

1. Record Nr.	UNINA9911047679003321
Autore	Helmold Marc
Titolo	Leadership in Neurodiversity and Neurodivergence : Cases, Best Practices and Recommendations for Leaders and Organizations // by Marc Helmold, Malte Martensen
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN	3-032-09343-0
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (198 pages)
Collana	Diversity and Inclusion Research, , 2662-6004
Disciplina	658.3
Soggetti	Personnel management Nervous system - Diseases Diversity in the workplace Psychology, Industrial Human Resource Management Neurological Disorders Diversity Management and Women in Business Work and Organizational Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1.Neurodiversity and Neurodivergence: subject and definition -- 2. Neurodiversity, Talent Shortage and Stress -- 3.Neurodiversity: Impact on HR processes -- 4.Neurodiversity - Thinking about careers differently -- 5.Equality and Diversity -- 6.Stress and Motivation -- 7. Leadership and successful personnel development -- 8.Neurodiversity and New Work -- 9.Performance booster for neurodivergent employees -- 10.Neurodiversity as an opportunity for organizations -- 11. Neurodiversity: Recommendations for Leadership action and outlook.
Sommario/riassunto	This book explores neurodiversity and neurodivergence in the workplace from a practical perspective. There are estimates and surveys that assume 15 to 20 percent of all employees are neurodivergent, including people with attention deficit disorder (ADD), attention deficit-hyperactive disorder (ADHD), dyslexia, dyscalculia, and autism. In contrast to neurotypical people, they have a different way of absorbing and processing information or expressing feelings

than the majority, presenting challenges for traditional corporate management for employees, managers, and organizations. In this book, the authors examine ways in which organizations can attract, recruit, and engage neurodiverse talent, and provide guidance on how to adapt human resource practices and processes to ensure that all employees can reach their full potential. It describes the forms of neurodiversity and how optimal collaborations can work successfully. Featuring cases, work aides, and best practices, this book helps leaders and organizations to use neurodiversity as competitive advantage to significantly increase productivity, teamwork, and employee retention.

2. Record Nr.	UNINA9911054596103321
Autore	Healey-Benson Felicity
Titolo	Developing Higher-Order Thinking Skills in Higher Education : An Ontological and Phenomenological Exploration // by Felicity Healey-Benson
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2026
ISBN	3-032-06121-0
Edizione	[1st ed. 2026.]
Descrizione fisica	1 online resource (316 pages)
Collana	Education Series
Disciplina	370.152
Soggetti	Education, Higher Teaching Critical thinking Maturation (Psychology) Phenomenology Higher Education Pedagogy Critical Thinking Personal Development
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Unveiling the Ineffable: Introduction -- Part I: Mapping the

Terrain: Foundations for HOTS Facilitation -- Chapter 2. Thinking Otherwise – HOTS in Context -- Chapter 3. Teaching as Attunement: Relational Grounds of HOTS Facilitation -- Chapter 4. Research as Encounter: Phenomenologising HOTS Facilitation -- Part II: Navigating Educators' Lifeworlds: Lived Experiences of HOTS Facilitation -- Chapter 5. Reflection as Praxis: A Hermeneutics of HOTS Facilitation -- Chapter 6. Portraits of Praxis: Persona Vignettes of HOTS Facilitation -- Chapter 7. Unearthing the Pillars: Thematic Pathways into HOTS Facilitation -- Part III: Emerging Horizons – Rethinking HOTS for Contemporary Contexts -- Chapter 8. Thinking Otherwise in a Digital Landscape – HOTS and Technological Mediation -- Chapter 9. The Cards of Insight: Tools for Embodied Professional Growth in HOTS Facilitation -- Chapter 10. Dwelling in Possibility: Culminating Pathways in a Phenomenology of HOTS.

Sommario/riassunto

“This book provides an accessible, bold foray into the important topic of Higher-Order Thinking Skills. A must-read for the educator wanting to engage at a more fundamental level with the meaning of learning in higher education.” – Andreas Walmsley, Plymouth Marjon University, UK

This book offers an immersive exploration of how Higher-Order Thinking Skills (HOTS) are nurtured in higher education, drawing on phenomenological research and innovative methodology. It challenges the idea that HOTS can be instilled through strategies alone, instead revealing the lived experiences of educators navigating complexity, emotion and deep pedagogical care. The author introduces two original methodological tools - the Persona Vignette (PV) and Immersive Practitioner Inquiry (IPI) frameworks - which bridge phenomenological research and reflective practice. These contribute to what she terms praktognostic knowledge: a synthesis of pedagogical experience and theoretical insight, emerging through sustained, reflexive engagement. Through richly illustrated educator vignettes and phenomenological themes, the book explores HOTS facilitation as an embodied, relational practice within complex institutional settings. The book also connects HOTS with future-facing capabilities such as risk-taking, adaptability, resilience and metacognitive reflection - skills associated with entrepreneurial learning - and offers a conceptual contribution by linking pedagogical challenges with deeper philosophical roots, including embedded cognition and relational knowing. This book will be of value to those working in educator development, learning innovation and reflective pedagogy, as well as researchers exploring phenomenology, academic identity and critical thinking. Felicity Healey-Benson is a systems-thinking educational consultant (founder of Emergent Thinkers™), phenomenological researcher, and doctoral supervisor. With 25+ years across education, enterprise, and civic innovation, she lectures on innovation and entrepreneurship at the University of Gloucestershire, and supervises doctoral research across education, arts, humanities, and business at University of Wales Trinity Saint David, UK. Formerly Lead Researcher in Entrepreneurial Learning, she co-founded the Harmonious Entrepreneurship Society and hanfod. NL, advancing phenomenological inquiry in education and technology.
