

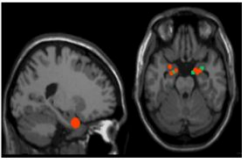
Neuroscience for Empowered Innovators

A neuroscience approach to spark socially and emotionally intelligent innovation

“It’s not that I’m so smart. It’s that I stay with problems longer”. - Albert Einstein
The deeper question to ask is WHY? Why did he persist through failure and ridicule?

How do these innovative and resilient mindsets get formed?

How genius remains hidden



Mindsets that are:

- Fixed “I can’t do this”
- Fearful “I’m afraid to try”
- Fragmented “I stick to what I’m familiar with”

How genius is unveiled



Mindsets that reflect a sense of:

- Agency “I can do this”
- Purpose “I know why”
- Interconnection “I create connections where there were none before”

AGENCY

belief in my ‘adequacy’ to deal with challenges, to find solutions to problems, to get through discomfort and struggle

How to help build ‘pathways of agency’:

- UNDERSTAND NEUROPLASTICITY
- CELEBRATE MISTAKES
- PRAISE SELF-PROGRESS

PURPOSE & INTERCONNECTION

‘self-transcendent’ purpose: a belief that my existence matters, and that what I am learning will help me contribute my gifts and value to the world. Interconnection ‘diversifies’ brain activity outside of usual networks.

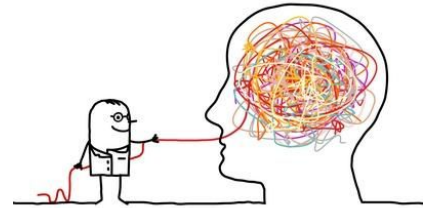
How to help spark a sense of purpose and interconnection:

FOR WHO and WHY?

#1: UNDERSTAND NEUROPLASTICITY

understand and talk about ‘neuroplasticity’

- “Experience builds brain architecture” (Harvard)
- “Learn how the brain works so we can work the brain” (Jim Kwik)
- “The brain is like a muscle that grows with use” (Stanford)

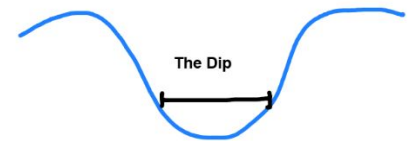


2: CELEBRATE MISTAKES

Fear of failure prevents growth, keeps students from building a track record of 'surviving' failure and persevering through challenges.

If you're creating something new, you *will* make mistakes! Otherwise you're just doing something you already know!

“Increased struggle leads to greater learning and increased structural change in the brain.” – Dr. Lara Boyd



3: NOTICE SELF-PROGRESS

Make incremental, microscopic progress, process, strategies, focus, effort, perseverance the "stars of the show" rather than the results or comparison with others

4: HIGHLIGHT SELF-TRANSCENDENT PURPOSE & INTERCONNECTION

It’s a goal that is motivated both by an opportunity to benefit the self and by the potential to have some effect on or connection to the world beyond the self (Yeager & Bundick, 2009; Yeager et al., 2012; see Burrow & Hill, 2011; Damon et al., 2003).

e.g., “helping people” rather than on content of a goal (e.g., “being an engineer”); (Massey, Gebhardt, & Garnefski, 2008).

For example, a purpose for learning might be that a person would like to use the acquired knowledge to build bridges that help people (a self-transcendent component)

