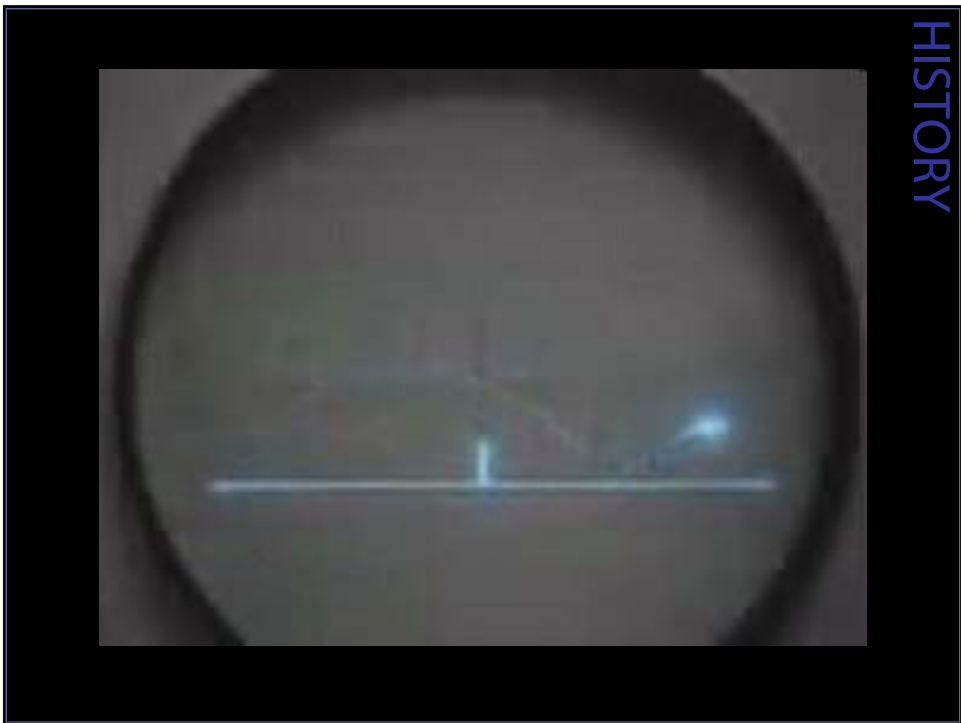


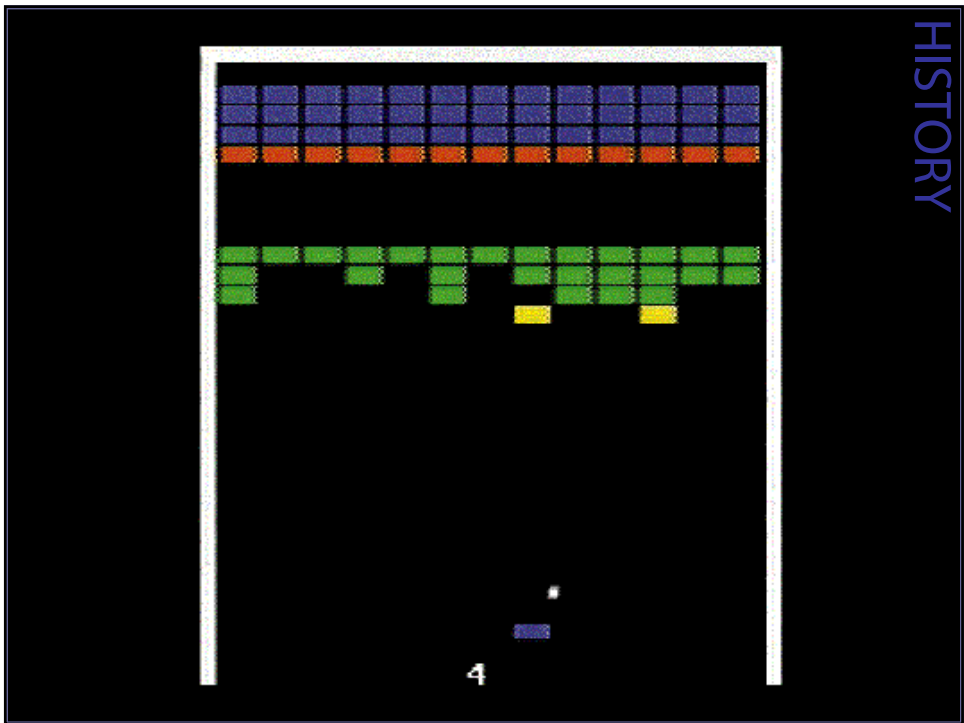
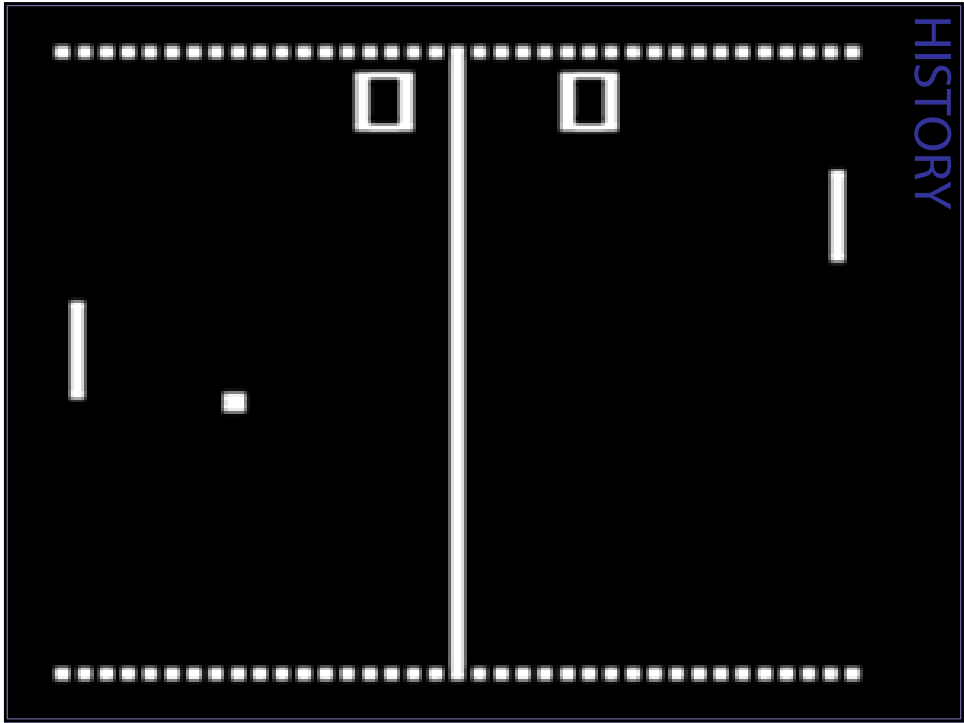


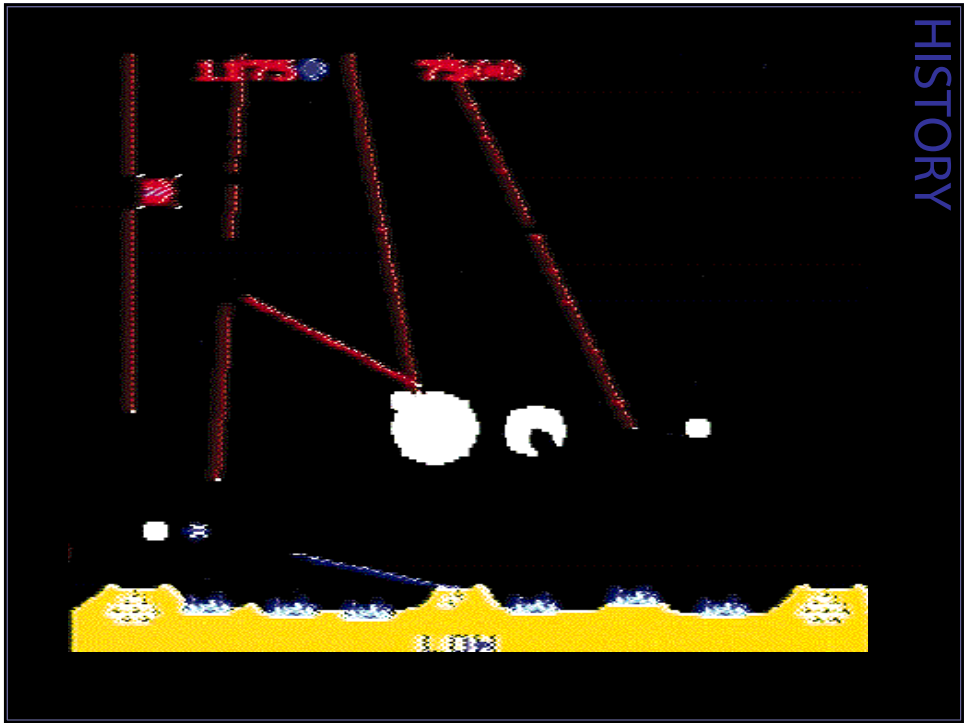


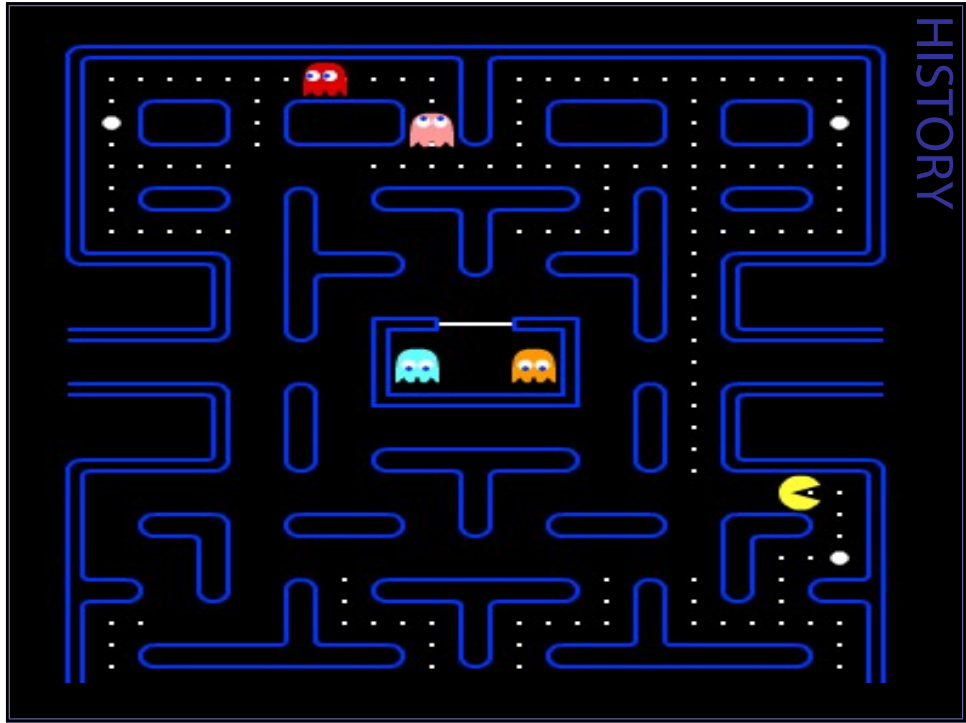
HISTORY



HISTORY









HISTORY



HISTORY

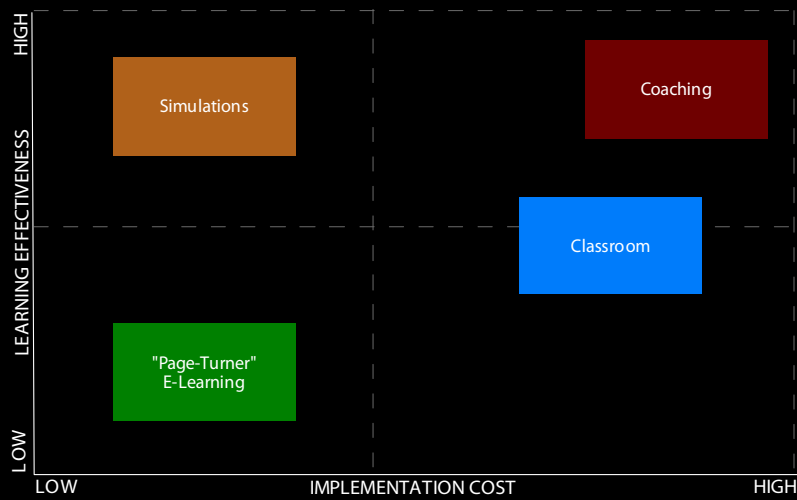
the hypothesis

CONTEXT

simulations can play a **pivotal** role
in the future of "soft-skills" training

opportunity for simulations

CONTEXT



the hypothesis

SCIENCE

simulations can form **new** and
modulate existing neural connections

the hypothesis

SCIENCE

psychology and neuroscience

functional magnetic resonance imaging (fMRI)
positron emission tomography (PET)
quantitative electroencephalography (QEEG)

David Rock, Jeffrey Schwartz, Daniel Goleman, John T.
Cacioppo, David G. Amaral, Jack J. Blanchard

"The Neuroscience of Leadership"

the hypothesis

SCIENCE

1

Self-directed insight

2

Reinforcement of target behavior

3

Focused attention through analysis

self directed insight

SCIENCE

at a moment of **insight** a complex set of
new connections is being created

self directed insight
reinforcement of behavior

SCIENCE

repeated exposure to **patterns**
strengthen pairing and connections

self directed insight
reinforcement of behavior
focused attention and analysis

SCIENCE

Repeated, purposeful, and focused attention
can lead to **long-lasting** changes in the brain

the power of games and simulations

SCIENCE

Games are systems in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.

Meeting Officer Roberts

EXAMPLES



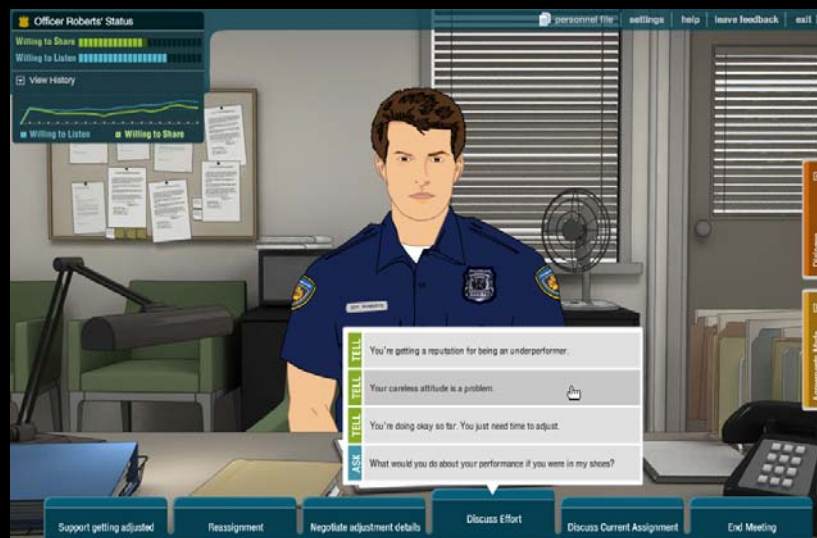
Meeting Officer Roberts

EXAMPLES

Strategy	Tactic (Examples)
Gather information (facts, feelings, thoughts)	<ul style="list-style-type: none"> Mask judgments as questions Engage in small talk that is too personal Ask question to reveal feelings Ask question to gather factual information Ask question to reveal thoughts
Convey thoughts and ideas	<ul style="list-style-type: none"> Threaten Make negative judgments about performance Relate to performance problem without supporting negative behavior Promise to provide a favor if they improve their performance Jump to conclusions based on your own assumptions
Actively listen	<ul style="list-style-type: none"> Acknowledge what was said by paraphrasing Do not follow-up on pertinent information communicated Acknowledge what was said by paraphrasing Follow-up on pertinent information communicated
Be emotionally aware	<ul style="list-style-type: none"> Act in an insensitive manner Empathize with feelings expressed Act in a sensitive manner Communicate feelings regarding an issue

Meeting Officer Roberts

EXAMPLES



Meeting Officer Roberts
Providing Informal Performance Feedback

Meeting Officer Roberts

EXAMPLES

PERFORMANCE REVIEW view performance summary leave feedback exit

Sergeant Ralph

Overview	Your Performance	READINGS	LEVEL OF EFFECTIVENESS
SKILLS:	YOUR BEHAVIORS (Select a behavior to receive feedback)		Very Ineffective ← Very Effective
MANAGING JUDGMENTS AND ASSUMPTIONS	You communicated in front of two other officers in the hallway that there are problems with Roberts' incident reports.	10/10	INEFFECTIVE
MANAGING EMOTIONS	You communicated Roberts' performance problems in front of two other officers in the hallway.	10/10	INEFFECTIVE
SHARING INFORMATION, REASONING AND EXPERIENCE BEHIND YOUR VIEWS	Inquired why Roberts hasn't asked his partner for help.	10/10	INEFFECTIVE
ENGAGING IN COLLABORATIVE PROBLEM-SOLVING AND SEEKING MUTUAL	Indicated disbelief at Roberts' need for more time to adjust to his new assignment.	10/10	MODERATE
ACTIVE INQUIRY AND LISTENING	Made it clear to Roberts that this isn't his last assignment and told him to stop thinking that it is.	10/10	MODERATE
MANAGING CONFLICT	Told Roberts his last job was a total cakewalk and that it spoiled him.	10/10	INEFFECTIVE
	Sternly communicated to Roberts that watching monitors is not a job for a cop.	10/10	INEFFECTIVE

Overall Skill Effectiveness: INEFFECTIVE

Meeting Officer Roberts

Providing Informal Performance Feedback

The Investigator

EXAMPLES

GOAL: Explain the outcome of the investigation.

Tell John about the case resolution and take the appropriate next steps to bring the investigation to a conclusion.

Evidence

ANALYSIS

ACTION: Provided limited case information

RESULT: Increased credibility as an investigator

MARIA Investigator Technique

JOHN Respondent Comfort

UNDO

Conducting Workplace Investigations: Training for HR Managers
Demo available at www.kognito.com/investigator



Identifying & Referring Students in Mental Distress: Training for University Faculty Demo available at www.kognito.com/atrisk

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