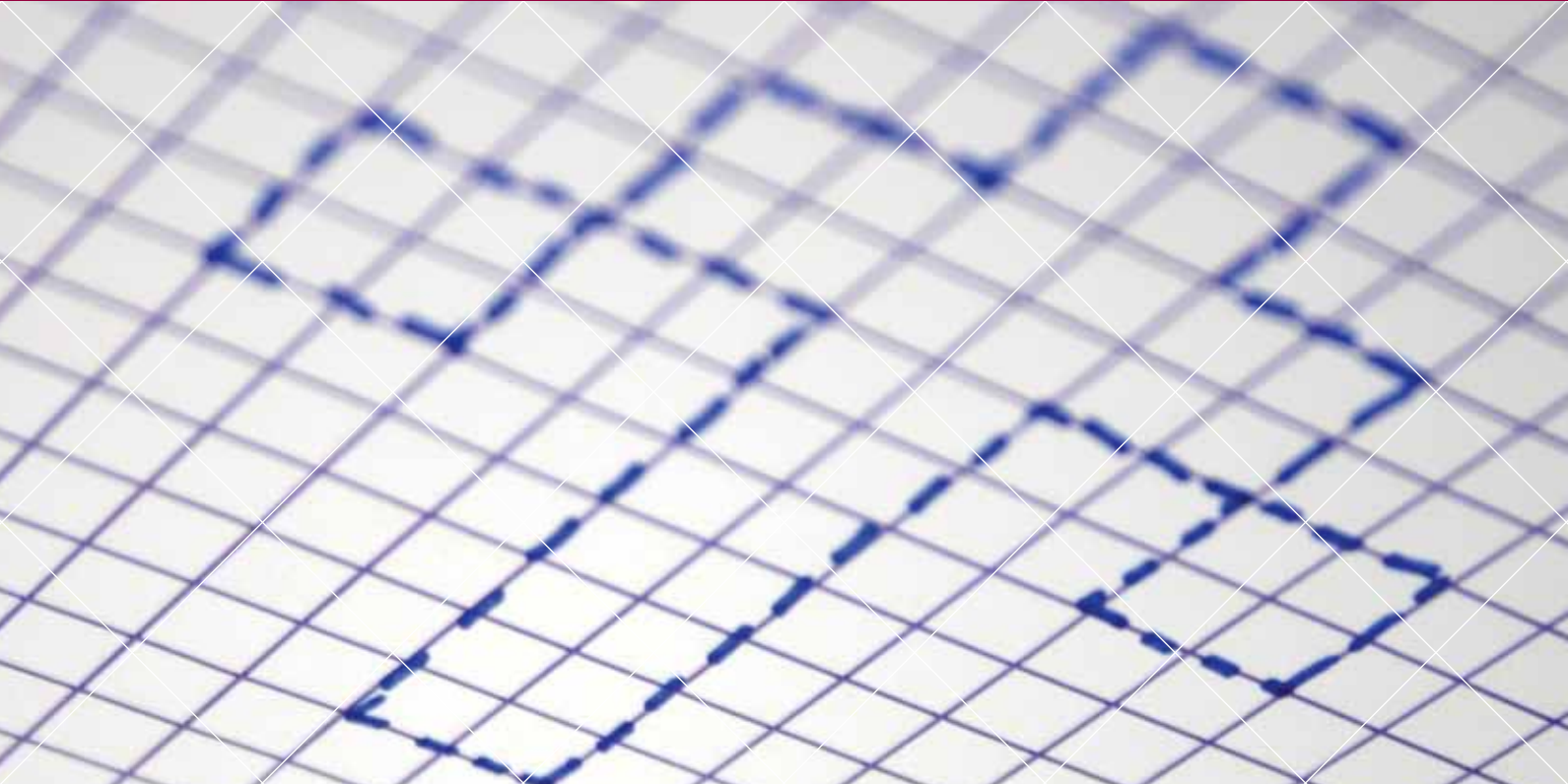


Information Processing

# Information Processing

The Productive Leader  
*Releasing time to lead™*





## Information Processing: introduction

In today's NHS, it is essential that workloads are well managed. In the Communicating and Influencing Self-development Module we see that neuro-linguistic programming (NLP) can be a helpful theory. It tells us that having a positive mental approach can save you time and help you achieve more.

An organised and carefully structured approach can ensure that deadlines are met, the right decisions are made, and problems are handled successfully.

You can find out more about NLP in Thinking Strategies.

## Your objectives

To get the most from this module, it is helpful to focus on some key personal objectives.

List three things you would like to gain from this programme:

1

2

3

In what ways do you think this programme could help you enhance your team leadership skills?

In what ways do you think this programme could benefit your organisation as a whole?

How would you need to think, feel and act in order to achieve these objectives?

Think

Feel

Act

## This module is divided into three topics

1. Mind maps for note taking and recall

2. Speed reading strategies

3. Memory techniques for facts  
and figures

# Mind maps for note taking and recall



# Mind mapping

A mind map is a diagram that is arranged around a central word or idea, with items linked by branches to and around it. The branches connect in a radial, non-linear way, giving the mind map form and structure. They are used in organisations throughout the world to structure ideas, aid memory and solve problems in a coherent way.

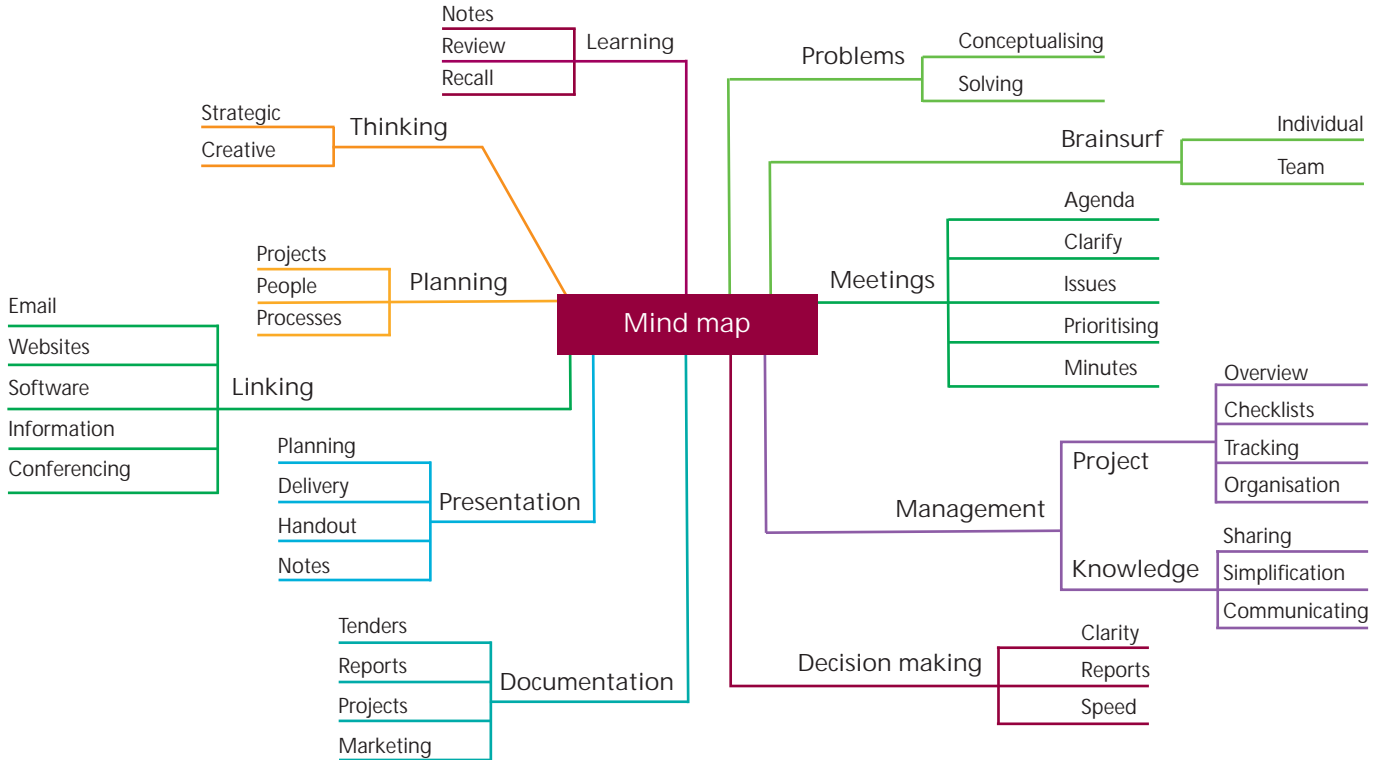
The way a mind map is structured visually simplifies and clarifies complex information and makes it easy to recall. This is because 90% of people have visual memories.

## Did you know?

- The concept of mind mapping has been used for centuries. Some of the earliest examples of mind maps were developed by Porphyry of Tyros, a philosopher and mathematician of the third century, who graphically visualised the conceptual categories of Aristotle.
- Many engineers and scientists have used image-centered radial graphic techniques, often referred to as mental or generic mind maps. Tony Buzan claims the structure of the brain allows it to scan an entire page in a non-linear fashion, understanding and taking in complex information in a structured and logical way.



# Applications of mind maps

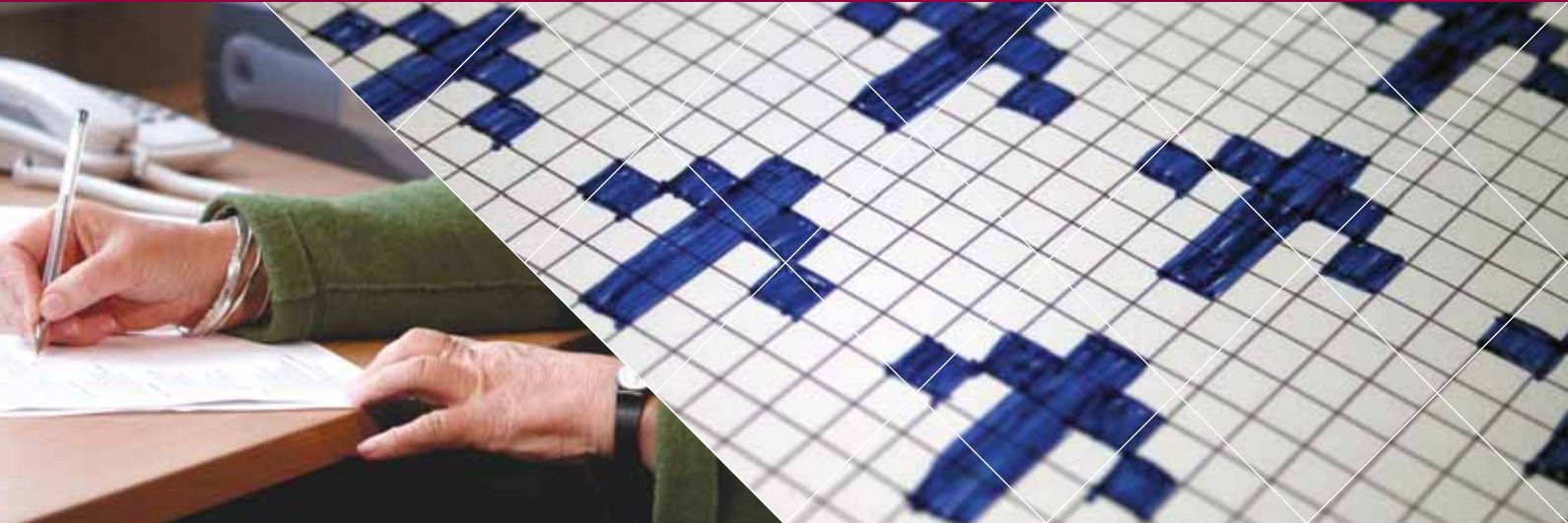


Mind maps can have many applications. This mind map highlights some of the most common uses. They can be very effective in meetings.



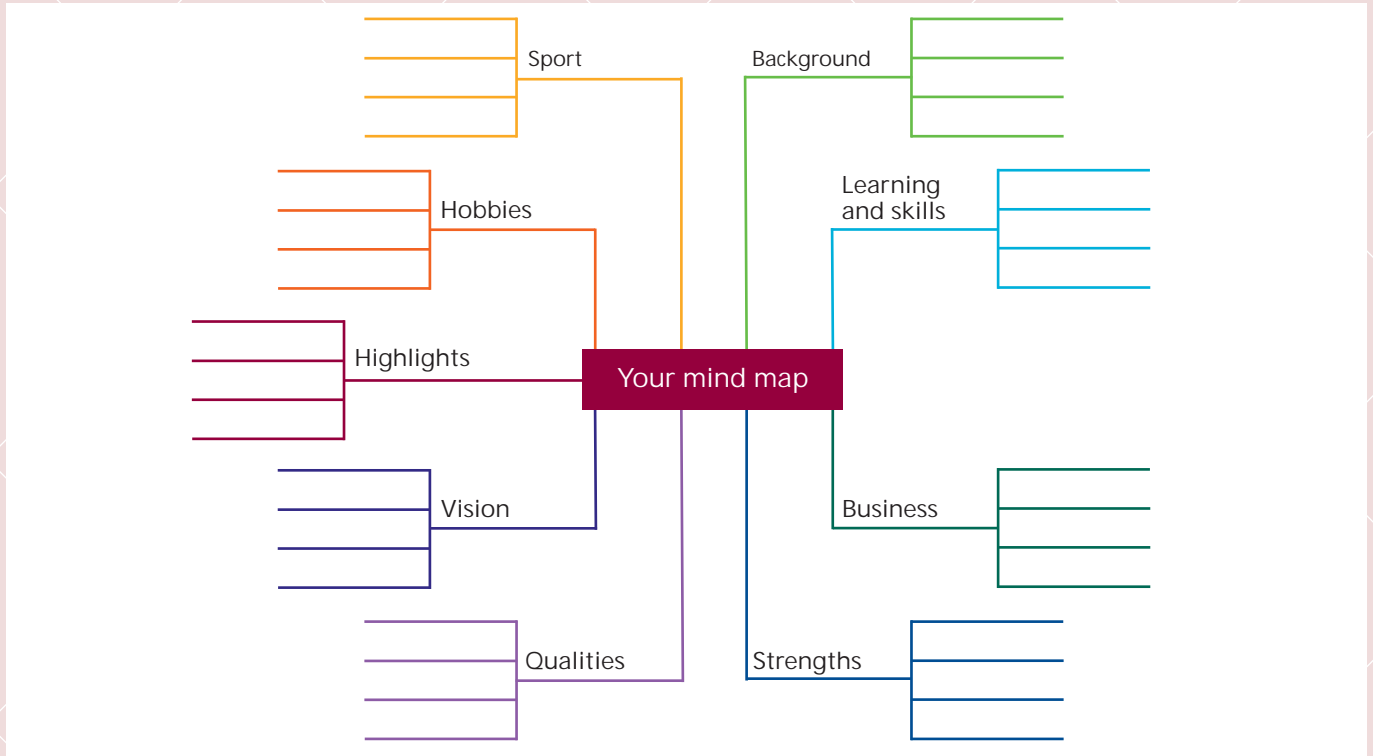


# Mind maps for note taking and recall: exercises



# Exercise 1: your mind map

Take three to four minutes to list as many positive features about yourself as you can. Use just key words and symbols.



## Exercise 2: group mind map for problem solving

When you want a team to consider an issue, a mind map can gather all the thoughts and opinions of the members in a structured and logical way.

Follow these instructions to achieve a clear picture of everyone's views:

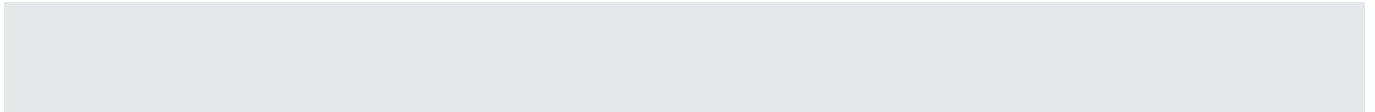
- ask the team to decide an issue to work on
- ask everyone to note the issue in the centre of a piece of plain A4 paper, and to draw a quick mind map containing any thoughts, concerns or feelings they have about the issue
- give the group a piece of flip chart paper and ask them to combine their mind maps into one large mind map.

This exercise allows everyone a few minutes to gather their own thoughts. It is a very inclusive technique as everyone's views are included. It can lead to a sophisticated and pertinent discussion and enhance relationships between team members.

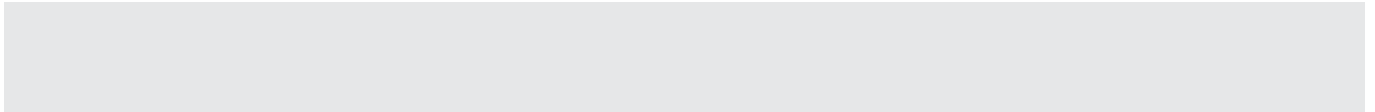
## Reflection and actions

Use this page to record your observations.

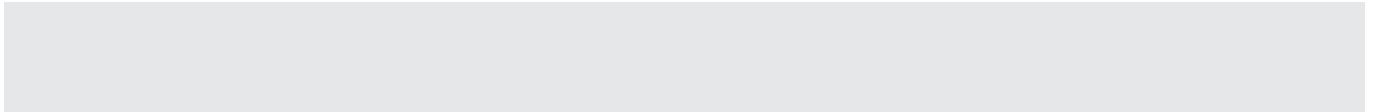
How might you use a mind map?



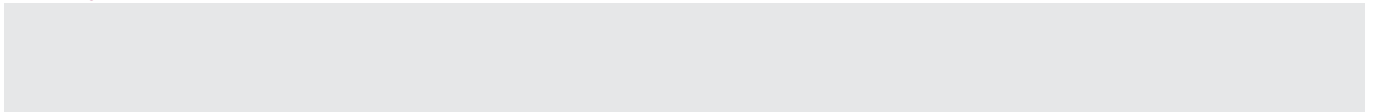
What regular tasks do you repeat in your work where you might apply mind mapping?



Do you think that you could draw up a generic mind map that you could use for some of these occasions?



Do you ever have to explain complex instructions or plans to an audience? Do you think that you could simplify the details in a mind map?





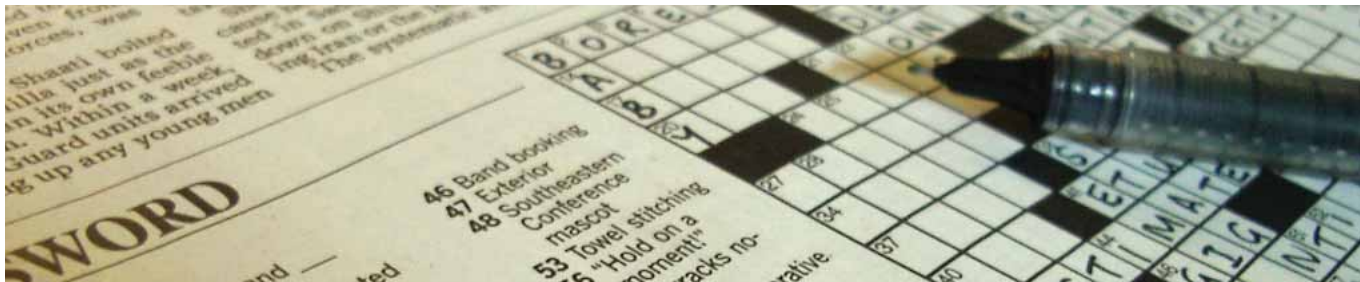
## Mind mapping tips for note taking and recall

Give your brain a stretch into new areas. Allow your brain to imagine and play – it helps learning and creativity.

Letting your brain learn and play can be as simple as reading something completely different to what you would normally read. Equally, it could be doing a sudoku or crossword puzzle, or watching a different type of TV show. The purpose of this is to encourage new ideas and more creative ways of thinking.

Repeat and practise new methods and study techniques so they become habits.

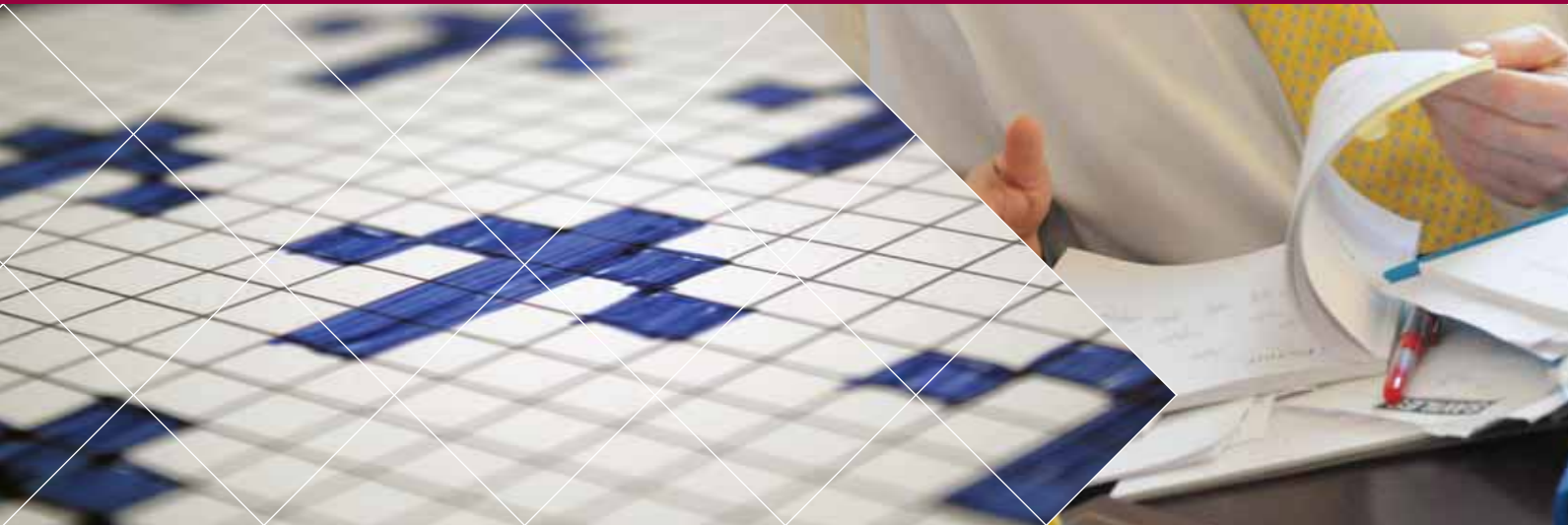
Do not worry if the mind map looks messy and unbalanced at first. You can always redraw it if you need it for a presentation.







# Speed reading strategies





## Speed reading: a brief history

Speed reading is a technique that helps you to read faster, without any real loss of comprehension.

In the mid-1600s, Antonio di Marco Magliabechi was reported to be able to read and understand entire volumes of books at a rapid rate. He effectively became the library for the Grand Duke of Tuscany, reading and memorising entire volumes with only a cursory glance at each page.

In 1878 a French ophthalmologist, Javal, found that when reading, the eye moves in a series of jumps (saccades) and pauses (fixations). In other words, the eyes do not stop at each letter or word. Rather, we take in groups of words together.

The United States Air Force and the Royal Air Force used these findings to train pilots to identify planes rapidly.

Teacher Evelyn Wood developed speed reading techniques initially by using her hand as a pacer across the page to help her eyes to move more smoothly over the page. She introduced the first speed reading courses, Reading Dynamics, in 1958. These techniques have been developed into a range of speed reading courses.

## Speed reading techniques

### Skimming

...is when you let your eyes roll over the page. This is what you do when you are reading a newspaper. You read the first and last paragraph of an article to see if it is of interest and if it is worth reading in depth. If it relates to something of interest your brain is capable of spotting it at very great speed.

### Scanning

...is when you are looking for a particular piece of information. Be clear about what you are looking for and scan over the page very quickly. When you come to the relevant piece of information it will jump out and hit you.

### Using a guide

Most people do not realise they use a guide when they read. However, pointing to text does help the majority of people. Take care not to cover up any words with your guide. Hold it at the side of the page, as you do take in words even if you are not focusing on them visually. Most people use a finger as a guide when they are looking at a column of figures, or if they are looking for a number in a telephone directory.

### Screen-based reading

For reading on screen try to use the same technique of selecting the style of reading before you start and not reading everything at the same pace. For example you can use the scroll down button to gain a quick overview, as in scanning. Remember that you can change the font, the colour and the size of the text and you can also change the window width if it helps you to read faster.



# Speed reading strategies: exercise



## Picking up your reading pace

This exercise is designed to help you measure and improve your reading speed. Over the next few pages you will find an article, *'Meetings: the engine of your business'*, and a chart.

- Time how much of the article you read in one minute (approximate word counts are shown at the side of the article in red). Record your words per minute speed on the chart.
- Test yourself over a period of weeks and try to double or triple your speed.

You will probably find that you have a range of reading speeds, depending on the complexity of the subject and your knowledge of it.

Use this graph to record your comprehension level and the speed of your reading

	Initial test	1st test	2nd test	3rd test	4th test	5th test	6th test
Comprehension level (average to the nearest 25%)	✓ 5%	5%	5%	5%	5%	5%	5%
	25%	25%	25%	25%	25%	25%	25%
	75%	75%	75%	75%	75%	75%	75%
	100%	100%	100%	100%	100%	100%	100%
Words per minute							

## Meetings: the engine of your business

Surveys demonstrate that less than 25% of meetings result in effective actions being taken. With time at such a premium today it is worth questioning the purpose and necessity of any meeting in which you are involved.

Meetings can take up vital time. They are the engine of your business. Once you have the right techniques, culture and thinking systems in place, you have the potential to cut your meeting times by half! Consider now the part you are playing in the success of the meetings you attend. (88)

The environment and layout of the room create an atmosphere for the style of meeting. People are affected by the place in which they work and will think and respond differently in one place or another. Consider the type of energy you want to create: for example, you may be looking for a different environment for a creative session compared to a budget meeting. What techniques and methodologies might support the work you are doing?

How do you invite people to a meeting? Who is critical to its success? Who might just come for a short time?

*Meetings: the engine of your business*

Often people stay for the whole duration of a meeting when in fact they are only required to be there for certain agenda items.

Gain clarity, and focus the group on tangible and positive outcomes. Ensure that the meeting is framed with a positive title – people will arrive in a very different mood at a meeting entitled 'Building Team Spirit' to one entitled 'Rectifying Team Conflict'. Whatever the subject, having an agenda circulated beforehand helps people to consider their own feelings and input before the meeting. (272)

Meetings can be emotional occasions – excitement, frustration, resentment, anger, boredom, fear, etc. Allow the expression of feelings. They will be part of the energy that is created between the people present and it is usually better to allow time for them to be discussed. Otherwise people continue to harbour their emotions without a safe outlet.

Emotions need to be accepted and respected. Should you try to deny or rationalise someone out of a feeling you may find that person sabotaging your efforts in other ways.

Be aware of this for yourself too. Meetings are an opportunity for you to shine. The energy you bring to a room as you walk in is tangible to those present. Emotions are infectious, so a positive attitude on the part of one person can soon generate a positive atmosphere throughout a meeting. Your successful future lies in the way people perceive you. Show people that you can manage yourself effectively in meetings and this will enhance your reputation through your organisation and beyond. (430)



A person talking at a meeting or presentation may be doing their best to make the information interesting. However, this does not mean to say that it will be interesting to those listening. It is therefore the responsibility of the listener, as much as the speaker, to shape the information in such a way as to gauge their attention. Many people report '*this meeting is boring*', without considering what they might personally do to make it more interesting and creative. (520)

We have discussed some ways in which to make listening more memorable. This can be through maintaining eye contact with the person, or through taking notes or creating mind maps. It may be by suggesting more people become involved in the activities. Another technique is to allow your imagination to make interesting pictures or stories from the facts being given to you.

Take personal responsibility for keeping your own motivation and attention level high. Imagine your attention level on a gauge between 0–10, with 10 being highly attentive. Ensure that your energy towards the person speaking and the interaction between you and the group is above level five. If you notice it slip below five do something to engage your mind with the information once more.

How might your own behaviour be affecting other people? Remember that the brain likes to mimic other people and that you are a role model. As we spend a great deal of our time in meetings it is important that you become aware of both how other people's behaviours and your own can affect the outcomes of that meeting. (700)

### *Meetings: the engine of your business*

How do you feel when it is your chance to speak and people start to fidget or whisper to each other, for example? Do you find that people can be too nervous to tell you the truth and protect you with what they believe to be the answers you want to hear?

#### The art of facilitation

Using facilitation skills transforms and speeds up meetings. Facilitation is about letting the group or team evolve a solution rather than telling them what you think the solution should be. Many managers walk into a meeting having already decided the outcome. They may give a pretence of listening to the comments of other people but say at the close *'I think we should do XYZ'*. Telling people may get you agreement. People will nod but may well go away feeling resentful that they were not involved. If you let a group evolve their own solution you are more likely to get commitment that results in action. (840)

#### You do this by:

- insuring that everyone understands the goal you are seeking to achieve as a group
- finding out what people are feeling about this goal
- collecting people's views on business issues that influence this goal
- getting individual and group creative suggestions regarding this goal
- prioritising issues and suggestions continually
- allowing people to volunteer to commit to undertake these actions
- ensuring that there is a monitoring system to check when steps have been achieved.

### The facilitator:

- asks questions
- does not make statements
- does not direct the group
- encourages the group to contribute
- encourages individuals to participate
- ensures that no one is trampled on
- keeps people focused
- leads the group towards a solution.

Rotating a facilitator or chairperson changes the dynamic of a meeting. Many routine meetings have the same person chairing them week after week. People sit in the same place around a table. Little cliques and factions develop within the main group. Be the instigator of change and inspire people to develop new ways of running meetings. (1020)

A common visual focus, such as a diagram, a whiteboard or flip chart, motivates people to work together and clarifies thinking and understanding as you progress. The mapping format used throughout this book works extremely well for recording information at meetings and allows people to see that their ideas have been noticed and recorded.

*Meetings: the engine of your business continued.*

Working faster and more creatively prevents problems such as ego-trips and ensures that ideas are developed without criticism. Finding ways of preventing monopolisation of input encourages quiet people to speak up. You may find that the person who has sat quietly in the corner for years has some nuggets for you.

If you reach an impasse then suggest a break and reconvene. Much good work is done in the informal break periods between sessions. Many meetings go on far too long and after 60 minutes brains switch off! If you have a long agenda, make certain you build in five-minute breaks every 55 minutes. During these five-minute breaks you are allowing the attendees to consolidate what they have just heard. This is important if you want positive outcomes. (1200)

The methods we have described enhance the effectiveness of meetings.

**Delegation**

Delegation is another of the major challenges that executives face every day. The ability to delegate has been shown to be a critical factor in successful leadership.

Using facilitation skills in any meeting, whether it is a group of 50 or a one-to-one creates an emphasis on people working with you rather than for you. You gain the loyalty of teams and individuals more easily by using facilitation skills in delegation.

For example, a female manager had been having continuing difficulty with one of her team members who was negative and complaining about one aspect of their strategy. At first, the female manager had felt irritated and defensive. She had also taken it upon herself to feel that she personally should solve this problem. However, having learnt more about communication and facilitation she allowed the team member to have her say without interruption. Then, instead of feeling that she needed to come up with the solution herself, she asked the team member what she felt should be done and allowed her to take that suggested action. The female team member felt validated and put all her energy into remedying the situation. Both the relationship and the performance of the team improved from that time. (1400)

### Are you a control freak?

There are some people, however, who like to be in control of everything around them. They are often perfectionists and have tendencies towards Type A personalities. They believe their way of doing things is right and find it difficult to accept that other people's way of working might be equally valid. Their style of delegation is to tell people what needs to be done and how to do it. Generally this stifles creativity and growth.

The person who likes to control ends up being overburdened as they never let go enough to allow others to take over the reins occasionally. As people become more secure, assertive and confident so they become more able to respect the opinion and decisions of those who work with them.

*Meetings: the engine of your business continued.*

This book is about helping you to manage change positively through self-knowledge. If you have a tendency to control situations experiment now with letting go and letting others take some of the strain. The added flexibility will allow you to dance more easily on that shifting carpet.

**Presentations**

Presentations are another form of meeting. Once again these need careful planning and preparation. (1600)

Remember that you have a unique brand of personal contribution to bring to any subject and people enjoy seeing you be yourself. Once again it is an opportunity to demonstrate your positive energy within your own company and also to your clients.

Many people claim to be bored in presentations. Why? Presenters often forget that the people in the audience are taking information in through their five senses. Many presentations are just bullet points of written information. The people in the audience want to have their senses stimulated with pictures, sounds and interaction.

The Mind Manager software can help you to create your presentation structure. You can use it as a visual agenda, hyper-linking graphics and visuals, spreadsheets, charts and Word documents from any branch. This format helps you to remember the content of your presentation more easily and also helps the audience to have strong visual messages to go away with. Reinforce your key messages with powerful visuals so that people can remember the images when they leave the room. Stimulate both sides of your

audience's brain. Music with a theme from a movie appropriate to the occasion can work wonders. How about cake with a message iced on it for everyone to see, taste and enjoy during the refreshment break. This can well be the reminder of the 'sweet taste of success'. Use your imagination to engage your audience's senses!

(1820)

### Case study: Montana Wines of New Zealand

The London team of Montana had a need to improve the quality of their sales presentations in order to sell more wine to retail outlets and wine clubs. They had a two-day presentation skills programme to improve the effectiveness of their wine tastings for prospective customers.

Before the two-day course they had been delivering presentations that were mainly left-brained and logical with facts and figures about the wines and the company. They realised these were not effective. The course gave them information about using colour, pictures, stories, memory rhythms and whole-brain communication styles. They came to realise that wine is full of taste and romance and anecdotes and that they could tap into the experiences of those listening to them in order to connect better with their audience.

Afterwards, Richard Wilson, Director of Montana in London, said that the course had '*transformed the way they did business*'. The job performance of the participants had '*improved a lot*' and their '*subsequent presentations have improved dramatically*'. Not only were their presentations more interesting, creative and memorable but also their meetings at their offices had become faster, more fun and more effective. (2000)

*Meetings: the engine of your business continued.*

Presentations are a two-way communication. As a member of an audience you may forget your personal responsibility to find the material interesting and memorable. As a speaker you may forget that you are having a conversation with your audience, not speaking AT them. The techniques regarding one-to-one communication that we have included in this chapter are relevant to larger groups too. (2090)

**Two-way communication: the empty bucket**

Communication is about a two-way balance of debit and credit; a system of give and take. If you have continuous debit carried forward day after day you are going to reach a stage where your overdraft facilities are withdrawn and you end up with an empty bucket, bankrupt of goodwill from the other party involved. Surprisingly enough this happens more often than you would believe and you are confronted with outbursts that you might have thought uncalled for because you had just not been conscious of the process.

Another way of thinking of this is that each person you are in contact with has a mental score card on which they keep score, with a positive and negative column, which records everything you say to them.

At the end of a conversation or a period of time the columns are mentally added up and you come out with either a plus or a minus score.

Examples of debits are the times when people say they will do something and then do not do it, or when someone talks behind people's backs. Credits are when people do a spontaneous act of support or kindness and when someone can be relied on to take necessary action.



It can be helpful to identify why one person makes you feel good and another depletes your energy. Use this next exercise to work out why you have positive and negative reactions to certain people.

From the above were you able to establish a situation where you were giving more? Also a situation where you were receiving more? If you have someone that you like and they are not reciprocating, it is a warning signal that you need to take remedial action. Boundaries are important – giving of yourself, whether it is in time, support or gifts, depletes your own energy battery. It is also a symbol of your own value. If you give away too much there is nothing left. (2415)

Be aware, also, that giving can be a form of manipulation as many people give something with the ulterior motive of asking for something back. So question, when you give something to someone, whether you are giving with the expectation that you wish to receive or whether you are giving for giving's sake. By being aware of the relationship process you can bring about balance and harmony and avoid the empty bucket syndrome.

### Self-management

Your thinking is crucial to the success of your communication. Thinking negatively will register in your body language. Become aware of this and notice if it is counter-productive to your outcome. If so, change it. Negative thoughts and body language often result in conflict. Negative energy is received and will set up negativity in the other person. This is why positive expectations and thoughts are so important to the smooth flowing of communication.

*Meetings: the engine of your business continued.*

**Seven steps to dealing with conflict**

1. Determine your values and goals. What do you want from the situation? How important is it to you?
2. Keep focused on your positive outcome. Look for a win-win solution.
3. Have positive expectations of a face-to-face encounter: negative thoughts and expectations will be reflected in negative, defensive or aggressive body language. Body language is 58% of a communicated message; voice tone is 35% and word content a mere 7%.
4. Recognise and acknowledge how you are feeling. If expressing emotions is inappropriate at the time, visualise in your mind's eye packaging them up in wrapping paper and placing them beside you. You can address them at a later stage.
5. Stop and play for time if necessary. Do not be forced into a destructive response by your own compulsion to act or from outside pressure. If you are likely to lose your temper take time out, or take a few deep breaths and count to 20. (2700)
6. If the person you are arguing with is angry it can be helpful to consider that they would not be angry unless they were in pain. Why are they in pain? Is there something you can do to help them?
7. Later, evaluate the event and decide what you have learned and what you could do differently next time.

There is a story that relates the difference between a warrior and a knight. It is said that a knight will let off arrows in many different directions for a variety of reasons, dissipating his energy. A warrior, on the other hand, waits and only strikes if his life is in mortal danger. It is easy to get wound up in petty conflict and stress at work. Get into the habit of standing back, like the warrior, and preserving your energy for those things you really care about.

### Oiling the wheels of the engine

Incorporating the practices we have described in this chapter will preserve your working relationships, and the smooth running of your meetings.

Few of us live in the same reality. Each person has developed their own view of reality, through their thinking and life experience. The key to good communication is learning to respect and understand the other person's reality. At the same time maintain your own state of confidence, the ability to express your own needs and opinions and project your brand! (2939)

# Memory techniques for facts and figures

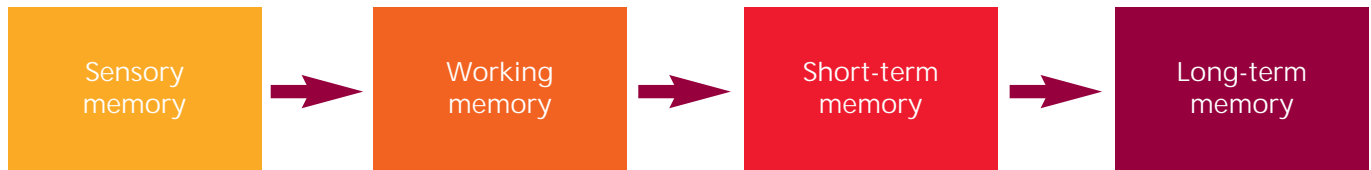
- Retrieving information
- Mnemonics
- Designing memory associations



## How our memories work

With the pace and pressure of life in the NHS, it is not surprising that it is often difficult to remember important facts, figures, or even what you meant to do first. This section will help you understand how your memory functions, so you can use it better.

Memory making is a four-step process



- Whatever you see or hear goes into your sensory memory and stays there for only a few seconds before it fades away.
- Working memory is the link between memory and action. It lasts a little longer than sensory memory but also has a very small capacity items fit into this 'working memory' stage at any given time, unless you apply a memory system.
- Short-term memory is the place that you initially store information in, like your brain's RAM, which can fill up. Facts stored here last about a day.
- Long-term memory is your brain's hard drive, if you store memories here you may have them forever.

The challenge is how you retrieve information in your long-term memory.

## Retrieving information

When you are trying to access information it is helpful to consider how your brain performs this operation. The network that accesses information has around 100 billion brain cells. These are connected via dendrites which develop a network of trillions of pathways. It is not surprising that retrieving information can be difficult.

To access facts easily, you must store them logically.

When you were young and first learned things, you used concentration, careful listening and repetition. The amount you now have to remember, coupled with the amount of pressure you are under means that you are likely to need to use other proven memory techniques if you are to recall vast amounts of information.



## Mnemonics

Mnemonics rely on linking and clumping information. Greek orators invented it so they could give speeches without using notes. Mnemonics help you to remember more than the seven items we can easily store in our working memory.

To understand how it works try this exercise. Try to memorise, by repetition, the royal dynasties:

- Norman
- Plantagenet
- Lancastrian
- York
- Tudor
- Stuart
- Hanoverian
- Windsor.

*'Memory is the mother of all wisdom.'*

Aeschylus

## Designing memory associations

To remember facts and figures, you should begin to associate them with images in your mind. The more ridiculous or unusual you make these images, the easier they will be for your brain to remember.

For example, to remember that you have to include some information about a new hospital wing in your weekly report, you could see yourself writing the report on a bird's wings being transported to the hospital.



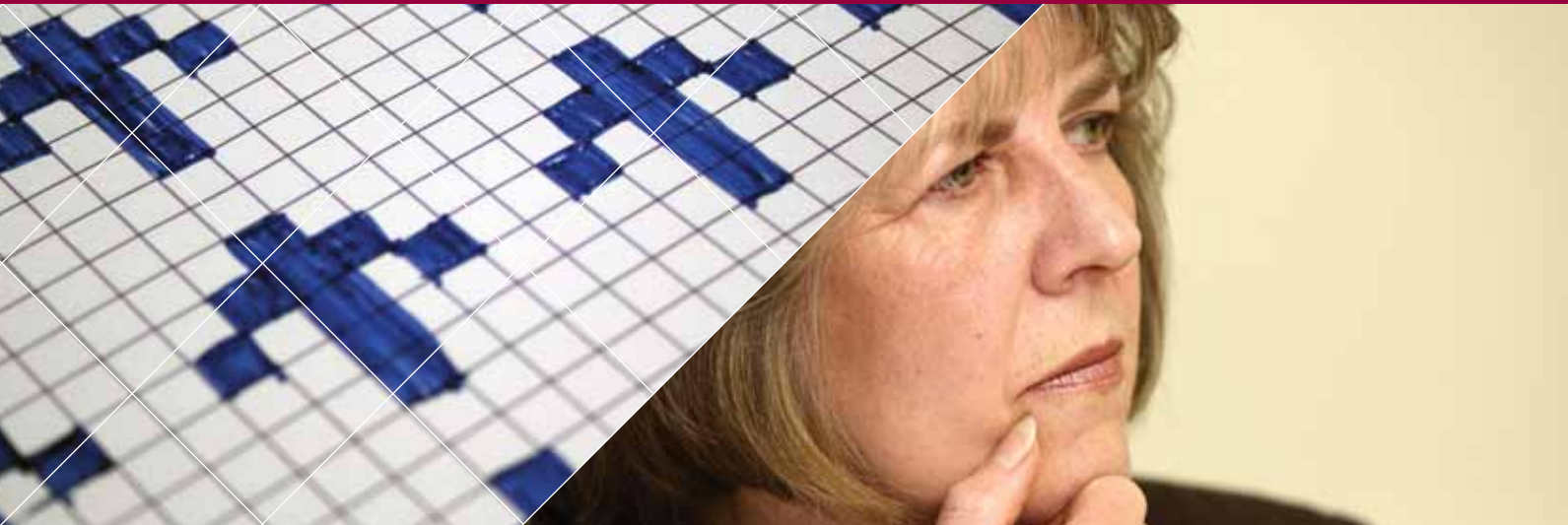
It sounds silly, but it works.

This mnemonic tells you what to use to create really unusual associations.





# Memory techniques for facts and figures: exercises



## Exercise 1: mnemonics

Read and try to remember:

**No Pleasing Lazy Young Teenagers, So Helping Works**

Easy! This is how mnemonics works.

Here we trick our memory into remembering one phrase instead of nine different letters.  
Each word of the phrase starts with the same letter as the first letter of the royal dynasties:

**Norman, Plantagenet, Lancastrian, York, Tudor, Stuart, Hanoverian, Windsor**

## Information Processing: exercise

### *Exercise 1: mnemonics continued*

We can use the same technique on numbers by clumping them together into easily manageable groups, so instead of nine numbers we remember three groups of three. Look at the following sequence:

1 9 5 3 4 2 2 1 0

It would be easier for you to clump the numbers as follows:

195 - 342 - 210

To make it easier you can clump numbers in groups that mean something to you: 1953, (the year I was born), 42 (my door number), 210 (the number of bones in a human body).

To link these together try to visualise the facts



Being born

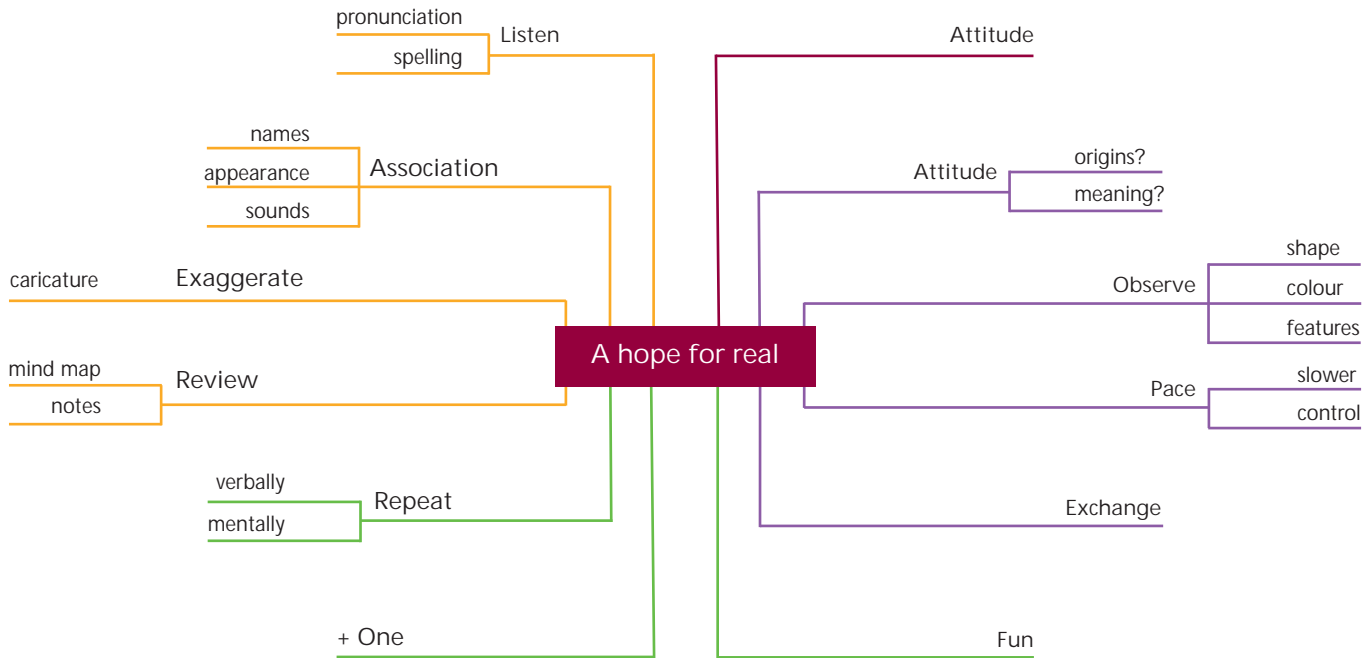


Arriving at my house



Being greeted by a skeleton

# A mnemonic mind map of the key principles to remember names



## Exercise 2: the roman room

The roman room is a technique that can help you remember a list of words or information in the correct order. You could use this if you wanted to give a speech, placing key points of the speech in different locations. You can always apply the mnemonics technique.

Begin by thinking of your house and identifying a route around it. As you travel through your house identify 10 locations along the way. For example, a route could be:

Enter the house	Location 1	Doormat
Go into living room	Location 2	Television
	Location 3	Sofa
Go into dining room	Location 4	Dining table
Go into kitchen	Location 5	Oven
	Location 6	Sink
Go upstairs	Location 7	Top stair
Go in bedroom	Location 8	Bed
Go in bathroom	Location 9	Bath
	Location 10	Shower

## Exercise 2: roman room journey system

Here is a list of items you may need to remember to take with you one morning. You could use your roman room system to visualise and recall each of the items below. For example, see your laptop linked with an image of your doormat. Create an image of your doormat as a laptop that you are about to step on. Now create images of these objects in their locations.

1	Laptop
2	Mobile phone
3	Umbrella
4	Filing
5	Pen
6	Weekly report
7	Briefcase
8	PDA
9	Passport
10	Driving licence

## Exercise 3: a real speech

You can also use this technique to remember the order of a speech or a presentation. First list 10 topic headlines of your speech. Use trigger words or pictures that remind you of what the topic is about.

This example is from a speech by the Rt Hon Patricia Hewitt MP, Secretary of State for Health, on 10 May 2007 at the Improving Access to Psychological Therapies National Stakeholder Conference. It led to the introduction of two guides – Positive Practice Guide and Service Specification Guide, inviting PCTs to tender to become a pathfinder.

Speech topics	To be imagined in as much detail as possible
Thanks to Lords Richard Layard and Melvin Bragg	On the doormat (eg link picture to mat)
Sister with psychosis	On the television
One in six adults experience mental health problems	Sitting on sofa
Louis Appleby report on recent improvements	On dining room table
Treatment in the community	On top of the oven
'We need to talk' report	In the sink
Talking therapies	On the top stair
CBT	On the bed
Early intervention	In the bath
Two guides	In the shower



## Reflection and actions



Use this page to record your observations.

What facts would you like to remember?

A large, empty, light gray rectangular box intended for writing answers to the question above.

What situations do you find yourself in when you feel that your memory lets you down?

A large, empty, light gray rectangular box intended for writing answers to the question above.

How can you apply this knowledge to your everyday life in order to feel more confident that you are not forgetting anything important?

A large, empty, light gray rectangular box intended for writing answers to the question above.

## Tips for memory and recall

Do not put yourself under too much pressure. Remember that stress makes the brain work harder, so try to relax when you want to remember something.

Play memory games to improve your techniques, start with things that do not matter too much, so that you will not feel too pressurised.

Identify some of the facts and figures that you know already and practise making up novel ways to associate things to them.

Do not expect your memory to change dramatically at first; take small steps and add one date or fact at a time – your memory is like a muscle and improves with practice.

The memory techniques included in this programme apply to both left and right brain thinking – the left captures facts, figures, information and the right symbolises and links them together in a visual format. This is more effective than just using left brain thinking that focuses on facts. This has been proven by memory champions for centuries.

## Decision time: make three decisions now

Decide three changes to help you communicate more effectively in your team.  
Commit to doing these three things next week.

My decisions are:

1

2

3

## See your success

Visualisation has been proven to support the successful achievement of goals. It is a technique used by many athletes, actors and professionals.

Close your eyes for a moment and visualise your success; see yourself achieving your goals, step-by-step:

- what barriers will you manage to get past?
- what will you be doing?
- what will you look like?
- how will you feel?
- how will other people know?

Make the images clear, positive and colourful. Imagine yourself in the picture and notice what it feels like to achieve your goals.



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