

Planning for Change

Neuroscience, metaphor, intuition and decision making

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Overview



- Career theory – how people “choose”
- Recent developments in Neuroscience
- Decision making – combining rational and intuitive aspects of the brain

Career choice theory; how people end up where they do

I fell into it

I always wanted to do this

I saw it and it felt right/ gut feeling

Someone suggested I'd be good at it

It was all that was available

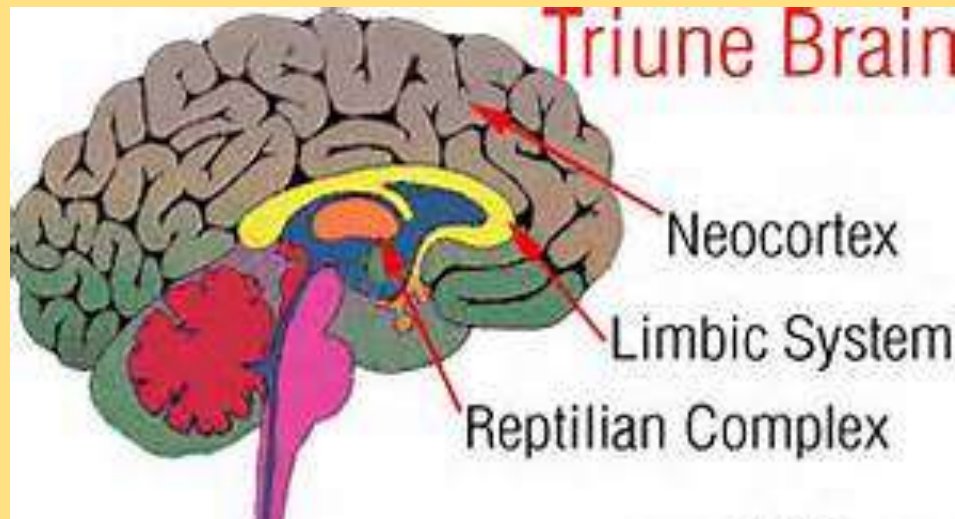
I made a list of what I was looking for and researched related jobs

Research into career decision making

- “There is little research supporting or refuting trait and factor theory itself as a viable theory of career development”

Scharf cited in Bimrose (2006:6) The Changing Context of Guidance Practice

Developments in neuroscience/ neuropsychology



See:

- Susan Jayne Blakemore, TED lecture, The mysterious workings of the adolescent brain;

Dual processing theory - Kahneman

System 1

Intuition

Fast

Experiential reasoning

Relies heavily on emotion

Unconscious/ automatic

Processes thousands of pieces of information/ cues simultaneously

Storage largely in images, sounds, smells, taste

Contextual

System 2

Logic

Slow/ deliberate

Step by step analysis

Less emotion


Conscious

Can only process up to seven pieces of information at a time

Storage in words

Abstract

Decision making

System 1	System 2
<p>93% of our decision making takes place here</p> 	<p>Identify criteria (interests, strengths) Add weighting (prioritise) Appraise options Pros and cons Match</p>

Good for complex, open decisions with many influencing factors (the context)

Good for bounded/closed decisions where the perfect answer is possible

Other references

CIPD research series (for anyone engaged in teaching and learning)

Neuroscience and Learning <https://www2.cipd.co.uk/hr-resources/research/neuroscience-learning.aspx>

Insight and Intuition -
<https://www2.cipd.co.uk/toolclicks/learning/training-practice/research/insight-intuition/default.aspx>

Daniel Kahneman (2011) Thinking fast and slow

Brown and Brown (2012) Neuropsychology for coaches (also their website)

Implications for decision making?

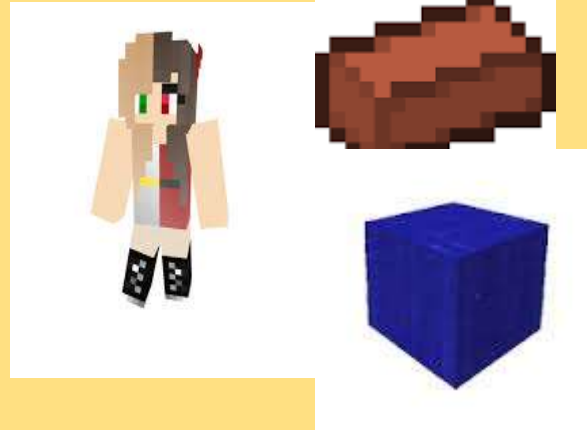
- We need to engage system 1 and 2
- Traditional models focus on system 2 (rational matching/ pros and cons)
- We need to engage intuition, imagination, the senses as well as words and reason
- Information has to come be put in context
- We need to help people to experience/ feel and to stand back/ reflect

Understanding career management – the game metaphor

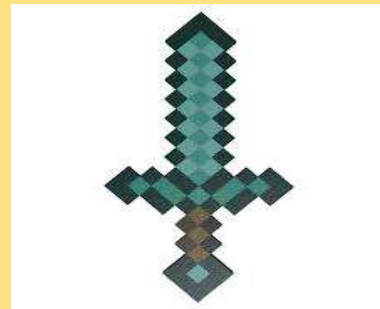
Minecraft

- <https://www.youtube.com/watch?v=FaMTedT6P0I>

The task is to create your world with blocks



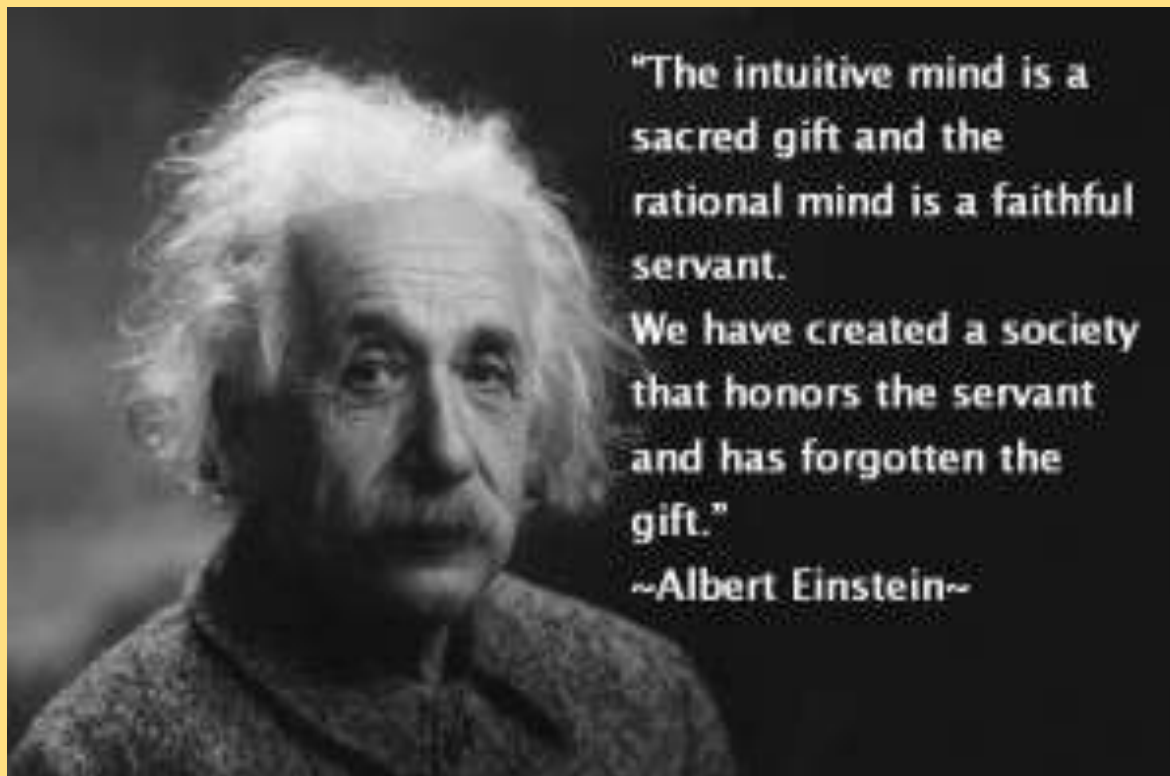
Tools help you to perform tasks faster and better



What's this to do with careers?

- You now have to create your future
- You have the building blocks ...
qualities, skills, qualifications
- You need tools to make the most of
these confidence, decision
making, curiosity, bounce-back ability,
asking for support
- Careers support = seeing what tools
you have and what else you need





"The intuitive mind is a sacred gift and the rational mind is a faithful servant.

We have created a society that honors the servant and has forgotten the gift."

~Albert Einstein~

Combining system 1 and 2

Hambly (2011) Prayer, meditation and contemplation in career decision making in Reid, H (ed). *Vocation, Vocation, Vocation*. pp33-39.

The options are written down on separate pieces of paper.

Adviser asks client to imagine each option in turn

- To describe what they see .. how they would feel if they chose that option .. and if it weren't available
- To imagine further down the line (months/ years) .. For each option, how the story could pan out How do they feel about the choice
- Change aspects of the image if unrealistic

Adviser reflects back body language and decisions that appear to lie behind the surface

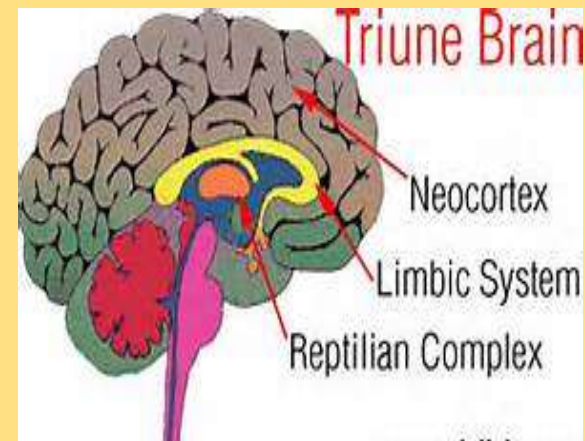
decision e.g. whether to follow head or heart, safe or risky, to please others or oneself

Using the method

- The Tardis experience: inhabit each option, open the Tardis door and see/ feel/ touch/ smell/ taste that world
- Project into the future – inhabit the consequences in the same way ... you are there, what's it like?
- Use sensory language to access the limbic system e.g. describe what are you doing, what you see/ feel?
- Avoid advice giving ... put any options you think of on pieces of paper and throw into the pot
- Watch body language/ listen to tone (it reveals what they really feel)

Sensory language

- Asking people “why” and what they know about their options, accesses their cortex (the surface)
- Sensory language accesses the limbic system, the seat of experience, decision making and motivation



Examples of sensory language

- You are there, can you describe what you are doing (kinaesthetic)
- How does it feel? (Kinaesthetic)
- Imagine/ paint a picture of what it is like (visual)
- In that place, what are other people saying to you/
what are you saying to yourself for having chosen that
option (auditory)
- Tell me about ... (auditory)
- Describe that place (auditory/ visual)
- What's running through your mind? (kinaesthetic)

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