

Our Titles: “THESE “MINDS” CAN ALL BE DEVELOPED —AND NEED TO BE!” “USING YOUR NATIVE INTELLIGENCES FOR THE GOOD OF THE PLANET” “NURTURING OUR DISTINCTLY HUMAN POTENTIAL”

How Chapters are Related to each Other →	CONTEXT, RATIONALE, SETTING THE STAGE		DESCRIPTIONS OF THE FIVE MINDS					RECAP OF USES OF 5 MINDS AND BARRIERS TO USING THEM
	UNDERPINNING THEORY RELATIONSHIP TO MULTIPLE INTELLIGENCES		COGNITIVE BASED MIND SKILLS		BRIDGE BETWEEN COGNITIVE AND RELATIONSHIP	RELATIONSHIP BASED MIND SILLS		
Chapter Titles→	Preface Pgs: xiii-xxii	1 Minds Viewed Globally (Pgs 1-20)	2 The Disciplined Mind (Pgs: 21-44)	3 The Synthesizing Mind (Pgs: 45-76)	4 The Creating Mind (Pgs: 77-102)	5 The Respectful Mind (Pgs: 103-126)	6 The Ethical Mind (Pgs: 127-152)	7 Toward Cultivation of 5 Minds (Pgs: 153-168)
Format ↓								
Key Ideas	<p>Frequently asked questions:</p> <ul style="list-style-type: none"> •What are 5 minds? •How do you measure? •Why use ‘mind’? •How does this work with the intelligences? •Have you ‘recovered’ sense of civil liberties? •Are there new minds? 	<ul style="list-style-type: none"> • Author’s values-based assessment of future needs • Relationship between 5 “minds” and multiple intelligences • 3 minds are cognitive, 2 are relationship based • Minds – ways we use our minds to thrive in future (dispositions) • Education in the Large – relook at how we do education • Science and Technology (2 caveats) 	<ul style="list-style-type: none"> • Think in a disciplined manner, intentional development • Subject matter vs. discipline • Discipline – a distinctive way of looking at the world 1. identify topic 2. spend time on it 3. approach it in multiple ways 4. set up ‘performances of understanding’ <p>EX:</p> <ul style="list-style-type: none"> • floor worker to manager requires a different view point and behavior • Eunice and the United Nations 	<ul style="list-style-type: none"> • Knitting info from disparate sources into coherent whole • Formidable forces stand in a way of synthesizing • Kinds: <ul style="list-style-type: none"> -narratives – taxonomies -complex concepts – rules/aphorisms -metaphors -embodiments -theories • components to synthesize <ol style="list-style-type: none"> 1. goal 2. starting point 3. select strategy 4. draft/feedback • Interdisciplinary • Formidable challenges • Antidotes <p>Example: Bible, Red sky at night, Brief History of Everything, aboriginal hunting, Dec 25 failure of intelligence</p>	<p>Key phrases:</p> <ul style="list-style-type: none"> • Individual • Cultural domain • Social field • Creativity was not encouraged in the past • Creator vs expert • Creative people are resilient • Group creativity • Synthesis vs. creativity <p>Image: Child – pre-school</p> <p>Implications for ToP:</p> <ul style="list-style-type: none"> • ToP nurtures creativity • How do we support creativity and maintain the intent of methods 	<ul style="list-style-type: none"> • Anthropological history of world in 4 paragraphs • Beautification of self • Grouping (sense of belonging) • Goal: Respect for others, engendering respect in society should be distributed across society • False respect is kissing up and kicking down • Need to be modeling pg110 • Nurturing respect Philosophically, morally, ethically, obligations (PJD) • Orchestra – Israeli + Palestinians making music by day and talking at night • Silk Road – Yo Yo Ma (intercontinental trade) • Eye for an eye mentality over the ages: war • PC vs political incorrectness pg113 • Ghandi’s letter to Hitler <p>Image: Processes ToP: respect commonalities, laddering (scaffolding) “A truly respectful individual offers the benefit of the doubt for ALL human beings.”</p>	<ul style="list-style-type: none"> • Excellent, engaging + responsible work 1st: caught not taught <p>Image: we need a ‘booster’ shot</p> <p>3M’s</p> <ul style="list-style-type: none"> •mission •models •mirrors (self + professional) <p>Examples: Enron, AA, Pres.Lincoln</p> <p>For ToP: What does ‘good’ work look like and how are we inoculating?</p>	<p>Key Phrases:</p> <ul style="list-style-type: none"> • Person capable of respect • Person prone to unethical acts • Threats to organization • Trusting atmosphere <p>Summary of each of the minds</p> <p>Obstacles to developing these minds:</p> <ul style="list-style-type: none"> • Resistance • Conservatism • Hidden risks • Impotence <p>Future implications for hiring, evaluation and staff development</p> <p>Order of development:</p> <ul style="list-style-type: none"> • Respect • Discipline • synthesis • ethics <p>To ToP: Few jobs in mindfulness</p>
Image:	<p>Liberal Arts</p> <p>> <</p> <p>S.T.E.M.</p>	<p>What creates some of the need? Globalization, Huge bodies of information, Old curricula does not take into account new info on psychology/neuroscience, Political upheavals, migration, big picture and we are myopic =</p> <p>Image is clouds creating rain that grows flowers</p> 						
Implications For ToP	<p>ToP:</p> <ul style="list-style-type: none"> • Gestalting • Sense of meaning • Yes/And <p>FYI—</p> <ul style="list-style-type: none"> • Brings out points ignored or minimized by Pink. 	<p>ToP employs the dispositions</p>	<p>ToP is a discipline and it’s success is tied to the ability to think in a disciplined manner.</p>	<p>Image – Jim’s song</p> <p>ToP Implications:</p> <ul style="list-style-type: none"> •Workshop method teaches & applies synthesizing •Carefully use different kinds that hod the gestalt •Where does this cards most helpfully illuminate an emerging answer to the focus questions? •Puzzle story before clustering explaining pairs are like corner of puzzle clustering is rearranging, naming is the final puzzle 				