Use of the Credit and Debit Cards

Benefits of the 'Credit' Card

To create high performance teams and build mutually beneficial professional relationships use the Credit Card.

Scientific studies have show that relationships built from 'Credits' [See card for specific actions to take to generate credits.] help improve productivity[1], student performance[2], affect the outcome of marriages[3], support creativity[4], and build trust.

Potential side effects of the 'Debit' Card

One of the key challenges of any high performance team is to find the balance to working effectively together. In the past "knowledge was power". With the development of the Internet and access to more information that any one person could assimilate in their lifetime, we now live in a world where "execution is power". The team that gets the job done first wins. The biggest barrier to creating a high performance team is trust. Trust is made up of unconditional faith and blind confidence. It is the opposite of control. The damage due to lack of trust are underestimated in terms of productivity, creativity and innovation. 'Debits' create mistrust and a vicious cycle George Prince has labeled **Discount-Revenge**.[5] Use with caution and at your own risk.

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1 The Hawthorne effect - an increase in worker productivity produced by the psychological stimulus of being singled out and made to feel important. http://www.nwlink.com/~donclark/hrd/history/hawthorne.html
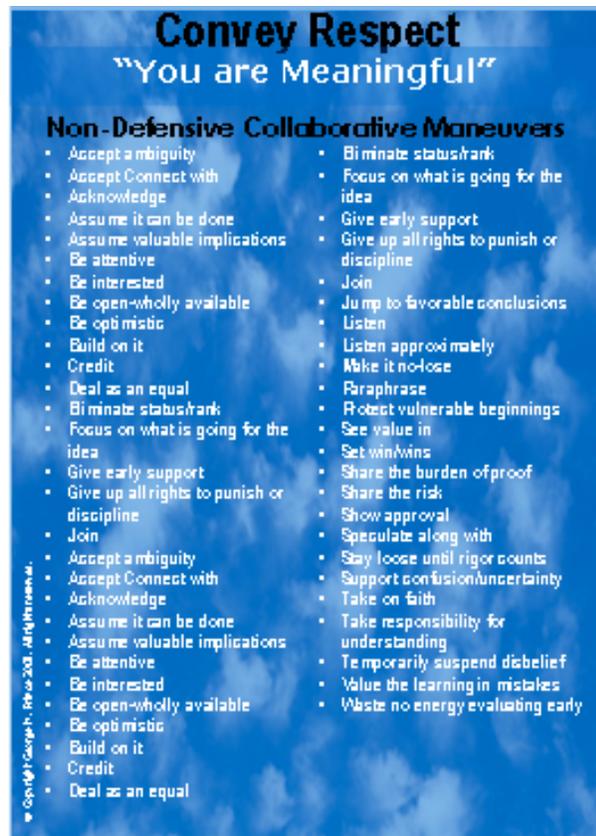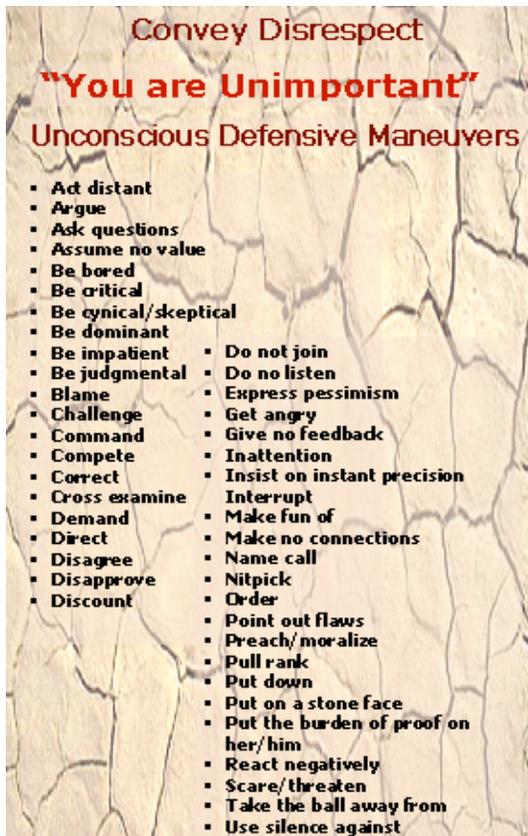
[2] Dr. Rosenthal's experiments showed how a teacher's attitude toward a student effects their performance. In *Pygmalion in the Classroom*, l968, Rosenthal writes, "To summarize our speculations, we may say that by what she said, by how and when she said it, by her actual facial expressions, postures and perhaps by her touch, the teacher may have communicated to the children of the experimental group that she expected improved intellectual performance. Such communication together with possible changes in teaching techniques may have helped the child learn by changing his self concept, his expectations of his own behavior and his motivation, as well as his cognitive style and skills."

[3] Gottman, John, with Silver, Nan, Why Marriages Succeed or Fail, Simon and Schuster, New York, 1994

[4] Prince, George M., Inhibited Connection-Making in Thinking, Learning, and Relating, Unpublished paper. Copyright 2002. "From study of the creative/learning process we know that the essential activity is connection-making. This process can happen through a teacher explaining something. The teacher is in charge of the process and focuses on having the person get and remember the correct answer. Another, more effective teaching approach is known as discovery learning. In this process, the person is led to make the connections herself, obviously a more involving and satisfying way of learning. The emphasis is on making the *correct* connections and getting the *right* answer.

In Field-Based managing and teaching the discovery idea is carried further. The emphasis is still on making the correct connections and getting a right answer, and the emphasis is also on *process*—the sometimes messy trial and error process necessary. The objective is to help the person experience her own trial and erroring without evoking the anxiety of *having to be instantly correct.* That fear of being "wrong" while working toward a right answer triggers anxiety and leads to *avoidance of the thinking process itself*—Inhibited Connection Making."

[5] Prince, George M. The Learning Organization – an Oxymoron? Unpublished paper. Copyright 2002. "From observation and analysis of thousands of creative problem-solving groups in business, it has become clear that the unwritten laws

Convey Disrespect
"You are Unimportant"
Unconscious Defensive Maneuvers

- Act distant
- Argue
- Ask questions
- Assume no value
- Be bored
- Be critical
- Be cynical/skeptical
- Be dominant
- Be impatient
- Be judgmental
- Blame
- Challenge
- Command
- Compete
- Correct
- Cross examine
- Demand
- Direct
- Disagree
- Disapprove
- Discount
- Do not join
- Do no listen
- Express pessimism
- Get angry
- Give no feedback
- Inattention
- Insist on instant precision
- Interrupt
- Make fun of
- Make no connections
- Name call
- Nitpick
- Order
- Point out flaws
- Preach/moralize
- Pull rank
- Put down
- Put on a stone face
- Put the burden of proof on her/him
- React negatively
- Scare/threaten
- Take the ball away from
- Use silence against

Convey Respect
"You are Meaningful"
Non-Defensive Collaborative Maneuvers

- Accept ambiguity
- Accept Connect with
- Acknowledge
- Assume it can be done
- Assume valuable implications
- Be attentive
- Be interested
- Be open-wholly available
- Be optimistic
- Build on it
- Credit
- Deal as an equal
- Eliminate status/rank
- Focus on what is going for the idea
- Give early support
- Give up all rights to punish or discipline
- Join
- Accept ambiguity
- Accept Connect with
- Acknowledge
- Assume it can be done
- Assume valuable implications
- Be attentive
- Be interested
- Be open-wholly available
- Be optimistic
- Build on it
- Credit
- Deal as an equal
- Eliminate status/rank
- Focus on what is going for the idea
- Give early support
- Give up all rights to punish or discipline
- Join
- Jump to favorable conclusions
- Listen
- Listen approximately
- Make it no-lose
- Paraphrase
- Protect vulnerable beginnings
- See value in
- Set win/wins
- Share the burden of proof
- Share the risk
- Show approval
- Speculate along with
- Stay loose until rigor counts
- Support confusion/uncertainty
- Take on faith
- Take responsibility for understanding
- Temporarily suspend disbelief
- Value the learning in mistakes
- Waste no energy evaluating early

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governing superior/subordinate relationships create a field that brings out the least in both parties...The coercion or disregard does not have to be intentional—it is the perception of the recipient that is critical.

The vast majority of people in our culture are hypersensitive to criticism, discounting, being found wanting, rejection, etc.—far more so than is commonly appreciated. Discovery of this law began with an amusing incident. The group was trying to devise a new, loss-proof stopper for a wide-mouthed Thermos bottle.

About ten minutes into the session, one member jumped to his feet and said, "I think I've got it!" He waved a hand over the top of the sample Thermos bottle and said, "Suppose we took a thin sheet..."

Another member of the group, the only woman, interrupted to say, "That would be too expensive."

We observers were puzzled: how could she know it would be too expensive, if she did not know what the idea was?

We later replayed the videotape. Earlier in the session, when the group was organizing itself to work on the problem, we found the answer to her later behavior. The man who had offered the "thin sheet" idea had said to the woman "Your handwriting is probably good, so why don't you be the note-taker for the group."

She had perceived this as a discount, she told us, relegating her to be secretary of the group. She was aware of that, but her "revenge" reaction came as a surprise to her.

At the time, I thought her reaction was perhaps a reflection of immaturity; a more mature person would not be so affected by an unintended discount. However, as we began to pay close attention to anything that might be perceived as a discount, we discovered that the negative reaction was all but universal— regardless of age or position. Usually there was some form of revenge, but on occasion, the discounted person simply withdrew from participation and support.

The next surprise was the great range of actions (or inactions) that were perceived as discounts. Any sort of slight or negative attention or lack of acknowledgment was enough to set the discount/revenge syndrome in motion. Given the unlimited opportunities for such unintended discounts in the everyday operations of businesses and other organizations, the extent of defensiveness and lack of commitment by employees is hardly surprising."