**Ways to Use “Bloom’s Taxonomy” Along the Stage of Horizontal Decalage**

**Recall 🡪 Comprehension 🡪 Application 🡪 Analysis 🡪 Synthesis 🡪 Evaluation**

**Leading a staff meeting**

Try using the steps to organize your leadership of a staff meeting about a particular idea that people need to get and be changed by. If you are helping their growing edge of being more “impact oriented,” you could try something like this:

1. Recall - What is the intended impact that we are trying to achieve? What are the key ideas that we are aiming for?
2. Comprehension - What do these ideas mean to you personally? Where have you seen them take shape in your own life? Where have you seen them in others?
3. Application – What is one thing you would could do differently in your work if you were more oriented toward causing impact in others through your role instead of just doing your role without thinking about impact?
4. Analysis – (And here it would be best to have them try it out first. But you could push ahead even after they just picture the application if you need to.) How is being impact oriented different than doing your job conventionally? How would it stretch you? How would it change the culture of this organization if more people because impact oriented? What would it require of us that is not required of us now? What would we have to give up that we hold onto right now? What would we have to believe to do this consistently? Etc.
5. Synthesis – What big idea or insight have you come to about you? About us? If you could describe how we are currently in a metaphor or picture, and how you would like for us to be, what would you say?
6. Evaluation – How should we be different? How do you want you to be different at work?

**Coaching a staff member**

Try using it to diagnose at what point your staff is getting hung up. Maybe they need to be encouraged or instructed to take the next step. Maybe they (or you) are trying to jump steps. Try to identify where they are along the steps of the stage and then prescribe the next step for them. For instance:

1. If they are having a hard time remembering what you are collectively working on (like becoming more strategic), then work on “recall” to get them to focus on the main aspects of strategy that you want them to remember.
2. If they seem to be mimicking what you are saying with no comprehension, or using terms but not understanding their meaning, or repeating things they have heard from others but have no appreciation for, then work on “comprehension.” Also, if they are trying to apply something but can only see your way or doing it, or follow the only example that you gave, then they need more “comprehension.”
3. If the idea is only theoretical, and there seems to be a disconnect between what they say and what they do, pay attention to “application.”
4. If they put an idea into practice but they don’t seem to be changed by the idea, or if the idea is only applied in one area of their work and not others, or if they seem to apply the idea with a lack of wisdom or artistry, then take the step of “analysis.”
5. If they can pick it a part and think thoroughly about the idea, if they can analyze and wrestle with the idea, but they seem to hold the idea at a distance and no personal or unique “light bulb” has turned on, they need synthesis.
6. If they have a “light bulb” but no decision to grow and develop, they need “evaluation.”

**Overcoming common leadership mistakes**

Try using the steps to give insight into how your staff team will progress, including:

1. Don’t assume that you can just “cover” something with your staff and they will get it.
2. Realize that individuals on your team might be at different steps, so you’ll need to circle back a couple of steps regularly to pick up the ones moving more slowly.
3. Remember that, as Alfred North Whitehead said, ideas have to be “utilized, tested, and thrown into fresh combinations” in order for them to change people.
4. Watch for people who get stuck along the way; keep people moving.
5. Discipline yourself not to assume that application is the end of the stage; the step of growth and development along the growing edge (vertical decalage) is the end of the stage and the beginning of another.