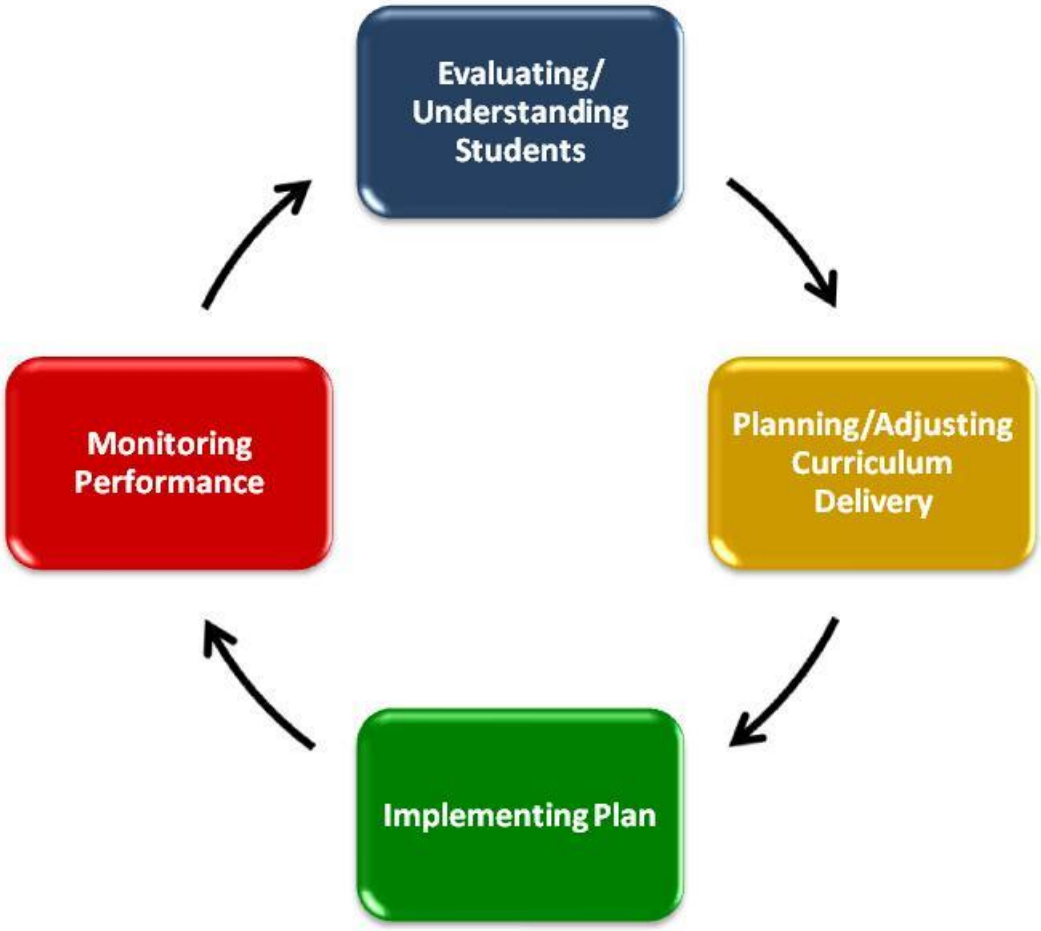
TESTIMONIAL
Discovering My Real-Time Decision-Making Processes
By: Brenda Kraber, EdD.



Glossary Included

About the Author

Brenda Kraber, EdD. is an expert teacher whose decision-making process was captured by Sandra Tice using MIP's proprietary techniques. Dr. Kraber has over three decades of experience teaching K-6 students. At Glenview Public Schools District #34, she created, developed and implemented a Technology Rich Educational Environment Program which delivers curricular content to multi-age groups of children primarily in the 3rd, 4th, and 5th grades and functioned as a Mentor until she retired in 2013. Dr. Kraber received her doctorate in Curriculum Studies at DePaul University where she is currently an adjunct professor teaching the graduate Reading/Language Arts Methods course. This includes lesson plans, ways to assess, learning targets, Common Core Standards, etc. Dr. Kraber has been recognized by the Rotary International and the Golden Apple Foundation.

Discovering My Real-Time Decision-Making Process

I have been a teacher for 36 years and always believed reflection was imperative for improving my practice as a teacher. Using a reflective process provided a way for me to make decisions about how to deliver curriculum, what materials to use and to understand how students learn.

Even though I reflected on how a lesson went or whether the students "got" the concepts, I did not understand the unconsciously Mental Steps – thought processes – I used to make decisions about how to deliver curriculum. My reflective process was actually a self-assessment that enabled me to learn from my mistakes and to slowly improve the Mental Steps I used to decide how to deliver curriculum.

After working with MIP and Sandra Tice, a cognitive scientist, I realized that I and other individuals actually use our Mental Steps to make decisions. As Ms. Tice used MIP's proprietary techniques to capture my Mental Steps, I began to understand that I use four real-time decision-making processes for *Curriculum Planning: Evaluating/Understanding Students, Planning/Adjusting the Curriculum*, *Implementing the Plan* and *Monitoring Performance.*

Initially, I was aware of the knowledge I used but was unaware of my unconscious Mental Steps. I now understand that my years of experience enabled me to develop Mental Steps that happens so fast that I am unaware of them. The Mental Steps in my real-time decision-making processes are what enables me to make a series of real-time judgments that lead to one or more decisions that produce a result.

Mental Steps are the unconscious ability to recognize, analyze and instantly grasp the meanings of conditions and to make and employ judgments. The number of Mental Steps in my decision-making process surprised me until I realized my real-time decision-making process encompasses all the conditions/situations I might need to recognize in order to make a decision. What's more, those Mental Steps are not used randomly. There is an order that depends upon the judgments and decisions I make in the moment. At any moment, I might skip large chunks of Mental Steps based on a judgment I make.

Ms. Tice was able to capture and document my decision-making processes in a written form that can be stored in MIP's Intellectual Capital Repository® (ICR), used, read, studied and learned by others. She also developed a schematic of my decision-making processes, which linked and grouped Mental Steps. That provided the framework that enabled me to identify when Mental Steps were missing so she could add them in the right place. That written documentation, together with the schematic makes it possible for me to consciously change and improve the Mental Steps in my decision-making process.

Teaching is a very intense, decision-making job. We constantly make decisions and it seems as if I make 1000 decisions a day. Teaching is also a very isolated job; we do not have a lot of contact with other teachers. MIP's ICR can be invaluable in helping teachers share their decision-making processes; this can eliminate mistakes and help everyone make smarter decisions that produce better student outcomes.

As you learn about real-time decision-making processes, Mental Steps and MIP's ICR, I hope you are as intrigued as I am with what MIP can do to improve teacher and employee effectiveness.

Glossary

"Cloned" Expertise replicates unconscious mental steps – thought processes – that an expert's mind uses real-time to identify pertinent digital and non-digital data, to perform real-time analyses, and to make and use essential real-time judgments

Decision-Making Processes contain hundreds or thousands of unconscious Mental Steps – thought processes – that are linked – chunked – into a single unit that is based on a deep understanding of the situations and data that continually arise on a particular job. An expert's decision-making process handles every situation and/or condition the expert encounters when performing a particular job.

Decision-Making Process Schematics show how Mental Steps are linked – chunked – into a single unit that is based on a deep understanding of the situations as well as the digital and non-digital data that continually arise on a particular job. **Note:** It is extremely difficult to create Schematics for non-experts because their decision-making processes are complex, convoluted and volatile.

Experts use unconscious decision-making processes that contain well-honed Mental Steps that enable them solve problems that non-experts cannot solve…and solve problems much more rapidly and accurately than non-experts. In addition, they make the right decisions 80 to 90% of the time, unlike non-experts who are right 30 to 50% of the time. Experts always remain open to new ideas, have a strong desire to continuously learn and like to share with other people. Most have 25 – 30+ years of experience in their domain of expertise. **Synonym (s):** Top performer.

Mental Steps are thought processes containing conditions, actions, meanings and pointers to pathways through the expert's mind, which are used real-time by the human mind to identify pertinent digital and non-digital data, to perform real-time analyses, and to make and use essential real-time judgments. It is important to realize that Mental Steps are not knowledge. Knowledge is specific information or facts. Mental Steps are used to process knowledge.

Intellectual Capital Repository® (ICR) is an enterprise mobile application that uses both cognitive and cloud technology to empower individuals – not computers – to perform real-time human analysis of conditions and make and use essential real-time judgments like an expert. **Synonym (s):** ICR.

MIP's Proprietary Processes are used to "clone" real-time decision-making expertise to establish one-term one-meaning and to establish a network by integrating and linking "cloned" expertise with relevant knowledge, information and data.

One-Term One-Meaning is one of MIP's proprietary processes that establishes and maintains consistent terminology across all mental step and all decision-making processes. It ensure accurate collaboration, interpretation and understanding among individuals

Real-Time Decision-Making Processes are used as a job is being performed, a decision is being made or a problem is being solved, e.g., as a teacher evaluates a student, a physician diagnoses a patient, an artist paints a picture, etc.