



The Business of Thinking® Series

Start Thinking

FACILITATOR GUIDE



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Start Thinking Overview

Start Thinking is one of three foundational workshops that are part of the Business of Thinking® Series. This workshop provides participants with an understanding of the Whole Brain® Thinking Model and the HBDI® Profile. Each participant must complete the Individual HBDI® Assessment as a pre-requisite.

Start Thinking is designed for delivery to a group of participants, however it could be completed in part for individuals. The design includes four approximately one-hour long sections in addition to the individual HBDI® Profile Debrief which is completed separately from the group sections.

Each participant should receive their individual HBDI® Profile and a debrief of the data. This may be done as:

- One-on-one with a Certified Practitioner
- HBDI® eLearning module with a one-on-one debrief

The four sections are designed to be delivered sequentially, as each one 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*)

- Preparation – Individual HBDI® Profile Debriefs (one-on-one or eLearning module)
- Section 1 – The Art and Science of the Whole Brain® Thinking Model
- Section 2 – Becoming a Whole Brain® Thinker
- Section 3 – Exploring the Power of Diverse Thinking
- Section 4 – Whole Brain® Thinking in Action

Option 2 – Half Day Workshop, 4 hours, 5 minutes (See *Program at a Glance – Alternate Schedule*)

- Preparation – Individual HBDI® Profile Debriefs (one-on-one or eLearning module)
- Section 1 – The Art and Science of the Whole Brain® Thinking Model

Notes

- Section 2 –Becoming a Whole Brain® Thinker
- Section 3 – Exploring the Power of Diverse Thinking
- Section 4 – Whole Brain® Thinking in Action

Workshop Participants

- Ideal group size is 15-18 participants for one facilitator
- Maximum suggested 24 participants
- Minimum suggested 10 participants

Recommended Room Layout

- Large working areas for participants
- Room to move around and interact with others in pairs and small groups
- Space for all activities (e.g. Brain Mat)
- Flip charts spread around the room
- Small table set up for props (e.g. Diversity cards)

Creating the Learning Environment

Suggestions for decorating the room:

- 4-color highlighters
- 4-color WalkAround pads of paper (*optional*)
- 4-color table cloths (can use an extra Brain Mat)
- Whole Brain® posters on walls
- Selection of brain books including The Whole Brain Business Book
- Everyday examples of Whole Brain® Thinking including birthday cards, menus, ads and magazines

Variety toys or “brain games”: (at least two per participant)

- 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, do-it-yourself toys, drawing supplies

Notes

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 Workbook
- PowerPoint deck*
- Laptop, projector and speakers
- Internet access for facilitator and participants
- Flip charts and markers
- 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 four sections in a group setting. Adjustments can be made to deliver the material and exercises to 8 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: The Art and Science of the Whole Brain® Thinking Model (65 minutes)		
5 min.	Welcome and Kick-Off	
30 min.	Introduction Diversity Game	Diversity cards, Brain Mat
15 min.	The Whole Brain® Model Organizing Principles History and Science Our Four Different Selves	2 Whole Brain Model/Four Selves posters
10 min.	Clues People Provide	
5 min.	Debrief and Action Plan	

Section 2: Becoming a Whole Brain® Thinker (60 minutes)		
5 min.	Introduction	
15 min.	Toy Descriptors	Brain Toys
10 min.	The HBDI® Profile - Review	
25 min.	Improving Your "Tilt" – One Message	Concept cards, Flip charts
5 min.	Debrief and Action Plan	

Notes

Time	Topic/Activity	Resources/ Materials
Section 3: Exploring the Power of Diverse Thinking (65 minutes)		
2 min.	Introduction	
25 min.	Comparing HBDI® Profiles Clusters	Overlays <i>(optional)</i>
15 min.	Strengths and Frustrations	
18 min.	“What’s On Your Device?”	WalkAround pad <i>(optional)</i>
5 min.	Debrief and Action Plan	

Section 4: Whole Brain® Thinking in Action (60 minutes)		
20 min.	Introduction “Speaking the Language”	Diversity cards
5 min.	Turn-On Work	
5 min.	Pro-forma Profiles	
20 min.	“Whole Brain® Language”	WalkAround pad <i>(optional)</i>
5 min.	Debrief and Action Plan	
5 min.	Wrap-Up <i>Optional: Evaluations (5 min.)</i>	

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

Time	Topic/Activity	Resources/ Materials
5 min.	Welcome and Kick-Off	
Section 1: The Art and Science of the Whole Brain® Thinking Model (55 minutes)		
30 min.	Introduction Diversity Game	Diversity cards, Brain Mat
15 min.	The Whole Brain® Model	2 Whole Brain Model/Four Selves posters
10 min.	Clues People Provide	
Section 2: Becoming a Whole Brain® Thinker (35 minutes plus 15-minute break)		
15 min.	Introduction Toy Descriptors	Brain toys
	<i>Omitted: The HBDI® Profile – Review (10 min.)</i>	
20 min.	Improving Your “Tilt” – One Message	Concept cards, Flip charts
15 min.	Break	

Notes

Section 3: Exploring the Power of Diverse Thinking (60 minutes)		
2 min.	Introduction	
25 min.	Comparing HBDI® Profiles Clusters	Overlays <i>(optional)</i>
15 min.	Strengths and Frustrations	
18 min.	“What’s on Your Device?”	WalkAround pad <i>(optional)</i>
Section 4: Whole Brain® Thinking in Action (70 minutes)		
20 min.	Introduction “Speaking the Language”	Diversity cards
5 min.	Turn-On Work	
5 min.	Pro-forma Profiles	
25 min.	“Whole Brain® Language”	WalkAround pad <i>(Optional)</i>
10 min.	Debrief and Action Plan	
5 min.	Wrap-Up <i>Optional: Evaluations (5 min.)</i>	
Total: 4 hours		

Business of Thinking®

Start Thinking

Introduction;
Section 1: The Art and Science of the Whole
Brain® Thinking Model

Facilitator Guide

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Learning Objectives

Section 1: The Art and Science of the Whole Brain® Thinking Model

1. Describe the Whole Brain® Thinking model.
2. Recognize your own thinking preferences.
3. Identify thinking preferences clues in others.

Section at a Glance

Notes

Section 1: The Art and Science of the Whole Brain® Thinking Model

Time	Topic/Activity	Resources/ Materials
5 min.	Welcome and Kick-Off	
30 min.	Introduction Diversity Game	Diversity Game, Brain Mat
15 min.	The Whole Brain® Model Organizing Principles History and Science Our Four Different Selves	2 Whole Brain Model/Four Selves posters
10 min.	Clues People Provide	
5 min.	Debrief and Action Plan	
Total Time: 65 minutes		

Preparation Checklist

ASSEMBLE these additional materials before conducting the course:

- ☐ Diversity cards
- ☐ Brain Mat
- ☐ Our Four Different Selves poster (two if you want to show the Whole Brain® Model on the other side also)
- ☐ WalkAround pads (one per person; *optional*)

PREPARE the following:

- ☐ Hang the Four Selves poster(s) on the wall.
- ☐ Lay out the Brain Mat in a space in the room in the Whole Brain® Model format. (Note: Having enough room for the number of participants to stand on it may require spreading out the squares.)

Notes

Welcome to Start Thinking (5 min.)



SHOW slide: The Business of Thinking® 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 **Start Thinking**.

SAY The **Start Thinking** workshop consists of four sections. (*Read the titles.*)



SHOW slide: Participant Workbook.

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

Introduction



Note to Facilitator: This section of **Start Thinking** may be the first real exposure to the Whole Brain® Thinking System for the participant. The activities and essential information included in this session are designed to help the learner discover for themselves that people do in fact think very differently. There is scientific reason behind this. In this session learners will begin to understand the Whole Brain® Thinking Model and realize how it can be used each and every day in their work and personal lives.



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



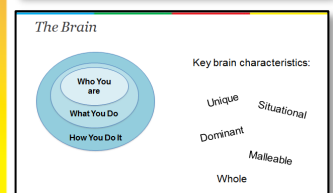
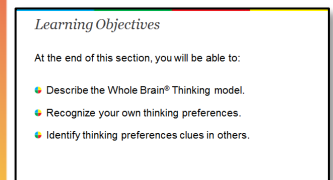
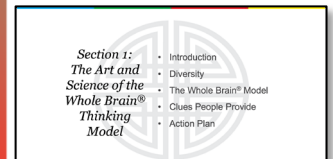
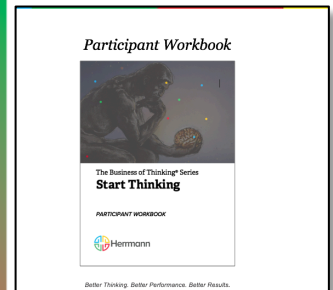
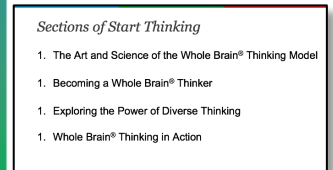
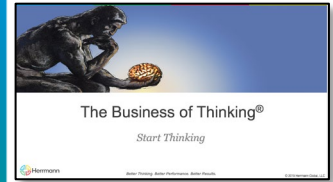
REFER participants to their workbooks.

SAY We'll have an opportunity for everyone to introduce themselves in a moment, but let's get started.



SHOW slide: The Brain.

Notes



SAY The brain is the source of:

- Who you are
- What you do
- How you do it

SAY Among other things, the brain is:

- Unique – Everyone's is different.
- Situational – It responds based input and conditions.
- Dominant – Just like being right- or left-handed, the brain has dominance as well.
- Malleable – It can change over time; it has plasticity.
- Whole – Whether you think so or not, you have a whole brain. (*humor*) But seriously, it is complete; we just don't make full use of its abilities.

Notes

Diversity Game (30 min.)

Card Swap



SHOW slide: Diversity.



DO Deal five random cards to each participant.

SAY Rank your cards “most like you” to “least like you.” It is okay if your neighbors see your cards, so feel free to lay them out in front of you.

SAY Now, exchange cards with others around you, selecting cards that more closely describe the way you think now. You may exchange some, all or no cards in the swap.

ALLOW 3 minutes.

SAY Now, please discard two cards back to me, the two that are “least like you”. The remaining three cards should be the ones that most closely represent your natural thinking preferences.

DO Spread all leftover and returned cards face up on a table.

SAY You now have one last chance to improve your hand. If you see a card that better describes how you think, you can swap it for one in your hand. You may swap as many times as you like, as long as you end up with three cards.

DO As participants are finalizing their three “most preferred” cards, ask them to get one more card – the card that represents a thinking preference they would rather avoid, and then return to their seats.



REFER participants to their workbooks.

SAY Please fill in the blanks with the word and color of your three “most preferred” cards and your one “least preferred” card. When you receive your HBDI® Profile results, you can compare the profile to the cards you selected.

Notes



Notes

SAY In the space provided, please describe a recent, real-life situation when you demonstrated the thinking preference on one or more of your three “most preferred” cards.

Brain Mat Debrief



DO Ask the participants to assemble in a circle around the Brain Mat, with their 4 Diversity cards in hand. (They will now explore the diversity in the room and learn what the cards mean.)

SAY The four colors of this mat match the four colors of the Diversity cards.

DO Focusing on one quadrant at a time, follow the steps below, beginning with the blue quadrant.



Note to Facilitator: If the people do not know each other, ask people to share their name, and maybe position, as they move to their place on the mat.)

1. Ask if anyone has three blue cards, not including their least preferred card.
2. Ask those participants to stand on the mat in the blue quadrant towards the outer corner.
3. Explain that having three cards of the same color, indicates a strong preference for that quadrant.
4. Ask if anyone has two blue cards.
5. Ask those people to also stand on the blue quadrant, in the middle.
6. Ask everyone to read their blue cards aloud.
7. Comment on the number of people in that quadrant and any implications it has for the group/organization.
8. Repeat Steps 1-7 for the green, red and yellow quadrants.

SAY The remaining people have three different colored cards. Please stand in the center of the Brain Mat.

ASK

- What are some of the blue cards you have chosen?
- Do you see a pattern? (**SAY** The blue quadrant represents things like logic, facts and data.)
- What are some of the green cards you have chosen?

- Do you see a pattern? (**SAY** The green quadrant represents things like form, sequence and planning.)
- Red? (interpersonal aspects, emotion, and feelings)
- Yellow? (creativity, spontaneity, big picture thinking)



SHOW slide: Your Thinking Preferences.

SAY It is pretty rare for someone to have solely one preferred quadrant. In fact, of the over two million people who have completed the HBDI® Assessment worldwide, only 7% are what we call single-dominant. The rest are multi-dominant.

- 60% are double-dominant
- 30% are triple-dominant, and
- 3% are quadruple-dominant

DO Discuss the possible implications of having triple, or even quadruple dominance:

- Can “get along with” people from almost every quadrant
- Good in groups – as “translators”
- May find it difficult to make decisions as they sometimes as can be “in 2 minds”

ASK What are some of the situations you wrote in your workbooks when you used these preferences? Can someone give us an example?



Note to Facilitator: Try to get at least one example from each quadrant.

Least Preference Card

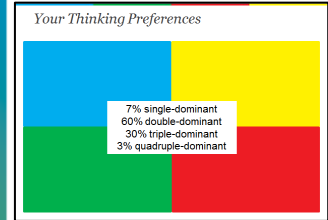
ASK Participants to now look at their fourth card – their card of least preference, and move to that quadrant on the Brain Mat.

Optional **ASK** people to say their least preferred card aloud. Watch for tones, expressions and body language that demonstrate discomfort or self-deprecating humor.

ASK

- How do you feel while standing in this quadrant?

Notes



- *Optional* Point out the discomfort you observed, as people were revealing their least preferred card.
- Can you give examples when you wish you had more of this thinking preference?

SAY It isn't bad or wrong to not prefer any of these. Don't feel that it is something you need to change or "fix". It is just helpful for awareness.

SAY Now we will explore what each quadrant means in more depth. Please return to your seats.

Notes

The Whole Brain® Model (15 min.)



REFER participants to their workbooks.

SHOW slide: The Iconographic Whole Brain® Model.

SAY Pictured here is a more visual representation of the characteristics and thinking preferences making up each quadrant.

DO Point out some of the pictures in each quadrant.

DO Explain that the concept of the Brain Mat comes from the Whole Brain® Thinking Model, first created by Ned Herrmann.

SAY In 1978, Ned Herrmann created the Herrmann Participant Survey Form to profile workshop participant's thinking and learning preferences in accordance with brain dominance theory.

Ned's original ideas have evolved into what is now the Whole Brain® Thinking System. We will explore these as we move through the **Start Thinking** workshop.



SHOW slide: The 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.



Note to Facilitator: The Organizing Principle does not appear in their workbooks. It should be explained briefly, as above, as a transition from the thinking preferences they just discovered to the model, next.



REFER participants to their workbooks.



SHOW slide: Whole Brain® Model.

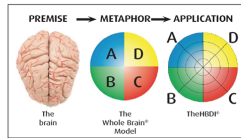
DO Explain the four quadrants – upper and lower left (A, B), lower and upper right (C, D) – using the descriptors in the

Notes

The Iconographic Whole Brain® Model

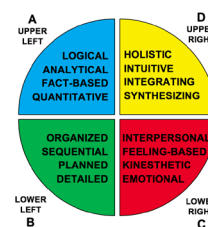


The Organizing Principle and Architecture



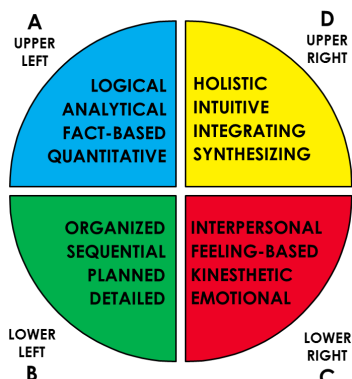
The basis of our mental preferences: four interconnected, specialized processing modes that function together situationally and iteratively.

Whole Brain® Model



Start Thinking: The Art and Science of the Whole Brain® Thinking Model

model and any appropriate Diversity cards that were selected.

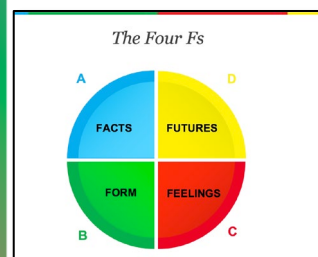


SHOW slide: The Four Fs.

SAY Here is a simplified version to help you remember the quadrants – Facts, Form, Feelings and Futures.

ASK What if we used “D words”? What might they be?
(Answer: Data, Detail, Discussion/Dialogue and Dream/Discovery)

Notes



History and Science Behind The Whole Brain® Model



SHOW slide: History and Science.

SAY Let's watch a short video the late Ned Herrmann, creator of the Whole Brain® Model and founder of Herrmann International.



PLAY video clip of Ned Herrmann.



SHOW slide: Key Thoughts.



DO Share key thoughts:

- The Whole Brain® Thinking Model is a metaphor for the brain.
- Each of you has unique preferences. (**SAY** "and that's okay.")
- Science supports Whole Brain Technology®.

SAY The HBDI® Assessment was validated in 1980 and that validation stands today. If anyone is interested in reading the validation study, you can visit the Herrmann International website and download the full report.

<http://www.herrmannsolutions.com/hbdi-validation-study/>

Our Four Different Selves



SHOW slide: Our Four Different Selves.



REFER participants to their workbooks.

SAY As we've said, the brain impacts who we are, what we do and how we do it. This model explains "Our Four Difference Selves." Let's look at each of these four selves individually.

DO briefly explain the four selves, showing each slide and highlighting the items that are most relevant for your audience.

Notes

History and Science Behind The Whole Brain® Model

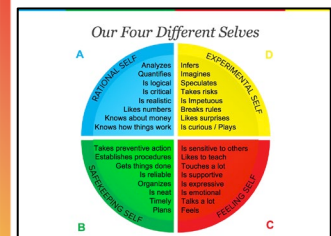
- How did the Whole Brain® Model originate?
- What is the science behind it?



Ned Herrmann, Founder of Herrmann International

Key Thoughts

- The Whole Brain® Thinking Model is a metaphor for the brain.
- Each of you has unique preferences.
- Science supports the Whole Brain® Thinking System.



Start Thinking: The Art and Science of the Whole Brain® Thinking Model

SAY As I walk through these four quadrants, you might circle any items that you feel represent you, on your model.



SHOW slides: Each of the four selves quadrants and cartoons. (12 slides)

REFER to Our Four Different Selves poster.

ASK and answer any questions.

Notes

A Quadrant: The Rational Self

RATIONAL SELF

- Analyzes
- Quantifies
- Is logical
- Is critical
- Is realistic
- Likes numbers
- Knows about money
- Knows how things work

At School: Math, Science, Computers

At Work: Finance, Engineer, Chemist, Technician

Decision Making: Gathers Facts, Argues Rationally

Problem Solving: Forms Theories, Solves Logically, Measures Precisely

Hobbies/Free Time: Model Making, Home Improvements, Computer Games

B Quadrant: The Safekeeping Self

SAFEKEEPING SELF

- Takes preventive action
- Establishes procedures
- Gets things done
- Is reliable
- Organizes
- Is neat
- Timely
- Plans

At School: Geography, History, Language (grammar)

At Work: Manager, Administrator, Project Management, Travel Agent

Decision Making: Stands Firm, Conservative, Procedural

Problem Solving: Approaches Problems Practically

Hobbies/Free Time: Travel, Fishing, Camping, Spectator Sports, Golf, Reading

C Quadrant: The Feeling Self

FEELING SELF

- Is sensitive to others
- Likes to teach
- Touches a lot
- Is supportive
- Is expressive
- Is emotional
- Talks a lot
- Feels

At School: Social Science, Literature, History, Geography, Drama

At Work: Social Worker, Teacher, Trainer, HR, Professional, Sales Person

Decision Making: Involves Others, Interpersonal, Intuitive, Emotional

Problem Solving: Considers Others, Intuitive, Picks Up on Nonverbal and Interpersonal Clues

Hobbies/Free Time: Reading, Listening to Music, Travel, Walking, Relaxing

D Quadrant: The Experimental Self

EXPERIMENTAL SELF

- Infers
- Imagines
- Speculates
- Takes risks
- Is Impetuous
- Breaks rules
- Likes surprises
- Is curious / Plays

At School: Science, Math, Arts & Crafts

At Work: Self Employed, Entrepreneur, Artist, Designer, Advertising, Marketing, Sales

Decision Making: Imaginative, Risk Taking, Forward Looking

Problem Solving: Inventive, Intuitive, Sees the Big Picture

Hobbies/Free Time: Arts & Crafts, Creative Writing, Music Playing, Photography

Clues People Provide (10 min.)



Note to Facilitator: In advance, prepare some sample “clues” about yourself that you can share with the participants, before asking them to work on the exercise.

SAY

- People leave clues about their thinking preferences everywhere.
- People with strong preferences leave big clues.
- People with preferences in three or all four quadrants leave more subtle clues.
- People with strong avoidances can also leave clues.



SHOW slides: Quadrants and Cartoons.



SHOW slide: Clues People Provide.



REFER participants to their workbooks.

SAY Let’s consider some of the clues that we can pick up on from others.



Note to Facilitator: There is an optional, hidden slide – “Real Stories About Real People” – if time permits and you want to show some examples.

SAY Think about someone that you know - a coworker or your supervisor. Write their initials in the corner of the page. Are there clues that this person leaves behind? Take a moment to write down these clues in the “Clues People Leave Behind” walk-around in your workbook. You may want to refer to the Our Four Different Selves model.



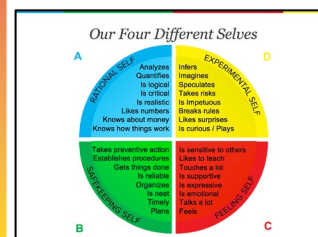
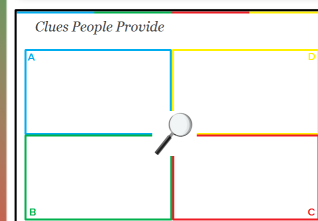
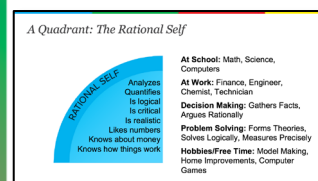
SHOW slide: Our Four Different Selves, so the participants can review the characteristics of each quadrant while completing the exercise that follows.

Debrief



Note to Facilitator: There are three debrief options. Choose one, two or do all three, time permitting.

Notes



Notes

DO (*Option A*) Ask for volunteers to read aloud the example in each quadrant (keeping the names anonymous.)

DO (*Option B*) Discuss any of the following points, which appear in the participants' workbooks:

- Now that you are considering the thinking preferences of others, how might you leverage this information?
- How might you change your reaction to their behaviors, now that you realize their thinking preferences?
- As you see the clues others provide, also consider the clues you provide. Are there behaviors that you may want to change?

SAY (*Option C*) Think back to the Diversity game and everyone's interactions during that activity. We naturally will pick up "clues" from one another. What were some of the "clues" you picked up about one another during the Diversity game and while standing on the Brain Mat during that activity?

For example:

- "When we first met, I remember admiring the fact that you have a strong imagination and the ability to look into the unknown."
- "I was not surprised that you were standing in the blue quadrant because..."
- "I see you as having a very strong red preference because you seem so aware of others needs..."



SHOW slide: Key Thoughts.



DO Share key thoughts:

- Your thinking preferences impact who you are, what you do and how you do it.
- The stronger the preference, the greater the effect it will have on people and their thinking.
- The greater the lack of preference, or avoidance, the greater the effect it will have on people and their thinking.
- We can pick up on the clues from others as to their thinking preferences, and this enables us to make decisions for improved interactions.

Key Thoughts

- Your thinking preferences impact who you are, what you do and how you do it.
- The stronger the preference, the greater the effect it will have on people and their thinking.
- The greater the lack of preference, or avoidance, the greater the effect it will have on people and their thinking.
- We can pick up on the clues from others as to their thinking preferences, and this enables us to make decisions for improved interactions.



Debrief and Action Plan (5 min.)

SAY This ends Section 1, The Whole Brain® Model and the Science Behind It. 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 your action plan.

Action Plan



SHOW slide: Action Plan.



REFER participants to their workbooks.

SAY As you return to your work place, consider the clues you are picking up from others around you. Take note of these clues, and see if you can determine more about the thinking preferences of others.

Consider the clues are you are providing. What are the implications?



SAY In your workbook, write down some of these “clues” that you are providing and note any that you may want to evaluate.

ASK Are there any questions?



SHOW slide: End of Section 1.

Notes

Learning Objectives → Outcomes

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

- Describe the Whole Brain® Thinking model.
- Recognize your own thinking preferences.
- Identify thinking preferences clues in others.



Action Plan

- As you return to your work place, consider the clues you are picking up from others around you.
- What clues are you providing? What are the implications?

Section 1:
The Art and
Science of the
Whole Brain®
Thinking
Model

• End of Section 1

Next:

• Section 2: Becoming a
Whole Brain® Thinker

Business of Thinking®

Start Thinking

Section 2: Becoming a Whole Brain® Thinker

Facilitator Guide

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Learning Objectives

Section 2: Becoming a Whole Brain® Thinker

1. Discover meaning in your HBDI® Profile data.
2. Recognize the benefits of being a more Whole Brain® Thinker.
3. Identify opportunities to stretch your thinking preferences.

Section at a Glance

Section 2: Becoming a Whole Brain® Thinker

Time	Topic/Activity	Resources/ Materials
5 min.	Introduction	
15 min.	Toy Descriptors	Brain Toys
10 min.	The HBDI® Profile - Review	
25 min.	Improving Your “Tilt” – One Message	Concept cards, Flip charts
5 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Notes

Preparation Checklist

ASSEMBLE these additional materials before conducting the course:

- ☐ Flip charts with markers (three, if available)
- ☐ Toys and brain games (at least two per participant)

REMIND participants to bring the copy of their HBDI® Profile packet or printed HBDI® Profile results from the Thinking Accelerator®. Alternatively, you can bring copies for them.

PREPARE the following:

- ☐ Place a variety of toys on each table, at least two per participant.
- ☐ Review the four-section booklet of the HBDI® Profile packet so you are well-prepared to answer any questions that arise, time permitting.
- ☐ Print, cut and prepare the Concept cards for the One Message activity.
- ☐ Create and hang a flip chart page for any standard workshop Ground Rules.

Notes

Introduction (5 min.)



Note to Facilitator: Prior to this section, each participant will have received their individual HBDI® Profile results. Together, in a group in this session, the participants will more thoroughly explore their own thinking preferences, and begin to discover how they can stretch into their less-preferred quadrants.



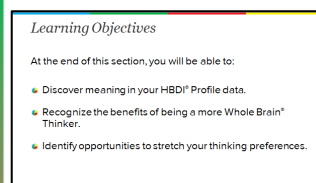
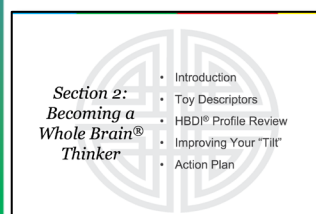
SHOW slides: Agenda and Learning Objectives – Review the slides.



REFER participants to their workbooks.

SAY For some, it may have been a while since you have last seen your results so we will spend some time today reviewing your profile information and exploring the data together.

Notes



Toy Descriptors (15 min.)

SAY This activity will help you understand your thinking preferences and avoidances.



SHOW slide: Toy Descriptors.



REFER participants to their workbooks.



DO Ask the participants to select a toy that somehow represents their thinking preferences, as well as one that represents your lowest thinking preference. Group participants in pairs or small groups.

SAY With your chosen toys in hand, consider how the objects represent you. Include information as it relates to your HBDI® Profile. There is room on your workbook page for notes, if you'd like to write anything down. For the next five minutes, share this with your partner or small group.

DO Allow 5-6 minutes.

Debrief

DO Ask if anyone would like to share. Add your own comments and observations.

SAY Recognizing your own thinking preferences as well as your avoidances will help you in becoming more Whole Brain® Thinkers. You may need to "tilt" or "lean in" to the quadrants that represent our lowest thinking preferences as situations require, for greater effectiveness.

Notes



The HBDI® Profile – Review (10 min.)



Note to Facilitator: Each participant will have had their HBDI® Profile debrief or viewed eLearning modules prior to this section. Therefore, they should be familiar with the reports and data of a profile. The amount of time spent on the HBDI® Profile in this section as a group depends on the group, and the time available.



SHOW slide: HBDI® Profile Review.

SAY Today we will be reviewing your HBDI® Profile to become more familiar with the data, the profile scores, and the HBDI® Assessment in general.

DO Review the parts of the individual HBDI® Profile package, to share the meaning of each part.

SAY Each of you received your HBDI® Profile results and you should recall your “profile shape.”



REFER participants to their workbook, where there is space to summarize their data.



SHOW slide: Profile Score.

SAY First, please look at the third line of the chart above your profile diagram, Profile Score. Our Profile Score is the total for each quadrant, derived from your responses to the HBDI® Assessment. The higher the number, the further from center your point on the diagram, indicating the degree of your thinking preference in that quadrant.

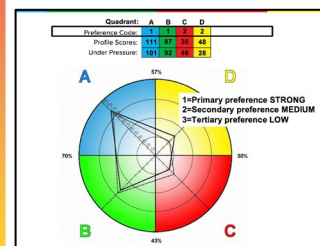
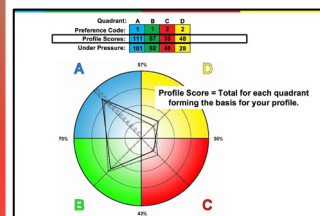
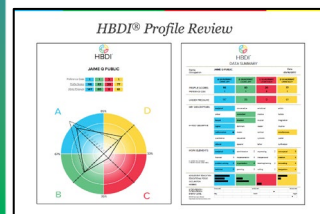


SHOW slide: Preference Code.

SAY Our preference codes in the four quadrants come from those profile scores:

- 1 – Primary preference – Strong (two outer circles; the outer-most circle being Very Strong)
- 2 – Secondary preference – Medium (middle circle)
- 3 – Tertiary preference – Low (inner circle)

Notes



SAY We use these codes to share our profiles. For example, the person with this profile might say, “I’m a 1-1-2-2.”



SHOW slide: Under Pressure.

ASK Does anyone recall the meaning of Under Pressure?

SAY These scores represent how scores shift when the person feels stressed.

SAY The dotted line represents the Under Pressure score.

ASK How might this “under pressure profile” be important for you to consider?



SHOW slide: Modes.

SAY Your profile can also be summarized by modes of adjoining quadrants, or hemispheres:

- Upper/Lower – totaling 100%
- Left/Right – totaling 100%

SAY This person might say he/she has a left-mode preference, since the left mode score is 70%, significantly higher than the right mode score. There isn't a significant "tilt" toward the upper or lower mode in this example.



SHOW slide: Data Summary slides. (multiple)



REFER participants to their workbooks.

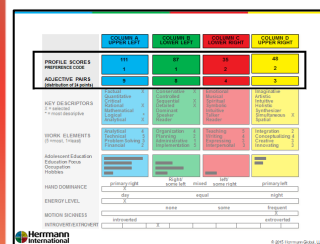
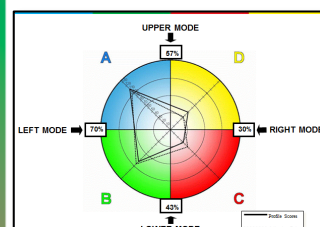
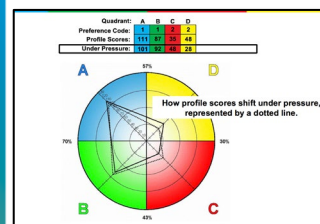
SAY The first two blocks of data duplicate the scores on the profile overlay.

DO Click to reveal each of the subsequent blocks of data as you explain them.

SAY The Key Descriptors are the eight words you selected that describe you, overall, with the “most descriptive” marked with a diamond (◆).

SAY The Work Elements section represents the rankings (1 – work you do least well to 5 – work you do best.) Your rankings are shown, sorted into the four-quadrant display.

Notes



Notes

SAY This section on Adolescent Education and Educational Focus displays indicators of an earlier, often influential time of your life. Occupation and Hobbies follow. The longer the bar, the greater the preference for that quadrant.

SAY The remaining items were information you self-reported and collected for research purposes.



Note to Facilitator: Due to time constraints, not all areas of the Data Summary will be reviewed in detail. However, the participants can refer to the explanation pages in their HBDI® Interpretation packet in section B.

SAY (Optional) Let's look at just one more item on the Data Summary, the Introvert/Extrovert scale. In general, introverts tend to be more left mode oriented and extroverts more right mode oriented.

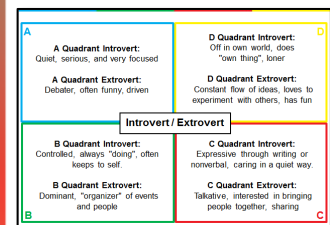


SHOW slides (Optional): Introvert/Extrovert.

SAY (Optional) As defined by the HBDI® glossary:

- Introvert – directed more toward inward reflection and understanding than toward people and things outside of self. Slow to expose reactions, feelings, and thoughts to others.
- Extrovert – more interested in people and things of self than internal thoughts and feelings. Quickly and easily exposes thoughts, reactions, feelings, etc. to others.

ASK participants if they have any additional questions regarding the Data Summary from their HBDI® Profile.



Improving Your "Tilt" (25 min.)



SHOW slide: Improving Your "Tilt".

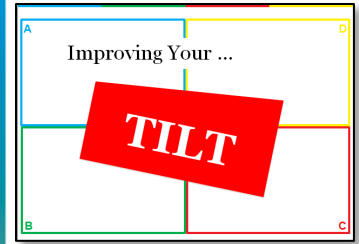


REFER participants to their workbooks.

SAY After reviewing your individual HBDI® Profiles, and familiarizing yourselves again with the data, we will now begin to look more into "stretching" your styles, or "tilting" into the preferences of those around you, even if those preferences are areas of avoidance for you.

DO Click to reveal the quote from a Herrmann client.

Notes



One Message



Note to Facilitator: Blank concept cards are on a printable slide in the Appendix of the slide deck. In advance of the session, print out the slides and cut the pages into separate concept cards for use in the exercise. Prepare one set of concept cards for each round to be played, choosing one concept to write in the blank on each set of cards. Suggested rounds 3-4, depending on the number of participants in the group.

A

Concept: _____

Provide facts, data, an equation or research finding on flip chart

D

Concept: _____

Storyboard, mindmap, or metaphor on flip chart

Concept: _____

Provide examples only on flip chart

B

Concept: _____

Role Play, pantomime, hum a song, or dance

C

Each round of presenters will receive a concept card that contains the same message or concept, but includes specific quadrant/color-coded directions for how to demonstrate the

Notes

concept. Only the presenters can see the color coding. Soon the participants will understand that the message is being demonstrated in the four quadrants of the Whole Brain® Model.

Sample General Messages/Concepts:

- Cooking
- Olympics
- Family
- Holiday
- Vacation
- Hobby

Sample Business related Messages/Concepts:

- Time Management
- Multi-tasking
- Technology
- Human Resources
- Employee Engagement
- Innovation

Prepare three flip charts (or post three pages on the wall) to be used simultaneously. Marker colors for the presenters in this exercise should be all black, or at least not the colors to match their quadrants.

SAY In this next activity, we will test your Thinking Agility™.

Round 1



SAY May I please have four volunteers to be presenters for the first round. Then we'll ask for additional volunteers for the next rounds.



Note to Facilitator: Different presenters are selected for each round, in order to give as many participants the opportunity to stretch themselves as a presenter, as well as an audience member.

SAY to the volunteers: Here are the concept cards with directions for each of you on how to present the concept to the audience, without using the concept word itself.

DO Line up the four presenters, so that three of them have flip charts to use for their demonstration. (The C/red quadrant presenter will not have a flip chart.) **DO NOT** line them up in ABCD quadrant order.

SAY In each round, all four presenters will present the concept for 30 seconds simultaneously.



SHOW slide: One Message.

REFER participants to the chart in their workbooks.

SAY As you watch the presenters of each round, write down the concept you think each is demonstrating. You may perceive different concepts from the four different presenters, so please record them in the appropriate column.

DO Click to reveal an example.

	Presenter 1	Presenter 2	Presenter 3	Presenter 4
Round 1	preparing a meal	cooking	recipes/cooking	chef

SAY Are there any questions? Are you ready for the first round?

DO Allow 30 seconds for the demonstrations. Call time. Then tell the group the concept that was being demonstrated, the “correct answer.”

ASK

- Which demonstration seemed to give you the information you needed in order to guess the concept? Put a star in the box of the presentation that helped you arrive at the right concept. **DO** click to reveal the stars on the slide.
- Was there a Presenter to which you were drawn first? Why do you think?
- If we were to associate each presenter’s demonstration to a particular quadrant of the Whole Brain® Model, how would you match them up?

Notes

One Message

	Presenter 1	Presenter 2	Presenter 3	Presenter 4
Round 1	preparing a meal C	★ cooking B	★ recipes/cooking A	chef D
Round 2				
Round 3				
Round 4				

Notes

DO Lead participants to determine that each presenter's portrayal was using a method of delivery related a particular quadrant.

DO Ask the participants to mark the correct quadrant letter being demonstrated by the four presenters. Click to reveal an example on the slide.

	Presenter 1	Presenter 2	Presenter 3	Presenter 4
Round 1	preparing a meal C	★ cooking B	★ recipes/ cooking A	chef D

ASK the presenters: Were you demonstrating in an area of your own preference? What was that like?

SAY This concludes round 1.

Round 2

SAY May I please have four new volunteers to be presenters for the second round.



Note to Facilitator: This time, pass the second round of concept cards out and line up the presenters in a different quadrant order. (Obviously, the C/red-quadrant presenter will not have a flip chart, which the participants will soon realize.)

DO Allow 30 seconds for the demonstrations. Call time. Then tell the group the concept that was being demonstrated, the "correct answer."

ASK (the same questions as Round 1)

- Which demonstration seemed to give you the information you needed in order to guess the concept? Put a star in the box of the presentation that helped you arrive at the right concept.
- Was there a Presenter to which you were drawn first? Why do you think?
- If we were to associate each presenter's demonstration to a particular quadrant of the Whole Brain® Model, how would you match them up?

Notes

DO Ask the participants to mark the correct quadrant letter being demonstrated by the four presenters.

ASK the presenters: Were you demonstrating in an area of your own preference? What was that like?

Round 3

DO Repeat with new presenters and a new set of concept cards. Ask the participants to mark their answers with the stars and quadrant letters, as before.

ASK

- Are you finding yourself being drawn to the same type of portrayal each round?
- Looking at your "One Message" chart, are you placing a star next to the same quadrant each time?
- Are you finding yourself only looking at one presenter for the message?

Round 4 (optional)

Debrief

ASK What inferences can be made from the way you were able to decipher the "One Message" from the four different methods of demonstrations?

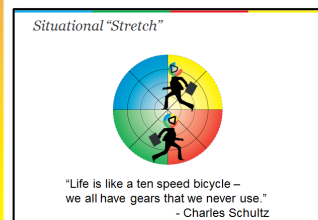
SAY

- When we take in information, each of us may start from a place of preference, and then we can add to that experience by stretching into the other less preferred quadrants.
- People won't always communicate in our areas of preference, so we need to be able to stretch.
- They may not be communicating from their area of preference at other times, like some of our presenters, so key messages may be unclear.



SHOW slide: Situational "Stretch".

SAY Each of us should attempt to "tilt" or "stretch" into the other quadrants of the Whole Brain® Model that are our lesser/least preferred. This does not happen naturally for us;



we have to make a conscious effort to become Whole Brain® Thinkers.



SHOW slide: Key Thoughts.



DO Share key thoughts:

- You have unique thinking preferences.
- Your preferences may change when under pressure.
- You can stretch into any of the four quadrants when the situation warrants it.

Debrief and Action Plan (5 min.)

SAY This ends Section 2, Becoming a Whole Brain® Thinker. After completing this section, you should have achieved these outcomes:



SHOW slide: Learning Objectives → Outcomes.

DO Review each earlier stated objective.

SAY All that remains is your action plan.

Action Plan



SHOW slide: Action Plan.



REFER participants to their workbooks.



SAY Take a few moments to individually think about the questions in your workbook and write a few notes to yourself.



SHOW slide: End of Section 2.

TRANSITION Now that you realize your own thinking preferences, we will begin to look at the way our own preferences affect our interaction with others. In Section 3, Exploring the Power of Diverse Thinking, we will explore this in more detail.

Notes

Key Thoughts

- You have unique thinking preferences.
- Your preferences may change when under pressure.
- You can stretch into any of the four quadrants when the situation warrants it.



Learning Objectives → Outcomes

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

- Discover meaning in your HBDI® Profile data.
- Recognize the benefits of being a more Whole Brain® Thinker.
- Identify opportunities to stretch your thinking preferences.

Action Plan



- Identify the very strong preferences that tend to dominate the way you communicate. How does that impact the people around you? How might that be an advantage or disadvantage?
- Identify the lesser preferences that are omitted from the way you communicate. How does that impact the people around you? How might that be an advantage or disadvantage?
- What actions can you take to stretch your thinking?

Section 2: Becoming a Whole Brain® Thinker

- End of Section 2

Next:

- Section 3: Exploring the Power of Diverse Thinking

Business of Thinking®

Start Thinking

Section 3: Exploring the Power of Diverse Thinking

Facilitator Guide

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Section 3: Exploring the Power of Diverse Thinking

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Learning Objectives

Section 3: Exploring the Power of Diverse Thinking

1. Leverage thinking preference diversity for improved interactions.
2. Accommodate the strengths and frustrations of differing preferences.
3. Use the subtleties of quadrants' clusters to understand differences and/or find common ground.

Section at a Glance

Notes

Section 3: Exploring the Power of Diverse Thinking

Time	Topic/Activity	Resources/ Materials
2 min.	Introduction	
25 min.	Exploring Differences – Comparing HBDI® Profiles Clusters	Overlays (<i>optional</i>)
15 min.	Strengths and Frustrations	
18 min.	“What’s On Your Device?”	WalkAround pad (<i>optional</i>)
5 min.	Debrief and Action Plan	
Total Time: 65 minutes		

Preparation Checklist

ASSEMBLE these additional materials before conducting the course:

- ☐ Our Four Different Selves poster
- ☐ WalkAround pads (*optional*; one per person)
- ☐ Brain Mat

REMIND participants to bring the copy of their HBDI® Profile results.

PREPARE the following:

- ☐ Select two similar HBDI® Profiles for demonstration (*optional*); otherwise, unhide the three “Same ... but Different” slides.
- ☐ Lay out the Brain Mat in a space in the room. (Note: Having enough room for the number of participants to stand on it may require spreading out the squares.)
- ☐ *Optional*: Select four songs, one that light-heartedly represents each of the four quadrants. Clips may be played to conclude the “What’s on Your Device?” activity.
- ☐ Create and hang a flip chart page for any standard workshop Ground Rules.

Notes

Introduction (2 min.)

SAY Now that you have an understanding of your own HBDI® Profile, we will explore the thinking preferences of others with whom you interact. Through a variety of exercises and activities, we will explore the differences among the four quadrants of the Whole Brain® Thinking Model.



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



REFER participants to their workbooks.

SAY We provide “clues” about our thinking preferences when we interact with people, just as we pick up clues from other people as to their preferences. *(If they have completed Section 1, refer back to “Clues People Provide.”)*



SHOW slide: Our Four Different Selves.



REFER participants to back in their workbook, to look at the Our Four Different Selves diagram.

Notes

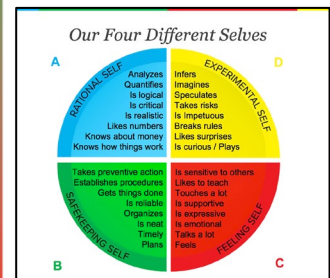
Section 3:
Exploring the Power of Diverse Thinking

- Introduction
- Exploring Differences
- Strengths and Frustrations
- Stretching Into Less-Preferred Quadrants
- Action Plan

Learning Objectives

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

- Leverage thinking preference diversity for improved interactions.
- Accommodate the strengths and frustrations of differing preferences.
- Use the subtleties of quadrants' clusters to understand differences and/or find common ground.



Exploring Differences (25 min.)

SAY We are now going to explore another person's HBDI® Profile and their thinking preferences, compared to our own.



SHOW slides: HBDI® Profile Sharing, Similar but differ profiles.



REFER participants to their workbooks.

Profile Comparison Demonstration



Note to Facilitator: You will be demonstrating, using overlays how two participants' HBDI® Profiles can be compared. Pre-select two participants whose profiles are somewhat similar, to use for the demonstration. Use the three slides showing two similar profiles – “Same ... but Different” – and do a comparison on-screen.



DO Have participant places their overlays together. Ask the rest of the group to gather around to see the demonstration.

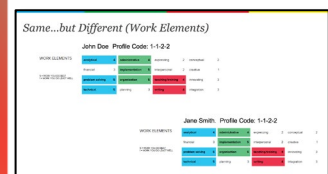
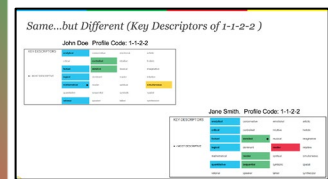
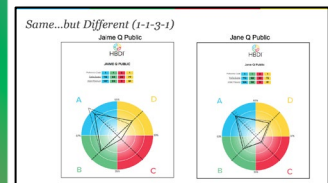
DO Once the two profile overlays are placed together, ask the two participants to share their impressions of the pairing.

Possible Discussion Points:

- What are some initial thoughts you have when seeing the two individual profiles overlaid with one another?
- Are there any obvious differences between the two profiles, and if so what are they?
- Are there any quadrants that are not strong preferences for either of them?
- *Optional:* Taking a look at the “under pressure profiles” of this pair, what do you foresee happening in a pressured situation between these two individuals?

SAY Although profiles may look the same and have similar profile scores, the way those scores were obtained could be different. To find subtle differences between similar looking profiles, look at the Data Summary sheets. This shows what

Notes



the person actually selected. For example, one person may have selected Conservative in the B quadrant, and the other person Dominant – same quadrant different descriptor.

Clusters



SHOW slide: Clusters.

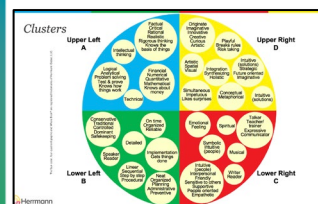


REFER participants to their workbooks.

SAY This model shows the characteristics of each quadrant, shown as clusters of preferred tasks, and style of functioning within each quadrant. This helps explain how two people with similar preferences can be different in the specifics of that preference. You may only prefer one cluster in a quadrant while another individual with a preference for that quadrant may prefer a different cluster or clusters.

SAY Take a moment and place a star next to the words that best describe you.

Notes



Profile Comparison



SAY You will now have an opportunity to look at a pairing of your own HBDI® Profile and another classmate. This will enable you to:

- understand of how our thinking preferences may be different from others
- understand the “balance” or “lack of strength” of one or more quadrants between two people
- consider how your preferences might affect or be affected by someone else



DO Group the participants in pairs, and ask them to bring their HBDI® Profiles with them.

SAY Place your HBDI® Profile overlays on top of one another (*or HBDI® Profile diagrams next to each other*), to analyze the combination as I demonstrated earlier.



SHOW slide: HBDI® Profile Sharing.

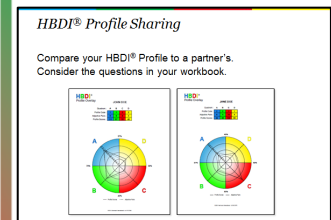
REFER participants to their workbooks.

SAY As you examine the pairing, consider questions in your workbook.

ALLOW 10 minutes.

DO Debrief by asking if there are any questions or any ah-has that anyone would like to share.

Notes



Strengths and Frustrations (15 min.)



SHOW slide: Cartoon.

SAY As we continue to examine our “differences” in thinking preferences, we will take a look at our “Strengths and Frustrations.”



SHOW slide: Strengths.



REFER participants to their workbooks.

SAY Take a few minutes to check off your strengths, in the Strengths walk-around.



ALLOW 3 minutes.

ASK

- How does this compare to your HBDI® Profile preference codes and scores?
- Are there any strengths you would like to develop in your quadrants of lesser preference? Take another minute to underline those.

ALLOW 1 minute.

SAY One outcome of this section is to understand the value and strengths of all four quadrants.



SHOW slide: Frustrations.



REFER participants to their workbooks.

SAY Now, check the things that frustrate you, in the Frustrations walk-around.

ALLOW 3 minutes.

ASK

- How does this compare to your HBDI® Profile preference codes and scores?
- Which of these frustrations might you create for others, based on your preferences?

Notes



A <input type="checkbox"/> Gathering facts <input type="checkbox"/> Analyzing issues <input type="checkbox"/> Arguing rationally <input type="checkbox"/> Forming theories <input type="checkbox"/> Measuring precisely <input type="checkbox"/> Problem solving logically <input type="checkbox"/> Financial analysis & decision making <input type="checkbox"/> Understanding technical elements <input type="checkbox"/> Critical analysis <input type="checkbox"/> Working with numbers, statistics, data and precision	D <input type="checkbox"/> Reading the signs of coming change <input type="checkbox"/> Seeing the "big picture" <input type="checkbox"/> Recognizing new possibilities <input type="checkbox"/> Tolerating ambiguity <input type="checkbox"/> Integrating ideas and concepts <input type="checkbox"/> Challenging established policies <input type="checkbox"/> Synthesizing unlike elements into a new whole <input type="checkbox"/> Problem solving in intuitive ways <input type="checkbox"/> Simultaneous processing of different input
Strengths	
B <input type="checkbox"/> Finding overlooked flaws <input type="checkbox"/> Approaching problems practically <input type="checkbox"/> Standing firm on issues <input type="checkbox"/> Maintaining a standard of consistency <input type="checkbox"/> Providing stable leadership & supervision <input type="checkbox"/> Reading the print in documents/contracts <input type="checkbox"/> Organizing and keeping track of data <input type="checkbox"/> Developing detailed plans & procedures <input type="checkbox"/> Articulating plans in an orderly way <input type="checkbox"/> Keeping financial records straight	C <input type="checkbox"/> Recognizing interpersonal difficulties <input type="checkbox"/> Anticipating how others will feel <input type="checkbox"/> Instinctively understanding how others feel <input type="checkbox"/> Picking up the non-verbal cues of interpersonal stress <input type="checkbox"/> Engendering enthusiasm <input type="checkbox"/> Persuading, conciliating <input type="checkbox"/> Teaching, Sharing <input type="checkbox"/> Understanding emotional elements <input type="checkbox"/> Considering values

A <input type="checkbox"/> Inarticulate, "off the track" communication <input type="checkbox"/> Excessive " chatter" <input type="checkbox"/> Vague, ambiguous approaches or instructions <input type="checkbox"/> Rigid comments <input type="checkbox"/> Inefficient use of time <input type="checkbox"/> Lack of facts or data <input type="checkbox"/> Inappropriate informality <input type="checkbox"/> Overt sharing of personal feelings <input type="checkbox"/> Fear of challenge or debate <input type="checkbox"/> Impression of not knowing the "right" answer	D <input type="checkbox"/> Repetition <input type="checkbox"/> Too slow paced <input type="checkbox"/> "Playing it safe" or "by the book" <input type="checkbox"/> Overly structured, predictable <input type="checkbox"/> Absence of humor and fun <input type="checkbox"/> Lack of flexibility, too rigid <input type="checkbox"/> Inability to get concepts or metaphors <input type="checkbox"/> Dwelling in detail <input type="checkbox"/> Too many numbers <input type="checkbox"/> Dry, boring topic or style
Frustrations	
B <input type="checkbox"/> Unknown or absence of a clear agenda <input type="checkbox"/> Disorganized <input type="checkbox"/> Hopping around from subject to subject <input type="checkbox"/> Too many ideas at once <input type="checkbox"/> Unpredictable <input type="checkbox"/> Too fast paced <input type="checkbox"/> Unclear instructions or language <input type="checkbox"/> Too much beating around the bush <input type="checkbox"/> Incomplete sentences <input type="checkbox"/> Lack of closure	C <input type="checkbox"/> Lack of interaction <input type="checkbox"/> No eye contact <input type="checkbox"/> Impersonal approach or examples <input type="checkbox"/> Dry or "cold" un-enthusiastic interaction <input type="checkbox"/> Invasive comments <input type="checkbox"/> No time for personal sharing <input type="checkbox"/> All data, no nonsense <input type="checkbox"/> Lack of respect for feelings <input type="checkbox"/> Overly direct or brusque dialogue <input type="checkbox"/> Critical

Debrief

DO Go to the Brain Mat.

SAY

- Who would like to come to the blue mat and share some strengths and frustrations in the A/blue quadrant, which is a preferred quadrant for you? *(Stay there.)*
- Who would like to come to the red mat and share some strengths and frustrations in the C/red quadrant, which is a preferred quadrant for you?

ASK If these two people were working together, what could they do to enhance their communication and collaboration?

ASK *(to the A-quadrant volunteer)* Do you have any strengths or frustrations in the C/red quadrant?

ASK *(to the C-quadrant volunteer)* Do you have any strengths or frustrations in the A/blue quadrant?

ASK How might these shared strengths or frustrations aid the relationship? *(If none, ASK What added understanding do these provide?)*

DO Repeat with B/green and D/yellow quadrant volunteers.

DO Discuss any conclusions and ah-has at the end of the exercise.

SAY Please take a seat, but with people with similar preferences rather than going back to your own seats.



Note to Facilitator: Designate tables as A, B, C, and D; or A/B and C/D, if this is a small group. Have participants go to their highest scoring quadrant, or second highest preferred quadrant to more evenly distribute the class.

Notes

"What's On Your Device?" (18 min.)



SHOW slide: "What's On Your Device?"

SAY In this activity, we will continue to consider the "strengths and frustrations" of the four quadrant preferences.

DO Assign one quadrant to each small group/table.



Note to Facilitator: Participants will be seated with others of similar preference. Assign the diagonally opposite quadrants for this exercise.

REFER participants to their workbooks.



SAY Using the knowledge you have gained up to now, list in your assigned quadrant in the WalkAround, what you imagine might be on a person's tablet or smart phone, who has their strongest thinking preference in that quadrant.

SAY Consider the type of music, apps, software programs, games, pictures, wallpaper, etc. When you are finished, transfer your list to a flip chart page for the class to see.

SAY It may help to refer to the pages in your workbook, the Our Four Different Selves model.

ALLOW 10 minutes.

DO Have a spokesperson from each group share their list with the class.

DO (optional) Play clips from some pre-selected songs that light-heartedly represent the different quadrants.



Note to Facilitator: While the goal of this activity is to enable each participant to recall the characteristics of each quadrant, and the thinking preferences of each, they are also making "predictions" based on strict single quadrant attributes. The activity may be light-hearted and also produce some stereotypical results. Remind participants that there is no good, bad, right, or wrong profiles.

Notes



Notes

TRANSITION Some hobbies or activities may appeal to more than one thinking preference, or even all four. Take golfing, for example.

ASK and flip chart on a WalkAround

- What would an A-quadrant thinker like about golf?
(*science and technique*)
- B? (*precision and measurement*)
- C? (*camaraderie and scenery*)
- D? (*innovation in equipment and trying new courses*)

ASK Why do you think the *Cirque du Soleil* shows appeal to all four quadrants?



SHOW slide: And the Shows Go On.

SAY Here is what *Cirque du Soleil* has to say about Whole Brain® Thinking.



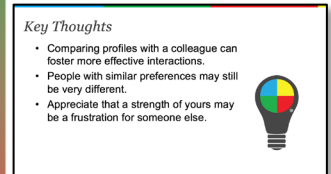
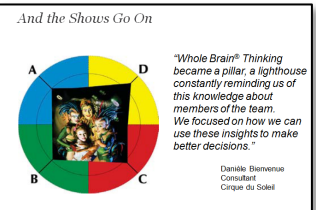
SHOW slide: Key Thoughts.



DO Share key thoughts:

- Comparing profiles with a colleague can foster more effective interactions.
- People with similar preferences may still be very different.
- Appreciate that a strength of yours may be a frustration for someone else.

Notes



Debrief and Action Plan (5 min.)

SAY This ends Section 3, Exploring the Power of Diverse Thinking. After completing this 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.

SAY Consider a recent situation at work that didn't go well.

Now that you have an understanding of Whole Brain® Thinking, consider how that situation might play out differently. "If you knew then what you know now..."

- What strengths can you leverage next time you find yourself in a similar situation, to improve the outcome?
- What frustrations should you try to control next time, to improve the interaction?

SHOW slide: End of Section 3.

SAY In section 4, Whole Brain® Thinking in Action, we'll talk about some hands-on applications of Whole Brain® Thinking in the workplace.

Notes

Learning Objectives → Outcomes

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

- Leverage thinking preference diversity for improved interactions.
- Accommodate the strengths and frustrations of differing preferences.
- Use the subtleties of quadrants' clusters to understand differences and/or find common ground.

Action Plan

Consider a recent situation at work that didn't go well.

What strengths can you leverage next time you find yourself in a similar situation, to improve the outcome?

What frustrations should you try to control next time, to improve the interaction?



Section 3: Exploring the Power of Diverse Thinking

- End of Section 3

Next:

- Section 4: Whole Brain® Thinking in Action

Business of Thinking®

Start Thinking

Section 4: Whole Brain® Thinking in Action

Facilitator Guide

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Learning Objectives

Section 4: Whole Brain® Thinking in Action

1. Identify barriers to effective team communication and performance.
2. Adapt your work to better utilize your thinking preferences.
3. Apply Whole Brain® Thinking to enhance team performance.

Section at a Glance

Notes

Section 4: Whole Brain® Thinking in Action

Time	Topic/Activity	Resources/ Materials
20 min.	Introduction "Speaking the Language"	Diversity cards
5 min.	Turn-On Work	
5 min.	Pro-forma Profiles	
20 min.	"Whole Brain® Language"	
5 min.	Debrief and Action Plan	
5 min.	Wrap-Up <i>Optional: Evaluations (5 min.)</i>	
Total Time: 60 minutes		

Preparation Checklist

ASSEMBLE these additional materials before conducting the course:

- ☐ Diversity cards
- ☐ WalkAround pads (*optional*; one per person)

REMIND participants to bring the copy of their HBDI® Profile results.

PREPARE the following:

- ☐ Obtain two real workplace situations from a senior leader for the two “Speaking the Language” activities. Substitute these scenarios for the sample scenarios on the two PowerPoint slides.
- ☐ Create and hang a flip chart page for any standard workshop Ground Rules.

Notes

Introduction

SAY You will recall that in Section 3, we explored power of diverse thinking, keeping your own HBDI® Profiles in mind. Now we will apply that knowledge to authentic work environment scenarios.



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



REFER participants to their workbooks.

"Speaking the Language" Activity (20 min.)



Note to Facilitator: Use the first of two real workplace situations for this exercise, if provided by the organization.



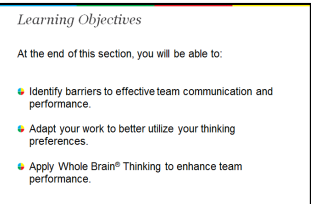
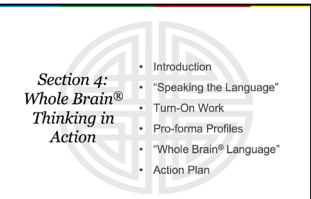
SAY I will pass out three cards to each of you, from the Diversity card deck, all the same color, or quadrant. Each of you will take on the "role" of this quadrant – speaking only that quadrant's "language" – even though the cards may not represent your own thinking preference. The cards are just to remind you of a few characteristics that represent the thinking preferences of that quadrant. (For more information, you may want to refer to the Our Four Different Selves model of your workbook.)

DO Group participants randomly in smaller groups of 4 – 6 with no attention to the cards they have selected. Not all four quadrants need to be represented. This exercise will illustrate that work teams often come together without conscious thought to Whole Brain® Thinking diversity.

SAY Holding your three cards, but not showing them to the rest of your small group, stand or sit together.

SAY Consider the "Clues people leave behind" in the provided workplace scenario. Let's role play a little bit and try to pick up one another's clues.

Notes



DO Assign the first of the two scenarios provided by the organization for everyone, or assign one of the following three scenarios to each small group, if a situational story has not been offered by the organization's senior leader.



SHOW slide: "Speaking the Language".



REFER participants to their workbooks. *(These three scenarios appear in the workbook. Replace with the organization-provided scenario, if applicable.)*

Scenario 1 - "Safety Manual Addendum" (most industries or organizations)

After receiving the notice that you will be a part of a new "safety team", you attend an initial meeting. Each team member has been given very little information. Your team has been asked by someone in the Operations Department to create a new "addendum" to an already existing Safety Manual.

This "addendum" is to include changes and necessary updates to pre-existing topics in the manual. Once created, the "addendum" will be distributed to each employee. Begin discussing your "plan" to accomplish this task.

Scenario 2 – "Pinnacle Project Development"
(manufacturing, software, etc.)

Suppose you were asked to attend a meeting for a newly developed team that will be working together on an upcoming project called "Pinnacle". You are told only that it will be very time consuming, and it will change the way your organization will do business with its customers in the future. Other than that, you have no other information. You also have not met anyone else on the Pinnacle Project Team. You join the others on the team in the conference room and wait for the Project Lead to show up. Begin the scene as you enter the conference room.

Scenario 3 - "Company Picnic" (most organizations, change as suitable)

Notes



Notes

You have been selected to represent your department within your organization for a committee that will be planning the company picnic (or other gathering, event, fundraiser, etc.) You attend this first meeting to meet the team made up of a member from every other department. Your team will have the task of making every decision that goes into planning the event. Begin by meeting the other team members at this initial meeting after work.

ALLOW 15 minutes for the small group role plays.

Debrief

DO Ask the participants to reveal the color/quadrant of their cards to their small group.



SHOW slide: "Speaking the Language" Activity.

ASK

- How did our "single quadrant language" shape the discussion amongst the group?
- Did you find that your "single quadrant language" was typical for you? (If you have a single dominant thinking preference or dual thinking preference, you may find that you do tend to stay in those quadrants when you speak or behave.)
- Now that we can see each other's quadrants (by revealing our cards), how could we have better handled this work scenario?
- Does it ever happen in a real work situation that our communication and problem solving capabilities are hindered by "single quadrant language", or less than Whole Brain® Thinking?

"Speaking the Language" Activity

1. How did our "single-quadrant language" shape the discussion amongst the group?
2. Was it comfortable to speak in/listen to one "single quadrant language"?
3. Now that we can see each other's quadrants (by viewing our cards), how could we have better handled this work scenario?
4. Are your communication and problem-solving capabilities in real work situations ever hindered by "single-quadrant language," or less than Whole Brain® Thinking? Give examples.

Turn-On Work (5 min.)



SHOW slide: Turn-On Work.



REFER participants to their workbooks.

SAY Please check off the items that they enjoy doing at work or like about work

ALLOW 2 minutes.

DO Ask them to draw a vertical line down the center, and a horizontal line across the middle of the page, under "Logical Processing" and "Excitement." This will create the four quadrants of the Whole Brain® Model.

DO Click to reveal lines.



SHOW slide: Turn-On Work (with WalkAround).

ASK

- How do your choices for work reflect your thinking preferences?
- How do you think this may affect your performance at work?
- Are there possibilities for you to expand your duties to include more of the work you enjoy doing?

Notes

Turn-On Work

<input type="checkbox"/> Working Solo <input type="checkbox"/> Applying Formulas <input type="checkbox"/> Accomplishing <input type="checkbox"/> Analyzing Data <input type="checkbox"/> Putting Things Together <input type="checkbox"/> Making Things Work <input type="checkbox"/> Solving Tough Problems <input type="checkbox"/> Making the Numbers <input type="checkbox"/> Logical Processing	<input type="checkbox"/> Taking Risks <input type="checkbox"/> Inventing Solutions <input type="checkbox"/> Providing Vision <input type="checkbox"/> Having Variety <input type="checkbox"/> Bringing About Change <input type="checkbox"/> Opportunity to Experiment <input type="checkbox"/> Selling Ideas <input type="checkbox"/> Developing New Things <input type="checkbox"/> Excitement
<input type="checkbox"/> Building Things <input type="checkbox"/> Being in Control <input type="checkbox"/> Having an Ordered Environment <input type="checkbox"/> Preserving the Status Quo <input type="checkbox"/> Paperwork Tasks <input type="checkbox"/> Establishing Order <input type="checkbox"/> Planning Things Out <input type="checkbox"/> Stabilizing <input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Getting groups to Work Together <input type="checkbox"/> Expressing Ideas <input type="checkbox"/> Building Relationships <input type="checkbox"/> Teaching/ Training <input type="checkbox"/> Listening and Talking <input type="checkbox"/> Working with People <input type="checkbox"/> Persuading People <input type="checkbox"/> Being Part of a Team <input type="checkbox"/> Communication Aspects

Turn-On Work

A <input type="checkbox"/> Working Solo <input type="checkbox"/> Applying Formulas <input type="checkbox"/> Accomplishing <input type="checkbox"/> Analyzing Data <input type="checkbox"/> Putting Things Together <input type="checkbox"/> Making Things Work <input type="checkbox"/> Solving Tough Problems <input type="checkbox"/> Making the Numbers <input type="checkbox"/> Logical Processing	<input type="checkbox"/> Taking Risks <input type="checkbox"/> Inventing Solutions <input type="checkbox"/> Providing Vision <input type="checkbox"/> Having Variety <input type="checkbox"/> Bringing About Change <input type="checkbox"/> Opportunity to Experiment <input type="checkbox"/> Selling Ideas <input type="checkbox"/> Developing New Things <input type="checkbox"/> Excitement	D
<input type="checkbox"/> Building Things <input type="checkbox"/> Being in Control <input type="checkbox"/> Having an Ordered Environment <input type="checkbox"/> Preserving the Status Quo <input type="checkbox"/> Paperwork Tasks <input type="checkbox"/> Establishing Order <input type="checkbox"/> Planning Things Out <input type="checkbox"/> Stabilizing <input type="checkbox"/> Getting Things Done	<input type="checkbox"/> Getting groups to Work Together <input type="checkbox"/> Expressing Ideas <input type="checkbox"/> Building Relationships <input type="checkbox"/> Teaching/ Training <input type="checkbox"/> Listening and Talking <input type="checkbox"/> Working with People <input type="checkbox"/> Persuading People <input type="checkbox"/> Being Part of a Team <input type="checkbox"/> Communication Aspects	C
B		

SAY Keep in mind that in that last role play exercise, you were asked to take on the preferences of only one quadrant. In reality, most of us have a little bit of each of the characteristics of all four quadrants. We can stretch as needed in order to interact better with others, and even to complete work that is not necessarily our preference.

SAY Recall the characteristics of each of the four quadrants by referring to pages of your workbook, *Our Four Different Selves*. View the “At Work” notes for each of the four quadrants. There is a strong correlation between thinking preferences and job choice.

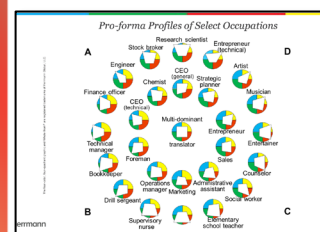


SAY A pro-forma profile is created by collecting “clues”, allocating them to specific quadrants and deriving a profile from that. It is not based on data from a real HBDI® Assessment. These pro-forma profiles illustrate “Successful Occupational Categories” and, next, the “Mentality of Representative Occupations”.



- The HBDI® Assessment does not say a person can or cannot do a particular job. Preference is not the same as competence.
- The HBDI® Assessment does give big clues as to how someone might do their job.
- There is a strong correlation between thinking preferences and job choice.
- Job satisfaction is related to the match between the job profile and the individual's HBDI® Profile.

SAY Think about your current jobs and any possible match or mismatch.



- The HBDI® Assessment does not say a person can or cannot do a particular job. Preference is not the same as competence.
- The HBDI® Assessment does give big clues as to how someone might do their job.
- There is a strong correlation between thinking preferences and job choice.
- Job satisfaction is related to the match between the job profile and the individual's HBDI® Profile.



Notes

"Whole Brain® Language" Activity (20 min.)



Note to Facilitator: Use the second of two real workplace situations for this exercise, if provided by the organization.

SAY In our opening activity of this section, "Speaking the Language", each role participated in a problem solving situation by speaking only from one quadrant.

SAY While that assisted each of you in a better understanding of the different thinking preferences, it was meant to serve as a demonstration, pointing out the challenges of having different thinking preferences.

SAY In this version of the activity, you will act more genuinely – be yourselves, not speaking from one assigned quadrant. Plus, you are each now equipped with the Whole Brain® learnings from previous sections including:

- Your own HBDI® Profile
- Strengths and frustrations that come with different thinking preferences
- Differences and consequences between the profiles

SAY So, rather than each person projecting only their own preferences, devise a plan to tackle a work-related task with a Whole Brain® Thinking perspective.

DO Assign the second organization-provided scenario to all groups, or assign a different scenario from the three samples provided.



SHOW slide: "Whole Brain® Language" Activity.



REFER participants to their workbook, if using the sample scenarios. Alternately, hand out the organization-provided second scenario.

DO Refer participants to the WalkAround pad or the WalkAround in their workbook, to ensure that attention is given to all four quadrants.

"Whole Brain® Language" Activity

Scenario 1 – "Safety Manual Addendum"
Scenario 2 – "Pinnacle Project Development"
Scenario 3 – "Company Picnic"
Scenario 4 – A Live Scenario



ALLOW 5-10 minutes.

Debrief

DO Ask the participants to share and discuss their thoughts.



SHOW slide: "Whole Brain® Language" Activity.

ASK

- How did you use the Whole Brain® walk-around?
- How did using this as a tool help your team work through the scenario?
- Can you see utilizing the Whole Brain® walk-around in a real work situation and how would it be beneficial? Give examples.



SHOW slide: Kick-Off in Color.

SAY Here is what the Bush's Baked Beans company has to say about Whole Brain® Thinking.



SHOW slide: Key Thoughts



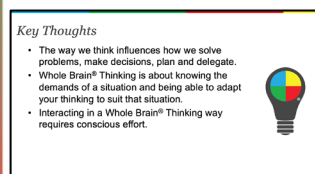
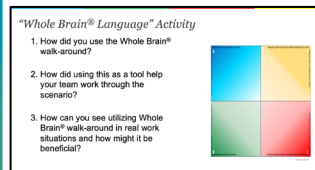
REFER participants to their workbook



DO Share key thoughts:

- The way we think influences how we solve problems, make decisions, plan and delegate.
- Whole Brain® Thinking is about knowing the demands of a situation and being able to adapt your thinking to suit that situation.
- Interacting in a Whole Brain® Thinking way requires conscious effort.

Notes



Debrief and Action Plan (5 min.)

SAY This ends Section 4, Whole Brain® Thinking in Action. After completing this 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.

SAY So, now it's time to "Start Thinking." Carry over Whole Brain® Thinking into your work: team-building, communicating, decision-making, problem-solving, etc.

ASK What are YOUR next steps to putting Whole Brain® Thinking to work for you?

DO Ask if any volunteers would like to share their thoughts.



SHOW slide: End of Section 4.

SAY Let's wrap up **Start Thinking**.

Notes

Learning Objectives → Outcomes

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

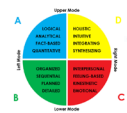
- Identify barriers to effective team communication and performance.
- Adapt your work to better utilize your thinking preferences.
- Apply Whole Brain® Thinking to enhance team performance.

Action Plan

Start Thinking!

Carry over Whole Brain® Thinking into your work: team-building, communicating, decision-making, problem-solving, etc.

What are YOUR next steps to put Whole Brain® Thinking to work for you?



Section 4: Whole Brain® Thinking in Action

- End of Section 4
- Next:
 - Start Thinking Wrap-Up

Start Thinking Wrap-Up (5 min.)



SHOW slide: **Start Thinking.**

SAY Let's review:

- What We've Covered
- How We Did It
- Who Benefits
- Why Whole Brain® Thinking



SHOW slides for each of the four quadrants and review.



SHOW slide: Questions?

ASK Are there any questions?



SHOW slide: HBDI App.

SAY Be sure to download the HBDI App from the App Store on your mobile device. You can explore your own profile, share it on social media, and make guesstimates about others' profiles by identifying clues.



SHOW slide: The Business of Thinking®.

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.

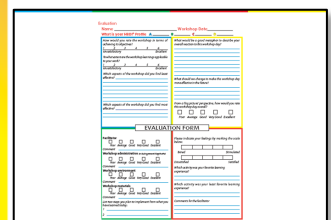
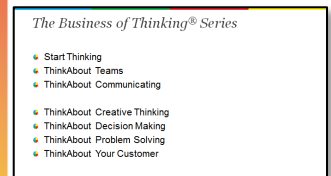
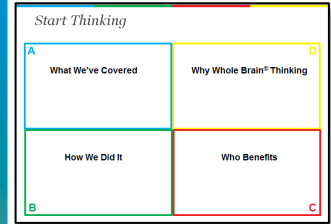


SHOW slide: Evaluation.

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

DO Distribute, then collect evaluation forms.

Notes





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

Notes



Better Thinking. Better Performance. Better Results.



Originators and trailblazers of Whole Brain® Thinking, powered by the Herrmann Brain Dominance Instrument® (HBDI®)
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