbs her, she thinks, “The students and dancers in my community won’t feel that way,” further motivating her to action.³⁰

Pellerin and others whose positive self-talk took the form of stories were actually using a complex type of framing called story framing. According to Kirk Hallahan, “story framing involves (a) selecting key themes or ideas that are the focus of the message and (b) incorporating a variety of storytelling or narrative techniques that support that theme.”³¹ Any number of Crockett’s positive attributes—independence, courage, or taking action after determining a correct path—could be selected as the focus of the message or the salient feature. The story itself, a narrative technique, was used to relay the key message and to move the listener, in this case Pellerin himself, to action.

As psychologist Albert Bandura also pointed out, “Unless people believe that they can produce desired effects and forestall undesired ones by their actions, they have little incentive to act. Whatever other factors may operate as motivators, they are rooted in the core belief that one has the power to produce desired results.”³² This proactive, positive conviction that their actions matter is very much present in people with high Appreciative Intelligence.

Tolerance for Uncertainty

Intelligence and insight experts Robert Sternberg and Todd Lubart contend that “the creatively insightful person seeks the paths that others avoid or even fear; he or she is willing to take risks and stray from the conventional.”³³

The ability to successfully reach toward the unknown, to take risks, and to grapple with the discomfort of uncertainty or ambiguity—even to feel comfortable with it—is the second quality that stems from Appreciative Intelligence. To understand how the two relate, first we need to explain the concepts of uncertainty and ambiguity.

Uncertainty and ambiguity are related to cognitive dissonance, a psychological term that refers to the discomfort people feel when new ideas or experiences seem to contradict what they already know or believe. To

accept incongruous information, they must either find a way to relate the new and unfamiliar to something that is familiar or change their current belief or knowledge systems, the latter of which is no simple task. When the pain of accepting contradictory information is too great, people cannot accommodate it, and they reach a point of inability to learn the information at that time. Because of the mental struggle that occurs through this process, most people have a difficult time tolerating dissonance and make significant efforts to reduce it.

People can also experience uneasiness or pain associated with uncertainty or ambiguity during periods of change. During transitions caused by relocating to a new geographic area, switching jobs, changing family structures, or a variety of other reasons, familiar behavior patterns and relationships get replaced with new and different ones. People believe they know what to expect, or at least the range of possibilities, that occur under familiar circumstances. New behavior patterns and relationships that don't mesh with the old leave people confused, uncertain about what the future may hold, or struggling to make the contradictory old and new patterns fit together. To understand the strength of the discomfort with uncertainty, one need look no further than the victims of Hurricane Katrina and the devastation of New Orleans in 2005 who preferred to live in damaged houses amid bacteria-infested floodwaters over evacuating to locations far from home and with unknown consequences.

For the sake of this description and discussion of leaders with high Appreciative Intelligence, we refer to uncertainty or ambiguity as dealing with two seemingly contradictory ideas at one time, not knowing an answer, not knowing how to resolve a problem, or being unable to foresee the result of a given situation.

While ambiguity and uncertainty can lead to conflict and discomfort, there are benefits that arise from the process of resolving or making sense of contradictory ideas. Ambiguity can spark new ideas or products and generate mental energy, excitement, and creative tension.

One example of the benefits of new and conflicting ideas was a fresh set of work habits and co-worker interactions that followed the introduction of an unfamiliar technology tool. MIT researcher Wanda Orlikowski studied the early experimental use of the group collaboration software Lotus Notes at a large management consulting firm. "Notes," as the pro-

gram was commonly called, sought to simulate a real-life organizational environment. It allowed its users to share information using features such as file replication and to collaborate virtually in real time. At the time (early 1990s), such use of groupware technology was “outside the box,” a revolutionary concept. Although the use of e-mail was common, those who used software applications used personal tools such as spreadsheets or word processing documents in an individualized way, such as they would use a pen or stapler. The concept of collaborative technology tools seemed contradictory to some people—if one wouldn’t use a stapler as a group tool, why would one use another tool that way? Employees began framing the product as “big e-mail” and “networks,” or expanded versions of familiar products. As time passed and they became more comfortable with using Lotus Notes, their initial ambiguity was replaced by a better understanding and comfort level regarding the uses of the software. Eventually, use of Notes led to new practices and interactions.³⁴ Over the years, Notes has played a key role in helping computer users rethink how they send messages, synchronize calendars, and work together on projects regardless of geographic location.

Out of the messiness and chaos of ambiguity arise new knowledge, ideas, and opportunities to frame reality differently. Thus, it is no wonder that decades later, management and psychology experts are exploring the role of ambiguity in organizational leadership³⁵ and decision making.³⁶

We found evidence of high tolerance for uncertainty, ambiguity, and dissonance in the leaders, inventors, and innovators we studied. While for many people the feeling of being “up in the air” is so difficult that they would rather deal with a negative conclusion than not know whether the ending will be positive or negative, the leaders we studied appeared to possess the ability to suspend those feelings of discomfort. Living one of the philosophies of Starbucks founder Howard Schultz,³⁷ they “risk more than others think safe.”

Psychologist Joshua Correll and his research team suggested an explanation for dealing with ambiguity that relates to high self-esteem and self-efficacy, or the quality of conviction that one’s actions matter. Through a study of students’ attitudes toward an increase in tuition fees, their values, and their feelings of self-worth, the researchers found that the participants with the greatest levels of self-affirmation were able to

pay attention to videotapes of persuasive debates about an increase in tuition payments that challenged their opinions. Correll and his team concluded that higher self-affirmation limited defensive reactions to conflicting viewpoints and enabled openmindedness.³⁸ We infer from their conclusions that individuals with high levels of Appreciative Intelligence are more open to challenging situations, contexts that are unfamiliar, or possibilities that seem threatening because they are new.

The ability to tolerate uncertainty allowed leaders with high Appreciative Intelligence to deal with new or risky situations on a number of levels. First, they were able to deal with their own dissonance long enough to investigate the seemingly contradictory pieces of information, thoughts, or beliefs until they made sense of the new with the old. For instance, Charlie Pellerin said he had never even considered the Hubble Telescope mirror flaw a result of leadership failure, as Congress deemed it. But he was able to consider the possibility to such extent that he went on to study leadership and apply his knowledge to the practice of benchmarking and diagnosing the strength of other organizations' teams.

Second, they had the ability to tolerate the longer periods of uncertainty that are required to develop innovative products or start a new organization—to take entrepreneurial risk. They were able to control or ignore the discomfort of not knowing whether or when a product or organization would become profitable or investments would be returned, long enough to innovate the product or start the new venture.

Beyond tolerating their own uncertainty, the leaders we interviewed coped with the reactions to uncertainty in others. By bringing new ideas into the open, leaders can cause discomfort in others by displacing old ideas and beliefs. Such discomfort in others could potentially take a toll on a leaders' or innovators' acceptance, credibility, or pocketbook. But they helped others deal with uncertainty, often by reframing situations to help them see what was positive, how the future could unfold from the present, and by encouraging persistence until what was unknown became known.

Dean Kamen, founder of FIRST and DEKA Research, has faced resistance to some of his innovative ideas. He discussed the exclusive relationship of stability and innovation. Managers seek stability, and in doing so they avoid risk and failure, he said. But for innovation to occur

there must be some risk and the willingness to accept failure or setbacks as part of a learning process before finding a new solution. He related it to the field of medicine: “As you’re going into surgery, you don’t want to hear the surgeon say, ‘I’m trying something new today,’” Kamen said. People want procedures that are proven successful.³⁹ His ability to deal with the contradiction of stability and innovation has allowed him to work with needs of the medical community and that of the general public for consistent success, while he and his company undertake the challenge to develop new medical devices. A high tolerance for uncertainty kept the door open for DEKA’s invention of a new type of medical stent (a medical device to keep a blood vessel open) that was used in Vice President Dick Cheney’s heart surgery.

In the case of W. L. Gore & Associates, company leaders codified strategies to help associates and the organization as a whole deal with entrepreneurial uncertainty. The company supports time for associates to work on new ideas, celebrates failures as well as successes, and helps find new positions within the company for associates whose projects have ended. When associates understand that an unsuccessful project or one that doesn’t make it to market doesn’t mean that their livelihood and well-being are threatened, much of the fear of uncertainty is replaced with a sense of curiosity and freedom to explore new ideas.

Irrepressible Resilience

The fourth quality, and the one we saw most often in stories and interview notes of people with superior Appreciative Intelligence, was that of irrepressible resilience, the ability to bounce back from difficult situations. The ability to reframe or reinterpret a given situation enabled them to perceive that a positive consequence could be built from even the most drastic or devastating circumstances. Rather than experiencing a position of impossibility, and therefore a situation without hope or remedy, intelligent leaders showed the capacity to see what is possible and to set a plan of action with concrete steps to create the envisioned positive state.

Irrepressible resilience is different from persistence. Persistence is perseverance or sticking with particular actions or thoughts until a goal is achieved, whereas resilience is a quality present in an individual that allows

him or her to maintain a certain strength against adversity. A resilient individual makes positive adjustments when circumstances become challenging. Irrepressible resilience is the quality of not buckling under stress and returning to a state of strength despite weakening forces around.

One company president's comment reflected the sentiment of others we interviewed: "I honestly think we can turn almost any change into an advantage. That sounds unrealistic, but time bears me out. We got through the dot-com boom [and bust] fine. We got through the economic downturn fine. We're battle hardened—short of a neutron bomb, we'd be just fine."

Leaders with high Appreciative Intelligence showed a range of emotions when initially encountering a challenge. They felt anger, sadness, or betrayal, depending on the circumstances and extent of the challenge. But in a relatively short period of time, sometimes days or even minutes, they became flexible, adapted, and moved back into a positive emotional state as well as began work on the crisis or situation at hand. They ultimately survived regardless of the environment. They framed their situation for a better view of the future and addressed the present with the belief that they could achieve their goal. "I'm convinced there's almost nothing you can't work your way out of. It's just problem-solving," said architect Greg Radford.

Further than simply surviving, some leaders and innovators bounced back higher from challenges than the position from which they began. Embodying the philosopher Nietzsche's quotation, "That which does not destroy [or kill] me, makes me stronger," they turned challenging situations into opportunities to thrive.

Gore associate George Shaw discussed the irrepressible resilience of the leaders who helped the company through unforeseen disappointments. People may initially feel upset when things don't go right, he said, "but the group moves on." In an early company story of resilience, some of the first Gore-Tex clothing leaked at the seams. Holes made by sewing had not been sealed, Shaw explained. The company replaced the garments. Then it bounced back from the setback with lessons about the value of its corporate reputation and retaining a stake in quality control when partnering with other manufacturers on Gore products, thus preventing future mistakes, said Shaw.⁴⁰

The understanding of resilience has received renewed attention in recent years and appears in a variety of publications. A recent doctoral dissertation by Michael Philip Hand, for instance, clarified the optimal levels of optimism, perceived locus of control (similar to self-efficacy), hope, and degree of adversity experienced in life, in the development and maintenance of psychological resilience.⁴¹ Hand found that negative life experience, rather than positive life experience, was predictive of stronger correlations between optimism and hope, optimism and control, and hope and control. In the book, *The Beethoven Factor: The New Positive Psychology of Hardiness, Happiness, Healing and Hope*, Paul Pearsall, author and neuropsychologist, discussed the importance of resilience. He defined it as the ability to thrive in the face of adversity, as in the case of Beethoven, who wrote his Ninth Symphony (with Friedrich Schiller's "Ode to Joy" as the choral text of the last movement) after he became deaf.⁴²

Another recent book, *Resilience at Work: How to Succeed No Matter What Life Throws at You*,⁴³ discusses the core elements of "hardiness." In this book Salvatore Maddi, a psychologist at the University of California, Irvine, and consultant, identified these elements in his 12-year research project at Illinois Bell Telephone twenty years earlier. The telephone company experienced significant organizational change and downsizing, which, predictably, produced severe emotional stress in most employees. Maddi and his research team examined the annual reviews and psychological evaluations of some 450 executives. Out of those employees, about half lost their jobs, and close to two-thirds were affected by stress-related disorders such as high blood pressure, psychological problems, or drug and alcohol abuse. Yet the researchers noticed one positive aspect amidst the misery: Approximately one-third of the executives experienced professional development (upward career mobility) and good mental health. The researchers referred to these executives as "the resilient group" and sought to explain the difference between its members and the others. Maddi's team isolated and identified three basic attitudes: commitment, control, and challenge. As authors Maddi and Khoshaba indicated in their book, the resilient group employed these attitudes and social support to make the best situation of their circumstances and to personally change for the better.

In yet another book entitled *The Survivor Personality: Why Some People Are Stronger, Smarter, and More Skillful at Handling Life's Difficulties . . . and How You Can Be, Too*, author Al Siebert discussed the answer to the question he posed about World War II survivors: When faced with adversity or tragedy, what makes one person crumble and another survive? Siebert discovered that World War II combat survivors were less like the bold, lone hero character played by Sylvester Stallone in the movie *Rambo* and more like the irreverent surgeon played by Alan Alda in the extremely popular television show of the 1970s and 80s, *M*A*S*H*. Years of subsequent research taught Siebert that those who survive (and thrive) often respond to challenge with humor, wisdom, and mental and emotional flexibility.⁴⁴

Barbara Frederickson, researcher and director of the Positive Emotions and Psychophysiology Laboratory at the University of Michigan, and a team of researchers interviewed a group of people in early 2001 to learn about their optimism and resilience. As part of the study, they assessed individuals' resilience using a scale with items, such as "I quickly get over and recover after being startled," to which participants would respond. Only a few months later, the September 11 tragedy occurred. Her team contacted the earlier study participants and, in follow-up interviews, asked them what emotions they were feeling and what they had learned from the attacks. They found that while nearly every person interviewed felt angry, sad, or afraid, those who were identified as resilient in the earlier study were less likely to feel depressed, felt more positive emotions such as gratitude to be alive and safe, and reported that they had learned something from the crisis.⁴⁵

In a range of studies researchers have found that resilience is related to the conditions that help individuals, like those in our Appreciative Intelligence interviews, succeed. People with resilience are perceptive, insightful, and open to new experiences,⁴⁶ factors that may allow those with Appreciative Intelligence to come up with and act on solutions that haven't been tried previously. Highly resilient individuals may have a greater capacity to learn from the lumps and bumps in the road and to use that knowledge to deal with future potholes.⁴⁷ According to Frederickson, people's positive emotions open the way for expanded cognition and behavior, which in turn build their "physical, intellectual,

and social resources”⁴⁸—one explanation of how leaders with high levels of Appreciative Intelligence are able to generate the future they see in the present.

People with high levels of Appreciative Intelligence see the oak in the acorn. They also go beyond—they plant their acorns and persevere to help them grow. While others may doubt the potential of the acorns, these leaders believe in their own and others’ abilities to water and fertilize the plants from sapling to tall oak. They deal with the risk and uncertainty that comes with planting something new and hoping for growth. Finally, they find a way for the oaks to survive and thrive despite unpredictable circumstances or a challenging environment.

Notes

Foreword

1. Steve Sternberg, "Scientists Ready to 'Map' Gene Variations, Diseases," *USA Today*, October 27, 2005.
2. Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 2nd ed. (New York: Basic Books, 1993), xi.

Chapter 1

1. Hubble European Space Agency Information Centre, www.spacetelescope.org (accessed February 16, 2005).
2. World Health Organization, <http://www.polioeradication.org/content/general/casecount.pdf> (accessed May 11, 2005).
3. Peter Krass, "Tupperware's Brownie Wise Built and Prepped Her Army with Methodical Goal Setting," *Investors Business Daily*, August 28, 1998, sec. Leaders & Success.
4. Michael Tarsala, "Coca-Cola's Asa Candler: How He Took a Fizzling Brain Tonic and Made 'The Real Thing' Fizz," *Investors Business Daily*, February 1, 1999, sec. Leaders & Success.
5. Peter Krass, "Entrepreneur Estee Lauder: How She Created World's Largest Prestige Cosmetics Firm," *Investors Business Daily*, April 8, 1998, sec. Leaders & Success.
6. Dean Kamen, interview by author, May 12, 2005.
7. Fred Kerlinger, *Foundations of Behavioral Research* (New York: Holt, Rinehart and Winston, 1973), 28–29.
8. George Washington Carver as quoted from Jon Barnes, "Botanist George Washington Carver: Rather Than Give In to Poverty, He Used It to Spur Inventiveness," *Investor's Business Daily*, November 4, 1998, sec. Leaders & Success.
9. Viktor E. Frankl, *Man's Search for Meaning* (New York: Washington Square Press, 1963), 104.

Chapter 2

1. Rick Carter, "W. L. Gore & Associates, Inc. . . Quality's Different Drummer," *Industrial Maintenance & Plant Operation* (January 2002), 10–16.
2. W. L. Gore & Associates, www.gore.com (accessed August 11, 2005).
3. Alan Deutschman, "The Fabric of Creativity," *Fast Company*, Issue 89 (December 2004), 55.
4. Deutschman, "The Fabric of Creativity," 58.
5. W. L. Gore & Associates, www.gore.com (accessed August 11, 2005).
6. Matt Schreiner, interview by author, August 24, 2005.
7. George Shaw, interview by author, August 16, 2005.
8. Paul C. Judge, "How Will Your Company Adapt?" *Fast Company*, Issue 53 (December 2001), 128–138.

9. Procter & Gamble News Release, September 17, 2003, www.pg.com (accessed August 15, 2005).
10. Judge, "How Will Your Company Adapt?" 128–138.
11. Procter & Gamble News Release, September 17, 2003, www.pg.com (accessed August 15, 2005).
12. Ed Hoffman, interview by the author, December 20, 2004.
13. Jonathan W. Schooler et al., "Epilogue: Putting Insight into Perspective," in Robert Sternberg and Janet Davidson, eds., *The Nature of Insight* (Cambridge, MA: MIT Press, 1995), 575.
14. The Zeigarnik Effect, http://www.fasthealth.com/dictionary/z/Zeigarnik_effect.php, copyright 1997–2004 (accessed May 11, 2005).
15. Greg Radford, interview by the author, West Chester, PA, May 13, 2005.
16. Herb Pigman, interview by the author, January 28, 2005.
17. World Health Organization, <http://www.polioeradication.org/content/general/casecount.pdf> (accessed May 11, 2005).
18. William James, *The Principles of Psychology* (New York: H. Holt and Company, 1890/1918), 310.
19. Adam Di Paula and Jennifer Campbell, "Self-Esteem and Persistence in the Face of Failure," *Journal of Personality and Social Psychology*, 83, no. 3 (2002), 711–724.
20. Bill Sergeant, interview by author, February 9, 2005.
21. Stajkovic and Luthans defined self-efficacy as "an individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task in a given context." A. D. Stajkovic and F. Luthans, "Social Cognitive Theory and Self-Efficacy: Going Beyond Traditional Motivational and Behavioral Approaches," *Organizational Dynamics*, 26, no. 4 (1998), 66.
22. Albert Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory* (Englewood Cliffs, NJ: Prentice Hall, 1986).
23. Albert Bandura, "The Self-System in Reciprocal Determinism," *American Psychologist*, 33 (1978), 344–358.
24. F. Pajares and D. H. Schunk, "Self-Beliefs and School Success: Self-Efficacy, Self-Concept, and School Achievement," in R. Riding and S. Rayner, eds., *Perception* (London: Ablex Publishing, 2001), 239–266.
25. Robert K. Merton, "The Self-Fulfilling Prophecy," *Antioch Review*, 8 (1948), 193–210.
26. Warren G. Bennis and Patricia Ward Biederman, *Organizing Genius: The Secrets of Creative Collaboration* (Reading, MA: Addison Wesley, 1997), 15.
27. Domenic Carnuccio, interview by author, June 3, 2005.
28. William Isaac Thomas, *The Child in America* (New York: Knopf, 1928), 257.
29. Charles Pellerin, interview by author, January 12, 2005.
30. Fleur Frascella, interview by author, West Chester, PA, May 16, 2005.
31. Kirk Hallahan, "Seven Models of Framing: Implications for Public Relations," *Journal of Public Relations Research*, 11, no. 3 (1999), 205–242.
32. Albert Bandura, "Cultivate Self-Efficacy for Personal and Organizational Effectiveness," in E. A. Locke, ed., *The Blackwell Handbook of Principles of Organizational Behavior* (Oxford, UK: Blackwell, 2000), 120.

33. Robert J. Sternberg, and Todd I. Lubart, "An Investment Perspective on Creative Insight," in Robert Sternberg and Janet Davidson, eds., *The Nature of Insight* (Cambridge, MA: MIT Press, 1995), 535.
34. Wanda J. Orlikowski, "Learning from Notes: Organizational Issues in Groupware Implementation," MIT Sloan School Working Paper, #3428-92, May 1992.
35. J. L. Denis, A. Langley, and L. Cazale, "Leadership and Strategic Change under Ambiguity," *Organization Studies*, 17, no. 4 (1996), 673–699.
36. D. Ghosh and M. R. Ray, "Risk, Ambiguity, and Decision Choice: Some Additional Evidence," *Decision Sciences*, 28, no. 1 (1997), 81–104.
37. Howard Schultz and Dori Jones Yang, *Pour Your Heart into It: How Starbucks Built a Company One Cup at a Time* (New York: Hyperion, 1997), 1.
38. Joshua Correll, Steven Spencer, and Mark Zanna, "An Affirmed Self and an Open Mind: Self-Affirmation and Sensitivity to Argument Strength," *Journal of Experimental Social Psychology*, 40 (2004), 350–356.
39. Dean Kamen, interview by author, May 11, 2005.
40. George Shaw, interview by author, August 16, 2005.
41. Michael Philip Hand, "Psychological Resilience: The Influence of Positive and Negative Life Events upon Optimism, Hope, and Perceived Locus of Control," Doctoral Dissertation, Walden University, 2003.
42. Paul Pearsall, *The Beethoven Factor: The New Positive Psychology of Hardiness, Happiness, Healing and Hope* (Charlottesville, VA: Hampton Roads Publishing Company, 2003).
43. Salvatore Maddi and Deborah Khoshaba, *Resilience at Work: How to Succeed No Matter What Life Throws at You* (New York: AMACOM Books, 2005).
44. This new book provides a clear example of how resilience can be cultivated in individuals. Al Siebert, *The Resiliency Advantage: Master Change, Thrive under Pressure, and Bounce Back from Setbacks* (San Francisco: Berrett-Koehler Publishers, 2005).
45. B. L. Frederickson, M. M. Tugade, C.E. Waugh, and G. Larkin, "What Good Are Positive Emotions in Crises?: A Prospective Study of Resilience and Emotions Following the Terrorist Attacks on the United States on September, 11th, 2001," *Journal of Personality and Social Psychology*, 84, no. 2 (2003), 365–376.
46. E. C. Klohnen, "Conceptual Analysis and Measurement of the Construct of Ego-Resiliency," *Journal of Personality and Social Psychology*, 70 (1996), 1067–1079.
47. P. Salovey, B. T. Bedell, J. B. Detweiler, and J. D. Mayer, "Coping Intelligently: Emotional Intelligence and the Coping Process," in C. R. Snyder, ed., *Coping: The Psychology of What Works* (New York: Oxford, 1999), 141–164.
48. Barbara L. Fredrickson, "The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions," *American Psychologist: Special Issue*, 56 (2001), 218–226.

Chapter 3

1. W. Warren Wagar, *The City of Man: Prophecies of a Modern Civilization in Twentieth-Century Thought* (Baltimore: Penguin, 1968, 1963).
2. Phrase coined by Jonathan Mooney in *Learning Outside the Lines*, a book about ADD and dyslexia, and used by educators at DVFS to describe the way students with these differences often have been incorrectly labeled in traditional educational systems.
3. Katherine Schantz, interview by author, Paoli, PA, June 1, 2005.

4. Delaware Valley Friends School, <http://www.dvfs.org> (accessed May 22, 2005).
5. Katherine Schantz, interview by author, Paoli, PA, June 1, 2005.
6. Bill Keeney, interview by author, West Chester, PA, May 28, 2005.
7. Delaware Valley Friends School viewbook, "Freeing Creative Minds," designed by students, DVFS, 2004.
8. Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003, Winter 2001-02, and Fall 2003, http://nces.ed.gov/programs/digest/d04/tables/dt04_169.asp.
9. Dave Brubaker, interview by author, June 1, 2005.
10. Bill Keeney, interview by author, West Chester, PA, May 22, 2005.
11. Bill Keeney, interview by author, West Chester, PA, May 22, 2005.
12. Delaware Valley Friends School viewbook, "Freeing Creative Minds," designed by students, DVFS, 2004.
13. Delaware Valley Friends School, <http://www.dvfs.org> (accessed May 22, 2005).
14. Bill Keeney, interview by author, West Chester, PA, May 22, 2005.
15. Delaware Valley Friends School, <http://www.dvfs.org> (accessed May 22, 2005) and Katherine Schantz, interview by author, June 1, 2005.
16. Lucia Herndon, "Mentors Making a Big Difference," *The Philadelphia Inquirer*, April 25, 2004, sec. M, p. 2.
17. Bill Keeney, interview by author, West Chester, PA, May 25, 2005.
18. Bill Keeney, interview by author, West Chester, PA, May 25, 2005.
19. Glenn Heck, interview by author, June 13, 2005.

Chapter 4

1. Alan Deutschman, "The Fabric of Creativity," *Fast Company*, Issue 89, December 2004, 54.
2. Michael Mink, "He Shined a Light 'Round the Old Campfire," *Investors Business Daily*, September 22, 2004, sec. Leaders & Success.
3. For Inspiration and Recognition of Science and Technology, <http://www.usfirst.org/> (accessed October 6, 2005).
4. For Inspiration and Recognition of Science and Technology, <http://www.usfirst.org/> (accessed October 6, 2005).
5. Max Alexander, "Wow, Isn't That Cool!" *Smithsonian*, 34, no. 6 (September 2003), 95-96.
6. Ed Hoffman, interview by author, December 20, 2004.
7. Bill Sergeant, interview by author, February 9, 2005.
8. Kenneth Gergen and Tojo Thatchenkery, "Organization Science as Social Construction: Postmodern Potentials," *Journal of Applied Behavioral Science*, 40, no. 2 (2004), 228-249.
9. David Snow and Robert Benford, "Framing Processes and Social Movements: An Overview and Assessment," *Annual Review of Sociology*, 26 (2000), 611-639.
10. D. A. Snow, E. B. Rochford, S. K. Worden, and R. D. Benford, "Frame Alignment Processes, Micromobilization, and Movement Participation," *American Sociological Review*, 51 (1986), 464-481.
11. Margaret A. Neale and Max H. Bazerman, "The Effects of Framing and Negotiator Overconfidence in Bargaining Behaviors and Outcomes," *Academy of Management Journal*, 28, no. 1 (1985), 34-49.

12. Robert M. Entman, "Framing: Toward Clarification of a Fractured Paradigm," *Journal of Communication*, 43, no. 4 (1993), 51–58.
13. Harold H. Kelley, "The Warm-Cold Variable in First Impressions of Persons," *Journal of Personality*, 18 (1950), 431–439.
14. John Kounios, interview by author, Philadelphia, PA, April 22, 2005.
15. Robert Sternberg and Janet Davidson, eds., *The Nature of Insight* (Cambridge, MA: The MIT Press, 1995).
16. Charles Pellerin, interview by author, January 12, 2005.
17. Mark Jung-Beeman, John Kounios, et al., "Neural Activity When People Solve Verbal Problems with Insight," *PLoS Biology*, 2, Issue 4 (April 2004), 500–510.
18. Mark Jung-Beeman, Karuna Subramaniam, et al., "Mood Effects on Creative Insight Problem-Solving," poster presentation at Cognitive Neuroscience Society meeting, April 2005.
19. Annette Bolte, Thomas Goschke, and Julius Kuhl, "Emotion and Intuition: Effects of Positive and Negative Mood on Implicit Judgments of Semantic Coherence," *Psychological Science*, 14, no. 5 (September 2003), 416–421.
20. Dan Lovallo and Daniel Kahneman, "Delusions of Success: How Optimism Undermines Executives' Decisions," *Harvard Business Review*, Reprint R0307D (July 2003), 3.
21. Adam Nossiter, "Bush Tours Hurricane Ravaged Areas," <http://aolsvc.news.aol.com/news/article.adp?id=20050824033709990005> (accessed 9/13/05).
22. Greg Radford, interview by the author, May 13, 2005.

Chapter 5

1. Matt Krantz, "Howard Schultz: Keeping His Passion as Fresh as the Morning Brew," *Investors Business Daily*, Feb. 2, 1999, sec. Leaders & Success.
2. David Cooperrider and Suresh Srivastva, "Appreciative Inquiry in Organizational Life," *Research in Organizational Change and Development*, 1 (1987), 129–169; Karl Weick, "Affirmation as Inquiry," *Small Group Behavior*, 13 (1982), 441–442.
3. R. Rosenthal and R. Lawson, "A Longitudinal Study of the Effects of Experimenter Bias on the Operant Learning of Laboratory Rats," *Journal of Psychiatric Research*, 2 (1964), 61–72.
4. Lucien Cordaro and James R. Ison, "The Psychology of the Scientist: X. Observer Bias in Classical Conditioning of the Planarian," *Psychological Reports*, 13 (1963), 787–789.
5. Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom* (New York: Holt, Rinehart and Winston, 1968).
6. Mitchel G. Adler, "Conceptualizing and Measuring Appreciation: The Development of a Positive Psychology Construct," Doctoral Dissertation, Rutgers University, 2002.
7. Mitchel G. Adler and Nancy S. Fagley, "Appreciation: Individual Differences in Finding Value and Meaning as a Unique Predictor of Subjective Well-Being," *Journal of Personality*, 73, no. 1 (2005), 79–114.
8. Adler and Fagley, "Appreciation," 82.
9. Max Alexander, "Wow, Isn't That Cool!" *Smithsonian*, 34, no. 6, (September 2003), 95–96.
10. Geoffrey Vickers, *Value Systems and Social Process* (London: Penguin, 1968), 139.

11. Geoffrey Vickers, *Freedom in a Rocking Boat* (London: Allen Lane, 1970; London: Penguin Books, 1972), 102.
12. Adler, "Conceptualizing and Measuring Appreciation," Doctoral Dissertation. Rutgers University, 2002, p. 7.
13. Adler and Fagley, "Appreciation," 79–114.
14. Sandra L. Schneider, "In Search for Realistic Optimism: Meaning, Knowledge, and Warm Fuzziness," *American Psychologist*, 56, no. 3 (2001), 250–263.
15. Peter Krass, "Tupperware's Brownie Wise Built and Prepped Her Army with Methodical Goal Setting," *Investors Business Daily*, August 28, 1998, sec. Leaders & Success.
16. Peter Krass, "Entrepreneur Estee Lauder: How She Created World's Largest Prestige Cosmetics Firm," *Investors Business Daily*, April 8, 1998, sec. Leaders & Success.
17. Dan Goldin, in Cheryl Dahle, "NASA's Mr. Team: The Man behind NASA's Academy of Program and Project Leadership," *Fast Company*, Issue 29, November 1999, 322.
18. Ed Hoffman, interview by author, December 20, 2004.
19. Greg Radford, interview by author, West Chester, PA, May 13, 2005.
20. Matt Schreiner, interview by author, August 24, 2005.
21. Fleur Frascella, interview by author, May 16, 2005.
22. Nick Turner, "Entrepreneur Michael Dell: How He's Made His Firm the Fastest-Growing Computer Maker," *Investors Business Daily*, March 1, 1999, sec. Leaders & Success.
23. John. M. Darley and Russell H. Fazio, "Expectancy Confirmation Processes Arising in the Social Interaction Sequence," *American Psychologist*, 35 (1980), 867–881.
24. Darcy Reich, "What You Expect Is Not Always What You Get: The Roles of Extremity, Optimism, and Pessimism in the Behavioral Confirmation Process," *Journal of Experimental Social Psychology*, 40, no. 2 (2004), 199–215.
25. Fred Luthans, "Positive Organizational Behavior: Developing and Managing Psychological Strengths," *Academy of Management Executive*, 16, no. 1 (2003), Kim Cameron, Jane Dutton, and Robert Quinn, *Positive Organizational Scholarship: Foundations of a New Discipline* (San Francisco: Berrett-Koehler Publishers, 2003).
26. Appreciative Inquiry is "based on a socio-rationalist paradigm which treats organizational reality as a social construction and a product of human imagination." Kenneth Gergen and Tojo Thatchenkery, "Organization Science as Social Construction: Postmodern Potentials," *Journal of Applied Behavioral Science*, 40, no. 2 (2004), 228–249.
27. David Cooperrider and Diana Whitney, "Appreciative Inquiry: A Positive Revolution in Change," in Peggy Holman and Tom Devane, eds., *The Change Handbook: Group Methods for Shaping the Future* (San Francisco: Berrett-Koehler, 1999), 245–261, 247–248.

Chapter 6

1. Tojo Thatchenkery, *Appreciative Sharing of Knowledge: Leveraging Knowledge Management for Strategic Change* (Chagrin Falls, Ohio: Taos Institute Publishing, 2005), 73–74.
2. Raja Meenakshi, People's Project Coordinator of the Pulse Polio Immunisation Programme, interview by author, Chennai, Tamil Nadu, India, November 17, 2004.

3. George Shaw, interview by author, August 16, 2005.
4. Innovation in Canada, "Case 7, Research in Motion," <http://innovation.ic.gc.ca/gol/innovation/site.nsf/en/in04212.html> (accessed September 23, 2005).
5. Brad Stone, "BlackBerry: Bring It On!" *Newsweek*, September 26, 2005, E8–E14.
6. Innovation in Canada, "Case 7, Research in Motion."
7. Lloyd Sandelands and Robert Drazin, "On the Language of Organization Theory," *Organization Studies*, 10, issue 4 (1989), 457–478.
8. Herbert E. Simon, "Organizations and Markets," *Journal of Economic Perspectives*, 5 (1991), 25–44.
9. Richard L. Daft and Karl E. Weick, "Toward a Model of Organizations as Interpretation Systems," *Academy of Management Review*, 9, no. 2 (1984), 284–295.
10. Susan Case and Tojo Thatchenkery, "Market, Enactment, and Learning from Ambiguous Events: A Case Study of a Small Investment Firm," paper presented at the Entrepreneurship division of the National Academy of Management, Cincinnati, Ohio, August 9–14, 1996.
11. Karl E. Weick, *The Social Psychology of Organizing*, 2nd ed. (Reading, MA: Addison-Wesley, 1979), 147–156.
12. Gary Hamel and C. K. Prahalad, "Corporate Imagination and Expeditionary Marketing," *Harvard Business Review*, July–August 1991, 3–11.
13. Case and Thatchenkery, "Market, Enactment, and Learning from Ambiguous Events."
14. Sony History, "Why No Record Function?" <http://www.sony.net/Fun/SH/1-18/h2.html> (accessed September 28, 2005).
15. Weick, *Social Psychology of Organizing*, pp. 149–150.
16. Weick, *Social Psychology of Organizing*, p. 149.
17. Case and Thatchenkery, "Market, Enactment, and Learning from Ambiguous Events," 9.
18. David L. Cooperrider, "Positive Image, Positive Action: The Affirmative Basis of Organizing," in S. Srivastva et al, eds., *Appreciative Management and Leadership* (San Francisco: Jossey-Bass, 1990), 94.
19. C. Perrow, *Complex Organizations: A Critical Essay*, 3rd ed. (New York: Random House, 1986), 212.
20. Weick, *Social Psychology of Organizing*, p. 149.
21. Kenneth Gergen, *An Invitation to Social Construction* (Thousand Oaks, CA: Sage, 1999), 116.
22. Gergen, *An Invitation to Social Construction*, p. 116.
23. Gergen, *An Invitation to Social Construction*, p. 117.
24. Term coined by Thomas Kuhn in his book *Structure of Scientific Revolutions* (Chicago: University of Chicago Press, 1962).
25. It is not just psychologists who have asked for generative theory in social sciences. Sociologists too have underscored the importance of it. For example, Lynn Smith-Lovin has pointed out that, as sociologists develop theories, they make a choice between the detail of accurate prediction and the generative nature of the theory. She argued strongly for the latter. Lynn Smith-Lovin, "Simplicity, Uncertainty, and the Power of Generative Theories," *Contemporary Sociology*, 29, issue 2 (2000), 300–307.
26. Joel Barker, *The New Business of Paradigms: Classic Edition Transcripts* (St. Paul, MN: Star Thrower Distribution Corp., 2001).

27. Denning, Stephen, *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations* (Boston: Butterworth & Heinemann, 2000), 55.
28. George Shaw, interview by author, August 16, 2005.
29. W. L. Gore & Associates, <http://www.gore.com> (accessed August 11, 2005).
30. Brad Lemley, "The Super Bowl of Smart," *Discover*, February 2005, 56.

Chapter 7

1. Brad Lemley, "The Super Bowl of Smart," *Discover*, February 2005, 56.
2. Woodie Flowers, "Gracious Professionalism, A FIRST Credo," in *2005 FIRST Robotics Competition Manual*, Section 0—Introduction, 1.
3. Dean Kamen, interview by author, May 11 2005.
4. Matt Schreiner, interview by author, August 24, 2005.
5. Matt Krantz, "Howard Schultz: Keeping His Passion as Fresh as the Morning Brew," *Investors Business Daily*, February 2, 1999, sec. Leaders & Success.
6. David W. Johnson and Frank P. Johnson, *Joining Together* (New York: Allyn and Bacon, 2003), 26.
7. "The Power of Persistence," *Fast Company*, March 2003, http://www.fastcompany.com/fast50_02/people/persistence/gruner.html (accessed October 10, 2005).
8. Howard Schultz and Dori Jones Yang, *Pour Your Heart into It: How Starbucks Built a Company One Cup at a Time* (New York: Hyperion, 1997), 8.
9. A. Bandura, D. Ross, and S. A. Ross, "Transmission of Aggression through Imitation of Aggressive Models," *Journal of Abnormal & Social Psychology*, 63 (1961), 575–582.
10. Albert Bandura, *Social Learning Theory* (Englewood Cliffs, NJ: Prentice-Hall, 1977), 22.
11. Bandura, *Social Learning Theory*.
12. E. Coleman, *The Riches of Osceola McCarty* (Morton Grove, IL: Albert Whitman, 1998).
13. Max H. Bazerman, *Judgment in Managerial Decision Making* (New York: Wiley, 1990).
14. Certain neurolinguists, including L. Michael Hall and Robert B. Dilts, have categorized and named different types of frames of reference, such as blame, aim, solution, or positive intentions. L. Michael Hall, "When Bandler Played the Paranoid Blame Game," <http://www.neurosemantics.com/Articles/paranoi.htm> (accessed August 30, 2005).
15. Greg Radford, interview by author, May 13, 2005.
16. Herb Pigman, interview by author, January 28, 2005.
17. Ron Gruner, interview by author, December 22, 2004.
18. Matt Schreiner, interview by author, August 24, 2005.
19. Patricia Spackman, interview by author, Westtown, PA, February 7, 2005.
20. Matt Krantz, "Lydall's Leonard Jaskol—Training Employees to Work, Not Worry, on the Job," *Investors Business Daily*, January 17, 1995, sec. Leaders & Success.
21. Dean Kamen, interview by author, May 11, 2005.
22. Ann Harrington, "Who's Afraid of a New Product?" *Fortune*, November 3, 2003.
23. In the social sciences, this view is called anthropomorphism, which is attributing human qualities to nonhuman entities.

Chapter 8

1. Ed Hoffman, interview by author, December 20, 2004.
2. Nick Turner, "Entrepreneur Michael Dell: How He's Made His Firm the Fastest-Growing Computer Maker," *Investors Business Daily*, March 1, 1999, sec. Leaders & Success.
3. R. J. Herrnstein and C. Murray, *The Bell Curve: Intelligence and Class Structure in American Life* (New York: Free Press, 1994).
4. John Kounios, interview by author, Philadelphia, PA, April 22, 2005.
5. Alan Chapman, "Origins of Conscious Competence Model," <http://www.businessballs.com> (accessed April 21 2005).
6. Trish Hall, "Seeking a Focus on Joy in Field of Psychology," *The New York Times*, April 28, 1998, sec. Science Desk.
7. Gerald Edelman, *Wider Than the Sky: The Phenomenal Gift of Consciousness* (New Haven, CT: Yale University Press, 2004); Gerald Edelman, *Neural Darwinism: The Theory of Neuronal Group Selection* (New York: Basic Books, 1987).
8. Robert Brooks and Sam Goldstein, *The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life* (New York: McGraw-Hill, 2004).
9. Barbara L. Frederickson, "The Value of Positive Emotions," *American Scientist*, 91 (July-August, 2003), 330–335.
10. Chris Argyris and Don Schon, *Organizational Learning: A Theory of Action Perspective* (Reading, MA: Addison-Wesley, 1978).
11. Peter De Jong and Insoo Kim Berg, *Interviewing for Solutions* (Pacific Grove, CA: Brooks/Cole Publishing, 2002); S. de Shazer, *Keys to Solution in Brief Therapy* (New York: W. W. Norton, 1985); S. de Shazer, *Clues: Investigating Solutions in Brief Therapy* (New York: W. W. Norton, 1988); S. de Shazer, *Putting Difference to Work* (New York: W. W. Norton, 1991); and S. de Shazer, *Words Were Originally Magic* (New York: W. W. Norton, 1994).
12. Tojo Thatchenkery, *Appreciative Sharing of Knowledge: Leveraging Knowledge Management for Strategic Change* (Chagrin Falls, OH: Taos Institute Publishing, 2005), 45.

Chapter 9

1. <http://www.quoteland.com> (accessed October 10, 2005).
2. Trish Hall, "Seeking a Focus on Joy in Field of Psychology," *The New York Times*, April 28, 1998, sec. Science Desk.
3. Martin Seligman, *Learned Optimism* (New York: A.A. Knopf, 1991).
4. Martin Seligman, "Building Human Strength: Psychology's Forgotten Mission," *APA Monitor*, 29, no. 1 (January 1998), <http://www.apa.org/monitor/jan98/pres.html>.
5. According to University of Chicago psychologist Mihaly Csikszentmihalyi, the state of "flow" is one in which a person is in full happiness, synchronicity, and harmony with himself or herself. Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience* (New York: HarperPerennial Publishers, 1991).
6. Barbara L. Fredrickson, "The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions," *American Psychologist Special Issue*, 56 (2001), 218–226.
7. B. L. Fredrickson, R. A. Mancuso, C. Branigan, and M. M. Tugade, "The Undoing Effect of Positive Emotions," *Motivation and Emotion*, 24 (2000), 237–258.

8. Fred Luthans, "Positive Organizational Behavior: Developing and Managing Psychological Strengths," *Academy of Management Executive*, 16, no. 1 (2003), Kim Cameron, Jane Dutton, and Jane and Robert Quinn, *Positive Organizational Scholarship: Foundations of a New Discipline* (San Francisco: Berrett-Koehler Publishers, 2003).
9. C. R. Snyder, ed., *Handbook of Hope* (San Diego: Academic Press, 2000).
10. Ed Diener, "Subjective Well-Being: The Science of Happiness and a Proposal for a National Index" *American Psychologist*, 55, no. 1 (2000).
11. Rita Atkinson et al, eds., *Hilgard's Introduction to Psychology* (Fort Worth: Harcourt Brace College Publishers, 1996), 413.
12. George Valliant, *Adaptation to Life* (Boston: Little, Brown, 1977).
13. Linguistic intelligence is the ability to understand the phonology, syntax, and semantics of language and its pragmatic uses to convince others of a course of action, help one to remember information, explain or communicate knowledge, or reflect upon language itself. Storytellers, orators, poets, and writers exhibit linguistic intelligence in abundance. Bodily-kinesthetic intelligence is the ability to control one's bodily motions and the capacity to handle objects skillfully. Actors, craftsmen, athletes, dancers, and sculptors are proficient in this intelligence. Spatial intelligence is the ability to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to re-create aspects of one's visual experience. Architects, mapmakers, surveyors, inventors, and graphic artists must have this intelligence to do well in their fields. Musical intelligence is the ability to understand and express components of music, including melodic and rhythmic patterns, through figural or intuitive or formal analytic means. Logical-mathematical intelligence is the capacity to understand and use logical structures, patterns, relationships, statements, and propositions, through experimentation, quantification, conceptualization, and classification. As we can imagine, scientists, mathematicians, computer programmers, and statisticians will have this intelligence highly developed. Intrapersonal intelligence is the ability to access one's own emotional life through awareness of inner moods, intentions, motivations, potentials, temperaments, and desires, and the capacity to symbolize these inner experiences, and to apply these understandings to help one live one's life. Interpersonal intelligence, on the other hand, is the ability to notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information in pragmatic ways, such as to persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose. Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Book, 1983).
14. Naturalist intelligence is the capacity to recognize and classify flora, fauna, and other natural phenomena. Existential intelligence was preliminarily defined as the ability to pose and ponder questions about life, death, and ultimate realities. Howard Gardner, *Intelligence Reframed: Multiple Intelligences for the 21st Century* (New York: Basic Books, 1999).
15. Peter Salovey and John D. Mayer, "Emotional Intelligence," *Imagination, Cognition and Personality*, 9 (1990), 185-211.
16. Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 1994).

17. R. E. Riggio, S. E. Murphy, and F. J. Pirozzolo, *Multiple Intelligences and Leadership* (Mahwah, New Jersey: Lawrence Erlbaum, 2002).
18. Jannelle Gilbert, "Leadership, Social Intelligence, and Perceptions of Environmental Opportunities: A Comparison across Levels of Leadership," Doctoral Dissertation, George Mason University, 1995.
19. M. Ely et al., *Doing Qualitative Research: Circles Within Circles* (Philadelphia: Falmer Press, 1991).
20. Jodi Aronson, "A Pragmatic View of Thematic Analysis," *The Qualitative Report*, 2, no. 1 (1994), <http://www.nova.edu/ssss/QR/BackIssues/QR2-1/aronson.html>.
21. S. J. Taylor and R. Bogdan, *Introduction to Qualitative Research Methods: The Search for Meanings* (New York: John Wiley & Sons, 1984), 131.
22. Madeleine Leininger, "Ethnography and Ethnonursing: Models and Modes of Qualitative Data Analysis," in Madeleine M. Leininger, ed., *Qualitative Research Methods in Nursing* (New York: Grune and Stratton, 1985), 33–72.
23. M. A. Constanas, "Qualitative Analysis as a Public Event: The Documentation of Category Development Procedures," *American Educational Research Journal*, 29, no. 2 (1992), 253–266.
24. Robert M Pirsig, *Zen and the Art of Motorcycle Maintenance* (New York: HarperCollins Publishers, 1974, 1999), 184 and 208.

Chapter 10

1. http://en.thinkexist.com/quotes/emerson_m._pugh/ (accessed September 29, 2005).
2. Arthur Becker-Weidman, "Child Abuse and Neglect," <http://www.mental-health-matters.com/articles/print.php?artID=581>, 2001–2003 (accessed October 10, 2005).
3. Kevin N. Ochsner and Matthew D. Lieberman, "The Emergence of Social Cognitive Neuroscience," *American Psychologist*, 56, no. 9 (2001), 717–734.
4. Ochsner and Lieberman, "The Emergence of Social Cognitive Neuroscience," 718.
5. J. M. Harlow, "Recovery from the Passage of an Iron Bar through the Head," *Publications of the Massachusetts Medical Society*, 2 (1868), 327–347, cited in Antonio R. Damasio, *Descartes' Error: Emotion, Reason and the Human Brain* (New York: Avon Books, Inc., 1994), 4; Malcolm Macmillan, "The Phineas Gage Information Page," <http://www.deakin.edu.au/hbs/GAGEPAGE/> (accessed November 21, 2005).
6. Leslie Brothers and Brian Ring, "A Neuroethological Framework for the Representation of Minds," *Journal of Cognitive Neuroscience*, 4, no. 2 (Spring 1992), 107–118.
7. Simon Baron-Cohen, Howard A. Ring, Sally Wheelwright, Edward T. Bullmore, Mick J. Brammer, Andrew Simmons, and Steve C. R. Williams, "Social Intelligence in the Normal and Autistic Brain: An fMRI Study," *European Journal of Neuroscience*, 11, issue 6 (June 1999), 1891–1899.
8. Tojo Thatchenkery, "Strategies for Addressing Asian-Pacific American Glass Ceiling: An Analysis of the Voices of the Invisible Minority in Corporate America and Federal Agencies," paper presented at the 23rd Annual Research Conference, Association for Public Policy Analysis and Management, Nov. 1–3, 2001, Washington, DC; Cliff Cheng and Tojo Thatchenkery, "Why is There a Lack of Workplace Diversity Research on Asian Americans?" *Journal of Applied Behavioral Sciences*, 33, no. 3 (1997), 270–276.

9. S. J. Breckler, "Empirical Validation of Affect, Behavior, and Cognition as Distinct Components of Attitude," *Journal of Personality and Social Psychology*, 47 (1984), 1191–1205.
10. A. J. Hart, P. J. Whalen, L. M. Shin, S. C. McInerney, H. Fischer, and S. L. Rauch, "Differential Response in the Human Amygdala to Racial Outgroup vs Ingroup Face Stimuli," *Neuroreport*, 11 (2000), 2351–2355.
11. E. A. Phelps, K. J. O'Connor, W. A. Cunningham, E. S. Funayama, J. Gatenby, J. Gore, and M. Banaji, "Performance on Indirect Measures of Race Evaluation Predicts Amygdala Activation," *Journal of Cognitive Neuroscience*, 12 (2000), 729–738.
12. Mary E. Wheeler and Susan T. Fiske, "Controlling Racial Prejudice: Social-Cognitive Goals Affect Amygdala and Stereotype Activation," *Psychological Science*, 16, no. 1 (2005), 56–63.
13. Matthew D. Lieberman, Ahmad Hariri, Johanna M. Jarcho, Naomi I. Eisenberger and Susan Y. Bookheimer, "An fMRI Investigation of Race-Related Amygdala Activity in African-American and Caucasian-American Individuals," *Nature Neuroscience*, 8 (2005), 720–722.
14. Stephen Franzoi, *Social Psychology* (New York: McGraw Hill, 2006), 95.
15. Simon Baron-Cohen, Howard A. Ring, Sally Wheelwright, Edward T. Bullmore, Mick J. Brammer, Andrew Simmons, and Steve C. R. Williams, "Social Intelligence in the Normal and Autistic Brain: An fMRI Study," *European Journal of Neuroscience*, 11, issue 6 (June 1999), 1891–1899.
16. Reuven Bar-On, D. Tranel, N. L. Denburg, and A. Bechara, "Exploring the Neurological Substrate of Emotional and Social Intelligence," *Brain*, 126, part 8 (2003), 1790–1800.
17. Mark Jung-Beeman, Edward M. Bowden, Jason Haberman, Jennifer L. Frymiare, Stella Arambel-Lin, Richard Greenblatt, Paul Reber, and John Kounios, "Neural Activity When People Solve Verbal Problems with Insight," *PLoS Biology*, 2 no. 4 (April 2004), <http://biology.plosjournals.org>.

Chapter 11

1. Richard Hamblyn, *The Invention of Clouds: How an Amateur Meteorologist Forged the Language of the Skies* (New York: Farrar, Straus and Giroux, 2001).
2. J. Dutton and E. Heaphy, "The Power of High-Quality Connections at Work," in K. Cameron, J. Dutton, and R. E. Quinn, eds., *Positive Organizational Scholarship* (San Francisco: Berrett-Koehler Publishers, 2003), 263–278.
3. Ryan Quinn and Jane E. Dutton, "Coordination as Energy-in-Conversation: A Process Theory of Organizing," *Academy of Management Review*, 30 (2005), 36–57.
4. Fred Luthans, "Positive Organizational Behavior: Developing and Managing Psychological Strengths," *Academy of Management Executive*, 16, no. 1 (2002), 60.
5. "Measures That Matter," Ernst & Young white paper (1997), 7.
6. Michael Mink, "He Shined a Light 'Round the Old Campfire," *Investors Business Daily*, September 22, 2004, sec. Leaders & Success.
7. Enterprise, Alabama—Boll Weevil Monument, http://www.roadsideamerica.com/tips/getAttraction.php3?tip_AttractionNo==19 (accessed November 22, 2005).
8. Ron Hira and Anil Hira, *Outsourcing America: What's Behind Our National Crisis and How We Can Reclaim American Jobs* (New York: AMACOM, 2005).

Bibliography

- Anderson, Harlene, David Cooperrider, Kenneth Gergen, Mary Gergen, Sheila McNamee, and Diana Whitney. *The Appreciative Organization*. Chagrin Falls, OH: Taos Institute Publishing, 2001.
- Andes, Jennifer. "Inventor Clarence Birdseye: His Search For A Better Way Helped Build A Food Empire." *Investor's Business Daily*, December 2, 1998, sec. Leaders & Success.
- Argyris, Chris, and Don Schon. *Organizational Learning: A Theory of Action Perspective*. Reading, MA: Addison-Wesley, 1978.
- Aronson, Jodi. "A Pragmatic View of Thematic Analysis," *The Qualitative Report* 2, no. 1 (1994), <http://www.nova.edu/ssss/QR/BackIssues/QR2-1/aronson.html>.
- Atkinson, Rita, Richard Atkinson, Edward Smith, Darryl Bem, and Susan Nolen-Hoeksema. *Hilgard's Introduction to Psychology*. Fort Worth: Harcourt Brace College Publishers, 1996.
- Bandura, Albert. "The Self-System in Reciprocal Determinism." *American Psychologist* 33 (1978): 344-358.
- Bandura, Albert. *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall, 1986.
- Bandura, Albert. "Cultivate Self-Efficacy for Personal and Organizational Effectiveness." In Locke, E. A., ed., *The Blackwell Handbook of Principles of Organizational Behavior*. Oxford, UK: Blackwell, 2000.
- Barnes, Jon. "Botanist George Washington Carver: Rather Than Give In to Poverty, He Used It to Spur Inventiveness." *Investor's Business Daily*, November 4, 1998, sec. Leaders & Success.
- Becker-Weidman, Arthur, Ph.D., "Child Abuse and Neglect," <http://www.mental-health-matters.com/articles/print.php?artID=581>.
- Bennis, Warren G., and Patricia Ward Biederman. *Organizing Genius: The Secrets of Creative Collaboration*. Reading, MA: Addison Wesley, 1997.
- Bennis, Warren G., and Robert J. Thomas, *Geeks & Geezers: How Eras, Values, and Defining Moments Shape Leaders*. Boston: Harvard Business School Press, 2002.
- Block, J., and A. M. Kremen. "IQ and Ego-Resiliency: Conceptual and Empirical Connections and Separateness." *Journal of Personality and Social Psychology* 70 (1996): 349-361.
- Boyatzis, Richard E. *Transforming Qualitative Information: Thematic Analysis and Code Development*. Thousand Oaks, CA: Sage Publications, 1998.
- Brothers, Leslie. "The Neural Basis of Primate Social Communication." *Motivation and Emotion* 14, no. 2 (1990): 81-91.
- Brothers, Leslie. "The Social Brain: A Project for Integrating Primate Behavior and Neurophysiology in a New Domain." *Concepts in Neuroscience*, 1 (1990): 27-51.
- Cameron, Kim, Jane Dutton, and Robert Quinn. *Positive Organizational Scholarship: Foundations of a New Discipline*. San Francisco: Berrett-Koehler Publishers, 2003.

- Carter, Rick. "W. L. Gore & Associates, Inc.: Quality's Different Drummer." *Industrial Maintenance & Plant Operation* (Jan. 2002): 10–16.
- Cherniss, Cary, and Daniel Goleman. *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco: Jossey-Bass, 2001.
- Collins, Jim. *Good to Great: Why Some Companies Make the Leap . . . and Others Don't*. New York: Harper Business, 2001.
- Constas, A. "Qualitative Analysis as a Public Event: The Documentation of Category Development Procedures." *American Educational Research Journal* 29, no. 2 (1992): 253–266.
- Cooperrider, David, and S. Srivastva. "Appreciative Inquiry in Organizational Life." *Research in Organizational Change and Development* 1 (1987): 129–169.
- Cordaro, Lucien, and James R. Ison. "The Psychology of the Scientist: X. Observer Bias in Classical Conditioning of the Planarian." *Psychological Reports*, 13 (1963): 787–789.
- Csikszentmihalyi, Mihaly. *Flow: The Psychology of Optimal Experience*. New York: HarperPerennial Publishers, 1991.
- Daft, R. L., and K. E. Weick. "Towards a Model of Organizations as Interpretation Systems." *Academy of Management Review* 9, no. 2 (1984): 284–295.
- Denning, Stephen. *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*. Boston: Butterworth & Heinemann, 2000.
- Deutschman, Alan. "The Fabric of Creativity." *Fast Company*, Issue 89, December 2004, 54–62.
- Diener, Ed. "Subjective Well-Being: The Science of Happiness and a Proposal for a National Index." *American Psychologist* 55, no. 1 (2000): 34–43.
- Dobbs, Lou. *Exporting America: Why Corporate Greed Is Shipping American Jobs Overseas*. New York: Warner Business Books, 2004.
- Eden, D. *Pygmalion in Management: Productivity as a Self-Fulfilling Prophecy*. Lexington, MA: Lexington Books, 1990.
- Ely, M., M. Anzul, T. Friedman, D. Garner, and A. McCormack Steinmetz. *Doing Qualitative Research: Circles Within Circles*. Philadelphia: Falmer Press, 1991.
- Frankl, Viktor E. *Man's Search for Meaning*. New York: Washington Square Press, 1963.
- Frederickson, B. L., M. M. Tugade, C. E. Waugh, and G. Larkin. "What Good Are Positive Emotions in Crises? A Prospective Study of Resilience and Emotions Following the Terrorist Attacks on the United States on September 11th, 2001." *Journal of Personality and Social Psychology* 84, no. 2 (2003): 365–376.
- Frederickson, B. L., R. A. Mancuso, C. Branigan, and M. M. Tugade. "The Undoing Effect of Positive Emotions." *Motivation and Emotion* 24 (2000): 237–258.
- Frederickson, B. L. "The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions." *American Psychologist* Special Issue, 56 (2001): 218–226.
- Gardner, Howard. *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds*. Boston: Harvard Business School Press, 2004.
- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1983.
- Gardner, Howard. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 1999.

- Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. New York: Basic Books, 1993.
- Gergen, Kenneth, and Mary Gergen. *Social Construction: Entering the Dialogue*. Chagrin Falls, Ohio: Taos Institute Publishing, 2004.
- Gergen, Kenneth. *An Invitation to Social Construction*. Thousand Oaks, CA: Sage, 1999.
- Gergen, Kenneth. *Towards Transformation in Social Knowledge*. New York: Springer-Verlag, 1982.
- Gilbert, Jannelle. "Leadership, Social Intelligence, and Perceptions of Environmental Opportunities: A Comparison across Levels of Leadership." Doctoral Dissertation, Department of Psychology, George Mason University, 1995.
- Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Press, 2002.
- Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books, 1994.
- Goleman, Daniel. *Working with Emotional Intelligence*. New York: Bantam Books, 2000.
- Halverson, A. M., M. Hallahan, A. J. Hart, and R. Rosenthal. "Reducing the Biasing Effects of Judges' Nonverbal Behavior with Simplified Jury Instruction." *Journal of Applied Psychology* 82 (1997): 590-598.
- Hamblyn, Richard. *The Invention of Clouds: How an Amateur Meteorologist Forged the Language of the Skies*. New York: Farrar, Straus and Giroux, 2001.
- Harrington, Ann. "Who's Afraid of a New Product?" *Fortune*, November 10, 2003, 189-192.
- Hart, A. J., P. J. Whalen, L. M. Shin, S. C. McInerney, H. Fischer, and S. L. Rouch. "Differential Response in the Human Amygdala to Racial Outgroup vs. Ingroup Face Stimuli." *Neuroreport* 11 (2000): 2351-2355.
- Herrnstein, R. J., and C. Murray. *The Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press, 1994.
- Innovation in Canada, "Case 7, Research in Motion." <http://innovation.ic.gc.ca/gol/innovation/site.nsf/en/in04212.html>.
- Judge, Paul. "How Will Your Company Adapt?" *Fast Company*, December 2001, 128-138.
- Kerlinger, Fred. *Foundations of Behavioral Research*. New York: Holt, Rinehart and Winston, 1973.
- Krass, Peter. "Entrepreneur Estee Lauder: How She Created World's Largest Prestige Cosmetics Firm." *Investors Business Daily*, April 8, 1998, sec. Leaders & Success.
- Krass, Peter. "Tupperware's Brownie Wise Built and Prepped Her Army with Methodical Goal Setting." *Investors Business Daily*, August 28, 1998, sec. Leaders & Success.
- Learman, L. A., J. Avorn, D. E. Everitt, and R. Rosenthal. "Pygmalion in the Nursing Home: The Effects of Caregiver Expectations on Patient Outcomes." *Journal of the American Geriatrics Society* 38 (1990): 797-803.
- Luthans, Fred. "Positive Organizational Behavior: Developing and Managing Psychological Strengths." *Academy of Management Executive* 16, no. 1 (2002): 57-75.
- Leininger, M. M. "Ethnography and Ethnonursing: Models and Modes of Qualitative Data Analysis." In Leininger, M. M., ed., *Qualitative Research Methods in Nursing*. Orlando, FL: Grune and Stratton, 1985, 33-72.

- Mink, Michael. "He Shined a Light 'Round the Old Campfire." *Investors Business Daily*, September 22, 2004, sec. Leaders & Success.
- Mooney, Jonathan, and David Cole. *Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution*. New York: Fireside, 2000.
- Ochsner, Kevin N., and Matthew D. Lieberman. "The Emergence of Social Cognitive Neuroscience." *American Psychologist* 56, no. 9 (2001): 717-734.
- Pajares, F., and D. H. Schunk. "Self-Beliefs and School Success: Self-Efficacy, Self-Concept, and School Achievement." In R. Riding and S. Rayner, eds., *Perception*. London: Ablex Publishing, 2001, 239-266.
- Perrow, C. *Complex Organizations: A Critical Essay*. 3rd ed. New York: Random House, 1986.
- Peterson, Peter. *Running on Empty: How the Democratic and Republican Parties Are Bankrupting Our Future and What Americans Can Do about It*. New York: Farrar, Straus and Giroux, 2004.
- Pigman, Herbert A. *Conquering Polio*. Evanston, IL: Rotary International, 2005.
- Pirsig, Robert M. *Zen and the Art of Motorcycle Maintenance*. New York: HarperCollins Publishers, 1974, 1999.
- Prahalad, C. K., and G. Hamel. *Competing for the Future*. Cambridge, MA: Harvard Business Press, 1994.
- Quinn, Ryan, and Jane E. Dutton. "Coordination as Energy-in-Conversation: A Process Theory of Organizing." *Academy of Management Review* 30 (2005): 36-57.
- Riggio, R. E., Susan E. Murphy, and F. J. Pirozzolo. *Multiple Intelligences and Leadership*. Mahwah, NJ: Lawrence Erlbaum, 2002.
- Rogers, Doug. "Discount Broker Charles Schwab: Changing Brokerage Industry with Perseverance, Vision." *Investors Business Daily*, June 23, 1995, sec. Leaders & Success.
- Rosenthal, R. "Pavlov's Mice, Pfungst's Horse, and Pygmalion's PONS: Some Models for the Study of Interpersonal Expectancy Effects." In T. A. Sebeok and R. Rosenthal, eds., *The Clever Hans Phenomenon*, Annals of the New York Academy of Sciences, Vol. 364. New York: New York Academy of Sciences, 1981.
- Rosenthal, R. "Teacher Expectancy Effects: A Brief Update 25 Years after the Pygmalion Experiment." *Journal of Research in Education* 1 (1991): 3-12.
- Rosenthal, R. *Experimental Effects in Behavioral Research*. New York: Appleton-Century-Crofts, 1966.
- Rosenthal, R. *Experimenter Effects in Behavioral Research*, enlarged ed. New York: Irvington, 1976.
- Rosenthal, R. *On the Social Psychology of the Self-Fulfilling Prophecy: Further Evidence for Pygmalion Effects and Their Mediating Mechanisms*. New York: MSS Modular, 1974.
- Rosenthal, R., and K. L. Fode. "The Problem of Experimenter Outcome-Bias." In D. P. Ray, ed., *Series Research in Social Psychology*. Washington, DC: National Institute of Social and Behavioral Science, 1961.
- Rosenthal, R., and L. Jacobson. *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*. New York: Holt, Rinehart and Winston, 1968.
- Sandelands, Lloyd, and Robert Drazin. "On the Language of Organization Theory." *Organization Studies* 10, issue 4 (1989): 457-478.

- Salovey, Peter, and John D. Mayer. "Emotional Intelligence." *Imagination, Cognition and Personality* 9 (1990): 185–211.
- Saxenian, Annalee. *Regional Advantage: Culture and Competition in Silicon Valley and Route 128*. Cambridge, MA: Harvard University Press, 1996.
- Saxenian, Annalee. *Silicon Valley's New Immigrant Entrepreneurs*. San Francisco: Public Policy Institute of California, 1999.
- Schultz, Howard, and Dori Jones Yang. *Pour Your Heart into It: How Starbucks Built a Company One Cup at a Time*. New York: Hyperion, 1997.
- Seligman, Martin E. P. *Learned Optimism*. New York: A.A. Knopf, 1991.
- Seligman, Martin. "Building Human Strength: Psychology's Forgotten Mission." *APA Monitor* 29, no. 1 (1998), <http://www.apa.org/monitor/jan98/pres.html>.
- Simon, Herbert E. "Organizations and Markets." *Journal of Economic Perspectives* 5 (1991): 25–44.
- Smith, Charles P., ed. *Motivation and Personality, Handbook of Thematic Content Analysis*. New York: Cambridge University Press, 1992.
- Snyder, C. R., ed. *Handbook of Hope*. San Diego: Academic Press, 2000.
- Stajkovic, A.D., and F. Luthans. "Social Cognitive Theory and Self-Efficacy: Going Beyond Traditional Motivational and Behavioral Approaches." *Organizational Dynamics*, 26, no. 4 (1998): 62–74.
- Stavros, Jacqueline, and Cheri Torres. *Dynamic Relationships: Unleashing the Power of Appreciative Inquiry in Daily Living*. Chagrin Falls, OH: Taos Institute Publishing, 2005.
- Sternberg, Robert J., Jacques Lautrey, and Todd I. Lubart, eds. *Models of Intelligence: International Perspectives*. Washington, DC: American Psychological Association, 2003.
- Sternberg, Robert, and Janet Davidson, eds. *The Nature of Insight*. Cambridge, MA: The MIT Press, 1995.
- Sternberg, Robert J., and Anna T. Cianciolo. *Intelligence: A Brief History*. Malden, MA: Blackwell, 2004.
- Sternberg, Robert J. *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. New York: Plume Books, 1997.
- Sternberg, Robert J., ed. *Why Smart People Can Be So Stupid*. New Haven: Yale University Press, 2002.
- Sternberg, Robert J. *Wisdom, Intelligence, and Creativity Synthesized*. New York: Cambridge University Press, 2003.
- Sternberg, Robert J., George B. Forsythe, Jennifer Hedlund, Joseph A. Horvath, Richard K. Wagner, Wendy M. Williams, Scott A. Snook, and Elena Grigorenko. *Practical Intelligence in Everyday Life*. New York: Cambridge University Press, 2000.
- Sternberg, Robert J., and Jean E. Pretz, eds. *Cognition and Intelligence: Identifying the Mechanisms of the Mind*. New York: Cambridge University Press, 2005.
- Stone, Brad. "BlackBerry: Bring It On!" *Newsweek*, September 26, 2005, E8–E14.
- Tarsala, Michael. "Coca-Cola's Asa Candler: How He Took a Fizzling Brain Tonic and Made 'The Real Thing' Fizz." *Investors Business Daily*, February 1, 1999, sec. Leaders & Success.
- Taylor, S. J., and R. Bogdan. *Introduction to Qualitative Research Methods: The Search for Meanings*. New York: John Wiley & Sons, 1984.

- Thatchenkery, Tojo. *Appreciative Sharing of Knowledge: Leveraging Knowledge Management for Strategic Change*. Chagrin Falls, OH: Taos Institute Publishing, 2005.
- Tonelson, Alan. *The Race to the Bottom: Why a Worldwide Worker Surplus and Uncontrolled Free Trade Are Sinking American Living Standards*. Boulder, CO: Westview Press, 2002.
- Turner, Nick. "Entrepreneur Michael Dell: How He's Made His Firm the Fastest-Growing Computer Maker." *Investors Business Daily*, March 1, 1999, sec. Leaders & Success.
- Valliant, George. *Adaptation to Life*. Boston: Little, Brown, 1977.
- Vygotsky, L. S. *Thought and Language*, ed. and trans. by Eugenia Hanfmann and Gertrude Vakar. Cambridge: MIT Press, 1979.
- Weick, Karl. *Social Psychology of Organizing*. New York: Random House, 1979. Weinreb, Michael. "Power to the People." *Sales & Marketing Management*, April 2003, 30–35.
- Whitney, Diane, Amanda Trosten-Bloom, and David Cooperrider. *The Power of Appreciative Inquiry: A Practical Guide to Positive Change*. San Francisco: Berrett-Koehler, 2003.

Index

A

- ABLE (Adventure Based Learning Experiences), 40, 42, 46
- Achievement, need for, 138
- Action judgments, 71
- Adler, Mitchel, 70, 72
- Adversity
 - degrees of, 31
 - and World War II combat survivors, 32
- Aim frames, 98
- Ambiguity
 - ability to embrace, 12
 - dealing with, 25, 27–28
 - positive aspects of, 26–27
 - role of in organizational leadership and decision making, 27
- Amygdala, 145, 149, 150, 152
- Analysis, defined, 139
- Anticipatory reality, 85, 86
- Appreciable world, defined, ix
- Appreciating positive possibility, 13, 67–78
 - at Delaware Valley Friends School (DVFS), 40–41
 - defined, 6–7
 - real-world examples of, xiii, 74–75
 - seeing the best in people, 73–74
- Appreciation
 - Adler's definition of, 70
 - building a culture of, 49–50
 - and coping with stress, 72
 - critics of, 67
 - definitions of, 7
 - by design, 95–96

- Appreciation (*continued*)
- organizational results of, 103–104
 - and satisfying relationships, 72
 - scientific studies of, 68–70
 - temporary states of, 72
 - types of, 70–71
 - Vickers' model of, 71–72
- Appreciative capacity, ix
- Appreciative disposition, 72
- Appreciative Inquiry (AI), 77–78, 174n.26
- and Appreciative Intelligence compared, 78
 - defined, 77
- Appreciative Intelligence
- advantages for organizations, 160–162
 - applications of, 13, 35–50
 - and Appreciative Inquiry (AI) compared, 78
 - arguments for, 131–142
 - brains behind, 141, 143–155
 - building a culture of, 44, 49, 110
 - challenges, bouncing back from, 161–162
 - competitive advantage and, xvii, 104, 164
 - components of, xiii, 6–9, 13, 38–39, 81. *See also* Appreciating positive possibility; Reframing; Seeing the future unfold from the present
 - as a construct, 11, 137–142
 - contribution to innovation and creative solutions, 160
 - defined, x, xi, 4, 5–9, 38
 - developing, 111–129
 - effect of on employees, 104, 161
 - employing and enjoying, 128–129
 - evidence for, 133
 - exploring with leaders, 141–142
 - four qualities of, 15–16, 41–45. *See also* Conviction that one's actions matter; Irrepressible resilience; Persistence; Tolerance for uncertainty
 - future present mindset, 80
 - genesis of, 9–13
 - identification and development of, 12–13
 - implications for, 14, 158–164
 - increased achievements resulting from, 160
 - individual, developing, 111–129
 - intentionality of, 12, 117
 - intuitive proposition, 132–134
 - and IQ compared, 167
 - modeling success in the workplace, 96–97
 - models of, 71, 115–118
 - organizational effects of, xvii, 12, 13–14, 93, 103–105, 110, 162
 - Organizational Profile, 105–109
 - perception and, 54
 - personal, assessing, 118–119

putting personal knowledge
 into practice, 123–128
 relationships and, 159
 and social intelligence
 compared, 151
 three steps to achieving,
 164–167
 tools for enhancing, 123–128
 types of, 70
 uses of, xvii
 what it is not, 64–66
 in the workplace, 91–110
 Appreciative systems, 71
 Argyris, Chris, 125
 Aronson, Jodi, 138
 Asperger Syndrome, 151, 153–154
 Attitude, 12, 31
 Autism, 151, 153
 Automatic stereotyping, 152
 Awe aspect of appreciation,
 70–71

B

Bandura, Albert, 22, 25, 96
 Baron-Cohen, Simon, 151, 153
 Bar-On, Reuven, 154
 Bazerman, Max, 58, 98
*The Beethoven Factor: The
 New Positive Psychology of
 Hardiness, Happiness, Healing,
 and Hope*, 31
 Behavioral confirmation process,
 76
 Behavioral persistence, 19
 Benford, Robert, 57, 75

Bennis, Warren, 23
 Biederman, Patricia Ward, 23
 Binet, Alfred, 135
 BlackBerry™, 82
 Blake, William, 1
 Blame frames, 98
 “Bloomers,” 69, 76, 102, 114
 Bobo doll studies, 96
 Bodily-kinesthetic intelligence, x,
 135, 178n.13
 Bolte, Annette, 64
 Boyatzis, Richard, 138
 Brain
 diagramming and labels of,
 144, 145
 functions of, 144–145
 major structures, illustrated,
 146
 medical diagnostic tools for
 understanding, 147–148
 social cognitive neuroscience
 studies, 148–150
 three main areas of, 144
 Brief therapy, 126
 Brilliance, 4
 Broaden-and-build theory of
 positive emotions, 133
 Brooks, Robert, 124
 Brothers, Leslie A., 150
 Brubaker, Dave, 39
 Buddha, 131

C

Call to action, 58
 Campbell, Jennifer, 20

Candler, Asa, 8, 11, 65, 66
 Canseco, Carlos, 3
 Carver, George Washington, 11
 Cerebrum, 144
 Challenge
 attitude and, 31, 66
 bouncing back from, 30
 as a cultural problem, 55
Challenger disaster, 73, 111
 Coca-Cola, 8, 11, 65, 66
 Cognitive dissonance, 25–26
 Cognitive persistence, 19
 Coleman, William, 54, 153, 161
 Collaborative learning, 44
 Collins, Francis, x
 Commitment, 31
 Competitive advantage, xvii, 104, 164
 Concept, defined, 11, 139
 Conceptual analysis, 139
 Conditioned behavior, 101
 Conscious competence, 116
 Consistency, 113
 Constas, M. A., 138
 Construct, defined, 11
 Constructive criticism, xv
 Content analysis, 139
 Control, 31
 Conviction that one's actions
 matter, 15, 22–25
 Cooperrider, David, xiv, 77
 Cordaro, Lucien, 68
 Corpus callosum, 144
 Correll, Joshua, 27
 Creativity, 43, 112, 139
 Credibility, 112

Csikszentmihalyi, Mihaly, 133
 Curiosity, 71

D

Daft, Richard, 83–84
 Davidson, Janet, 61
 Decision making, role of
 ambiguity in, 27
 DEKA Research and
 Development Corporation,
 28, 54, 104
 Delaware Valley Friends School
 (DVFS), 35, 93, 158
 ABLE (Adventure Based
 Learning Experiences),
 40, 42, 46
 alumni accomplishments,
 46–47
 appreciating positive
 possibility at, 40–41
 awards and recognition, 38
 building Appreciative
 Intelligence at, 45
 college-bound students from,
 38, 50
 components of Appreciative
 Intelligence at, 38–41
 conviction that one's actions
 matter, 42–43
 enactment at, 85–86
 enrollment, 37
 Eye-to-Eye mentoring
 program, 38, 42, 46, 49, 50
 four qualities of Appreciative
 Intelligence at, 41–45

freedom to excel, 48–49
 history of, 36–37
 irrepressible resilience, 44
 modeling success, 46–50
 persistence, 41
 reframing, 39–40
 reward and appreciation, 47
 seeing how the future unfolds
 from the present, 41
 setting high expectations, 48
 student abilities, 35–36
 student government, 49
 teacher retention, 50
 tolerance for uncertainty, 43
 Dell, Michael, 76, 112
 Denning, Stephen, 88
 Diagnostic framing, 57
 Di Paula, Adam, 20
 Disposition, 72
 Diverse ideas, need for, 127–128
 Diversity, 73, 113
 Double loop learning, 125
 Downsizing, 31
 Drazin, Robert, 83
 Dutton, Jane, 159
 Dyslexia, 39, 44, 46, 49

E

Edelman, Gerald, 123
 Edison, Thomas, 111
 Efficiency, 113
 Electroencephalograms (EEGs),
 62–63, 147, 154–155
 Emotion, 149
 Emotional flexibility, 32

Emotional Intelligence, 136
 Emotional intelligence (EI), 136
 Employee retention, 104
 Employee satisfaction, 113
 Employee turnover, 104
 Enactment, 84–86
 of limitations, 85
 of possibilities, 85
 Entman, Robert, 60
 Epictetus, 157
 EQ, 136
 Evaluative attitude, 149
 Event-related brain potentials
 (ERPs), 147
 Existential intelligence, 135–136,
 178n.13
 Eye for talent, 73
 Eye-to-Eye mentoring program,
 38, 42, 46, 49, 50

F

Fagley, Nancy, 70, 72
 Failure
 role of in innovation, 29
 self-efficacy and recovery
 from, 22
 self-esteem and, 21
 turning around self-beliefs
 about, 43
 Fear of success, 43, 138
 FIRST (For Inspiration and
 Recognition of Science and
 Technology), 9, 28, 54–56,
 58, 71, 89, 90–93, 97, 101,
 103–104, 159

Fiske, Susan, 152
 Flow, 133
 Flowers, Dr. Woodie, 92–93
 Focus aspect of appreciation, 70, 75
 Frames
 building, 57–61
 creating through language,
 98–99
 positive and negative, 98
*Frames of Mind: The Theory of
 Multiple Intelligence*, x
 Framing
 bias, 98
 defined, 6, 60
 in perception, 60
 selection and salience in, 60–61
 types of, 57–58, 176n.14
 Frankl, Viktor, 12
 Frascella, Fleur, 74–75, 76, 94,
 102–103, 124
 Frederickson, Barbara, 32, 125, 133
 Freedom to excel, fostering in
 others, 48–49, 102, 139
 Freud, Sigmund, 87
 Functional magnetic resonance
 imaging (fMRI), 62, 147–
 148, 154–155
 Future-present mindset, 80

G

Gage, Phineas, 148
 Galton, Sir Francis, 134, 146
 Gardner, Howard, x, 135
 Generative language, 98–100
 defined, 86, 87

 examples of, 87–88
 use of at Delaware Valley
 Friends School, 46–47
 Generative theory, 87, 88, 175n.25
 Genius, 4
 Gentle Cindy mnemonic device, 46
 Gergen, Kenneth, 87–88
 Gide, André, xv
 Giftedness, 69
 Gilbert, Jannelle, 136
 Glide Floss, 8, 18, 79
 Globalization, 163
 Goldstein, Sam, 124
 Goleman, Daniel, 136
 Gore, Bill, 8, 16, 18, 73–74, 76,
 79, 94
 Gore-Tex fabric, 9, 16, 19, 30,
 79, 160
 Gottlieb, Norma, 47
 Gracious professionalism, 92, 95
 Gruner, Ron, 54, 62, 100

H

Hallahan, Kirk, 25
 Hand, Michael Philip, 31
 HapMap Project, x
 Hardiness, core elements of, 31
 Hart, Allen, 152
 Hidden opportunities, 164
 High expectations, 48, 69, 76,
 102–103, 139
 Hoffman, Ed, 19, 56, 73, 76, 111,
 112, 153, 159
 Hope, 31, 41, 112
 Horner, Martha, 138

Hotel Rwanda, 100
 Howard, Luke, 157
 Hubble Space Telescope, 1, 8, 24,
 28, 62, 65, 66
 Human genetic variations, map
 of, ix–x
 Human Genome Research
 Institute, x
 Human intelligence. *See*
 Intelligence
 Humor, 32
 Humphrey, Nicholas, 150
 Hurricane Katrina, 26, 65

I

Imagination, 89–90
 Individual Education Programs
 (IEPs), 49
 Industrial Revolution, 113
 Inherent generative potential, xi,
 167
 Innovation
 at all organizational levels, 49
 from ambiguous ideas, 43
 resulting from Appreciative
 Intelligence, 160
 in Silicon Valley, 10
 and stability, 28–29, 64
 Innovative solutions, 139
 Insight, 61–64, 149, 154–155
 predisposition for, 64
 scientific studies of, 62–64
 use of in problem solving, 63–64
 Institute of Cultural Affairs
 (ICA), xiv

Intangibles, characteristics of,
 112–114
 Intelligence
 changing understanding of,
 134–139
 definitions of, 4–5
 early attempts to measure,
 134–135
 emotional, 136
 nurture–nature controversy, 114
 origin of, 114–115
 scientific studies of, 14
 social, 136–137, 149, 150–151
 tests, 135
 types of, ix–x, 135–136, 178n.13
 Intelligence Quotient (IQ)
 and Appreciative Intelligence
 compared, 167
 early attempts to quantify, 135
 traditional measures of, ix, xiii,
 4, 113, 132
 Inter@ctive Pager, 82
 Interpersonal intelligence, 135,
 178n.13
 Intrapersonal intelligence, x, 135,
 178n.13
 Irrepressible resilience, 11, 15,
 29–33, 162
 characteristics of people with,
 32–33
 Delaware Valley Friends
 School (DVFS), 44
 and persistence compared,
 29–30
 studies of, 32
 Ison, James, 68

J

Jacobson, Lenore, 69, 114
James, William, 20
Jung-Beeman, Mark, 62, 154

K

Kahneman, Daniel, 64
Kamen, Dean, 9, 28, 54–56, 64,
71, 80, 93, 95, 103, 128
Keeney, Bill, 37, 39, 40, 48
Kelley, Harold, 60, 61
Knowledge, 112
Kounios, John, 61, 62, 115, 154

L

Language
 creating the future through,
 86–90
 generative, 46–47, 86, 87–88,
 98–100
Lauder, Estee, 8, 11, 66, 73, 151,
158
Lawson, R., 68
Lazaridis, Mike, 82–83
Leaders
 ability to reframe, 54
 associated with Appreciative
 Intelligence, characteristics
 of, 9, 10, 12, 104–105, 137
 distinctive manner of working
 with people, 132
 four qualities for success as,
 15–16

organizational climate created
 by, 94–95
social intelligence and
 effectiveness of, 136–137
storytelling by, 88–89
successful, characteristics of,
137, 141–142
success stories they tell
 themselves, 124–125

Learned Optimism, 132

Learning cycle, 116

Learning differences, 39

Learning Outside the Lines, 47

Learning process, four stages of,
116

Lewin, Kurt, 19

Lieberman, Matthew, 147, 153

Linguistic intelligence, x, 135,
178n.13

Logical-mathematical
 intelligence, x, 135, 178n.13

Lovallo, Dan, 64

Lubart, Todd, 25

Luck, 4

M

Maddi, Salvatore, 31

Man's Search for Meaning, 12

Marx, Karl, 87

Mayer, John, 136

McCarty, Osceola, 97

McClelland, David, 138

Merton, Robert, 23

Meta-intelligence, x

Metzker, Carol, xiv

Metzker, Eric, 19, 56
 Mindfulness, 70
 Mnemonic devices, 46
 Modeling
 process, four parts of, 96–97
 success, examples of, 97
 Mooney, Jonathan, 47
 Motivational framing, 58
Motivation and Personality,
 Handbook of Thematic Content
 Analysis, 138
 Musical intelligence, x, 135,
 178n.13
 Myers, Dave, 8, 54

N

NASA, 19, 56, 80, 93, 153, 159
 Challenger disaster, 73, 111
 Hubble Space Telescope, 1, 8,
 24, 28, 62, 65, 66
 Naturalist intelligence, 135,
 178n.13
 Neale, Margaret, 58
 Need for achievement, 138
 Negative frames, 98
 Negative life experience, 31
 Negatively framed conversations,
 58–60
 Neural Darwinism, 123–124
 Norms, 94

O

Observational learning, 96
 Ochsner, Kevin, 147

OpenChannel, 95
 OpenCompany, 95
 Openmindedness, 28
 Optimal experience, 133
 Optimism, 12, 31, 41
 Orbito-frontal cortex (OFC),
 145, 149, 150
 Organizational Appreciative
 Intelligence Profile, 105–109
 Organizational change,
 facilitating, 110
 Organizational development, 19
Organizing Genius, 23
 Orlikowski, Wanda, 26
 Outsourcing, 164

P

Pajares, Frank, 22
 Passionate champion, 17
 Pasteur, Louis, 4
 Pearsall, Paul, 31
 Pellerin, Charlie, 1–2, 8, 24–25,
 28, 62, 65, 66, 80, 124
 Perceived locus of control, 31
 Perception, 51–56
 basis of, 52
 differences of among
 individuals, 52–53
 framing in, 60
 relevance and, 53
 role of amygdala in, 152
 selectivity in, 71
 and sensation compared, 53
 subjectivity of, 53
 Persistence, 11, 15, 18–21

Persistence (*continued*)
 at Delaware Valley Friends
 School (DVFS), 41
 Glide Floss as example of,
 18–19
 and irrepressible resilience
 compared, 29–30
 real-world examples of, 19–21
 self-efficacy and, 22
 self-esteem and, 20–21
 types of, 19

Person perception, 149, 153–154

Personal Appreciative Intelligence
 Profile, 14, 118, 119–122

Personal intelligence, x

Phelps, Elizabeth A., 152

Philadelphia Tribal Bellydance,
 74–75, 94, 102

Pigman, Herb, 3, 20, 54, 99

Pirsig, Robert M., 79, 140

Polio eradication project (Rotary
 International), 2–3, 8, 20, 21,
 57, 79, 80, 102

Positive emotions, 133–134

Positive frames, 98

Positively framed conversations,
 58–60

Positively oriented persuasion, 100

Positive organizational behavior,
 77, 134

Positive psychology, 14, 76

Positive Psychology Movement,
 119, 132

Positive reinforcement, 102

Positive self-talk, 24–25, 42–43

Positron emission tomography
 (PET), 147–148

Pour Your Heart into It, 95

The Power of Resilience, 124

Prefrontal cortex, 145, 149

Present-moment aspect of
 appreciation, 70

Problem solving, 56–57
 insight in, 63–64

Productivity, 113

Prognostic framing, 57–58

Proust, Marcel, 15

Pugh, Emerson M., 143

Pygmalion effect, 102

Q

Quinn, Ryan, 159

R

Radford, Greg, 19, 30, 66, 73, 99

Reciprocal determinism, 22

Recognition, 149

Reflections, on prior experiences,
 125–126

Reflex, 53

Reframing, 51–66
 building a frame, 57–61
 change your questions, 126–127
 change your reflections, 125–126
 change your stories, 124–125
 defined, 6
 at Delaware Valley Friends
 School (DVFS), 39–40

developing tools for enhancing
 Appreciative Intelligence,
 128
 to eliminate automatic
 stereotypes, 153
 insight, 61–64
 perception in, 51–56
 problem solving, 56–57
 real-world examples of, xiii,
 2, 17
 seek diverse ideas, 127–128
 Reich, Darcy, 76
 Renouf, Clem, 2, 3
 Research in Motion (RIM), 82
 Resilience, 32, 124, 139. *See also*
 Irrepressible resilience
Resilience at Work: How to Succeed
No Matter What Life Throws
at You, 31
 Reward and appreciation, 47,
 100–102
 Riggio, Ronald, 136
 Risk taking, 25
 Ritual aspect of appreciation, 70, 71
 Rosenthal, Robert, 68–69, 76, 114
 Rosenthal effect, 69, 102
 Rotary International. *See* Polio
 eradication project (Rotary
 International)
 Rumination, 21

S

Sandelands, Lloyd, 83
 Schantz, Katherine, 36, 39, 43
 Schneider, Sandra, 72
 Schon, Don, 125
 Schooler, Jonathan, 19
 Schreiner, Matt, 17, 23, 74, 101,
 159
 Schultz, Howard, 27, 67, 94, 95
 Schunk, Dale, 22
 Seeing how the future unfolds
 from the present, 13, 79–90
 creating the future, 81–86
 defined, 7
 at Delaware Valley Friends
 School (DVFS), 41
 imagination in, 89–90
 real-world examples of, xiii,
 8–9
 role of environment/external
 factors in, 79–80, 83
 using language to create the
 future, 86–90
 Seeing the best in people, 73–74
 Segway Human Transporter, 9
 Self-affirmation, 28
 Self-doubt, 44
 Self-efficacy, 31–32, 170n.21
 Self-esteem
 building at Delaware Valley
 Friends School, 42–43, 44
 and comeback from failure, 21
 as a factor in persistence,
 20–21
 Self-fulfilling prophecies, 23–24,
 42, 85, 102, 160

Self-reflection, 22
 Self-talk, 24, 124
 Seligman, Martin, 119, 132
 Sensation, and perception
 compared, 53
 Sense of purpose, 12
 Sergeant, Bill, 21, 22, 57
 Sever, John, 2
 Shareholder.com, 54, 62, 95, 100
 Shaw, George, 17, 30, 81, 89
 Siebert, Al, 32
 Silicon Valley, xv, 10
 Simon, Herbert, 83
 Skinner, B. F., 101
 Smith, Charles P., 138
 Snow, David, 57, 75
 Social brain, 150
 Social cognitive neuroscience
 studies, 148–150
 Social intelligence, 136–137, 149,
 150–151
 Social learning theory, 96
 Social modeling, 96
 Solution-focused therapy, 126
 Spackman, Patricia, 101
 Spatial intelligence, x, 135, 178n.13
 Spencer, John, 18
 Spiritual intelligence, x
*The Springboard: How Storytelling
 Ignites Action in Knowledge-
 Era Organizations*, 88
 Srivastva, Suresh, 77
 Stability, and innovation, 28–29, 64
 Starbucks, 27, 67, 94, 95
 Stereotypes, 73
 Stereotyping, 149, 151–153

Sternberg, Robert, 25, 61
 Story framing, 25, 88
 Storytelling, 88–89
 Strategic thinking, 44
 Stress, 31, 72
 Success
 definitions of, xvi–xvii, 140
 fear of, 43, 138
 modeling at Delaware Valley
 Friends School (DVFS),
 46–50
 Superior temporal gyrus (STG),
 145, 149, 150
*The Survivor Personality: Why
 Some People Are Stronger,
 Smarter, and More Skillful at
 Handling Life's Difficulties . . .
 and How You Can Be, Too*, 32
 Szent-Gyorgi, Albert, 51

T

Terman, Lewis, 135
 Thatchenkery, Tojo, xiii–xiv, 10
 Thematic analysis, 138–139
 Theme, defined, 138
 Thomas, William Isaac, 24
 Toffler, Alvin, xii
 Tolerance for uncertainty, 11, 15,
 25–29, 43
 Trait, 72
*Transforming Qualitative
 Information: Thematic Analysis
 and Code Development*, 138
 Tupperware, 8, 11
 Turner, Ted, 97

U

- Uncertainty. *See also* Tolerance for
 uncertainty
 dealing with others' reactions
 to, 28
 discomfort with, 26
 Unconscious incompetence, 116
 Undoing effect of positive
 emotions, 134
 Uniformity, 113

V

- Vaillant, George, 135
 Value judgments, 72
 Vickers, Geoffrey, 71–72

W

- Wagar, W. Warren, 35
*War and Anti-War: Survival at the
 Dawn of the 21st Century*, xii
 Wechsler, David, 135
 Weick, Karl, 83–85
 Wertheimer, Stef, xii–xiii
 Wheeler, Mary, 152
 Whitney, Diana, 77
 Williams, Serena, 97
 Williams, Venus, 97
 Wise, Brownie, 8, 11, 66, 73,
 151, 153
 W. L. Gore & Associates, 8,
 16–18, 29, 54, 73–74, 81, 93,
 101, 104

Z

- Zeigarnik, Bluma, 19
 Zeigarnik effect, 19
*Zen and the Art of Motorcycle
 Maintenance*, 79, 140

This page intentionally left blank

Appreciating Those Who Made This Book Possible

*There are candles all around you, lighting the way
with warmth and support.
—Eric Metzker*



Until one lives through the challenges of writing a book, one doesn't realize how many people are behind a finished product, how generous they are with their time and expertise, and how important they are to bringing a book to life. We believe that everyone has a book inside, but not everyone has a multitude of business partners, colleagues, and friends who are willing to help that book see the light of day. Through this process, we have learned how crucial it is to publicly acknowledge and appreciate that guidance, help, and, in some cases, sacrifices. We would like to thank the following people:

- David Cooperrider, who wrote the Foreword to our book and whose appreciation was at the outset of this work
- The authors and researchers whose words were quoted and works were cited, including Jim Collins for his brilliant perspectives and stories; Warren Bennis, whose writing style and previous works inspired Carol; Howard Schultz, whose book *Pour Your Heart into It* helped us persevere while providing an excellent source for study; and the numerous psychologists, social scientists, and social cognitive neuroscientists whose research laid the foundation for our book

- The men and women—the leaders and innovators—who graciously gave the time to talk with us about their experiences: Keith Barrett, Domenic Carnuccio, Fleur Frascella, Ron Gruner, Glenn Heck, Ed Hoffman, Dean Kamen, Bill Keeney, John Kounios, Eric Metzker, Herb Pigman, Charlie Pellerin, Greg Radford, David Rayburn, Katherine Schantz, Matt Schreiner, George Shaw, Bradley Smith, Patti Spackman, Bill Sergeant, the members of the 2004 Westtown School Robotics team, and others who shared their stories and experiences anonymously; all of whose stories and ideas made our work possible
- Others who helped with logistics, additional facts, and corroboration of information—Corey Field; Marian Murphy and Ken Freitas at FIRST; Carol Pandak and Vivian Fiore at Rotary International, who provided statistics and history of the Polio Plus program; Kathleen Sanger, Dave Brubaker, Ali Pincus, and Pritchard Garrett at Delaware Valley Friends School; and Victoria Dow, Executive Director of the West Chester Public Library
- Our editorial review board whose ideas were invaluable—Carl Ingram, Chris Lee, Carol Prescott McCoy, and Perviz E. Randeria
- The entire staff at Berrett-Koehler Publishers, particularly Steve Piersanti, whose suggestions gave our ideas clarity and structure, and Jeevan Sivasubramaniam, who answered every question quickly and as though it were intelligent and important
- Lydia Kibiuk, the illustrator of the diagrams of the brain in Chapter 10

We are also grateful to several colleagues who either endorsed the book or supported us in many ways, including Kenneth Gergen, Jane Dutton, David Boje, Robert Gephart, William Pasmore, Jay Conger, Warner Burke, Art Kleiner, Diana Whitney, Jacqueline Stavros, Jane Seiling, Dora Fried, David Barry, Nancy M. Dixon, Melinda Merino, Robert Kramer, Venkataraman Nilakant, Kingsley Haynes, Roger Stough, Sara Cobb, Ann Baker, Mark Addleson, Joel Foreman, June Turner, and Carl Wilhelm-Stenhammar.

Although there may be others whom we have not mentioned by name, we are sincerely grateful for your contributions.

From Tojo

Having an idea is not enough. A validation from the professional community is most important for new ideas to develop better and have positive impact. That was what I was looking for when I talked enthusiastically to Karl Weick in 1999 about my conceptualization of Appreciative Intelligence during a conference on *Language and Organizational Change* in Ohio. The legendary scholar and mentor of many academics in organization science had earlier supported my nonmainstream ideas, such as hermeneutics and organizations as texts. Karl Weick gently probed me, brought more clarity to my thinking, and encouraged me to work on it further and write about it. During the next six years I would share my thinking on Appreciative Intelligence with several of my academic colleagues, each of whom showed the same enthusiasm I had. I am grateful to you all.

Then there are my students. When I helped found the graduate program in organizational learning at George Mason University a decade ago, little did I realize that it would create a community of reflective practitioners who would stay engaged with the faculty long after they had graduated and moved on to occupy responsible positions. Many of the members of my “kitchen cabinet” who read the manuscript and gave insightful comments were graduates of our organizational learning program who saw themselves as members of the *learning community*—a graduate course they once took with me while in the program and which became a real community once they left school. The learning community has always been an “Appreciative Intelligence Laboratory” where students and faculty are encouraged to bring their ideas and find them come alive with the intentional affirmation provided by the mindfulness of its members. In addition to recognizing that intellectual climate, I acknowledge a few who read the manuscripts and provided useful feedback: Tom Walsh, Martin Hill, Karl Widmayer, and Brad Hendricks. Others in the kitchen cabinet who read the manuscripts and gave insightful comments include Ram Tenkasi, Bruce Hanson, William Rifkin, Con Kenney, Don Austin, and Rahul Verma.

I thank Carol Metzker, my coauthor, not only for accepting my invitation to write this book with me but for something different. Initially I was going to write an academic book on Appreciative Intelligence—the type of book that might put many of you to sleep! It was Carol, a graduate of our Organizational Learning Masters program, who encouraged me to try the reverse: to start with an applied book and write a “dense, scholarly” one later. The result you see here is a hybrid: a scholarly book that reads like a popular, easy-to-understand, applied book, made possible by Carol joining me as a co-author. I am grateful for Carol’s total dedication to this book and her extraordinary attention to detail. She kept this writing project on track and made sure everything got done on time.

I also want to thank my wife, Tessy, and my daughter, Sruthi, for their constant encouragement and support. Sruthi lightened the otherwise stressful writing process by pointing out my Homer-like qualities! We watched the television show *The Simpsons* together almost every day, and she started calling me “Homer Simpson.” True to the Pygmalion Effect described in the book, I have now become a Homer!

From Carol

Writing a book is an enormous undertaking. This one was no exception. Beyond the efforts of many, there was something more that supported my role in bringing this book to light: gifts of trust, patience, humor, spirit, care, grace, and understanding. These were given freely by people who granted interviews and by friends, colleagues, and family. The leaders and innovators who agreed to talk with me trusted me to listen carefully, to treat their stories with esteem and sensitivity, and to portray them with honesty and respect. Like candles lighting a path, advisors and colleagues guided my work with constructive feedback, patience, and humor. When the going got tough, friends and family treated me with grace and understanding.

Thank you to friends who formed the advisory committee we called the “kitchen cabinet”: Dad (Bill Hart), Dava Money, Connie Harrison, Jay Holland, Annalie Korengel Lorgus, and Eric Metzker. I am grateful for your constructive suggestions as you read chapters and brought forth new perspectives on the practical merits of these ideas. I appreciate your

willingness on a moment's notice to provide your educated and considerate opinions.

I would like to thank Tojo, as coauthor and friend, for your tireless efforts, even temper through thick and thin, and sense of humor during the period we referred to as “death by footnotes.” Your mental flexibility and spontaneity have served as wonderful examples.

I would also like to thank Laura Bernstein, Marie and Jay Holland, Annalie Korengel Lorgus and Gary Lorgus, and Carolyn and Dave Rayburn, who provided feedback, interest, and encouragement as the book progressed. A special note of appreciation is extended to Annalie, who graciously gave of her time, energy, and spirit.

The ultimate candles lighting my way—throughout the arduous and transformative task of organizing ideas and notes, putting thoughts on paper, and revealing to the world thoughts that I believed were important enough to share and concepts that will make a positive difference in this world—were members of my family. They showed great Appreciative Intelligence, reframing reality to see this project as something positive and important for the future and to find ways to make it happen. Thanks to my parents for helping when I traveled, for sharing their knowledge, and for exploring ideas and values with me that influenced this book. Thanks to Elizabeth and Kathryn for their loving support when I needed to focus on writing, mirth when I needed to take a break, and the wisdom to see which time was which. Thank you to Eric for believing in me and the project every step of the way and allowing me to watch his amazing appreciation of others.

Appreciative Intelligence: Working for You



How effective and happy are you in various aspects of your life? By further exploring and enhancing your Appreciative Intelligence, you can make a lasting, positive difference in your workplace, home and community. To learn more, please visit our Web site at www.appreciativeintelligence.com.

How can Appreciative Intelligence help your organization? It can be applied to

- Identify high-potential individuals for succession planning
- Unlock creativity and innovation
- Capture and expand best practices
- Set goals and objectives tailored to your organizational culture
- Transform your organization for a successful future

Toward these outcomes, Tojo Thatchenkery and Carol Metzker offer small-group workshops, consulting, seminars, and speaking engagements for business, nonprofit, government, and educational organizations. For more information or to schedule an event, please contact us at info@appreciativeintelligence.com.

We invite you to share your Appreciative Intelligence-related success stories, lessons learned, or techniques that helped you or others develop

and enhance their intelligence. Please e-mail us at successtories@appreciativeintelligence.com. Please let us know whether we may post your message on our Web site so that others may learn from your experiences.

For other inquiries, contact Tojo Thatchenkery at Tojo@appreciativeintelligence.com or Carol Metzker at Carol@appreciativeintelligence.com. We look forward to hearing from you.

About the Authors



Tojo Thatchenkery

Tojo Thatchenkery, Ph.D., is a Professor of Organizational Learning and Knowledge Management at the School of Public Policy, George Mason University, Fairfax, Virginia. He is also a member of the NTL Institute of Applied Behavioral Science and the Taos Institute. He has over twenty years of experience in teaching at various MBA, public policy, organizational development, and executive programs in the United States, Europe, Australia, and Asia. Tojo founded the Organizational Learning Laboratory at the George W. Johnson Learning Center at George Mason University and served as its director from 1995 to 2000. His research has been funded by agencies such as the U. S. National Science Foundation and the U.S. National Security Agency

For more than fifteen years Tojo has been researching, consulting, and teaching in appreciative organizational design. Examples include Appreciative Inquiry, which he has been teaching to graduate students at George Mason University for over a decade, and Appreciative Sharing for Knowledge, a new knowledge management tool to leverage tacit knowledge in organizations. He has written extensively on appreciative processes in organizations, which include his doctoral dissertation,

numerous refereed publications, and a recent book, *Appreciative Sharing for Knowledge: Leveraging Knowledge Management for Strategic Change*.

Tojo has extensive consulting experience in change management, organization design, and knowledge management. Past clients include IBM, Fannie Mae, Booz/Allen/Hamilton, PNC Bank, Lucent Technologies, General Mills, British Petroleum, Tata Consulting Services, the International Monetary Fund, the World Bank, United States Department of Agriculture, and the Environmental Protection Agency.

Tojo is on the editorial board of the *Journal of Applied Behavioral Sciences* and the *Journal of Organizational Change Management*. He is also the book review editor of the *Journal of Organizational Change Management* and the past Program Chair of the Research Methods Division of the 16,000-member-strong Academy of Management. Tojo has also used the appreciative lens to study diverse themes such as information communication technology (ICT), the economic development of South Asian countries (co-edited book), and the social capital and organizational mobility of Asian Americans in the United States.

Tojo lives in Chantilly, Virginia, with his wife and daughter and can be reached at Tojo@appreciativeintelligence.com.

Carol Metzker

For over 15 years, Carol Metzker has helped clients tap into their success stories to uncover best practices, share knowledge, and communicate clearly for successful outcomes. She has worked successfully in educational, nonprofit, and corporate environments. She has a Master's degree in Organizational Learning from George Mason University.

Stories she has written as contributing editor for *Investor Relations Update* about executives in *Fortune* 500 companies appear in monthly print and online publications of the National Investor Relations Institute. Her articles have appeared in numerous publications including *Global CEO*, *Journal of Organizational Change Management*, *Management Next*, and the Association for Financial Professionals' journals *Pulse* and *Exchange*.

Her past experience as Director of Client Services at Anderson Leadership Group, a leadership communication consulting firm, cultivat-

ed her interest in leadership development and gave her the opportunity for close observation and experience with top-level leaders. Her work as a writer and consultant has led to interviews of hundreds of executives about their successful and innovative practices, providing a closer look at companies and their members. Her work as an interviewer and writer for a National Science Foundation–sponsored study on the impact of information technology on India’s development provided an exceptional view of a variety of social and business cultures.

Carol’s volunteer service inspires her and also provides the subject for articles and frequent speaking engagements. She has served as a mentor for FIRST. As a Rotarian, in 2004 she experienced the polio eradication program firsthand, participating in and leading National Immunization Day trips to India.

She lives in West Chester, Pennsylvania, with her husband and two daughters and can be reached at Carol@appreciativeintelligence.com.