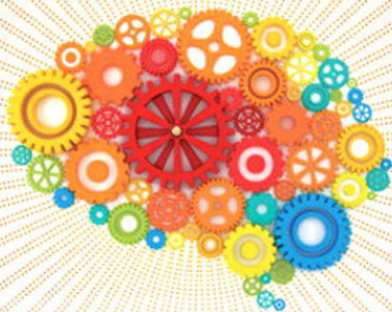


Foreword by **Stedman Graham**

Author of *Identity* and *The New York Times* Bestseller, *You Can Make It Happen*



# NOW YOU'RE **THINKING!**

CHANGE YOUR THINKING  
.....  
REVOLUTIONIZE YOUR CAREER  
.....  
TRANSFORM YOUR LIFE

JUDY CHARTRAND • STEWART EMERY • RUSS HALL  
HEATHER ISHIKAWA • JOHN MAKETA

## **Praise for *Now You're Thinking!***

“Your mind is your most powerful tool. This book can help you chart a course for sharpening your critical thinking skills so you can make better decisions in all areas of life.”

—**Daniel H. Pink**, author of *Drive* and *A Whole New Mind*

“Critical thinking is the #1 skill required to build the workforce of tomorrow. *Now You're Thinking!* is a valuable and very *useful* book that provides the tools and techniques required to make better decisions. With a heart-lifting and inspiring true story, this book guides you through the process of becoming an extraordinary thinker. This one delivers!”

—**Ed Reilly**, President and CEO, American Management Association, International

“While writing *The Speed of Trust* it became clear to us that people would not trust others to lead them if they did not trust their thinking. If you read and apply the principles in this book, people will come to see you as a leader.”

—**Stephen M. R. Covey**, author of *The New York Times* and #1 *Wall Street Journal* bestseller, *The Speed of Trust*

“A big part of being a leader is making decisions—but how often do we stop and think about our own decision-making processes? Using the unique backdrop of a real-life military, medical, and civilian team that effectively combined their intellect and courage to save a young Iraqi child’s life, the authors illustrate a five-step model we can all use to more effectively process our own thoughts toward successful decisions. This book is a must-read.”

—**Ken Blanchard**, coauthor of *The One Minute Manager*<sup>®</sup> and *Full Steam Ahead!*

“If you are striving to be better, faster, and different in life, to have more fulfillment and success, you need this book. A great primer to increase and enhance your thinking skills and processes.”

—**Harry Paul**, coauthor of *FISH! A Proven Way to Boost Morale and Improve Results*

“*Now You’re Thinking!* will transform your thinking—and change your life!”

—**Marshall Goldsmith**, author of *The New York Times* bestsellers, *MOJO* and *What Got You Here Won’t Get You There*

“With today’s shortened attention spans, texting, blogging, and instant gratification, the rational thinking skills in *Now You’re Thinking!* are more pertinent than ever. In the workplace, quick reactions and assumptions have resulted in industrial accidents. As a Navy veteran and lifelong learner, I believe this book has arrived at a critical time.”

—**Mike Miller**, Vice President, Technology Transfer Services, Inc.

“We are currently going through a major upheaval that is impacting all of our lives. We can choose to be ‘masters of our fate’ or simply get swept along by the tides of change. If the choice is the former, a substantial upgrade of our critical thinking skills will be required.

“*Now You’re Thinking!* is a rewarding and understandable read. No matter how successful you may be, this book will sharpen your decision-making skills. For those who may question their abilities, you will find the thinking exercises practical and usable.

“You will be richer for the reading.”

—**Arne Carlson**, Governor of Minnesota (1991–1999)

“This is a powerful book with a great message. It challenges the prevailing view that thinking skills can’t be developed, and it provides useful and practical guidance on how someone can improve the quality and effectiveness of their thinking.”

—**Stuart S. Crandell**, Senior Vice President, Global Solutions, PDI Ninth House

“Most people come and go in Hollywood. Some stay, become icons, and enjoy lasting success. These are the ones who think differently. This is a book about how to think differently and how you can enjoy lasting success for yourself. It is also a great read.”

—**Rob Guralnick**, former Executive Vice President, Production, Warner Brothers

“With its focus on enhancing critical thinking, *Now You’re Thinking!* is well timed to help students meet contemporary global challenges. Intensified labor competition requires improved intellectual preparation within a fully informed academic environment, and professors can respond with the tools offered within *Now You’re Thinking!* Everybody gains from the skills *Now You’re Thinking!* pinpoints. The more widely utilized this book becomes, the more the benefits will be widely distributed.

“This is a book where everyone wins.”

—**Marcus Breen**, Ph.D., Professor and Head of School,  
Communication, and Media, Bond University, Gold Coast,  
Queensland, Australia

“*Now You’re Thinking!* uses a compelling, real-life experience to highlight the tools each of us needs to become a better thinker. This book is a must-read for students of all ages!”

—**Bob Hipp**, President, Pennridge Community Education Foundation,  
[www.pennridgefoundation.org](http://www.pennridgefoundation.org)

*Now You're Thinking*

*This page intentionally left blank*

# *Now You're Thinking*

*Change Your Thinking...  
Revolutionize Your Career...  
Transform Your Life*

Judy Chartrand  
Stewart Emery  
Russ Hall  
Heather Ishikawa  
John Maketa



Vice President, Publisher: Tim Moore  
Associate Publisher and Director of Marketing: Amy Neidlinger  
Editorial Assistant: Pamela Boland  
Senior Marketing Manager: Julie Phifer  
Assistant Marketing Manager: Megan Graue  
Cover Designer: Alan Clements  
Managing Editor: Kristy Hart  
Project Editor: Betsy Harris  
Copy Editor: Karen Annett  
Proofreader: Sheri Cain  
Senior Indexer: Cheryl Lenser  
Interior Designer: Nonie Ratcliff  
Compositor: Nonie Ratcliff  
Manufacturing Buyer: Dan Uhrig

© 2012 by Pearson Education, Inc.  
Publishing as FT Press  
Upper Saddle River, New Jersey 07458

FT Press offers excellent discounts on this book when ordered in quantity for bulk purchases or special sales. For more information, please contact U.S. Corporate and Government Sales, 1-800-382-3419, [corpsales@pearsontechgroup.com](mailto:corpsales@pearsontechgroup.com). For sales outside the U.S., please contact International Sales at [international@pearson.com](mailto:international@pearson.com).

Company and product names mentioned herein are the trademarks or registered trademarks of their respective owners.

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

First Printing August 2011

ISBN-10: 0-13-269013-6

ISBN-13: 978-0-13-269013-3

Pearson Education LTD.

Pearson Education Australia PTY, Limited.

Pearson Education Singapore, Pte. Ltd.

Pearson Education Asia, Ltd.

Pearson Education Canada, Ltd.

Pearson Educación de Mexico, S.A. de C.V.

Pearson Education—Japan

Pearson Education Malaysia, Pte. Ltd.

Library of Congress Library of Congress Cataloging-in-Publication Data

Now you're thinking : change your thinking— revolutionize your career— transform your life / Judy Chartrand ... [et al.].

p. cm.

ISBN 978-0-13-269013-3 (hbk : alk. paper)

1. Critical thinking. 2. Problem solving. 3. Decision making. I. Chartrand, Judy Marie.

BF441.N69 2012

153.4'2—dc22

2011012752

*Dedicated to the men and women of the armed forces  
at home and abroad, with thanks for their commitment  
and sacrifices... and their sound and careful thinking  
in trying situations.*

*This page intentionally left blank*

# Contents

	Introduction .....	1
	Amenah’s Story .....	5
	What Is a Miracle? .....	42
<b>Chapter 1</b>	<b>How Your Mind Works—Some Assembly Required .....</b>	<b>45</b>
	Dreams .....	47
	Feelings .....	50
	Thinking .....	55
	Summary .....	57
	Endnotes and References .....	57
<b>Chapter 2</b>	<b>A New Way of Thinking .....</b>	<b>59</b>
	Five Steps to New Thinking .....	60
	1. <i>Stop and Think</i> .....	60
	2. <i>Recognize Assumptions</i> .....	64
	3. <i>Evaluate Information</i> .....	67
	4. <i>Draw Conclusions</i> .....	73
	5. <i>Develop a Plan of Action</i> .....	76
	Summary .....	77
	Endnotes .....	78

<b>Chapter 3</b>	<b>Take Stock of Your Style</b> . . . . .	79
	Understanding Your Thinking Styles . . . . .	82
	<i>Analytical Style</i> . . . . .	82
	<i>Inquisitive Style</i> . . . . .	84
	<i>Insightful Style</i> . . . . .	85
	<i>Open-Minded Style</i> . . . . .	87
	<i>Systematic Style</i> . . . . .	89
	<i>Timely Style</i> . . . . .	90
	<i>Truth-Seeking Style</i> . . . . .	91
	Making the Best Use of Thinking Styles . . .	92
	Summary . . . . .	94
<b>Chapter 4</b>	<b>Change Your Thinking... Revolutionize Your Career... Transform Your Life</b> . . . . .	95
	Getting Started . . . . .	96
	My Thinking Styles . . . . .	97
	Use This Checklist to Improve Your Thinking . . . . .	98
	Tips for the Five Steps to Develop Your Thinking Skills NOW . . . . .	99
	<i>Stop and Think</i> . . . . .	99
	<i>Recognize Assumptions</i> . . . . .	102
	<i>Evaluate Information</i> . . . . .	105
	<i>Draw Conclusions</i> . . . . .	106
	<i>Plan of Action</i> . . . . .	107
	Let Yourself Experience Success . . . . .	109
	Summary . . . . .	110

<b>Appendix A</b>	Characters .....	113
<b>Appendix B</b>	Cognitive Biases: Common Mental Mind Traps .....	125
	Grabbing Glory and Pushing Blame (Step 2: Recognize Assumptions) .....	126
	Asking the Wrong Questions (Step 3: Evaluate Information) .....	127
	Curious Conclusions (Step 4: Draw Conclusions) .....	129
	Endnote .....	130
<b>Appendix C</b>	Resources .....	131
	Online Resources and Social Media .....	131
	<i>Blogs</i> .....	131
	<i>eBook</i> .....	133
	<i>Facebook Groups</i> .....	133
	<i>Videos</i> .....	134
	<i>Articles</i> .....	136
	<i>Assessments</i> .....	138
	Books for Professional Development .....	138
	Resources for Students .....	141
	Training .....	143
	Index .....	147

*This page intentionally left blank*

# Foreword

It has taken me a long time to understand that creating success in your life, and maximizing your potential, is about knowing who you are. This takes being clear about what your values are and what deeply matters to you. It involves knowing what you are passionate about, what you love to do, and developing your talent, skills, and abilities. It means knowing that you first have to get good before you can become great as you work to develop your talent and build your skills.

As you put these pieces together, you establish your identity. This matters because your identity is your passport to freedom. However, your identity has to be *your* identity. There are a lot of folks out there trying to tell you what should matter to you, what you should care about, what you should be when you grow up (no matter what your age!), along with how you should get there and what you should wear for the journey.

With the expansion of global opportunities and the explosion of technology, we are inundated with so many opportunities to think that we have to be like somebody else without realizing that being ourselves is where our influence and opportunity to grow really lies.

It is very difficult to be yourself today if you get stuck in a box with a label. You end up doing the same things over and over every day, often for the rest of your life. The missing piece is we may never think about how to take the education we have, the information available to us, and make it relevant to our identity and who we are. Additionally, the educational system teaches us to memorize, take tests, repeat back information and labels us with a grade—and all while we forget most of what we learned. So what is the



missing piece in most of our lives? We forget how to think. We forget how to take information and make it relevant to growing and developing our lives in the 24 hours that we have every day—which is the only thing that makes us all equal. Everybody has 24 hours.

True happiness is about doing things that we love and doing things that we want to be successful at. This starts with building from the inside out, as opposed to having the world define us, when we should be working on defining ourselves. We are often programmed to believe that the labels we are given are ours. We often can't get past our environment, we can't get past our circumstances, we can't get beyond our race or gender or our parental programming. If we buy into all these external forces and addictions, we will never find our core and we will miss building our authentic lives. We may look great on the outside and we all have the moves down, but we will be empty on the inside. And we will never reach our God-given natural potential as human beings.

All that we're talking about here takes some work and sacrifice. We have to pay attention to our own experience. We have to learn to integrate our mind, body, spirit, and emotions so we can live in the world authentically and be engaged. We have to work to become comfortable in our own skin. We have to work to consistently define ourselves as opposed to having other people define us. This is the process for innovation and creativity. When we do this, people will describe us as people who know who we are. They will say that we are comfortable in our own skin. They will like themselves more when they are in our presence.

In our world today, it is important to learn the art of critical thinking. It takes critical thinking to cut through the noise of other people's opinions swirling around you like the fog of darkness

threatening to engulf your soul. Surrounded by pundits and pitchmen purveying mostly ungrounded assertions, you need a disciplined thought style to establish your own authentic identity. Sifting through experiences for the dream of a future uniquely yours is a task for critical thinking and development. When everybody has access to an avalanche of information, becoming a master thinker is very important in your life-long security.

You can master the art of thinking. This book can be your guide and show you how.

—**Stedman Graham**

**Author, Educator, and Entrepreneur**

# Acknowledgments

The authors wish to thank all the participants in the story for sharing their time and memories. We also thank the folks at the FT Press for their support and encouragement: Megan Colvin, Betsy Harris, Timothy C. Moore, and Amy Neidlinger, as well as Karen Chiang, Chad Fife, Ray Blom, John Trent, and Breanne Potter-Harris from the Pearson TalentLens Group.

# About the Authors

**Judy Chartrand** is a recognized thought leader in the areas of critical thinking and career development. Chartrand works as a consulting Chief Scientist with Pearson. As a psychologist, Chartrand has helped hundreds of clients increase their personal and career satisfaction. She frequently speaks at national and international conferences and has published more than 50 articles and books. Chartrand lives in Minnesota with her husband and has two grown children.

**Stewart Emery** is coauthor of the international bestsellers *Success Built to Last* and *Do You Matter?: How Great Design Will Make People Love Your Company*. He has a lifetime of experience as an entrepreneur, creative director, corporate culture consultant, and executive coach. He has led workshops and seminars and delivered keynotes all over the world.

**Russ Hall** is author of fourteen books and coauthor of numerous other books. He has also had short stories, essays, and articles published in a wide array of media and has received several awards.

**Heather Ishikawa** is the National Sales Director for Pearson TalentLens. Ishikawa has extensive experience in architecting corporatewide, assessment-based leadership development initiatives. Ishikawa has delivered workshops to hundreds of leaders on the topics of critical thinking, leadership, teambuilding, communication, and change management. She lives in California with her husband and two children.

**John Maketa** is the Director of Strategic Partnerships for Pearson TalentLens. Maketa is a dynamic leader in enterprise growth, developing bold and creative strategic alliances that catapult global performance and profit. Maketa is known throughout the learning and development industry as a major connector who is able to strategically align initiatives for parties on both sides of the table with unparalleled financial and professional success. He lives in Pennsylvania with his wife and son.

# Take Stock of Your Style

On the flip side of the details and events of “Amenah’s Story,” where everyone had their appropriate thinking caps on and played to their particular styles and strengths, sometimes (often) events do not play out so smoothly.

Following the January 12, 2010, earthquake that devastated Haiti, a bus pulled up to a checkpoint on the Dominican Republic. Inside were 33 children, aged from 2 to 12, who were being escorted by a group of ten Baptist missionaries. Instead of being passed through the check station, the children were taken off in one direction by authorities and the missionaries were taken in another direction and arrested on January 29 for kidnapping.

Laura Silsby, of Meridian, Idaho, who led the nine other members of the missionary group, told the media she was only trying to save suffering children. However, there were a few details she had not even shared with her fellow missionaries:

- An areawide concern about human trafficking had made authorities exceptionally sensitive to the movement of people out of Haiti by anyone.
- Many of the children being transported were not even orphans. At least 20 of the children were from a single village and had living parents. Some of the parents told the AP they willingly turned over their children to the missionaries on

---

the promise the Americans would educate them and allow relatives to visit.

- Silsby had decided the previous summer to create an orphanage in the Dominican Republic, and in November of 2009, she registered the nonprofit New Life Children's Refuge foundation in Idaho. After Haiti's catastrophic earthquake, she accelerated the plan and recruited her fellow missionaries.
- A Dominican diplomat who said Laura had visited him the same day the missionaries tried to take the children out of the country told the AP that he had warned her that without the proper papers, she could be arrested.

So, surprise, surprise, things went wrong at the border and the well-intentioned group was arrested.

As someone getting a clearer look at how good thinking works, you can, no doubt, spot a few errors in the thinking style in this situation. Now, contrast and compare that event with how smoothly Amenah's situation went, in spite of numerous obstacles and adjustments.

Major Kevin Jarrard's Good Samaritan background could have led him to leap to a decision, but he avoided making any assumptions and wanted to consider all aspects and steps before he took any action. He also played to an array of supportive careful thinkers who, each in his or her own way, helped to turn a difficult and complicated task into a doable one.

Think about a time when you successfully thought through a challenging situation—a time when you did it right and you did it well. Do you remember what you did that led to success? You might

even come up with, “not specifically,” because you might not have a vocabulary to describe successful thinking. You might have a broad sense of what worked and what didn’t. Not knowing your thinking style and how you replicate successes and avoid mistakes could create a rut instead of opening opportunities for new success. If making a pros and cons list worked when you were trying to decide if you wanted to go out on a date with someone in high school, then you are likely to keep using that process to help make decisions. Evaluating pros and cons has become part of your repertoire.

Collecting good techniques as you go along certainly isn’t bad, but it is not intentional. Relying on whatever happens to be in your toolkit is not the same as having a full set of tools in a well-organized box. To be successful, really successful, you need to be intentional. You need to know your style and your skills, exactly what they are and how they work for you. The good news is that it is easy to learn.

Let’s look at how knowing, cultivating, and shaping positive thinking styles help you become a great thinker. We all possess thinking styles, which are positive habits that support the development of thinking skills. For example, approaching problems by carefully analyzing the situation or looking for facts and important details is a style.

You have preferred thinking styles, which means that you use certain positive behaviors more frequently and across various situations. You can access those behaviors quickly and comfortably. So, you lead with your preferred styles as you build your thinking skills. That is what successful people do—they leverage their strengths.



---

# Understanding Your Thinking Styles

At this point, you are probably saying, “So, how exactly do I figure out my preferred thinking styles?” One option is to take the My Thinking Styles assessment, which is free and takes about 10 minutes to complete (see sidebar). You will receive feedback that describes your preferred thinking styles and how you can use them to your advantage. Each style is positive, and all seven styles contribute in different ways to good thinking. For you, the question is which styles do you use most frequently and comfortably, and which ones are less natural? You might find it easier to relate to the varied thinking styles if you first assess yourself before you explore the styles. Although that might work best for most people, you can also consider the styles that follow and see which one, or which combination of styles, most plays to your thinking strengths.

## Assess Your Thinking Styles

Go to [www.ThinkWatson.com/mythinkingstyles](http://www.ThinkWatson.com/mythinkingstyles). It will take you less than 10 minutes to complete the assessment, and it is best to take it when you are not rushed or distracted. Give yourself time to comfortably answer the questions. When you finish, you will receive a personal feedback report that describes your preferred thinking styles.

## Analytical Style

Jonathan Malloch had a map on the wall of his office with all of the key players and all of the possible players. He created an algorithm

that allowed him to sift through three to five options for every step of the extraction process, so that if one option failed, they could move to the next. At every single point in the plan, they had an alternative option. Jonathan knew that he needed “to get pieces in place in a way that is ironclad.” As he explained, “We had a lot of plans that we could have launched with, but none of them were secure. I was unwilling to send this team unless I knew—as much as could be known—that these guys would return safely. I did not want to have a conversation with their wives and their family about why they didn’t return.” Jonathan knew that he had to prepare for every possibility and to review every detail.

If you are analytical, you like to anticipate consequences and identify strengths and weaknesses in plans. You are quick to think about if-then scenarios and how they might play out. You like to study situations and think about pros and cons. If something doesn’t fit in a situation or an important detail is missing, you are likely to notice. You are comfortable studying situations and concentrating on the pieces and how they logically fit together. You are likely to sort through facts and analyze information that is received, rather than just accepting it at face value. Analytical people can be described as clear thinking, orderly, and rational. Having an analytical style helps build specific thinking skills, such as the following:

- Checking the accuracy of information you receive
- Differentiating facts from opinions
- Clarifying situations by questioning ambiguous or vague language
- Noticing missing or inconsistent pieces of a plan
- Analyzing alternatives in an orderly fashion

## Inquisitive Style

A top hypertension specialist and Vanderbilt professor, Dr. Nadeau is the expert, the man with the answers. But he is also the man who wonders why and asks the questions that drive new thinking and innovation. Nadeau wondered what they could do to prevent deaths from battlefield injuries, and, with Lieutenant Colonel Bellon's support, that question led to medical training for all the Marines in the battalion. Theirs was the first battalion to receive intensive medical training, teaching each Marine to deal with common problems that lead to deaths on the battlefield, such as how to reduce bleeding from extremity wounds.

Dr. John Nadeau's questions lead to new training that reduces deaths from battlefield wounds:

<http://www.youtube.com/watch?v=2YwV2z9Xjv0>

Dr. Nadeau left his day-to-day role of caring for patients with heart disease to look after young Marines in a battle zone because, as he said, he "liked the challenge of doing something completely different." He was also committed to figuring out how to help the Iraqis rebuild their health-care system. That's why, when he went out to the public health clinics that had been completely stripped by vandals, he asked "Why don't we hire Iraqis and rebuild these clinics?" That question led to renovated clinics. In the same way, he helped reengineer the hospital and he actively went out into the community to serve the needs of the local people, including the tribal sheik. After Amenah came back cured, he came across other children like her, and asked, "How can we make this happen more frequently?" Thanks to that question, a second child was helped at the University at Charleston and a third in Amman, Jordan. Dr. Nadeau's frequent questions led to his continual learning and to a series of improvements in medical care and medical facilities.

If you have an inquisitive style, you are intellectually curious and like to learn new things about the world. You want to know why things work the way they do and are comfortable probing deeply into subjects. You like to learn about different cultures and people. For you, information is an opportunity to learn. You have a tolerance for ambiguity and complexity because it gives you an opportunity to figure things out. Inquisitive people can be described as curious, alert, and interested in their surrounding world. Having an inquisitive style helps build specific thinking skills, such as the following:

- Clarifying issues or beliefs
- Identifying the root cause of a problem
- Questioning deeply to unearth assumptions or new perspectives
- Asking how and why questions that help evaluate information or alternatives

## Insightful Style

What does Kevin Jarrard mean when he says that every one of the decisions he made was “the result of the totality of my experiences throughout everything that had happened to me up to that point in my life”?

His Good Samaritan background could have led him to leap to decisions or make bad judgments, like that missionary group arrested in Haiti on kidnapping charges while trying to move alleged orphans across the border into the Dominican Republic. But Jarrard avoided making any assumptions and wanted to consider all aspects and steps before he took any action.

---

He was aware of the Marine mission at that time in Iraq, of the willingness of Lieutenant Colonel Bellon to consider a request such as his, of the capabilities of Captain Nadeau, which strengthened his case, of the people back in the States he could count on for help and action, and of what he needed to do to respect the Muslim family members and the tribal leaders. Furthermore, he was able to assemble a big picture that led to a dream that would be hard, but ultimately doable, as it turned out.

An example of Major Kevin Jarrard's insightful style:  
<http://www.youtube.com/watch?v=pEU6MphmVpA>

If you have an insightful style, you are able to step back and reflect so that you can gain perspective on a situation or problem. You are likely to stand firm on tough issues, if the evidence supports the position, and you will follow through despite obstacles. You tend to see beyond the immediate and you seek clarity. You are capable of being honest with yourself and set a high standard for yourself. Insightful people can be described as prudent, humble, and reflective. Having an insightful style helps build specific thinking skills, such as the following:

- Taking time to reflect
- Maintaining perspective, even in difficult situations
- Willingness to persevere
- Accurately understanding personal strengths and weaknesses
- Making judgments that fit the evidence (don't overgeneralize or oversimplify)

## Open-Minded Style

Let's pause to consider again one of the most dynamic aspects of "Amenah's Story." A Muslim child and her mother were being sent to the Christian Bible Belt of America, where they would stay in the home of Christian Pastor Steve Berger and his wife Sarah, be embraced by the church's congregation, have their travel financed from donations all across the area, have their cultural foods and customs respected, and no one would make any attempt to convert them, but rather accept them for who they were and honor them as fellow human beings who needed help.

Following 9/11, some people in America wrote graffiti on and damaged convenience stores owned and operated by members of the American Muslim community. Then, there were people like Pastor Terry Jones from Gainesville, Florida, who burned the Koran in March of 2011, an act that drew angry condemnation in Afghanistan and Pakistan, where anti-American sentiment runs high, causing riots in April in which many people were killed. The actions and emotions of these people mark one extreme of the grassroots mood. There was a lot of confusion and some prejudice about Muslims. Religion can be a very touchy subject, but that was not an issue with all the people who came forward to help.

Deanna Dolan, of World Relief, was one of the first to contact Janet Jarrard and say she wanted to help. One of her key decisions was where to place Amenah and her mother, Maha. She knew her choice was important: "I wanted them to be with people who I trust, people who I know would be committed, and who would be sacrificial. Because it is a huge sacrifice to allow strangers that you've never met, who were coming with huge needs, into your home. I mean, it takes pretty solid people to be able to do that."

---

She weighed the options and chose wisely: Steve and Sarah Berger.

Deanna speaks some Arabic, but she also helped provide Zainab, an interpreter who could help Maha and Amenah communicate. She helped with respect for food and cultural needs, and when she saw fear in the eyes of a mother afraid her child might die on the operating table, she made sure there were people available to support Maha, especially during those stressful hours in the waiting room. She brought together caring Christians from Grace Chapel whose only purpose was to comfort and support a worried mother, one who just happened to be of the Muslim faith. Deanna's approach, though a Christian herself, was to offer support, empathy, and solutions without reservation or judgment.

If you have an open-minded style, you are typically tolerant of the opinions and viewpoints of others and can put yourself in the position of the other person. You can think of different options, different possibilities, and different conclusions. You are comfortable not rushing to judgment, and prefer to thoughtfully weigh information and alternatives. You tend to avoid extreme positions. You value fair play and like to think things through. Open-minded people can be described as intellectually tolerant and fair minded. Having an open-minded style helps build specific thinking skills, such as the following:

- Using an approach that is fair minded
- Seeking information from people with different views or perspectives
- Suspending judgment to evaluate information
- Generating alternative solutions
- Making connections across different situations or topics

## Systematic Style

Recall that when David Bellon listened carefully to Kevin Jarrard's proposal, he was assessing Kevin's thinking and putting what he was hearing into context. Kevin's plan was well crafted, but David needed to step back and consider how this plan could affect the larger operation. As he mentally scanned the system, he immediately recognized the challenges and he silently muttered, "Oh, my God, this is going to be a car crash with higher headquarters." He understood that he needed to navigate the system and get buy-in, or at least, avoid the command to stop. He needed to harness relationships that had been developed and protect respect that he had earned from three tours of duty in Iraq. David needed to take a systematic approach in his support of Kevin.

People like Jonathan Malloch, as you saw, can be analytical and systematic when it comes to safety in a well-thought-out plan.

If you are systematic, you are able to size up a situation and place it into context. You are able to see the bigger picture and how the pieces fit together. You approach problems with a logical framework or scheme. You have vision and can anticipate the consequences of different alternatives. Systematic people can be described as conceptual, process oriented, and intuitive. Having a systematic style helps build specific thinking skills, such as the following:

- Comparing perspectives, information, and alternatives
- Developing criteria for evaluating information and alternatives
- Analyzing alternatives
- Making connections across different situations and topics
- Evaluating plans



---

## Timely Style

Few people get bounced a bigger ball that calls for timely action than was Janet Jarrard, Kevin's aunt. When she read the e-mail from Kevin asking her to be the point person in Nashville, she immediately said yes and went to work on December 14th, not knowing exactly what she needed to do, but being fully committed to quickly figuring it out. The time pressure was incredible—a few weeks to secure fund-raising, complete logistical planning, and nail down a multitude of details. Within three days, she had found Jonathan Malloch, and that led to the extraction team being put into place. World Relief, Deanna Dolan, and Grace Chapel church came next. Every single day, she managed to fit another piece of the puzzle into place. Janet describes this time as the most intense period of her life. She didn't know that she could do something like this, but she did. Her efficient, resourceful, and timely approach kept the Nashville side of the operation in sync and moving forward.

Timely people can gather information and make decisions without undue delays. They don't typically get caught up in analysis paralysis or procrastination. Instead, they are able to actively search out relevant information and work their way through situations in a timely manner that is neither too cursory nor too slow. Timely people can be described as efficient, reliable, and responsive. Having a timely style helps develop specific thinking skills, such as the following:

- Being conscientious about working through a problem or opportunity
- Making a timely decision
- Calling for action when it is appropriate
- Appropriately pushing for plans

## Truth-Seeking Style

Major Mark Lamelza's job as Operations Officer was to support Lieutenant Colonel Bellon by asking the tough questions and giving honest advice. He said, "The truth is that you always know the right thing to do. The really difficult part of it is actually doing it." Establishing and maintaining local governance, legal systems, and security for the cities in their region all fell under Mark's responsibility. He laughed when he admitted, "I wasn't one of those who jumped on the bandwagon." He knew it was the right thing to do, but he also knew that he had to ask the tough questions and dig deep to make sure that this humanitarian project did not jeopardize anything within the vast umbrella of local governance or security. Mark wasn't naïve; he knew the fragile state of these emerging systems, and he knew that an American-driven plan to move a baby girl and her mother to America for surgery and then back again was risky. Mark's job was to find weaknesses in the plan and then eliminate those weaknesses. He needed to apply a truth-seeking style so that the team could avoid mistakes and recognize potentially dangerous problems.

People who are truth seeking are able to ask tough questions of themselves and others in an effort to get at the truth. They will push deeper for clarity even if it causes some discomfort. They may be skeptical and not willing to accept information at face value. They are not likely to be gullible or passively rely on others for a point of view. Truth seekers can be described as independent, tough minded, and skeptical. Having a truth-seeking style helps people build specific thinking skills, such as the following:

- Thinking independently without undue influence of others
- Clarifying issues or beliefs

- Evaluating information and seeing potential holes
- Minimizing group think

## Making the Best Use of Thinking Styles

Now that you understand your preferred thinking styles, let's look at how they play out in your daily life. Write down a situation you have experienced recently (e.g., a decision you needed to make or a problem you solved at work/home).

Situation:

Which styles did you use in this situation?

How did they help you accomplish your goal?

Were there styles that you could have used, but didn't?

These questions are intended to help you become more aware of how you are currently using your thinking styles. If your top style is analytical and your bottom style is systematic, you are likely to approach situations by looking for missing details and inconsistencies, but less likely to begin by putting the situation into a larger context. Knowing your preferences helps you use your strengths more effectively and become more aware of things that you might miss.

Consider the value of each style as you practice your critical thinking skills (see Figure 3.1). For example, a systematic style, the tendency to see the big picture and anticipate consequences, is particularly helpful when you are trying to evaluate information and draw conclusions. A timely style helps you bring a plan of action to life.

Skills	Critical Thinking	Styles
1. Stop and Think		Insightful
2. Recognize Assumptions		Inquisitive Truth-Seeking Open-Minded
3. Evaluate Information		Systemic Analytical (Insightful)
4. Draw Conclusions		
5. Plan of Action		Timely (Analytical)

Source: Pearson

**Figure 3.1** Consider the value of each style as you practice your critical thinking skills.

---

# Summary

You've explored several positive thinking styles that support skill development and good thinking. Hopefully, you visited the Web site and have a better feel for your own thinking style or styles. When you have done so, you will know more about your own tendencies, the styles you use more frequently, and those you use less frequently. You can also hone and improve your thinking skills. The key lesson here is about being intentional, and the key piece of advice you can take with you is to know your style and grow with your style. It's easier to build your thinking skills when you use your preferred style. You no doubt recognize that some thinking skills will require more work to develop because they don't match your preferred style. At some point, it will be valuable for you to take a tough look at your least preferred styles and work on improving those, but that should come after you build a solid base of skills.

# Index

## A

accuracy of information,  
    evaluating, 68-71  
action plan, developing, 76-77,  
    107, 109  
Advanced Critical Thinking  
    Seminar #2228, 144  
Alaa Thabit Fatah (Amenah's  
    father), 5, 23, 39-41, 119  
Amenah al-Bayati, 118. *See also*  
    Amenah's story  
Amenah's story, 5-43  
    role of thinking in, 45-47  
analytical thinking style, 82-83  
anchoring, 127  
articles for more information,  
    136-137  
assessing thinking styles, 82,  
    97-98  
Assessment Buzz blog, 132  
assessments for more  
    information, 137

assumptions, recognizing, 64-67,  
    102-104  
    mind traps affecting, 126  
*Awaken, Align, Accelerate: A Guide  
to Great Leadership*, 139

## B

*Becoming a Better Critical Thinker:  
A User Friendly Manual, 6th  
edition*, 141  
Bellon, David, 10-13, 15, 19, 24,  
    46, 51-52, 60, 73, 89, 100, 104,  
    106, 108, 110, 115  
Berger, Sarah, 32-36, 61, 87, 123  
Berger, Steve, 18, 31-37, 61,  
    87, 123  
biased feelings, 54. *See also*  
    mind traps  
Blackwater Worldwide, 19, 26,  
    29, 124  
blogs for more information,  
    131-132

books for professional  
development, 138, 140  
Bush, George W., 38

## C

Christian, Karla, 11, 29, 33-38, 45,  
108, 120  
Churchwell, Kevin, 120  
Clardy, H. Stacy III, 12, 15,  
19, 118  
clarity in dreams, 47, 49-50  
Clark, Al, 124  
Clark, Kevin, 11-13, 117  
cognitive bias, 71. *See also*  
mind traps  
conclusions, drawing, 72-76,  
106-107  
mind traps affecting, 129-130  
confidence, 110  
confirmation bias, 72, 127  
Critical Thinkers blog, 131  
Critical Thinkers Facebook  
group, 133  
critical thinking  
defined, 96  
developing skills in, 55-57  
experiencing success in,  
109-110  
RED model of, 78  
steps in  
draw conclusions,  
mind traps affecting,  
129-130

evaluate information,  
mind traps affecting,  
127-128  
recognize assumptions,  
mind traps affecting,  
126  
tips for achieving, 111-112  
Critical Thinking Boot Camp, 143  
Critical Thinking eBook, 133  
Critical Thinking in the Real  
World blog, 132  
Critical Thinking Means Business  
whitepaper, 136  
Critical Thinking Seminar  
#2533, 144  
*Critical Thinking Skills Success in  
20 Minutes a Day*, 142  
Critical Thinking University, 143  
Critical Thinking Video via  
YouTube, 134  
*Critical Thinking: Consider the  
Verdict, 5th Edition*, 140  
Critical Thinking: No Longer Just  
a C-Suite Skill (Video), 134  
Critical Thinking: Today's #1  
Skill (Video), 134

## D

Day, Ruth S., 78  
decision making. *See* thinking  
models  
deductive reasoning, 74-76

Dolan, Deanna, 18, 31-37, 61,  
87-88, 90, 122  
Donahue, Brian, 34  
Doyle, Thomas, 29, 33, 35, 45, 70,  
108, 120  
drawing conclusions, 73-76,  
106-107  
    mind traps affecting, 129-130  
dreams, clarity in, 47, 49-50  
drug company commercials, 71

## E

emotions  
    controlling with thinking, 56  
    effect on thinking, 50-54  
Essential Skills for 21st Century  
    Workplace (Webcast), 135  
evaluating information, 67-72,  
104, 106  
    mind traps affecting, 127-128

## F

Facebook groups for more  
    information, 133  
facts, separating from opinions, 65  
Falcone, Jake, 14, 21, 117  
feelings  
    controlling with thinking, 56  
    effect on thinking, 50-54  
“five whys,” 103  
framing effect, 128

fundamental attribution errors, 126  
*FYI: For Your Improvement, A  
    Guide for Development and  
    Coaching (5th edition)*, 139

## G – H

Gap Inc., 64  
group think, 128  
Haitian children example, 79-80  
Harvesting Tomorrow’s Leaders:  
    How Do You Recognize Your  
    Top Talent and Groom Them  
    for Leadership Positions?  
    article, 137  
hospital in Iraq example, 47, 49  
HR Executive—Thinking  
    Critically article, 136

## I

Increasing Critical Thinking in  
    the Workplace: The Raw  
    Material of 21st Century  
    Success (Webcast), 135  
inductive reasoning, 74-76  
information, lack of  
    transformational power in, 2  
information evaluation, 67-72,  
104, 106  
inquisitive thinking style, 84-85  
insightful thinking style, 85-86  
Iraqi hospital example, 47, 49



## J

- Jackson, Gary, 124  
Jarrard, Janet, 16-17, 46, 49, 61,  
68, 87, 90, 100, 105, 121  
Jarrard, Kelly, 16, 31, 37-38, 49  
Jarrard, Kevin, 5-16, 19-27,  
38-41, 49-52, 69, 73, 80,  
85-86, 100-101, 105-106, 113  
Jobs, Steve, 1  
Jones, Terry, 16, 87  
jumping to conclusions, 73

## K – L

- Kahneman, Daniel, 125  
King, Martin Luther Jr., 49  
Krumenacker, Captain, 11  
Lamelza, Mark, 11-15, 52, 68, 73,  
91, 108, 116  
Lombardo, Michael M., 140

## M

- Maha Muhammad Bandar  
(Amenah's mother), 6, 23, 25,  
29, 32-41, 87-88, 119  
Malloch, Jonathan, 17-20, 49, 55,  
59, 61, 66-71, 82, 89-90, 102,  
105-106, 122  
Manning, Peyton, 60

- mental mistakes. *See* mind traps  
mind traps, 125  
    anchoring, 127  
    confirmation bias, 127  
    framing effect, 128  
    fundamental attribution  
        errors, 126  
    group think, 128  
    optimism bias, 129  
    planning fallacy, 129  
    self-serving bias, 126  
    sunk cost fallacy, 130

- miracles, 42-43  
mistakes, recognizing, 109  
moral clarity, 52  
My Thinking Lab, 142  
My Thinking Styles  
    assessment, 137

## N

- Nadeau, John, 5-12, 45, 48-49, 53,  
76, 84, 100, 102, 114  
*Now You're Thinking about Career  
Success*, 141  
*Now You're Thinking about  
Student Success*, 141  
Now You're Thinking Facebook  
group, 133

## O

objectivity when evaluating information, 72  
 open-minded thinking style, 87-88  
 opinions, separating facts from, 65-66  
 optimism bias, 129  
 Othman, Sheik Said Flayah, 24, 69, 120  
 overgeneralization, 74

## P

personal experience, as source of assumptions, 64-65  
 persuasion, evaluating, 71-72  
 plan of action, developing, 76-77, 107, 109  
 planning fallacy, 129  
 Prince, Erik, 124  
 problem solving. *See* thinking models

## Q – R

quiet time, 101  
 racism, feelings contributing to, 54  
*The Re-Discovery of Common Sense: A Guide to Critical Thinking*, 142

recognize assumptions (critical thinking step), mind traps affecting, 126  
 RED model of critical thinking, 78  
 reflective thinking, 60-63, 99, 101  
 relevancy of information, evaluating, 68-71  
 resources for information, 131-144  
 Rumore, Wayne, 11

## S

Sanfey, Alan, 53  
 self-serving bias, 126  
 Semir (Iraqi captain), 22  
 Silsby, Laura, 79-80  
 Smith, Robin, 16, 124  
 stated assumptions, unstated assumptions versus, 66  
 “stop and think” (reflective thinking), 60-63, 99, 101  
 storytelling. *See* Amenah’s story  
 students, resources for information, 140-142  
 styles of thinking. *See* thinking styles  
 success, experiencing, 109-110  
*Successful Executive’s Handbook*, 138

*Successful Manager's Handbook*,  
7th ed., 138  
Sumaiaie, Samir, 34, 120  
sunk cost fallacy, 130  
Susskind, Glenn, 19-20, 26-30, 38,  
46, 59, 65-66, 75, 108, 124  
systematic thinking style, 89

## T

*THINK Critically*, 140

thinking

- critical thinking
  - defined, 96
  - experiencing success in,  
109-110
  - tips for achieving,  
111-112
- effect of feelings on, 50-54
- role in Amenah's story, 45-47
- roles of, 55-57

thinking models

- assumptions, recognizing,  
64-67, 102-104
- conclusions, drawing, 73-76,  
106-107
- examples of, 59-60
- information evaluation,  
67-72, 104-106
- plan of action, developing,  
76-77, 107-109
- reflective thinking, 60-63,  
99-101
- steps in, 98-99

- thinking styles, 80-81
  - analytical, 82-83
  - assessing, 82, 97-98
  - inquisitive, 84-85
  - insightful, 85-86
  - open-minded, 87-88
  - systematic, 89
  - timely, 90
  - truth-seeking, 91-92
  - value of, 92-93

3C Pearson Learning Solutions  
blog, 132

timely thinking style, 90

training courses, 143

transformation, requirements  
for, 2

Trends in Executive Development  
Survey (research), 136

truth-seeking thinking style, 91-92

Tversky, Amos, 125

## U - V

unconscious racism, 54

unstated assumptions, stated  
assumptions versus, 66

value of thinking styles, 92-93

Van Wye, Lisa, 18, 28-29, 61, 65,  
122

Velasquez, Bryan, 118

videos for more information,  
134-135

vision, clarity in, 47-50

**W – Z**

- Watson-Glaser II Critical  
Thinking Appraisal, 78, 137
- White, Gary, 19-20, 26-30, 46, 59,  
65, 71, 108, 124
- Zainab (Arabic interpreter), 18,  
31, 34, 88

*This page intentionally left blank*



In an increasingly competitive world, it is quality of thinking that gives an edge—an idea that opens new doors, a technique that solves a problem, or an insight that simply helps make sense of it all.

We work with leading authors in the various arenas of business and finance to bring cutting-edge thinking and best-learning practices to a global market.

It is our goal to create world-class print publications and electronic products that give readers knowledge and understanding that can then be applied, whether studying or at work.

To find out more about our business products, you can visit us at [www.ftpress.com](http://www.ftpress.com).