



Business of Thinking®

ThinkAbout Decision Making

Preparation, Set-up and Introduction

Facilitator Guide

Table of Contents

ThinkAbout Your Customer Overview	1
Icon Legend	4
Program at a Glance – Individual Sessions.....	5
Program at a Glance – Alternate Schedule (Half-day Session).....	7
Section 1: Whole Brain® Decision Making	9
Section 2: Personal Dynamics of Decision Making	21
Section 3: Team Dynamics of Decision Making	33
Section 4: Let's Play Ball!	49

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Notes

ThinkAbout Decision Making Overview

ThinkAbout Decision Making is just one of the workshops that are part of the Business of Thinking® Series. This workshop assists participants in using the Whole Brain® Model in their customer interactions. The Whole Brain® Thinking approach enables you to make better decisions.

ThinkAbout Decision Making is designed for delivery to an intact team, but it could be delivered to an individual with some changes made to activities as needed.

The design includes four one-hour long sections which are meant to be delivered in the order shown, as each builds upon previous sections and leads into the skills and development of the next section.

Sample Delivery Options

Option 1 – Different day sessions, 1 hour each (as written in the Facilitator Guide; See *Program at a Glance*)

- Section 1: Whole Brain® Decision Making
- Section 2: Personal Dynamics of Decision Making
- Section 3: Team Dynamics of Decision Making
- Section 4: Let's Play Ball!

Option 2 – Half Day Workshop, 4 hours + breaks (See *Program at a Glance – Alternate Schedule*)

- Section 1: Whole Brain® Decision Making
- Section 2: Personal Dynamics of Decision Making
- Section 3: Team Dynamics of Decision Making
- Section 4: Let's Play Ball

If you are working with an intact team that is facing challenges with their decision-making process, consider condensing the content of Sections 1 and 2 into less time, and spending more time in Section 3 on team dynamics. The purchase of an HBDI® Team Profile is recommended.

Workshop Participants

- Ideal group size 18 participants for the one facilitator per workshop
- Maximum suggested 24 participants
- Minimum suggested 10 participants

Recommended Room Layout

- Large working areas
- Room to move around and interact with others
- Space for all activities
- Flip charts spread around the room
- Distinct areas where small groups can work together

Notes

Creating the Learning Environment

Suggestions for decorating the room:

- 4-color pens
- 4-color Walk-Around pads of paper
- 4-color table cloths (can use an extra Brain Mat)
- Whole Brain® posters on walls
- Selection of brain books including The Creative Brain and The Whole Brain® Business Book
- Everyday examples of Whole Brain® Thinking including birthday cards, menus, ads and magazines Variety toys or “brain games”:
- A Quadrant – geometric puzzles, number puzzles, brain teasers, calculators
- B Quadrant – models, construction blocks and Lego® pieces, Post-It® Notes
- C Quadrant – stuffed animals, Play-Doh®, squeeze toys, stress relievers
- D Quadrant – bright, unusual or do-it-yourself toys, drawing supplies

Music: Have variety of royalty-free music playing.

- Use music to demonstrate quadrants.
- Have lively music during breaks.
- Refrain from playing music during reflection time as it distracts some learners.

Required Materials and Equipment

- Facilitator Guide
- Participant Guide
- PowerPoint deck*
- Laptop, projector and speakers
- Internet access for facilitator and participants
- Flip charts and markers

Notes

- Name tents and badges (optional)
- Timer
- Remote control clicker
- Additional materials specified for each section separately

*** NOTE:** Be sure to download the latest version of the PowerPoint deck from the Practitioners web site, as it is periodically updated.

Following this Facilitator Guide

The Facilitator Guide provides directions for delivering each of the three sections in a group setting. Adjustments can be made to delivering the material and exercises to individuals.

Each section begins with **Learning Objectives**, a **Section at a Glance** agenda, and a **Preparation Checklist**.

Directions for each section are then explicitly written out for each full hour.

Icon Legend

Notes

	Activity
	Key Thoughts
	Note to Facilitator
	Participant Workbook Page
	Presentation Slide
	Video/Media
	Your HBDI® Profile

Program at a Glance – Individual Sessions

Notes

Time	Topic/Activity	Resources/ Materials
Section 1: Whole Brain® Decision Making (60 minutes)		
15 min.	Introduction	2 Whole Brain® Model/Four Selves Posters Brain Mat HBDI® Profiles
10 min.	The Last Big Decision	
10 min.	The Whole Brain® Pre-Decision Filter	
20 min.	What's Missing?	Brain Mat 4-color cards
5 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Time	Topic/Activity	Resources/ Materials
Section 2: Personal Dynamics of Decision Making (60 minutes)		
2 min.	Introduction	
20 min.	A Major Purchasing Decision	
15 min.	Don't Overlook	Video – “overlook”; HBDI® Profile
20 min.	Making an Investment • Strengths in Decision Making	
3 min.	Debrief and Action Plan	
Total Time: (60 minutes)		

Time	Topic/Activity	Resources/ Materials	Notes
Section 3: Team Dynamics of Decision Making (60 minutes)			
3 min.	Introduction		
10 min.	Show Your Cards	4-color cards	
10 min.	How the Quadrants Decide		
30 min.	The Team's Profile	Brain Mat 4-color cards Optional: HBDI® Team Profile or HBDI® Profile Board	
7 min.	Debrief and Action Plan		
Total Time: 60 minutes			

Time	Topic/Activity	Resources/ Materials
Section 4: Let's Play Ball! (60 minutes)		
2 min.	Introduction	
10 min.	Making Balanced Decisions	
5 min.	Whole Brain® Decision-Making Walk-Around	
35 min.	Let's Play Ball!	Flipcharts Markers
3 min.	Debrief and Action Plan	
5 min.	Wrap Up ThinkAbout Decision Making Module <i>Optional: Evaluations (5 min.)</i>	
Total Time: 60 minutes		

Program at a Glance – Alternate Schedule (4-hour session)

Notes

Time	Topic/Activity	Resources/ Materials
3 min.	Welcome and Kick-Off	
Section 1: Whole Brain® Decision Making (55 min.)		
15 min.	Introduction	2 Whole Brain® Model/Four Selves Posters Brain Mat HBDI® Profiles
10 min.	The Last Big Decision	
10 min.	Whole Brain® Pre-Decision Filter	
20 min.	What's Missing?	Brain Mat 4-color cards
Section 2: Personal Dynamics of Decision Making (55 minutes plus 15-minute break)		
20 min.	A Major Purchasing Decision	
15 min.	Don't Overlook	Video – “overlook”; HBDI® Profile
20 min.	Making an Investment • Strengths in Decision Making	
15 min.	Break	

Time	Topic/Activity	Resources/ Materials	Notes
Section 3: Team Dynamics of Decision Making (50 minutes)			
10 min.	Show Your Cards	4-color cards	
10 min.	How the Quadrants Decide		
30 min.	The Team's Profile	Brain Mat 4-color cards Optional: HBDI® Team Profile or HBDI® Profile Board	
Section 4: Let's Play Ball! (62 minutes)			
10 min.	Making Balanced Decisions		
5 min.	Whole Brain® Decision-Making Walk-Around		
35 min.	Let's Play Ball!	Flipcharts Markers	
7 min.	Debrief and Action Plan		
5 min.	Wrap Up ThinkAbout Decision Making Module <i>Optional: Evaluations (5 min.)</i>		
Total: 4 hours			



Business of Thinking®

ThinkAbout Decision Making

Introduction;
Section 1: Whole Brain® Decision Making

Facilitator Guide

Table of Contents

Section 1: Whole Brain® Decision Making

Learning Objectives.....	11
Section at a Glance	11
Preparation Checklist	13
Introduction (5 min.)	14
The Last Big Decision (10 min.)	16
Whole Brain® Pre-Decision Filter (20 min.)	17
What's Missing? (20 min.)	18
Debrief and Action Plan (5 min.)	20

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Learning Objectives

Section 1: Whole Brain® Decision Making

1. Leverage your thinking preferences in making decisions.
2. Be mindful of aspects in your decision making that receive less attention.
3. Use the Whole Brain® Pre-Decision Filter to prepare yourself to make decisions.

Section at a Glance

Notes

Section 1: Whole Brain® Decision Making

Time	Topic/Activity	Resources/ Materials
15 min.	Introduction	2 Whole Brain® Model/Four Selves Posters Brain Mat HBDI® Profiles
10 min.	The Last Big Decision	
10 min.	Whole Brain® Pre-Decision Filter	
20 min.	What's Missing?	Brain Mat 4-color cards
5 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Preparation Checklist

Notes

ASSEMBLE these additional materials before conducting the course:

- 2 Whole Brain® Model/Four Selves Posters
- Brain Mat
- 4-color cards

PREPARE the following:

- Hang the Whole Brain® posters on the wall for reference.
- Determine if additional review of Whole Brain® Thinking is needed. Unhide extra slides, if using.
- Instruct each participant to bring their HBDI® Profile Package including their HBDI® Profile with them
- Provide each participant with a set of the four color cards

Welcome to ThinkAbout Decision Making (15 min.)



SHOW slide: The Business of Thinking® ThinkAbout Decision Making as participants are arriving.

DO Have an executive or sponsor kick-off.

DO Welcome participants and introduce yourself as the facilitator.



SHOW slide: Sections of ThinkAbout Decision Making.

SAY The **ThinkAbout Decision Making** workshop consists of four sections. (*Read the titles.*)



SHOW slide: Participant Workbook.

SAY You have a participant workbook to use during this session.

Introduction



SHOW slides: Agenda and Learning Objectives – Review the slides.



REFER participants to their workbooks.

SAY In this **ThinkAbout Decision Making** workshop, you will learn how Whole Brain® Thinking can help you make better decisions.

SAY Before we get into our topic – decision making - let's review the Whole Brain® Model.

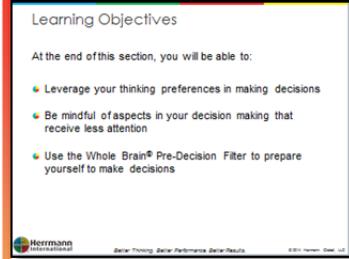
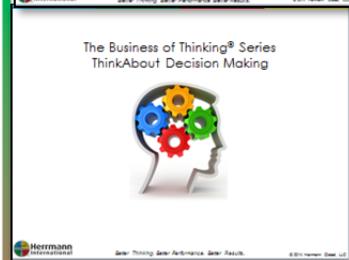
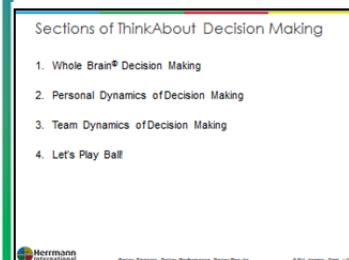


Note to Facilitator: Depending on how long it has been since the participants have completed their HBDI® Assessment, they may need to review their HBDI® Profile results prior to this activity. If not needed, this whole review segment can be skipped.



SAY Please gather around the outside of the Brain Mat. Let's start with the A/Blue quadrant.

Notes



ASK

- What are some of the main characteristics of this quadrant?
- Has anyone met someone who's thinking preferences were in the blue quadrant? How did you know?

SAY If Blue is your primary preference, please stand in the Blue quadrant.

ASK What terms describe Blue-quadrant thinking?

SAY Let's move now to the B/Green quadrant.

DO Follow the same process for all remaining quadrants.

SAY Now, please move to the quadrant that is your least preferred.

SAY We naturally look at any topic or situation through the lens of our preferred quadrant, this includes when we make decisions. But it's also important to look at our topic or situation from the point of view of our least preferred quadrant.

DO Ask the participants to be seated.

Optional



Note to Facilitator: Optional and/or additional information on Whole Brain® Thinking is available on a few hidden slides. Discussion can continue, if needed. It is helpful to have the Whole Brain posters on the wall throughout the class, anyway.



SAY For a quick review of the Whole Brain® Model, refer to your workbooks.



SHOW slide: Organizing Principle.

SAY The four-quadrant Whole Brain® Model – ABCD – is a metaphor for the brain. It does not mean that a certain way of thinking is necessarily controlled in that part of the brain.

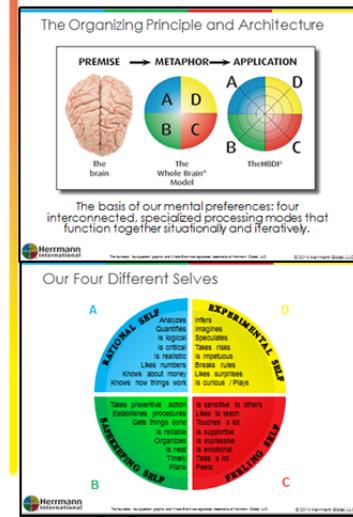


SHOW slide: Our Four Different Selves.



REFER participants to their workbooks.

Notes



Notes

DO Briefly discuss the characteristics that make up the thinking preferences of each quadrant.

The Last Big Decision (10 min.)

SAY Think about the last big decision that you made. This should be something bigger than your choice for breakfast this morning. For example:

- Job/Position change
- An investment
- A personal move to new home/location
- A new hire
- Investing in a piece of equipment or software
- Selecting a vendor



SHOW slide: The Last Big Decision.



REFER participants to their workbooks.



SAY Take a few minutes to complete the exercise in your workbook.

ALLOW 3 minutes.

SAY Let's take a few minutes to share in pairs.

DO Divide the class into pairs.

ALLOW 4 minutes.

Debrief

ASK

- Would anyone like to share what they wrote or what they discovered in looking back at your last big decision?
- What lessons have you learned?
- Did you feel you made a well-rounded decision?
- How many feel that, if you "knew then what you know now," you may have made a different decision?

SAY Let's take a deeper look at Whole Brain® Thinking and discover how we can improve our chances of making more balanced and mindful decisions.

Whole Brain® Pre-Decision Filter (10 min.)



Note to Facilitator (FYI): The Whole Brain® Pre-Decision Filter is referred to as The Whole Brain® Decider in other Herrmann materials.



SHOW slide: Whole Brain® Pre-Decision Filter.



REFER participants to their workbooks.

SAY Here is the Whole Brain® Pre-Decision Filter. It provides a qualifying filter when you are faced with any decision, setting you up for successful decision making.

ASK Who's highest profile score is in the Blue quadrant? Could you please read the questions in this quadrant?

SAY Since this is your strongest thinking preference, is there anything else you can share as to the types of questions you may consider when making decisions?

DO repeat for the other three quadrants.

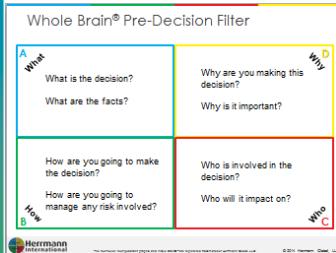
SAY The Whole Brain® Pre-Decision Filter involves dealing with main issues or areas of concern.

- The issue of what: Do I have the facts?
- The issue of how: How will I make this decision?
- The issue of who: Who is involved?
- The issue of why: Why am I doing this?

ASK After reviewing the Whole Brain® Pre-Decision Filter:

- What do you notice about your own decision-making process?
- Where do you typically start? What is your flow from there?
- Do you give enough attention to the aspects in your least-preferred quadrant?

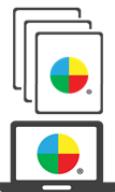
Notes



What's Missing? (20 min.)



Note to Facilitator: Each participant should have a set of four-color cards in this activity.



SAY Let's now take a closer look at your own thinking preferences, so that we can see what might be missing from your decision making process.

REFER participants to their HBDI® Profiles.

SHOW slide: What's Missing?

SAY Looking at your profile and select the color card that matches your least preferred thinking style(s).



ASK Now, consider the last big decision you identified in the beginning of this section. Knowing your least preferred quadrant(s), was your decision balanced across all four quadrants of the Whole Brain® Model? Does this correlate with your HBDI® Profile?

REFER participants to their workbooks.



SAY Take a few minutes to write down what types of questions you could have asked in the quadrant(s) that didn't get much attention.

ALLOW participants 2-3 minutes to write these questions down in their workbooks.

Missing Pieces on a Team



SAY Let's now consider what might it look like if several people were working together to make a decision.

ASK participants to bring the card(s) that represent their least-preferred thinking style to the Brain Mat.



Note to Facilitator: If the group is rather large, you may want to randomly select 4-5 people at a time to take their place as a 'team' on the Brain Mat. Selecting participants that are holding the same card for a 'team,' and then selecting participants that are holding a variety of cards as a

Notes



'team' would show different scenarios. More attention is given to 'Team Decision Making' in Section 3 of this module.

SAY Each of you stand in the quadrant of your least-preferred thinking preference. If you have two quadrants that are your lowest, then place one foot in each quadrant.

SAY If you represented a team at work that was trying to make a decision, what would be the challenges, if any, of this team? Would there be any missing pieces?

Possible outcomes/ discussions:

- If several team members are holding the same card, sharing their lowest thinking preference, then this could be a sign for them to be aware of a 'missing piece.' The team should be aware of this fact and be sure to consciously stretch into this quadrant.
- If each team member has different cards, then the chances are better that someone from the team will be able to fill in for this 'missing piece' in the decision making process.



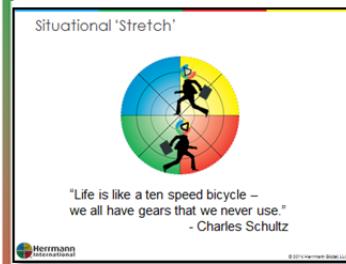
SHOW slide: Situational "Stretch."

SAY Whether you are making decisions individually or as a team, you must try to stretch into your least preferred quadrants. This will enable you to include all quadrants in your decision-making process and prevent you from having that 'missing piece.'

Debrief

ASK for any observations and thoughts.

Notes



Debrief and Action Plan (5 min.)



SHOW slide: Key Thoughts.



REFER participants to their workbooks.

DO Share key thoughts:

- Your thinking preferences affect your decision making approach.
- You might be “missing pieces” in your decision making, based on your thinking preferences.
- Using the Whole Brain® Pre-Decision Filter can help you be better prepared to make decisions.

SAY This ends Section 1, Whole Brain® Decision Making. We have just “scratched the surface” in this section by realizing that when we make decisions, we may be missing pieces if we don’t use all quadrants of our thinking.

SAY After completing this first section, you should have achieved these outcomes.



SHOW slide: Learning Objectives → Outcomes.

DO Review each earlier stated objective.

SAY All that remains is creating your action plan.

Action Plan



SHOW slide: Action Plan.



REFER participants to their workbooks.

ASK

- Which quadrant(s) typically represent your ‘missing pieces’ in decision making?
- What types of questions will you remind yourself to ask in order to make more balanced decisions?



ALLOW 2-3 minutes.

ASK Are there any questions?



SHOW slide: End of Section 1.

Notes

Key Thoughts

- Your thinking preferences affect your decision making approach.
- You might be “missing pieces” in your decision making, based on your thinking preferences.
- Using the Whole Brain® Pre-Decision Filter can help you be better prepared to make decisions.

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Learning Objectives → Outcomes

At the end of this section, you will be able to:

- Leverage your thinking preferences in making decisions
- Be mindful of aspects in your decision making that receive less attention
- Use the Whole Brain® Pre-Decision Filter to prepare yourself to make decisions

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Action Plan

Which quadrant(s) typically represent your ‘missing pieces’ in decision making?

What types of questions will you remind yourself to ask in order to make more balanced decisions?

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Section 1: End of Section 1

Whole Brain® Decision Making

Next: Personal Dynamics of Decision Making

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Business of Thinking®

ThinkAbout Decision Making

Section 2: Personal Dynamics of Decision
Making

Facilitator Guide

Table of Contents

Section 2: Personal Dynamics of Decision Making

Learning Objectives.....	23
Section at a Glance	24
Preparation Checklist	25
Introduction (2 min.)	26
A Major Purchasing Decision (20 min.)	27
Don't Overlook (15 min.)	29
Making an Investment (20 min.)	31
Strengths in Decision Making.....	31
Debrief and Action Plan (3 min.)	32

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Learning Objectives

Section 2: Personal Dynamics of Decision Making

1. Identify your strengths in decision making.
2. Identify what you may be overlooking in decision making.
3. Apply Whole Brain® Thinking to your decision making.

Section at a Glance

Notes

Section 2: Personal Dynamics of Decision Making

Time	Topic/Activity	Resources/ Materials
2 min.	Introduction	
20 min.	A Major Purchasing Decision	
15 min.	Don't Overlook	Video HBDI® Profile
20 min.	Making an Investment • Strengths in Decision Making	
3 min.	Debrief and Action Plan	
Total Time: (60 minutes)		

Preparation Checklist

Notes

ASSEMBLE these additional materials before conducting the course:

- Individual HBDI® Profile Results Package including individual profiles.
- Video – short funny video clip illustrating someone overlooking something. A sample video has been included in the PowerPoint presentation.

PREPARE the following:

- Instruct each participant to bring their HBDI® Profile Package including their HBDI® Profile with them.
- Cue up the video in advance, to begin promptly.
URL: <http://theinvisiblegorilla.com/blog/2010/05/10/the-monkey-business-illusion/>

Introduction (2 min.)

SAY Thinking back to our last section, Whole Brain® Decision Making, we acknowledged our thinking preferences affect our decisions. We may have a ‘missing piece,’ leaving out some of the important questions that we should be considering in order to make more balanced decisions.

SAY In this section, you will look more closely at your own HBDI® Profile and discover what you may be overlooking – your blind spots.



SHOW slides: Agenda and Learning Objectives – Review the slides.



REFER participants to their workbooks.

Notes

A Major Purchasing Decision (20 min.)



Note to Facilitator: You may want to substitute another major item for the car example, depending on your audience. Make the appropriate adjustments to the opening slide and subsequent walk-around, to match your example.

SAY Let's begin with an exercise that you will do in pairs, considering a major purchase decision you've made or are about to make - purchasing a car. Take a few minutes and describe to your partner the types of factors that played or will play a part when you purchase a car.



SHOW slide: A Major Purchasing Decision.



DO Divide the class into pairs.



ALLOW approximately 8 minutes.

REFER participants to their workbooks.

Debrief

ASK

- Did any of you find that you and your partner approached this decision of buying a car in much the same way?
- Did anyone realize that their method of making this decision was far different than that of your partner?
- If different, how so?

SAY Knowing what you know about thinking preferences, you should not be surprised to find that people approach decision-making in very different ways, especially when making major purchases.



SHOW slide: Whole Brain® Thinking – Making a Purchase.

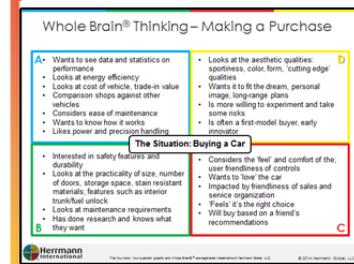
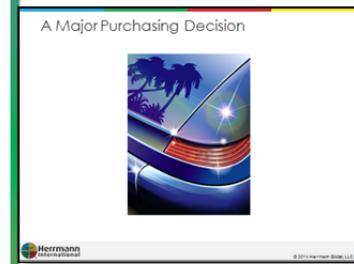
SAY Here are some typical buying habits, by quadrant.

DO Briefly review each quadrant, asking these questions after each one.

ASK

- Does anyone feel that this matches their style when it comes to making a purchase?

Notes



- How does this decision making style match up to your HBDI® Profile?

ASK (at end) Is there a combination of a few of the quadrants that you feel best represent your style?

SAY By not approaching a buying decision in a Whole Brain® way, can you see where you could be overlooking important points?

Notes

Don't Overlook (15 min.)



Note to Facilitator: Select a video and/or image(s) that illustrates the fact that we often overlook things. A sample video and two sample slides are contained in the PowerPoint presentation. You can use all or any of these, or choose your own to illustrate the point.

SAY Let's watch this video.

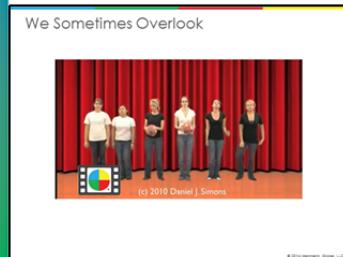


SHOW slide: We Sometimes Overlook (video).

PLAY the video. (1:42)

URL: <http://theinvisiblegorilla.com/blog/2010/05/10/the-monkey-business-illusion/>

Notes



SAY This 'Monkey Business Illusion' demonstrates that we can each overlook things that may be quite clear to someone else.

SAY Here's another example.

SHOW slide: We Sometimes Overlook (mistake). (After a few moments, click to reveal the answer.)

(Optional)

SAY And another.

SHOW We Sometimes Overlook (palm tree).

ASK Can you see what is changing from one view to the next? (Answer: a palm tree in the background)



SAY Let's take a closer look at our HBDI® Profiles and consider what we might be overlooking.

REFER participants to their HBDI® Profile booklet packet.

Note to Facilitator: If the participant received their HBDI® Profile debrief through an online/interactive option, he/she will not have a booklet. They can access the online results booklet at the following link:

<http://www.hbdi.com/online-reference-and-activity-guide/>



REFER participants to their workbooks.

Notes

SAY Look at your HBDI® Profile and write your scores in each quadrant and four-digit Profile Code in your participant workbook.



SAY Each possible four-digit Profile Code combination is included in Section C of the HBDI® Profile booklet. Find your code now and read the description under decision making.

SAY Take a few minutes to write in your workbook, the typical approaches, or 'strengths,' and things often overlooked, for someone with your Profile Code.

ALLOW a few minutes.

Debrief

Possible discussion/outcomes:

- What were the strengths that are listed under your profile code that seem very close to how you approach decision making?
- What were the items that you overlook that you weren't even really aware of when you make decisions?

Making an Investment (20 min.)



SHOW slide: Making an Investment.

SAY Let's consider a similar decision-making situation, making an investment.

DO ask for volunteers from each quadrant to read aloud the information in each quadrant. After each one, ask for a volunteer to briefly share an experience in which they overlooked this aspect and, as a result, the decision made was not the best.

SAY Think of an investment that you would like to make – a piece of real estate, some office equipment, a franchise, etc.



SAY Take a few minutes, by yourself, to complete the exercise in your workbooks, Making an Investment. You'll have a chance to discuss with your partner in a few minutes.



REFER participants to their workbooks.

Strengths in Decision Making



SHOW slide: Strengths in Decision Making.

SAY Part of the exercise is checking off your strengths on the next page.

ALLOW 10 minutes.

SAY Once you have had a chance to complete the exercise on your own, take a few minutes to share your thoughts with a partner.

DO divide the participants into pairs, preferably different pair groupings than in the first activity.

ALLOW 5-6 minutes.

Debrief

ASK for volunteers to share any thoughts and conclusions.

Notes

Whole Brain®Thinking – Making an Investment

A <ul style="list-style-type: none"> Tends to be financial & legal Looks for market leadership Wants to see consistent performance May overlook the value of intuition May overlook long-term aspects 	D <ul style="list-style-type: none"> Tends to be risk-oriented and entrepreneurial Looks for strategic alignment Looks for significant long-term goals Looks for new perspectives & opportunities May overlook short-term planning May overlook alternatives May overlook details
The Situation: Making an Investment	
B <ul style="list-style-type: none"> Tends to be conservative, operational & administrative Loves well-known and established broker Wants organizational effectiveness Wants reliability & stability May overlook opportunities for higher return May overlook long-term perspectives 	C <ul style="list-style-type: none"> Likes a team & 'partnering' approach Looks for a friendly broker Wants to see multiple possibilities Has an intuitive feeling of 'rightness' May overlook in-depth financial analysis May overlook strategic aspects May overlook long-range financial planning

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Strengths in Decision Making

A <ul style="list-style-type: none"> Gathering facts Analyzing issues Approaching logically Forming theories Measuring precisely Problem solving logically And more... 	D <ul style="list-style-type: none"> Reading the signs of coming change Seeing the big picture Exploring multiple possibilities Tolerating ambiguity Integrating ideas and concepts Challenging established policies And more...
B <ul style="list-style-type: none"> Finding overlooked flaws Approaching problems practically Standing firm on issues Maintaining a standard of consistency Providing stable leadership and supervision And more... 	C <ul style="list-style-type: none"> Recognizing interpersonal difficulties Anticipating how others will feel Intuitively understanding how others feel Picking up the non-verbal cues of interpersonal stress Engendering enthusiasm And more...

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Debrief and Action Plan (3 min.)



SHOW slide: Key Thoughts.



REFER participants to their workbooks.



DO Share key thoughts:

- Your thinking preferences provide you with strengths in your decision-making.
- Your thinking preferences may also cause you to overlook some aspects of decision making
- When you use Whole Brain® Thinking, you can make more balanced decisions.

SAY This ends Section 2, Personal Dynamics of Decision Making. After completing this section, you should have achieved these outcomes.



SHOW slide: Learning Objectives → Outcomes.

SAY All that remains is creating your action plan.

Action Plan



SHOW slide: Action Plan.



REFER participants to their workbooks.



SAY Take a few moments to consider your personal decision-making process.

- How will you ensure that your “strengths” do not overpower your decisions?
- What will you do to include more of the “strengths” that you did not check?

ALLOW 1-2 minutes.

In the next section, Team Dynamics of Decision Making, you will continue to use Whole Brain® Thinking make better decisions.

ASK Are there any questions?



SHOW slide: End of Section 2.

Notes



Key Thoughts

- Your thinking preferences provide you with strengths in your decision-making.
- Your thinking preferences may also cause you to overlook some aspects of decision making.
- When you use Whole Brain® Thinking, you can make more balanced decisions.

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Learning Objectives → Outcomes

At the end of this section, you will be able to:

- Identify your strengths in decision making
- Identify what you may be overlooking in decision making
- Apply Whole Brain® Thinking to your decision making

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Action Plan

Consider your personal decision-making process.



- How will you ensure that your “strengths” do not overpower your decisions?
- What will you do to include more of the “strengths” that you did not check?

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Section 2:
Personal
Dynamics of
Decision
Making

End of Section 2
Next:
Team Dynamics of
Decision Making

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Business of Thinking®

ThinkAbout Decision Making

Section 3: Team Dynamics of Decision
Making

Facilitator Guide

Table of Contents

Section 3: Team Dynamics of Decision Making

Learning Objectives.....	35
Section at a Glance	36
Preparation Checklist	37
Introduction (3 min.)	38
Show Your Cards (10 min.)	39
How the Quadrants Decide (10 min.)	40
The Team's Profile (30 min.)	41
Debrief and Action Plan (7 min.)	48

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Learning Objectives

Section 3: Team Dynamics of Decision Making

1. Identify the thinking preferences of fellow team members.
2. Recognize how the team's decision making may be different when under stress or pressure.
3. Use the strengths of the team to help make better decisions.

Section at a Glance

Notes

Section 3: Team Dynamics of Decision Making

Time	Topic/Activity	Resources/ Materials
3 min.	Introduction	
10 min.	Show Your Cards	4-color cards
10 min.	How the Quadrants Decide	
30 min.	The Team's Profile	Brain Mat 4-color cards Optional: HBDI® Team Profile or HBDI® Profile Board
7 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Preparation Checklist

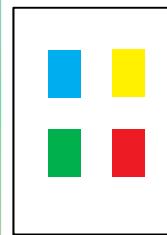
Notes

ASSEMBLE these additional materials before conducting the course:

- Brain Mat
- 4-color cards
- Highly recommended:* HBDI® Team Profile (esp. for intact teams)
- Optional:* HBDI® Profile Board

PREPARE the following:

- Decide which option will be used for 'The Team's Profile' topic; Order materials from Herrmann International, as needed.
 - If using option 2 or 3 Have a set of the four-color cards taped on a flipchart, in ABCD-quadrant format.
- Review the group's HBDI® Profiles and Team Profile, if using, in order to prepare to share your observations
- Prepare the videos in advance to start promptly
- Prepare Brain Mat for all to stand around
- Pass out a set of 4 color cards for each participant



Introduction (3 min.)

SAY In the last section, we discussed the fact that each person's thinking preferences gives them strengths in the decision-making process, and it also gives them a tendency to overlook some aspects.

In this section, **Team Dynamics of Decision Making**, we are going to see how important it is to recognize these strengths and blind spots in our team members, as well. When making decisions alone, we need to stretch into our less-preferred quadrants. One big advantage of working as a team, is that one team member's blind spot may be a strength of another.



SHOW slides: Agenda and Learning Objectives – Review the slides.



REFER participants to their workbooks.

Notes

Section 3:
Team Dynamics of Decision Making

- Show Your Cards
- How the Quadrants Decide
- The Team's Profile
- Action Plan

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Show Your Cards (10 min.)



Note to Facilitator: Reference can be made in this section to 'Clues,' to help determine what type of thinking preferences team members/coworkers have.

SAY When working together as a team, it is important to "show your cards," so your fellow team members can leverage your perspective and appreciate your strengths.



SHOW slide: Show Your Cards.



ASK for a volunteer to describe what is most important to him/her, *personally*, when it comes to making a decision.

DO stress that this is the person's own feelings, not what is expected of them or what is important to the organization.

ASK the class to guess which quadrants are represented.

DO ask the volunteer to hold up the color card of his/her most preferred quadrants.

DO repeat with a second volunteer.

DO thank the volunteers.

SAY Our team members may not always give clear clues as to their thinking preference, do it would be helpful if everyone was open about "showing their cards."

SAY Obviously, not every team will have equal representation from each quadrant. The idea, here, is to become more aware of each other's' strengths, by "showing your cards." What others may overlook, you will catch, and vice versa.

SAY Take advantage of the fact that 95% of the tested population has thinking preferences in more than one quadrant. This will help in assuring that all four quadrants are represented in your decisions.

Notes



How the Quadrants Decide (10 min.)



Note to Facilitator: Reference is made to the 'Profile Codes' from Section 2 of this module. Participants were referred to the HBDI® Profile results package to learn more about what they may overlook given their Profile Code. If you are not delivering that section, you may want to include a brief explanation here.

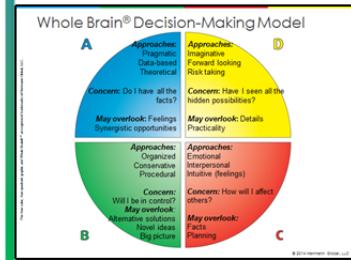
SAY Let's take a few minutes to review how the quadrants decide.



SHOW slide: Whole Brain® Decision-Making Model.

REFER participants to their workbooks.

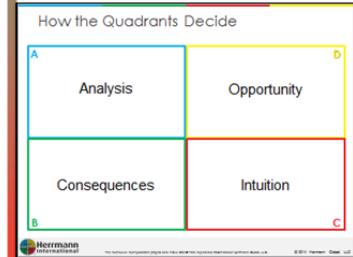
Notes



SAY This model shows the **approaches** of each quadrant as well as what **may be overlooked** (possible blind spots) by someone with these thinking preferences.

DO Briefly review each quadrant.

SAY If you know your team members well, you can get a pretty good idea as to how they will make decisions, right?



SHOW slide: How the Quadrants Decide.

SAY Here is a high-level overview of how each quadrant decides. *{Intuition in the red quadrant is about people – gut feelings, perceptions, trust, etc. Opportunity in the yellow quadrant is intuition about ideas, possibilities and potential.}*

ALLOW participants the chance to discuss and ask questions about these two slides.

The Team's Profile (30 min.)



Note to Facilitator: If the class is not an intact team, refer to them as a work group, and add comments during the activity to relate what they are seeing back to their teams.



SHOW slide: The HBDI® Team Profile.

SAY When we combine the HBDI® Profile data of all of a team's members, we can get an HBDI® Team Profile, which includes thirteen (13) reports. One of these reports is called a Team Composite.



SHOW slide: Team Composite – Sample. (FYI: *This is Team Case Study 2 from Certification.*)

SAY The Composite Profile is an overlay of each individual's HBDI® Profile on the profile grid. This report demonstrates strengths of preference both for individuals and the group or team for each quadrant of the Whole Brain® Model. It also displays areas of lesser preference for each quadrant.

SAY This is a very large group of 42 people. You probably wouldn't have this many people included in making a decision but you might have this many people impacted by the decision.



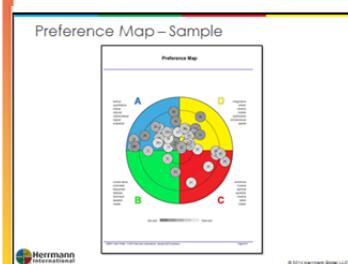
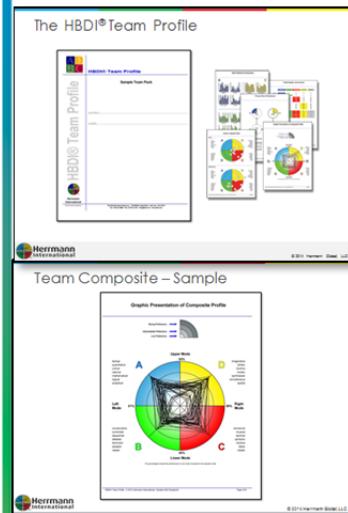
DO Point out some highlights of this sample team's Composite Profile:

- They have a tilt toward A/D preferences
- Notice the concentration of high scores in the A and D quadrants, compared to widespread high points in the B and C quadrants
- The quadrant averages, though difficult to see in this diagram are: A-83; B-67; C-67; D-80. This equates to 55% upper mode and 45% lower mode.

SHOW slide: Preference Map – Sample.

SAY The Preference Map indicates the 'preference tilt' of each participant. Each person's profile is miniaturized and placed on the map based on its degree of preference. This shows how each individual profile is similar or different from the position of the other profiles on the team. This helps show how heterogeneous or homogeneous the team is.

Notes



Notes

DO Point out some highlights of this sample team's Preference Map:

- This view really highlights the tilt toward A and D preferences.
- Here it is easy to see which team members may be seen as outcasts and may struggle to have their viewpoints considered. In actuality, listening to these differing opinions would help the team arrive at more whole-brained decisions.



SHOW slide: Process Flow of Preferences – Sample.

SAY Another report is the Process Flow of Preferences. This shows the flow of preferences from most preferred to least preferred, under general circumstances as well as when the team is under pressure or stress.

DO Point out some highlights of this sample team's Process Flows:

- Because of those highest concentrations of preference in the A and C quadrant, the process flow for this team will likely start in the A quadrant, move to the D, and then to the C quadrant. The B quadrant would come last.
- This team may spend most of their decision-making time in the A and D quadrants, overlooking B and C.

SAY You may remember the “adjective pairs,” where you had to make a forced choice between a series of paired words. This is where the “stress/under pressure” data comes from, and creates the dotted line on your profiles.

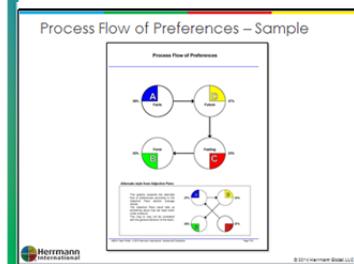
SAY When under stress or pressure, this team's process flow is different, as depicted by the lower diagram.

- It begins in the C quadrant, moves to the A, and then to the D quadrant. Again, the B quadrant comes last.
- When under stress or pressure, this team may spend most of their time in the C and A quadrants, possibly battling between what is right for the people and what is logical, two opposing viewpoints. The D and B quadrants may suffer.

Option 1:



Note to Facilitator: Option 1 uses the intact team's actual HBDI® Team Report, available for purchase from Herrmann



ThinkAbout Decision Making: Team Dynamics of Decision Making

International. This option will give the team the most relevant and useful data. Insert the team's reports on the three slides and have your debriefing observations ready to share with the class.

SAY Let's look at these three reports for this team.



SHOW slide: Team Composite – Your Team.

DO Point out some highlights of this team's Composite Profile.



SHOW slide: Preference Map (with initials) – Your Team.

SAY Let's recreate the Preference Map on the Brain Mat.

DO Ask the participants to come to the Brain Mat with their profiles and four color cards, and stand in the positions indicated by their initials.

DO Ask participants to hold up the color card representing their most preferred quadrant.

ASK What do you see here?

DO Point out some highlights of this team's Preference Map. *(Participants remain on the Brain Mat.)*



SHOW slide: Process Flow of Preferences – Your Team.

DO Point out some highlights of this team's Process Flow under general circumstances. Relate this to where people are standing and the color cards they are holding.

ASK

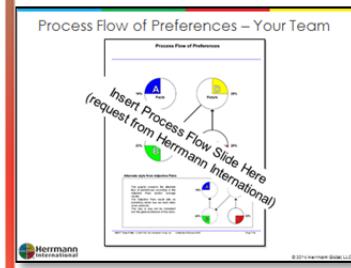
- Does this seem familiar?
- Can you think of a real decision-making example that demonstrates this process flow?
- Is this usually effective, or is there something you could do differently?

DO Point out some highlights of this team's Process Flow when under pressure or stress.

ASK

- Does this seem familiar?

Notes



Notes

- Can you think of a real decision-making example that demonstrates this process flow?
- Is this usually effective, or is there something you could do differently?

ASK participants to return to their seats.

Option 2:



Note to Facilitator: Option 2 uses the HBDI® Profile Board to recreate the intact team's HBDI® Team Composite. The Profile Board is available for purchase from Herrmann International. This would work best with smaller classes, as everyone will need to gather around the Profile Board.



Note to Facilitator: Hide the three actual Team Profile slides and unhide the "Your Team" slide.



SHOW slide: Your Team.

SAY Let's create your team's Composite Profile on the Profile Board.



DO Taking turns, ask each person to 'draw' their HBDI® Profile on the Profile Board using a colored rubber band.

DO Point out some highlights of this sample team's Composite Profile.

ASK

- Based on this composite, where do you think the team's decision-making process would start? (*largest collective preference*)
- What might be the flow? What would fall to the end of the process? (*lowest collective preference*)

DO Draw the process flow on the flip chart, by drawing arrows between the color cards.

ASK

- Can you think of a real decision-making example that demonstrates this process flow?
- Is this usually effective, or is there something you could do differently?

Notes

DO Remove the rubber bands and ask each person to 'draw' their stress profile on the Profile Board.

ASK

- Based on this "under stress/pressure" composite, where do you think the team's decision-making process would start? (*largest collective preference*)
- What might be the flow now? What would fall to the end of the process? (*lowest collective preference*)

DO Draw the process flow on the flip chart, by drawing arrows between the color cards with a different color marker.

ASK

- If different than when not under stress, have you experienced this?
- Is this usually effective, or is there something you could do differently?

ASK participants to return to their seats.

Option 3:



Note to Facilitator: Option 3 uses only the Brain Mat and four color cards.



Note to Facilitator: Hide the three actual Team Profile slides and unhide the "Your Team" slide.



SHOW slide: Your Team.



SAY Let's create your team's Preference Map on the Brain Mat.

DO Ask the participants to come to the Brain Mat with their profiles and four color cards, and stand in a position that best represents their HBDI® Profile.

DO Ask participants to hold up the color card representing their most preferred quadrant.

ASK What do you see here?

DO Point out some highlights.

ASK

Notes

- Based on this distribution, where do you think the team's decision-making process would start? (*largest collective preference*)
- What might be the flow?
- What would fall to the end of the process? (*lowest collective preference*)

DO Draw the process flow on the flip chart, by drawing arrows between the color cards.

ASK

- Can you think of a real decision-making example that demonstrates this process flow?
- Is this usually effective, or is there something you could do differently?

DO Ask the participants to move to a position that represents their stress/under pressure profile, the dotted line.

ASK

- Based on these “under stress/pressure” positions, where do you think the team's decision-making process would start? (*largest collective preference*)
- What might be the flow now?
- What would fall to the end of the process? (*lowest collective preference*)

DO Draw the process flow on the flip chart, by drawing arrows between the color cards with a different color marker.

ASK

- If different than when not under stress, have you experienced this?
- Is this usually effective, or is there something you could do differently?

ASK participants to return to their seats.

All options:



REFER participants to their workbooks.

SAY Take a few minutes to capture your thoughts and observations from this activity.

ThinkAbout Decision Making: Team Dynamics of Decision Making

ALLOW 3-5 minutes.

ASK for any questions.

Notes

Debrief and Action Plan (7 min.)



SHOW slide: Key Thoughts.



REFER participants to their workbooks.

DO Share key thoughts:

- When making decisions with a team, remember to honor all quadrants in order to reach a more balanced decision.
- Sharing your thinking preferences upfront when working on a team, can be beneficial to the team's decision-making process.
- A blind spot of one team member may be a strength of another.

SAY This ends the Section 3, **Team Dynamics in Decision Making**. You have learned a few techniques to start a decision-making process within a team. After completing this section, you should have achieved these outcomes.



SHOW slide: Learning Objectives → Outcomes.

SAY All that remains is creating your action plan.

Notes

Key Thoughts

- When making decisions with a team, remember to honor all quadrants in order to reach a more balanced decision.
- Sharing your thinking preferences upfront when working on a team, can be beneficial to the team's decision-making process.
- A blind spot of one team member may be a strength of another.

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Learning Objectives → Outcomes

At the end of this section, you will be able to:

- Identify the thinking preferences of fellow team members
- Recognize how the team's decision making may be different when under stress or pressure
- Use the strengths of the team to help make better decisions

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Action Plan

How will you make a conscious effort to include Whole Brain® Thinking in your team decision making?

For example:

- Agree to value Whole Brain® Thinking
- "Show your cards" to others
- Get input from people with strengths in all four quadrants
- Include all four quadrants in brainstorming
- Communicate the decision in a Whole Brain® way

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Action Plan



SHOW slide: Action Plan.



REFER participants to their workbooks.

ASK How will you make a conscious effort to include Whole Brain® Thinking in your team decision making?

SAY Here are some examples. In your workbooks, take a few minutes to write the steps you will take.



ALLOW 3-5 minutes.

SAY In the next section, Let's Play Ball!, you will continue to use Whole Brain® Thinking to make more balanced decisions.

ASK Are there any questions?



SHOW slide: End of Section 3.

Section 3:
Team
Dynamics of
Decision
Making

End of Section 3

Next:
Let's Play Ball!

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ThinkAbout Decision Making

Section 4: Let's Play Ball!

Facilitator Guide

Table of Contents

Section 4: Let's Play Ball!

Learning Objectives.....	51
Section at a Glance	52
Preparation Checklist	53
Introduction (2 min.)	54
Making Balanced Decisions (10 min.)	55
Whole Brain® Decision-Making Walk-Around (5 min.).....	56
Let's Play Ball! (35 min.).....	57
Debrief and Action Plan (3 min.)	59
ThinkAbout Decision Making Wrap-Up (5 min.)	61

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Learning Objectives

Section 4: Let's Play Ball!

1. Analyze a decision-making approach to ensure that it is whole-brained.
2. Ask questions from all four quadrants to make whole-brained decisions with your team.
3. Utilize Whole Brain® Thinking in your future decisions.

Section at a Glance

Notes

Section 4: Let's Play Ball!

Time	Topic/Activity	Resources/ Materials
2 min.	Introduction	
10 min.	Making Balanced Decisions	
5 min.	Whole Brain® Decision-Making Walk-Around	
35 min.	Let's Play Ball!	Flipcharts Markers
3 min.	Debrief and Action Plan	
5 min.	Wrap Up ThinkAbout Decision Making Module <i>Optional: Evaluations (5 min.)</i>	
Total Time: 60 minutes		

Preparation Checklist

Notes

ASSEMBLE these additional materials before conducting the course:

- Flipcharts, one per team
- Markers

PREPARE the following:

- Prepare, in advance, a flipchart/page for each team of 4-5 people to share their Whole Brain® Decision-Making Walk-Around results with the class. These are used in the 'Let's Play Ball!' exercise.

Introduction (2 min.)

Notes

SAY In this section, we will pull it altogether.

- We've learned about our own thinking preferences and how we go about making decisions.
- We have learned how to stretch into all quadrants of the Whole Brain® Model to make more balanced decisions.
- We've learned that team members can share strengths and improve the decision making process.

SAY Now let's focus on using the tools and techniques of Whole Brain® Thinking to make more balanced decisions in the future.



SHOW slides: Agenda and Learning Objectives – Review the slides.



REFER participants to their workbooks.

Making Balanced Decisions (10 min.)



SHOW slide: Indecision.

SAY No matter what the situation, making a balanced decision will not be a problem if you use Whole Brain® Thinking.

SAY See if you can identify which quadrant is represented by each posed question in the following four scenarios.



SHOW slides: Making Balanced Decisions (4 slides).



DO Read each scenario and the three question, asking which quadrant is represented. Click to reveal color-coding.

ASK Can you think of a question that would fill this blind spot?

Possible answers:

- Health plan: What is the monthly premium? How does it compare to what we are paying now? What is the company's history for increasing premiums?
- Copy machine: Is it reliable? What is the warranty plan?
- Social media: Can we imagine using social media in ways that have not been done before?
- New position: How will this new role fit in with the rest of the team?

SAY (after the fourth scenario) Note that when using Whole Brain® Thinking to help make a decision about a new hire, it is illegal and unethical to use HBDI® Profiles to screen the candidates, in any way, for a position. This would be discriminatory, as the HBDI® Assessment predicts preferences, not competencies.

SAY Are you becoming more comfortable with Whole Brain® Decision Making?

Notes

Indecision

"Indecision may or may not be my problem."
Jimmy Buffett

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Making Balanced Decisions

Deciding upon a healthcare plan for your employees

- Who will be affected positively/negatively with each different plan option?
- Should we be willing to take a risk with a new plan that offers a variety of options?
- Are there clear instructions for filing claims and identifying an in-network provider?
- _____

Whole Brain® Decision-Making Walk-Around (5 min.)

SAY Here is the Whole Brain® Decision-Making Model, but in a walk-around format this time.



SHOW slide: Whole Brain® Decision-Making Walk-Around.

SAY You've learned that your thinking preferences play a big role in the way you make decisions and that each of you has strengths and blind spots.

SAY You've also learned that 'showing our cards', or sharing your strengths, when working with a team, can enhance the decision-making process.



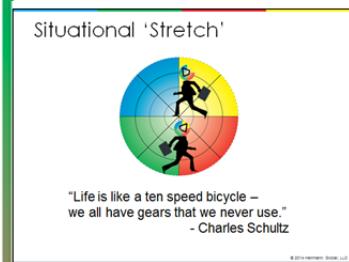
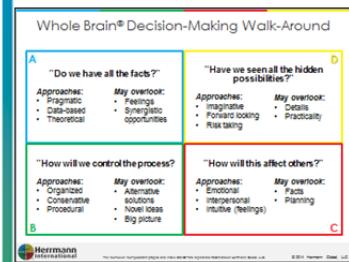
SHOW slide: Situational "Stretch."

SAY When you do not have the luxury of a heterogeneous team working with you, you'll need to stretch into your less-preferred quadrants in order to make more balanced decisions.

SAY When you use these Whole Brain® Thinking tools, you can make balanced decisions in any situation, no matter the "game".

SAY Now let's put all of this into play in this next activity where we will go through the decision-making process using Whole Brain® Thinking.

Notes



Let's Play Ball! (35 min.)



Note to Facilitator: Prepare, in advance, a flipchart/paper for each team to share their Whole Brain® Decision-Making Walk-Around with the class.

Note to Facilitator: You may choose to substitute a real workplace decision that needs to be made, or use the generic example of selecting a vendor or contractor for a project.

DO Divide the participants into teams of 4-5 people each.
(*Teams can be chosen randomly, or existing organizational teams can work together.*)

SAY In your teams, practice Whole Brain® decision making using this scenario.



SHOW slide: Let's Play Ball!



DO Read the scenario.

SAY You will have 20 minutes to complete the exercise. The first thing you should do is “show your cards,” your thinking preferences, which represent your strengths.

SAY Use the Whole Brain® Decision-Making Walk-Around to craft the questions that need to be asked in order to make a whole-brained, balanced decision. Capture these on the flipcharts provided, perhaps by dividing the flipchart page into the four quadrants.

SAY Be prepared to share your decision-making process flipchart and your thoughts about how well your group worked together.

ALLOW 20 minutes.

Debrief

DO Ask groups to share their thoughts about their team's process of making the decision.

Possible discussion:

Notes

Let's Play Ball!

You work for a local sports team and this question has come up:

Should we rebrand the team?

- This would entail: new name, colors, uniforms, signage, business cards, letterhead, advertising, ticket design, contracts, etc.
- There are 20 team members, including players, coaches and support staff.

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Notes

- How do you feel your team did with the Whole Brain® Decision-Making Walk-Around as a tool for making your decision?
- What types of behaviors did you observe among your team members?
- How did the fact that you knew the “strength cards” of each team member make a difference in your decision-making process?



REFER participants to their workbooks, if they want to capture any notes.

Debrief and Action Plan (3 min.)



SHOW slide: Key Thoughts.



REFER participants to their workbooks.



DO Share key thoughts:

- Asking questions from all four quadrants creates a balanced approach to decision making.
- The Whole Brain® Decision-Making Walk-Around prompts you to approach decision-making in a Whole Brain® way.
- The Whole Brain® Decision-Making Walk-Around reminds you to include aspects of a decision that you might overlook.

Notes

Key Thoughts



- Asking questions from all four quadrants creates a balanced approach to decision making.
- The Whole Brain® Decision-Making Walk-Around prompts you to approach decision-making in a Whole Brain® way.
- The Whole Brain® Decision-Making Walk-Around reminds you to include aspects of a decision that you might overlook.

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SHOW slide: Learning Objectives → Outcomes.

DO Review each earlier stated objective.

SAY All that remains is creating your action plan.

Learning Objectives → Outcomes

At the end of this section, you will be able to:

- Analyze a decision-making approach to ensure that it is whole-brained
- Ask questions from all four quadrants to make whole-brained decisions with your team
- Utilize Whole Brain® Thinking in your future decisions

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SHOW slide: Action Plan.



REFER participants to their workbooks.

SAY Commit to using the tools from this module, including the Whole Brain® Decision-Making Walk-Around.

ASK What decisions are facing you now, to which you can immediately apply these tools?

ALLOW 1-2 minutes.

SAY Note the difference in your future decisions. You may find that you are more confident in your decision-making abilities, and the result is more balanced decisions.

ASK Are there any questions?

Action Plan

Commit to using the tools from this module, including the Whole Brain® Decision-Making Walk-Around.

What decisions are facing you now, to which you can immediately apply these tools?

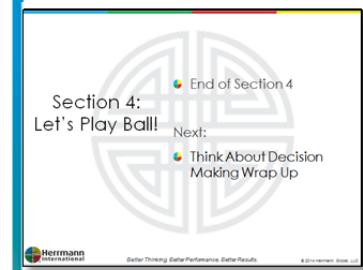


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SHOW slide: End of Section 4 and brings us to the end of the **ThinkAbout Decision Making** workshop. Let's review.

Notes



ThinkAbout Decision Making Wrap-Up (5 min.)



SHOW slide: ThinkAbout Decision Making.

SAY Let's review:

- A) What We've Covered
- B) How We Did It
- C) Who Benefits
- D) Why Whole Brain® Thinking



SHOW slides for each of the four quadrants and review.

SHOW slide: Questions?

ASK Are there any questions?

SAY Thank you for your active participation. This has been just one of the workshops in the Business of Thinking® Series.

Optional: (5 min.)



SHOW slide: The Business of Thinking® Series.

SHOW slide: Evaluation.

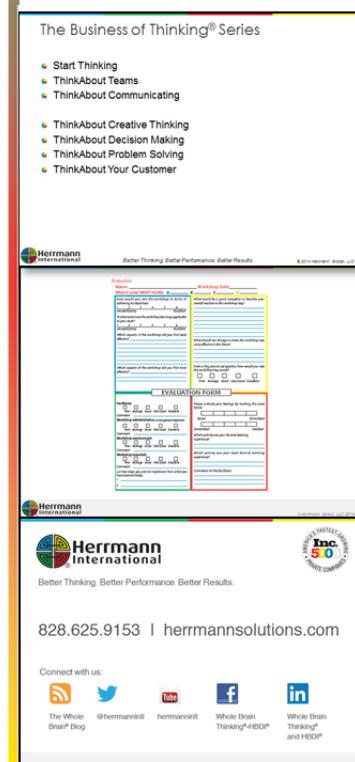
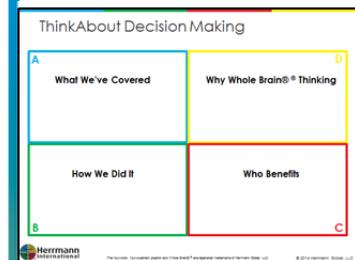
SAY Please take a few moments to give us your feedback on this evaluation walk-around.

DO Distribute, then collect evaluation forms.



SHOW slide: Herrmann International (as people are completing the evaluation form and leaving.)

Notes



Notes