

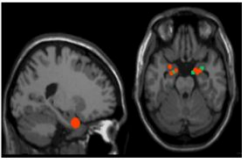
# Neuroscience for Empowered Innovators

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.

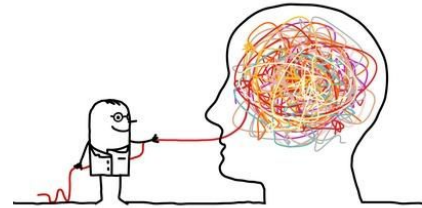
How to help spark a sense of purpose and interconnection:

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)

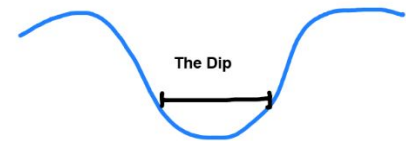


## # 2: CELEBRATE MISTAKES

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)

