

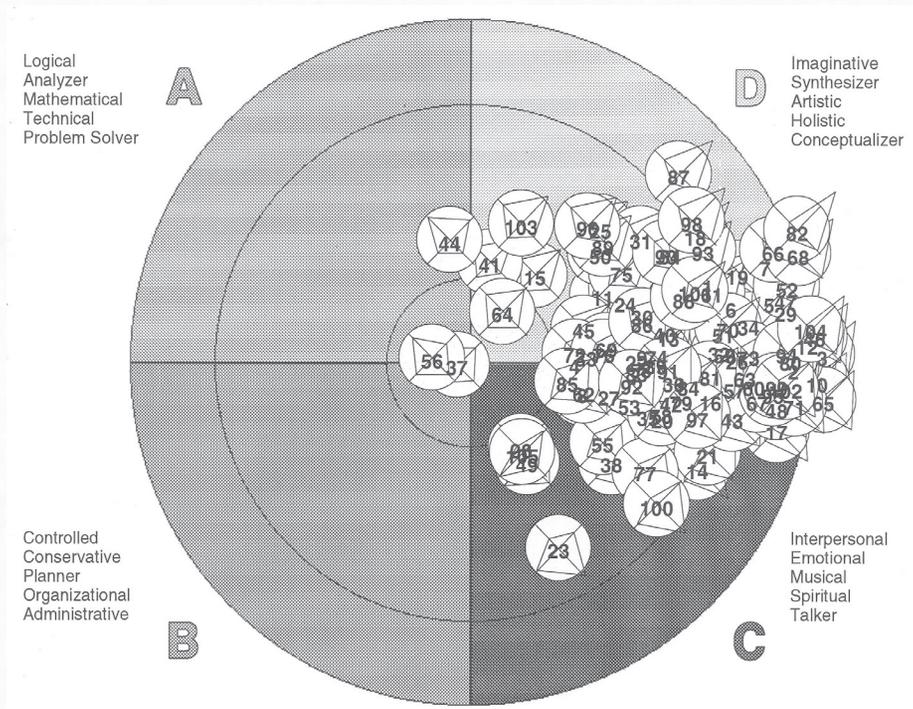
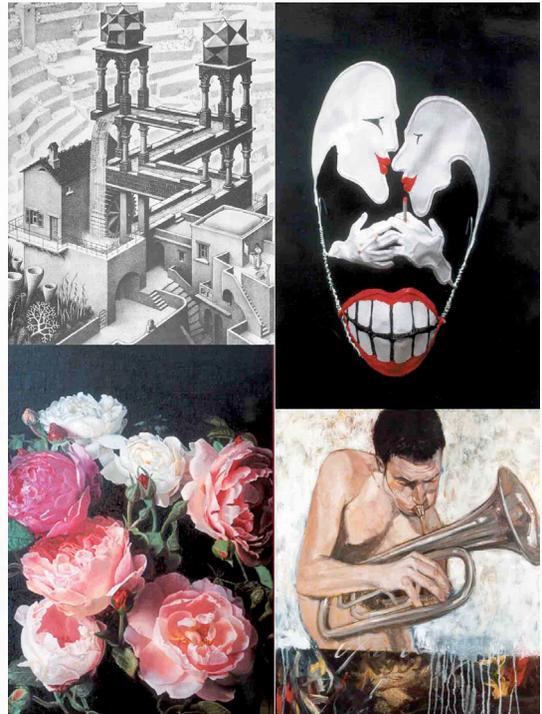
# THE CREATIVE MIND CLASS

**JONATHAN MILNE**

Early in TLC's existence I stumbled upon David Keirse's book, 'Please Understand Me'. A little later, I found Ned Herrmann's 'The Creative Brain' in a sale.

It was like cracking a mystery in a detective story. Why had I always felt like an outsider? Why didn't school and university suit my learning style?

Soon after that, we started using the Keirse questionnaire for TLC students and a bit later we spent some time putting more than 100 students through the Herrmann system. The results looked like this:



If you can read statistics, you will recognise that this is a spectacular and very unusual cluster. When you look at the descriptors, it becomes clear that mainstream education mostly follows the opposite preferences to the students who enrol at TLC.

This was great for TLC, because we were able to figure out better ways of marketing and searching for those who were more likely to find TLC relevant. The school itself was able to grow from exactly the factors that made it unusual, and this in turn is something that we can all do for ourselves. If you have a distinctive style, celebrate it and work from there!

Two interesting points emerged:

- \* Besides learning about yourself the 'creative brain' helps you in getting to know others.
- \* Just as we've had to grapple with our less-preferred areas, we have a huge amount to offer the mainstream of education because we offer the key to unlock our student's own creativity.

## Exercises Arons' Questions

These questions come from Arthur Aron who is a professor at Stony Brook University in New York. In this exercise, please write down your answers, because of the personal nature of the questions you can choose to share your answers with your mentor or not. The full list of questions are:

- \* Given the choice of anyone in the world, whom would you want as a dinner guest?
- \* What would constitute a "perfect day" for you?
- \* For what in your life do you feel most grateful?
- \* If you could change anything about the way you were raised, what would it be?
- \* What is the greatest accomplishment of your life?
- \* What is your most treasured memory?
- \* What does friendship mean to you?
- \* How do you feel about your relationship with your mother?
- \* What was the most embarrassing moment in your life?
- \* When did you last cry in front of another person?
- \* What, if anything, do you think is too serious to joke about?
- \* If you were to die this evening with no opportunity to communicate with anyone, what would you most regret not having told someone? Why haven't you told them yet?
- \* Of all the people in your family, whose death would you find most disturbing and why?

For the purposes of this exercise, using these questions as starting points, have a discussion with a friend or family or your mentor.

- \* Given the choice of anyone in the world, whom would you want as a dinner guest?
- \* What is the greatest accomplishment of your life?
- \* What would constitute a "perfect day" for you?

## **ACTION IN WRITING- PLEASE SHARE WITH YOUR MENTOR.**

The next stage is to write about what you think you need to do to develop your own art and creativity. In a sense this is parallel to what we do in Thinking for a Change but we're providing a different frame of reference. Possibly the most important things are outside your normal references. Jot your all thoughts, the act of writing down your goals can help you achieve them. If you can share these goals with your mentor and any steps you can think of, towards achieving them. Do this in your visual diary under the Title - THE CREATIVE MIND CLASS – ACTION IN WRITING



# Pro Forma Profile

NAME .....

DATE .....

This profile will give you an indication of your own unique thinking preferences. Each of the following descriptions relates to a particular way of thinking. Look through the list and choose 34 descriptions that best fit the way you think. Circle the numbers alongside the statements you choose.

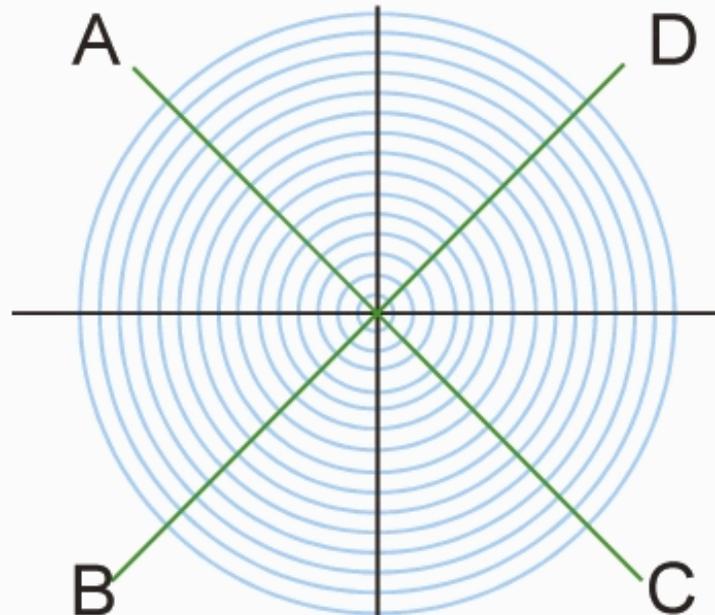
- |  |   |
|--|---|
| 1. "big picture" thinker rather than a detail thinker                | 45. people oriented   |
| 2. a feeling person  | 46. prefer clear rules  |
| 3. a place for everything and everything in its place                | 47. prefer safety first   |
| 4. a thinking person   | 48. prefer to do things your own way  |
| 5. accurate feelings about what people are like                      | 49. prefer to follow the instructions rather than guessing how something works    |
| 6. analytical  | 50. problem solver  |
| 7. artistic  | 51. punctual  |
| 8. believe life should be a daring adventure                         | 52. reliable  |
| 9. believe people come before money and rules                        | 53. respect authority   |
| 10. clear, rational judgement  | 54. risk taker  |
| 11. communicator   | 55. scientific  |
| 12. compassionate  | 56. sensitive   |
| 13. conservative   | 57. sequential  |
| 14. controlled   | 58. spiritual   |
| 15. creative   | 59. technical   |
| 16. critical   | 60. tend to think in metaphors and images rather than specific details            |
| 17. detailed   | 61. good at seeing the parts of a problem and coming up with an answer that works |
| 18. devoted  | 62. unconventional  |
| 19. diplomatic   | 63. visionary   |
| 20. do it first and read the instructions afterwards                 | 64. warm, friendly  |
| 21. dominant (you tend to get your own way)                          |   |
| 22. effective organiser  |   |
| 23. emotional  |   |
| 24. enjoy challenging authority                                      |   |
| 25. enjoy talking with people  |   |
| 26. expressive   |   |
| 27. factual  |   |
| 28. financially skilful  |   |
| 29. find it easy to relate to the feelings of others                 |   |
| 30. good administrator   |   |
| 31. good at figuring out consequences in advance                     |   |
| 32. good at making things happen                                     |   |
| 33. good at putting ideas together to come up with new possibilities |   |
| 34. good at strong, clear and objective argument                     |   |
| 35. good report writer   |   |
| 36. imaginative  |   |
| 37. impulsive  |   |
| 38. intuitive thinker  |   |
| 39. like things planned  |   |
| 40. like to test and prove ideas                                     |   |
| 41. logical  |   |
| 42. mathematical   |   |
| 43. musical  |   |
| 44. original   |   |

## Score Sheet

Circle each number that you ticked and score 1 point for each item, making a total under each column.

	4	3	2	1
	6	13	5	7
	10	14	9	8
	16	17	11	15
	27	21	12	20
	28	22	18	24
	31	30	19	33
	34	32	23	36
	40	35	25	37
	41	39	26	38
	42	46	29	44
	50	47	43	48
	55	49	45	54
	57	51	56	60
	59	52	58	62
	61	53	64	63
TOTALS	—	—	—	—
	A	B	C	D

## Pro Forma Graph

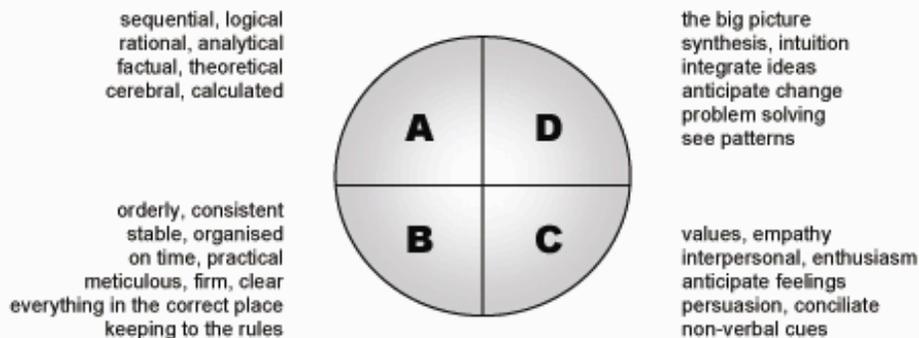


Each of the circles counts for one point (starting from the middle). Mark your A total in the A quarter by making a dot on the diagonal line. Then mark your other scores in their respective quarters. Join the dots to make a kite shape. This is your pro forma thinking preference profile.

This profile is a shortened version of the more complex HBDI questionnaire and therefore gives approximate results only. Your results are not set in concrete and it is entirely possible for your profile to change over time as you adapt to new situations.

The whole brain model of learning and creativity diagram below outlines some of the main aspects of each quadrant and will give you a general feeling for your own learning profile.

## The whole brain model of learning and creativity



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