Personality and the Brain
~ A New Paradigm for Training ~

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Author, Who Are You Meant to Be?
Time to Rethink Our Approach

- Create with the whole person in mind
  - Focus on literally changing the brain
  - Take into account mechanics of their minds
  - Factor emotions into the approach
  - Address their innate, psychological needs

Must consider personality, emotional needs & how the brain learns
How the Brain Learns

• Brains are designed for experiential learning over time
  – experience, practice, process, mastery
• New neural pathways are created through repeated and frequent experiences
• Change the brain during learning
How the Brain Functions

Rational/Cerebral Brain
- Defining
  - Logic
  - Reason
  - Planning
  - Organizing
- Precise
- Mechanical
- Sequencing
- Following

Interpreting
- Foresight
- Insight
- Conceptualizing
- Synthesizing

Experiencing
- Holistic
- Relational
- Valuing
- Harmonizing

Relating

©SSPS Four Quadrant Model of the Brain

Striving Styles
Who are you meant to be?
Role of Emotions

- Emotions are critical to successful learning and neural patterning
- Drive our attention and behaviour
  - Enhance the experience: curiosity & exploration, increased retention
  OR
  - Shut down learning: fight or flight response
Importance of Needs

- Driven by powerful innate psychological needs
- Our behaviour seeks to get these needs met
- Hard-wired at birth
- Source of all motivation and social interaction
### Importance of Needs

<table>
<thead>
<tr>
<th>Predominant Need</th>
<th>Associated Fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Be In Control</td>
<td><em>Feeling helpless or powerless</em></td>
</tr>
<tr>
<td>To Be Knowledgeable</td>
<td><em>Being inferior</em></td>
</tr>
<tr>
<td>To Be Recognized</td>
<td><em>Shame</em></td>
</tr>
<tr>
<td>To Be Perceptive</td>
<td><em>Disconnection</em></td>
</tr>
<tr>
<td>To Be Connected</td>
<td><em>Abandonment</em></td>
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<tr>
<td>To Be Creative</td>
<td><em>Assimilation</em></td>
</tr>
<tr>
<td>To Be Spontaneous</td>
<td><em>Loss of Freedom</em></td>
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<tr>
<td>To Be Secure</td>
<td><em>The Unknown</em></td>
</tr>
</tbody>
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*When we don’t know the needs, we cannot address the associated fears that get triggered during learning*
Implications for Learning & Development

• Change the brain
  – Provide iterative experiences, lots of repetition
  – Understand Brain Styles of participants & extent of development

• Provide for emotional security
  – Attend to fears
  – Talk about negative emotions
Implications for Learning & Development

• Make learning personal
  – Opportunity to work on own challenges

• Engage the whole person
  – Brain Styles – mechanics of the mind
  – Emotional Drivers of Behaviour
    • Innate Needs
    • Associated Fears
  – Learning Styles
Use the Whole Brain to Design & Deliver

Objective

Left Rational Brain

Learning Function: to sort & categorize information as useful or not

• Need: Do I feel in control of how I am seen, e.g., ‘expert’?
• Fear: blindsided, incompetent, helpless

Left Emotional Brain

Learning Function: to relate info to past experiences & steps involved

• Need: Will I have a practical learning experience in which I feel safe & secure?
• Fear: insecure, too ambiguous, cannot keep up with learning

Right Rational Brain

Learning Function: to connect the information to the context

• Need: Can I see purpose & whole picture?
• Fear: disconnected from rationale, shame, overwhelmed with detail

Right Emotional Brain

Learning Function: to access the emotional memory (remembering)

• Need: Do I feel taken care of?
• Fear: not have needs attended to, invisible, loss of relationships

Subjective
Maximizing the ROI for training & development is easy when you take a whole person, brain based approach to the design and delivery of your programs!

Striving Styles Personality System
A neuro-psychological approach to behavioural change & development

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