

13th Annual

Thinking & Learning Conference

DR JANE KISE

Saturday 21 May

Neuro-savvy Leadership: Jung was right!

Session 3

MELBOURNE

DR JANE KISE

Dr Jane Kise is an educational consultant, specialising in leadership development, team building, coaching, professional learning communities and school staff development for differentiated instruction, especially in mathematics. She is the author or co-author of over 20 books on these subjects. Jane has worked with diverse organisations, including various public and private schools, NASA, the University of Minnesota and numerous other institutions. She is a frequent workshop speaker and has presented at numerous major international conferences. She has taught writing at the university level.



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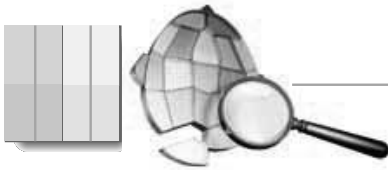


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Decision-Based Processes

Instructions: (1) For yourself or a client, consider what needs improvement regarding work, school, or other situation. (2) Among the four profiles below, select one or two as most fitting. You may determine fit based on personality. (3) Circle relevant suggestions to improve the situation.

Links to Left Prefrontal Cortex

<p><u>Expedite Decision-making</u> Proactively meet goals. Often look sure and confident. Organize and fix to get positive results soon.</p>	<p><u>Refine Decision-making</u> Clarify what’s universal, true or worthwhile. Often look quietly receptive. Trust own judgments.</p>
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Assess using criteria or principles

<p>Timely Builders <i>Measure and construct for progress.</i></p> <ul style="list-style-type: none"> • They use their brain efficiently, relying chiefly on seeing measurable elements, hearing words, and recalling data points in order to make decisions. • Give them facts and figures, preferably using visual/spatial formats like charts, diagrams, and grids. • They attend to the specific words, such that a choice of one word over another can alter the bigger picture for them. • Dislike brainstorming, especially when it is off-task. Yet, they may get creative for leisure or in quiet moments. • Help them define their areas of strength. Do not mistake their confidence and speed for competence. • Can do rapid decision-making and/or explaining for hours. Ask them to consider their responses more thoroughly. 	<p>Skillful Sleuths <i>Gain leverage using a framework.</i></p> <ul style="list-style-type: none"> • They rely on sophisticated, complex reasoning using multiple reasoning methods such as deducing, categorizing, weighing odds, etc. • Their thinking is not directly linked to sensory inputs, so their decision-making tends to be “deep” and “detached”. • Set aside time for them to clarify—to make and correct mistakes and inconsistencies—as they strive for high accuracy. • Adept at navigating conceptual and/or physical terrain, so provide space for them to shift course or backtrack. • Provide techniques—besides raising a “brick wall”—to deal with social and emotional data, which may overwhelm them. • May stop listening as they assess the relevance of what others are saying. Ask them to repeat back what’s been said.
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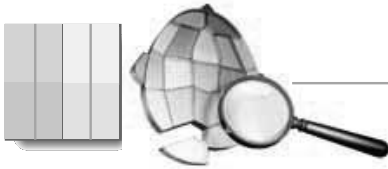
Assess using appropriateness or worth

<p>Friendly Hosts <i>Nurture trust in giving relationships.</i></p> <ul style="list-style-type: none"> • They attend closely to you, your words, and how you may be evaluating them. They easily feel embarrassment, which encourages them to please others and fit in. • Give them room to discuss considerations of justice and injustice and the ethics of people’s choices and failings. • Often sociable and may self-disclose to build a relationship, but be cautious about implying you fully understand them. • Use and respond to adjectives and value-laden language, focusing on word choice more than tone of voice. • More verbal than visual, and may look and sound highly logical sometimes but for certain favorite tasks. • Some are more visionary and planful for the future while others are more playful and willing to consider what-if. 	<p>Quiet Crusaders <i>Stay true to who they really are.</i></p> <ul style="list-style-type: none"> • They listen intently, especially for tone of voice, motivations, words that link to your values, and what’s left unsaid. • Speak thoughtfully, take your time, and don’t rush because when done listening, they can be definitive about decisions. • Speak to their values, especially positively-felt values. At the same time, be true to yourself to avoid phony affect. • They experience strong gradations of importance from like to dislike but may withhold reasons why they feel so. • Their deep values, strong likes and dislikes, and moral assessments and quests tend to resist pragmatic arguments or contextual factors. • They are hard to faze and may not adjust their behavior to fit social expectations.
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Information-Based Processes

Instructions: (1) For yourself or a client, consider what needs improvement regarding work, school, or other situation. (2) Among the four profiles below, select one or two as most fitting. You may determine fit based on personality. (3) Circle relevant suggestions to improve the situation.

Links to Right Prefrontal Cortex

<p><u>Energize the Process</u> Seek out stimuli. Often look random, emergent, and enthusiastic. Attend to the here and now.</p>	<p><u>Monitor the Process</u> Reflect on data and perceptions. Often look focused and preoccupied. Attend to reference points.</p>
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Tangible, experiential awareness

<p style="text-align: center;">Active Adapters <i>Immerse in the present context.</i></p> <ul style="list-style-type: none"> • They prefer stimulating environments with rich sensory input. Like windows, enticing views, and lively decor. • Encourage movement and touch. Offer breaks while remaining productive, such as talking while walking through a park. • Make ideas meaningful with relevant context, sensory details, and physical tools. Allow trial and error. • Don't rely on metaphor. Focus on what's relevant and start with and support metaphors with immediate uses. • Focus on challenges, and allow for resourceful responses to crises. Hold back from over-defining the experience or making it too safe. • Let them respond to whatever comes up, and be willing to join them if you wish to earn their friendship and respect. 	<p style="text-align: center;">Cautious Protectors <i>Stabilize with a predictable standard.</i></p> <ul style="list-style-type: none"> • They prefer low-distraction environments and need time to record and review experiences in order to ground new learnings. • Utilize step-by-step methods to help them develop skills, and provide a road map for them to track their progress. • Provide a role-model to observe and copy, with follow-up time, review sheets, etc. to practice with correction. • Let them focus on a path or goal and consider they may keep working to please you or until you say, "stop". • Stay alert for a surprising skill they might have that doesn't fit their usual pattern. They may not mention the skill unless asked about it. • Take care with your feedback. They wish to adjust their behavior given input, including nonverbal clues.
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Symbolic, conceptual awareness

<p style="text-align: center;">Excited Brainstormers <i>Explore the emerging patterns.</i></p> <ul style="list-style-type: none"> • They prefer diverse inputs for brainstorming. Like sensory distractions with television, radio, friends, and such. • Allow goals and meanings to coalesce from various inputs, thoughts, and side treks rather than pushing a linear process. • Focus on meanings and relationships between ideas, starting perhaps with inferences, metaphors, and analogies. Make sure the analogies work well! • May need help translating abstract and associational ideas into more effective or literal communications. • Encourage role-play, acting as-if, and ad-hoc problem solving. Feel free to propose fanciful or vague scenarios that afford improvising and imagining. • Use some humor, word-play, and similar cognitive games. 	<p style="text-align: center;">Keen Foreseers <i>Transform with a meta-perspective.</i></p> <ul style="list-style-type: none"> • They prefer time away from external stimulation and mundane demands in order to access their rich internal processes. • They benefit from a physical or sensory focus (e.g. using a finger while reading) to focus while gathering information. • Help them communicate the many factors they consider as they arrive at a holistic "perfect" solution to a problem. • Offer techniques for them to try when their introspective intuiting process isn't working and they need to act fast. • Carve out time to explore the future and visions of what will be. Help them get specific to actualize these visions. • Encourage rich experiences that feed different brain regions, so when they search within themselves, their brain has something to offer them.
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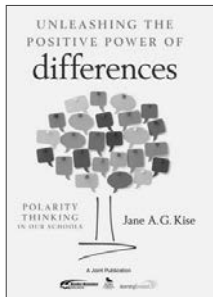
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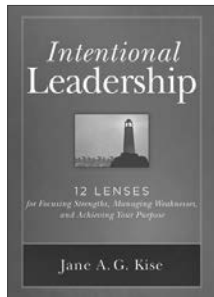
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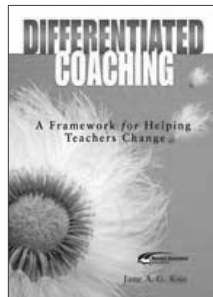
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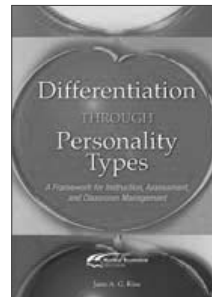
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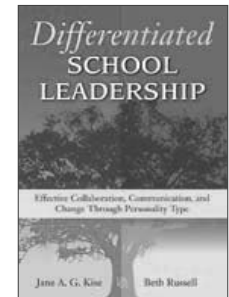
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