ThinkAbout Teams

The Business of Thinking® Series

Preparation, Set-up and Introduction

Facilitator Guide

Herrmann International

Better Thinking. Better Performance. Better Results.

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ThinkAbout Teams Overview

Notes

ThinkAbout Teams is one of three foundational workshops that are part of the Business of Thinking® Series. This workshop assists participants in understanding the strengths they bring to a team relative to the Whole Brain® Thinking model. Each participant must complete the Individual HBDI® Assessment as a pre-requisite.

An HBDI® Team Profile is also generated from the individuals' profiles and the HBDI® Team Profile Debrief is part of this workshop.

ThinkAbout Teams is designed for delivery to an intact team. However, the concepts can certainly be carried over and applied to other working groups.

The workshop includes four one-hour long sections, including the HBDI® Team Profile Debrief. The four sections are to be delivered sequentially, as each builds upon previous sections.

There is an optional, one-hour, fifth module for virtual teams – Go Whole Brain® Virtually. This section can be used by teams with members who work remotely or are not geo-centrally located.

ThinkAbout Teams offers the opportunity for teams in an organization to work together on authentic projects and tasks. Prepare relevant issues and project tasks in advance of the delivery of these sessions. Work with the organization's leader or team manager to identify issues that affect the team. Using authentic situations and real tasks, rather than defaulting to the included sample scenarios, will make this session even more effective, thus helping the team put Whole Brain Technology® into practice.

Sample Delivery Options

Option 1 – Different day sessions, 1 hour each (as written in the Facilitator Guide; See *Program at a Glance*)
- Section 1 – The Value of Team Diversity
- Section 2 – Exploring Your Team's Profile
- Section 3 – Building the Right Team

- Section 4 – Go Team, Go!

Option 2 – Half Day Workshop, 3 hours, 35 minutes (See *Program at a Glance – Alternate Schedule*)
- Section 1 – The Value of Team Diversity
- Section 2 – Exploring Your Team's Profile
- Section 3 – Building the Right Team
- Section 4 – Go Team, Go!

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

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 <u>The Creative Brain</u> and the <u>Whole Brain Business Book</u>
- 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.

Quotes for inspiration:

- A number of quotes are listed in the Appendix of the PowerPoint deck, to disperse throughout the workshop as desired.

Required Materials and Equipment

- Facilitator Guide
- Participant Guide
- 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 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

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

Program at a Glance – Individual Sessions

Time	Topic/Activity	Resources/ Materials
Section 1: The Value of Team Diversity (60 minutes)		
3 min.	Welcome and Kick-Off	
5 min.	Introduction	
5 min.	Review of Whole Brain® Thinking	2 Whole Brain Model/Four Selves posters
5 min.	How Have You Used Whole Brain® Thinking?	
20 min.	Let's Pick Teams	
10 min.	Understanding Each Other's Preferences	HBDI® Profiles, Brain Mat, 4 color cards
5 min.	Diverse by Design	
5 min.	Why Spend Time on This?	
2 min.	Debrief and Action Plan	

Time	Topic/Activity	Resources/ Materials
Section 2: Exploring Your Team's Profile (60 minutes)		
2 min.	Introduction	
10 min.	HBDI® Team Profile Overview	Team Profiles
35 min.	HBDI® Team Profile Debrief • Composite Profile • Rank Order, Process Flow and Under Pressure Process Flow • Preference Map, Under Pressure Preference Map	Brain Mat, 4 color cards, Team Profile
5 min.	Our Team's "Operating System"	
5 min.	Team Ready-for-Action Assessment	
3 min.	Debrief and Action Plan	

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Time	Topic/Activity	Resources/ Materials
Section 3: Building the Right Team (60 minutes)		
2 min.	Introduction	
15 min.	"The Marshmallow Challenge"	
3 min.	The Right Team in the Game	
25 min.	Team Ready-for-Action Assessment	Completed in Section 2
10 min.	What Do I Bring?	
5 min.	Debrief and Action Plan	

Time	Topic/Activity	Resources/ Materials
Section 4: Go Team, Go! (60 minutes)		
2 min.	Introduction	
15 min.	Keep Your Eye on the Ball	3-4 balls
30 min.	Whole Brain® Project Mapping Process	Real project, 4 flip charts, Post-It® Notes and markers, Walk-around pad
10 min.	Up in the Air!	4-color balloons
3 min.	Debrief and Action Plan	

Time	Topic/Activity	Resources/ Materials
Wrap-Up: (5 minutes)		
5 min.	**ThinkAbout Teams** Wrap-Up _Optional: Evaluations (5 min.)_	

Time	Topic/Activity	Resources/ Materials
Section 5: Go Whole Brain® Virtually (60 minutes) - _Optional_		
2 min.	Introduction	
10 min.	Challenges	Online poll
15 min.	Trust	
15 min.	Making Virtual Teams Work	
15 min.	Team Action Plan – Go Whole Brain® Virtually	
3 min.	Debrief and Action Plan	

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

Time	Topic/Activity	Resources/ Materials
3 min.	Welcome and Kick-Off	
Section 1: The Value of Team Diversity (50 minutes)		
5 min.	Introduction	
5 min.	Review of Whole Brain® Thinking	2 Whole Brain Model/Four Selves posters
5 min.	How Have You Used Whole Brain® Thinking?	
20 min.	Let's Pick Teams	
10 min.	Understanding Each Other's Preferences	HBDI® Profiles, Brain Mat, 4 color cards
5 min.	Why Spend Time on This?	
Section 2: Exploring Your Team's Profile (60 minutes)		
10 min.	HBDI® Team Profile Overview	Team Profiles
35 min.	The HBDI® Team Profile Debrief	Brain Mat, 4 color cards, Team Profile
15 min.	Team Ready-for-Action Assessment	
Section 3: Building the Right Team (45 minutes plus a 15-minute break)		
15 min.	**Break**	
10 min.	"The Marshmallow Challenge"	
25 min.	Team Ready-for-Action Assessment	Completed in Section 2
10 min.	What Do I Bring?	

Time	Topic/Activity	Resources/Materials
Section 4: Go Team, Go! (67 minutes)		
10 min.	Keep Your Eye on the Ball	3-4 balls
30 min.	Whole Brain® Project Planning Process	Real project, 4 flip charts, Post-It® Notes and markers, Walk-around pad
10 min.	Up in the Air!	4 color balloons
17 min.	Wrap-Up (5 min.) Action Plans (7 min.) Evaluations (5 min.)	
Total: 4 hours		

Optional Add-on:

Time	Topic/Activity	Resources/Materials
Section 5: Go Whole Brain® Virtually (45 minutes)		
10 min.	Challenges	Online poll
15 min.	Trust	
15 min.	Team Action Plan – Go Whole Brain® Virtually	Walk-around pad
5 min.	Debrief and Action Plan	
Total: 4 hours, 45 minutes		

Business of Thinking®

ThinkAbout Teams

Introduction;
Section 1: The Value of Team Diversity

Facilitator Guide

Revised: 03-2015

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Learning Objectives

Section 1: The Value of Team Diversity

1. Describe the impact of diverse thinking preferences on team dynamics.

2. Discuss the benefits of diverse thinking in achieving team results.

3. Identify changes that need to be made to have a more effective team.

Section at a Glance

Section 1: The Value of Team Diversity

Time	Topic/Activity	Resources/Materials
3 min.	Welcome and Kick-Off	
5 min.	Introduction	
5 min.	Review of Whole Brain® Thinking	2 Whole Brain Model/Four Selves posters
5 min.	How Have You Used Whole Brain® Thinking	
20 min.	Let's Pick Teams	
10 min.	Understanding Each Other's Preferences	HBDI® Profiles, Brain Mat, 4 color cards
5 min.	Diverse by Design	
5 min.	Why Spend Time on This?	
2 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Notes

Preparation Checklist

ASSEMBLE these additional materials before conducting the course:
- Our Four Different Selves poster
- Brain Mat
- Set of four color cards (one set per participant)

PREPARE the following:
- Participants should either bring their HBDI® Profile with them, or have print-outs available. (We recommend the "mini profile" card, since it contains their name tent, name badge and profile all in one.)
- Hide/Unhide the appropriate "Sections of **ThinkAbout Teams**" slide, depending on whether or not you are using the fifth, optional section on virtual teams.
- Hang the Our Four Selves poster on the wall.
- 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.)

Welcome to ThinkAbout Teams (3 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 **ThinkAbout Teams**.

SAY The **ThinkAbout Teams** workshop consists of four sections.

SHOW slide: Participant Workbook.

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

Introduction (5 min.)

Note to Facilitator: This section of the **ThinkAbout Teams** not only furthers participants' efforts to become more Whole Brain® thinkers, but it also helps them realize the strengths that each member brings to form a team. This section begins with a review of the Whole Brain® Thinking model but quickly moves into the direction of the team realizing the potential within their team through the strengths and thinking preferences of its members.
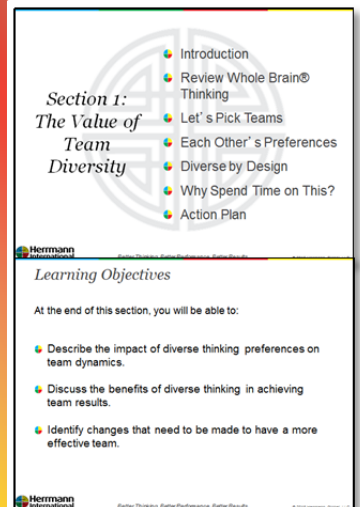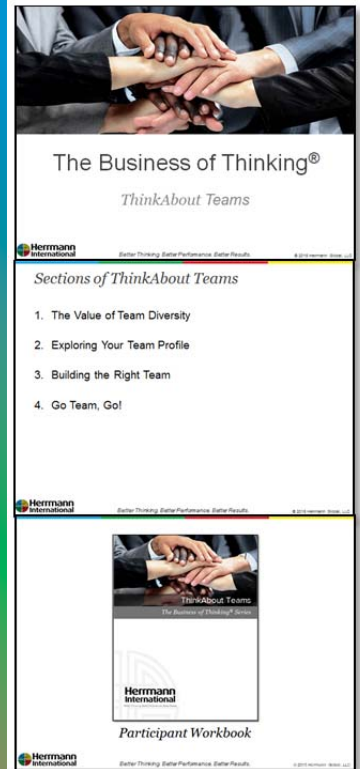
SHOW slides: Agenda and Learning Objectives – Review the slides.

REFER participants to their workbooks.

SAY This **ThinkAbout Teams** workshop, is intended to help you realize the potential that exists within your teams through the strengths and thinking preferences of its members.

Notes

Review Whole Brain® Thinking (5 min.)

SAY Let's review Whole Brain® Thinking for just a few minutes. The four-quadrant, four-color Whole Brain® Model is a metaphor for the brain, with the quadrants labeled A/blue and B/green for the left mode and C/red and D/yellow for the right mode. These represent different thinking preferences, or Our Four Different Selves.

SHOW slide: Our Four Different Selves.

REFER participants to their workbooks.

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

SAY You also will want to remind yourself of your own HBDI® Profile and begin to think of yourself not only as an individual, but also as a team member. Each team member has an impact on the team.

How Have You Used Whole Brain® Thinking? (5 min.)

SAY Take a moment to write down in your participant workbook, ways in which you may have used Whole Brain® Thinking since they first learned about the Whole Brain® Thinking Model and your HBDI® profile.
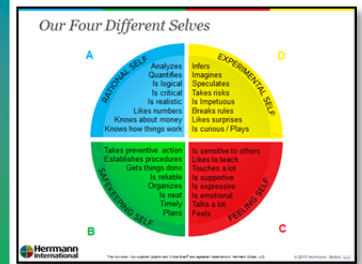
Note to Facilitator: If the participants are very new to Whole Brain® Thinking, instead ask, "How do you think Whole Brain® Thinking applies to you in a team environment or teamwork, in general?"

ALLOW a few minutes.

ASK Would anyone like to share? *(DO Encourage comments and discussion.)*

Let's Pick Teams (20 min.)

Note to Facilitator: The following eight categories appear on the slide two from each quadrant.

- Mathematical equations (A)
- Fortune 100 (A)
- DIY (B)
- History in the Making (B)
- Talk Shows (C)
- The Wonderful World of Disney (C)
- Young Inventors of America (D)
- The Looking Glass (D)

Here, also, is an alternate set of categories.

- Megabyte to Gigabyte (A)
- Model to Scale (A)
- It's Geographical (B)
- Containers Galore (B)
- Social Media (C)
- A Friendly Chat (C)
- Creative Writing Prompts (D)
- To the Future and Beyond (D)

You may also create your own categories, making sure they are appropriate for your audience.

SAY In teams, you are going to be competing in a game similar to the TV Game Show "Jeopardy." You will have to answer questions within different categories. Here are the categories for the game.

SHOW slide: Let's Pick Teams.

REFER participants to their workbooks.

SAY Looking around the room, select people you would want on your team so that you will be positioned in the best way to win the game. Assemble into teams of 4 to 6 people.*

* Note to Facilitator: The number of people on the teams will depend on the number of people in the workshop. Do not provide any more direction. Hopefully, they will assemble

Notes

Let's Pick Teams

| Mathematical Equations | Young Inventors of America | Talk Shows | DIY |
| History in the Making | Fortune 100 | The Looking Glass | The Wonderful World of Disney |

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Notes

their teams based upon the categories and best aligned thinking preferences.

ALLOW a few minutes.

SAY Let's talk a bit about how you formed your teams.

ASK
- How did you select your teams?
- Did the fact that you knew the categories influence the way you selected your teams? How so? If not, could it have?
- What assumptions did you make about the category names and the questions that might be contained within that category?
- Did anyone believe that they were well-suited to answer questions in a certain category because you felt the type of thinking required would be in your preferred quadrant(s)?

Debrief

ASK How is this similar or different to how you select teams in the workplace?

Possible Answers:
- We typically just get people assigned to our teams based on availability, which often doesn't work out well.
- We typically just get people assigned to our teams based on "assumed" skill sets, but that doesn't mean they are right for the team.
- I prefer to pick people who think like me so we can get things done and not waste time arguing.
- We tend to pick our favorite people, people who have been reliable and worked hard on a project in the past.

SAY Some of you may be disappointed to learn that we aren't really going to play the game. What do you think were the real reasons for moving you through this exercise?

Possible Answers:
- Teams need to be made up of members that could contribute knowledge in all different categories.

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- Team members could express their ability to contribute to the team to win.
- The chances of winning with team members that think alike are not as great as with team members that have different thinking preferences.
- The purpose of the exercise was to help people understand the need for teams.

SAY How would you color-code the categories to the four quadrants?

SHOW slide: Let's Pick Teams to reveal color-coding.

SAY This is an example of how you might relate the four quadrants to these topics, but we are making assumptions and stereotyping to some degree. It depends upon what the Talk Show is about, for example.

SAY We are going to be looking at our own team's makeup in this section, so let's begin to understand a bit more about one another's preferences.

Understanding Each Other's Preferences (10 min.)

Notes

SAY Each of you has received your own HBDI® Profile. Let's help each other understand where we are coming from by pointing out our strongest and least preferred quadrants.

SHOW slide: Understanding Each Other's Preferences.

SAY Please bring your four color cards and HBDI® Profile with you and stand around the Brain Mat.

SAY According to your HBDI® Profile, stand in the quadrant on the Brain Mat that represents your highest profile score, your strongest thinking preference.

Notice where each of your teammates' preferences lie in the Whole Brain® Model.

ASK
- Are there any surprises?
- Do you notice anything about the group's strongest preference as a whole?
- Are there any areas of the Brain Mat where no one is standing?
- What are the implications for your team?

SAY Now stand in the quadrant on the Brain Mat that represents your least preferred quadrant, your lowest profile score.

Notice where each of your teammates' lowest preferences lie in the Whole Brain® Model.

ASK
- Are there any surprises?
- Do you notice anything about the group's least preferred thinking style as a whole?
- Are there any areas of the Brain Mat where no one is standing?
- What are the implications for your team?
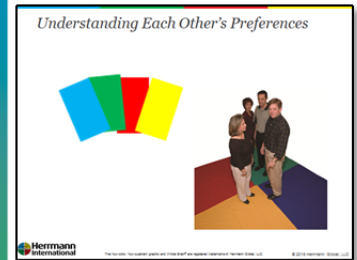
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SAY Now, consider the color quadrant that represents something about your under pressure profile score. Where do you lean most heavily during a pressured situation? Go stand in that color quadrant. This is where you "go" in a pressured situation. Perhaps when your mind is on overload, or there are deadlines to meet, you tend to lean into this quadrant.

Now, while in that quadrant, hold up the color card that represents your strongest profile score. For some of you this may be the same color as the quadrant in which you are standing. Some people lean even more heavily into their preferred thinking style, while others shift into a different quadrant.

ASK
- For those of you who have a strong "under pressure score" in a quadrant that is not your highest-preferred quadrant, how does that display itself? How might this impact the team?
- Does anyone have any comments about their own under pressure quadrant vs. their strongest profile score?
- Does anyone recognize any possible implications about your team's preferences in pressured situations?

DO Ask participants to return to their seats. *(There is a page in the workbook to capture notes, if desired.)*

Debrief

SAY How do you think this activity may have helped your team?

ASK *(optional)* Can you think of any instances where it would not be as advantageous to have a diverse thinking team?

SHOW slide: The Value of Team Diversity.

SAY So, we've learned from the "Let's Pick Teams" game and "Understanding Each Other's Preferences" activity, that there is a "Value of Team Diversity". Teams are necessary in order to include a variety of ideas, with each member contributing to the common goal. Each of us has something to bring to the team. Teams are better if they actually contain some thinking style diversity.

The Value of Team Diversity

"A group becomes a team when each member is sure enough of himself and his contribution to praise the skills of the others."

~ Norman Shidle, Author

Notes

SAY Let's look at some points from an article on team effectiveness from Ann Herrmann-Nehdi.

Diverse by Design (5 min)

SHOW slide: Diverse by Design.

REFER participants to their workbooks.

DO Read the quote, "Effective collaboration is about getting the most from both individual and collective brainpower."

SAY This comes from an article, "Brainpower", by Ann Herrmann-Nehdi. She explains that understanding how everyone thinks can be the key to higher team performance.

SAY Now that you are beginning to see that your team represents different thinking preferences, you may wonder:
- How are you going to make up a team?
- How will you get anything done?
- How will you agree on anything with so many different ways of thinking?

SAY You might be tempted to say, "Let's just assemble teams made up of people with similar thinking preferences instead. This will minimize conflict and make it easier to reach consensus." Often, this occurs by default. In fact, a six-year study conducted at the US Forest Service found just the opposite.

Note to Facilitator: There are two extra slides containing additional quotes from Ann Herrmann. If desired, unhide them for sharing.

SHOW slide: Diverse by Design.

DO Read the quote, also from Ann Herrmann, "If you want to increase a group's productivity and efficiency, you should design mentally balanced teams and give them a process to improve their "operating system," rather than leaving it to the team leader or a haphazard process driven solely by the task at hand."

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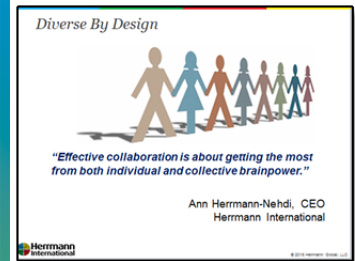
ASK While like-minded, or homogeneous, teams may more quickly come to agreement, might that actually be a negative?

SAY To read the entire article, visit our web site, www.herrmannsolutions.com, and download the article titled "The Key to Higher Team Performance." *(This appears at the bottom of the page in their workbooks.)*

SHOW slide: Diverse by Design.

SAY The study showed that teams with a balance of thinking styles were actually 66% more efficient, and they were also more effective – they considered more options and made better decisions.

SHOW slide: Diverse by Design.

SAY When organized by thinking preferences, teams are more successful. To increase productivity and efficiency, design mentally balanced teams and give them a process to improve their "operating system."

SHOW slide: Diverse by Design.

SAY When assembling groups, make a deliberate effort to bring in the diverse perspectives necessary to see all points of view and consider all potential options. If you are working with an intact team or a group that is more homogenous in its thinking styles, encourage members to stretch and think outside their mental defaults.

SAY As we continue to learn in these sections of **ThinkAbout Teams**, you will come to understand the strengths that each individual team member brings to the team, and why your team is all the better for your team's diversity. Now, let's dig deeper into the "why."
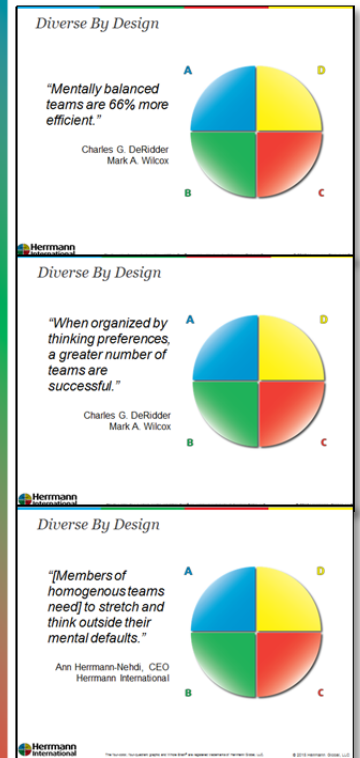
Why Spend Time on This? (5 min.)

SHOW slide: Why Spend Time on This?

REFER participants to their workbooks.

DO Ask the participants to offer their viewpoints.
- Why does it make sense *for you personally* to learn about the thinking preferences of your team?
- What do you hope to achieve as a team using Whole Brain® Thinking?

SHOW slide: Key Thoughts.

DO Share key thoughts:
- Each of you has your own unique thinking preferences which you can bring to the team as strengths.
- Each of you has the ability to stretch and think outside your preferred styles.
- Having a Whole Brain® "operating system" can enhance your team's effectiveness.

Why Spend Time on This?

Why does it make sense
for you personally
to learn about the thinking
preferences of your team?

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Key Thoughts

- Each of you has your own unique thinking preferences which you can bring to the team as strengths.
- Each of you has the ability to stretch and think outside your preferred styles.
- Having a Whole Brain® "operating system" can enhance your team's effectiveness.

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Notes

Debrief and Action Plan (3 min.)

SAY This ends Section 1, The Value of Team Diversity. 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.

SAY What two things are you going to do differently in your team as a result of what you've learned in this section?

ALLOW a few minutes for capturing thoughts.

SHOW slide: Cartoon.

SAY *(humorously)* I know you've probably each thought this at some point. But really, everyone is "smart" in their own areas, as we will see in our HBDI® Team Profile.

SAY In the next section of the **ThinkAbout Teams**, you will receive your HBDI® Team Profile and learn how to interpret the data to better understand your team's collective thinking preferences.

SHOW slide: End of Section 1.

Business of Thinking®

ThinkAbout Teams

Section 2: Exploring Your Team's Profile

Facilitator Guide

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Learning Objectives

Section 2: Exploring Your Team's Profile

1. Explain the collective thinking strengths and challenges of your team.

2. Strengthen your team's interactions and performance.

3. Update your team's "operating system" to be more whole-brained.

Section at a Glance

Section 2: Exploring Your Team's Profile

Time	Topic/Activity	Resources/ Materials
2 min.	Introduction	
10 min.	HBDI® Team Profile Overview	Team Profiles
35 min.	HBDI® Team Profile Debrief • Composite Profile • Rank Order, Process Flow and Under Pressure Process Flow • Preference Map, Under Pressure Preference Map	Brain Mat, 4 color cards, Team Profiles
5 min.	Our Team's "Operating System"	
5 min.	Team Ready-for-Action Assessment	
3 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Preparation Checklist

ASSEMBLE these additional materials before conducting the course:
- Brain Mat
- Set of four color cards (one set per participant)
- HBDI® Team Profile (one copy per participant)

PREPARE the following:
- Order the HBDI® Team Profile for the team. (You will receive one bound color copy, one black-and-white copy and an electronic copy in your choice of a PowerPoint deck or a .pdf file.)
- 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.)
- Select which reports you will discuss from the HBDI® Team Profile.
- Insert the desired HBDI® Team Profile reports into the appropriate slides and unhide them.

Each member of the team will receive a copy of the Team Reports. There are thirteen (13) reports contained within the Team Reports packet.

The five (5) noted reports **(*)** are included in the allotted time. The remaining are optional and will required extending the session. A separate workbook is available which includes the debrief and activities for all of the reports.

1. **Composite Profile ***
2. Average Profile
3. **Rank Order of Team Preferences by Quadrant ***
4. **Process Flow of Preferences/Adjective Pairs ***
5. List of Scores
6. **Preference Map ***
7. **Preference Map/Adjective Pairs ***
8. Work Elements by Quadrant
9. Rank Order of Work Elements
10. Key Descriptors by Quadrant
11. Rank Order of Key Descriptors
12. Adjective Pairs Comparison
13. Twenty Questions Comparison

Introduction (2 min.)

Note to Facilitator: The team will view the data from their HBDI® Team Profile together. Emphasis will be placed on the strengths of team and how the team can function more effectively. If this is not an intact work team (e.g. an assembly of leaders or open enrollment session), use the data to help them draw inferences about their own teams.

SHOW slides: Agenda and Learning Objectives – Review the slides.
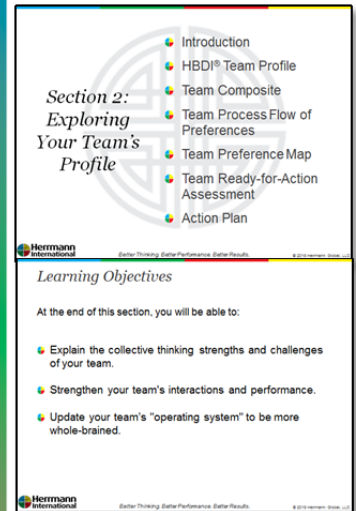
REFER participants to their workbooks.

SAY Each of you has received your personal HBDI® Profile and has had a debrief of your data. Just knowing your own thinking preferences is only one aspect of the HBDI® Assessment. The impact of your preferences in a team setting in another. It is important understand how your preferences may impact the team and how the team as a whole can benefit from their collective preferences.

As you review your HBDI® Team Profile, you will begin to see your team's thinking strengths and potential blind spots.

SAY As you look through your team data, keep in mind that my role is to help you understand the data. I don't have any magic answers for you. You are the experts on your team. I'm here to help you surface ideas and encourage a healthy exchange of those ideas.

Section 2: Exploring Your Team's Profile

- Introduction
- HBDI® Team Profile
- Team Composite
- Team Process Flow of Preferences
- Team Preference Map
- Team Ready-for-Action Assessment
- Action Plan

Learning Objectives

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

- Explain the collective thinking strengths and challenges of your team.
- Strengthen your team's interactions and performance.
- Update your team's "operating system" to be more whole-brained.

HBDI® Team Profile Overview (10 min.)

DO Distribute copies of the HBDI® Team Profile.

DO Walk the participants through the 13 reports, pointing out the ones that you will come back to review in more depth.

1. The Group 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. *(Included in the Team Profile Debrief that follows.)*

2. In the Average Profile, the solid black line diagram shows the overall group/team preferences for each quadrant. The dotted line diagram shows the adjective pairs average for each quadrant.

3. The Rank Order of Team Preferences by Quadrant shows the rank order of overall preferences for the group/team, in descending order of preference from most to least. This often reflects the direction of the group's thinking in their day-to-day work process (not in times of pressure). *(Included in the Team Profile Debrief that follows.)*

4. In the Process Flow of Preferences/Adjective Pairs, the top image shows the flow of preferences from most preferred to least preferred. The lower graphic uses the Adjective Pairs data to show the flow of preferences when the team is under pressure. *(Included in the Team Profile Debrief that follows.)*

5. The List of Scores provides comprehensive profile information in numeric form, listing the A, B, C, and D scores for each participant. It also includes average, minimum, maximum, and other calculations; and lists the individuals' introvert/extrovert scores.

6. 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.

Notes

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. *(Included in the Team Profile Debrief that follows.)*

7. The Preference Map/Adjective Pairs report shows two views of the Preference Map. The upper map shows team member preferences when they are not under pressure. The lower map shows the team members preferences when they are under pressure. *(Included in the Team Profile Debrief that follows.)*

8. Work Elements by Quadrant: The Work Elements section of the HBDI® Assessment Form asks the individual to rank Work Elements from 1 to 5: "5" being work they do best and "1" being work they do least well. This report presents the data individually. Each bar represents the response for one individual (the position of the bar for each person is consistent in all of the graphs).

9. Rank Order of Work Elements: By averaging and rank ordering the rating of each Work Element, you will be able to immediately recognize the strengths of the group. You will also readily recognize areas of lesser preference.

10. In the Key Descriptors by Quadrant report, each bar displays the percentage of the group that chose each of the 28 Key Descriptors. Individuals chose eight Descriptors that best describe them and then identified one of the eight as the most descriptive.

11. The Rank Order of Key Descriptors shows which descriptors were selected more than others and which descriptors were not selected at all.

12. The Adjective Pairs Comparison shows which Adjective Pair was selected by the group. The bars are color coded by quadrant for easy identification. The % figures along the bottom of the chart show how many of the team selected each adjective.

13. The Twenty Questions Comparison shows how the group answered each question. The % figures along the top of each question indicate the % of the team that made that particular selection.

SAY Now let's look at a few of these that are particularly interesting.

SHOW slide: Two Key Questions.

REFER participants to their workbooks.

SAY For each of the reports, ask yourselves these key questions:
1. How does this represent what happens on this team, in terms of interactions and performance?
2. What can we do differently going forward?

Two Key Questions

1. How does this represent what happens on this team, in terms of interactions and performance?

2. What can we do differently going forward?
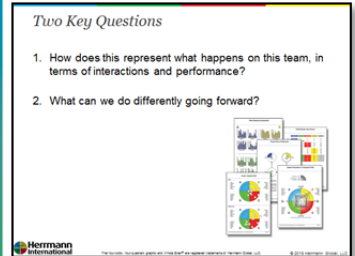
HBDI® Team Profile Debrief (35 min.)

Note to Facilitator: Five (5) of the thirteen (13) reports are included in this section. Each additional report you might choose to review will add time to your session. Since the worksheets for the additional reports are not included in the participant workbooks, please distribute copies of the handouts in the Appendix as needed.

- 10 min. – Composite Profile (p. 4)
- 15 min. – Rank Order, Process Flow and Under Pressure Process Flow (pp. 6-7)
- 10 min. – Preference Map, Under Pressure Preference Map (pp. 9-10)

Review the team's profile ahead of time and decide which reports contain key points to acknowledge or offer opportunities for team discovery. In some cases, just point out key observations; in others, use the provided discussion questions for team discovery. Consider your time constraints, as well.

Note to Facilitator: You are encouraged to use "The HBDI® Team Profile Guide" from your Certified Practitioner Guide. This will enable you to complete the four phases of the debrief:

1. Look at the Data - Determine the most critical reports for your team to review.
2. Plan for the Debrief – Use the Debrief template of choice as an action plan for you to inform your team of the most pertinent data and assist them in interpretation.
3. Execute – Deliver the HBDI® Profile Debrief to the team.
4. Implementation – Assist the team in coming up with applicable areas to improve their team performance using Whole Brain® Thinking.

For your reference, the following pages include brief information for each of the team reports. A more thorough explanation can be found in "The HBDI® Team Profile Guide."

Composite Profile (10 min.)

Notes

SAY Let's look at the first of several reports in the HBDI®
Team Profile – page 4 of the team profile.

SHOW slide: Composite Profile.

SAY This is team's Composite Profile. It is an overlay of each
team member's HBDI® Profile on the profile grid.

ASK any of these questions to help the team focus on the key
data in this report:

- In which quadrant(s) does the team have strong or very
  strong preferences?
- In which quadrant(s) does it have intermediate
  preferences?
- In which quadrant(s) does it have low preferences?
- Are there some "spikes" (e.g., people who have a very
  high score)?
- What's the range of preference within each quadrant?
  - Is there a broad range within the same quadrant –
    profiles with strong preference scores over 100 and
    other profiles in the low preference range of 10 – 33?
  - Is there a narrow range of preference within one
    quadrant?
- Does any of this information surprise you?
- How is this representative of what happens on this team?
- What are the implications of this going forward?

SAY In your workbook, there is space to write in your team's
left, right, upper and lower mode percentages.
- How do the upper mode and lower mode compare? What
  are the implications?
- How do the left mode and right mode compare? What are
  the implications?

SAY *(Select those applicable for this team.)*
- If there is a broad range of scores within a quadrant many
  points of view will be represented. The dynamics of the
  team may affect whether those points of view are actually
  being expressed.

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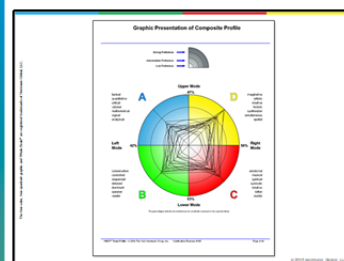
- A broad range of preference can be an initial place to look for conflict or stress.
- Quadrants where the range of preference is narrow can be quadrants where the group experiences "group think" – a benefit at times and at other times a possible hindrance.
- Heterogeneity is often a gauge for the potential breadth of thinking of a group/team as they face different situations and challenges.

Average Profile (15 min.) (optional; see handouts)

SHOW slide: Average Profile *(hidden slide).*

SAY Here is the Average Profile report – page 5 of the team profile. The solid black-line plots the average "general" scores for each quadrant. The dotted-line plots the average "under pressure" scores for each quadrant.

SAY On your handout, there is space to write in your team's average "general" scores for each of the quadrants, which appear next to the letters at the diagonals.

ASK any of these questions to help the team focus on the key data in this report, first looking at the "general" profile:

- Which are the most preferred quadrants? Least preferred? What are the implications?
- Is there a distinct tilt toward one or more quadrants? What are the implications?
- Is there a difference of more than 20 points between any two quadrants? What are the implications?
- Let's look back at the Composite Profile. If this is a "balanced" profile – 6-8 points of each other – are the scores the result of most team members having similar scores or the result of a wide-range of scores that average out more in the middle?

SAY Now look at the dotted line, showing the average "under pressure" profile. Note on your handout what happens to the scores in each quadrant when the team is under pressure – increases, decreases, or stays about the same.

ASK

- How does the normal tilt compare with the adjective pairs (under pressure) tilt?
- How have you seen this played out in your team or group?

ASK

- How do these team averages compare with your scores? *(Note this on your handout.)*
- How can you use all of this information going forward?
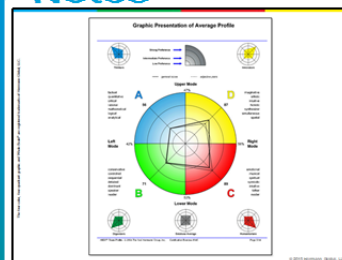
Rank Order and Process Flows (15 min.)

ASK *(before showing slide)*

- When faced with a problem or decision, what does your team do first?
- In what quadrant do you start processing? Where do you go from there?
- What quadrant, if any, do you never seem to get to?

SHOW slide: Rank Order.

SAY The report on page 6 of the team profile shows the rank order of the team's average scores in descending order of preference from most to least. This often reflects the sequence of the group's thinking day-to-day work process when they are not under pressure.

ASK

- How does this reflect or impact the priorities of the team?
- What do these preferences suggest about how the team may approach its work or spend its time? What problems might this create for a team?
- How does that match up with your experience of the team?

SAY

- The team can appoint one person on the team to be the "watchdog" or "internal consultant" for the quadrant that is least preferred. They may appoint the person with the strongest preference in the quadrant that is the team's least preferred. For each action point, they could then check in with their "watchdog" for feedback to make sure they are not overlooking that quadrant.
- Often, when groups gather for a meeting, they begin where they are most comfortable and end the meeting before they get to areas where they are less comfortable. The Rank Order of Preferences will confirm for many, where their tasks and topics originate due to the strongest preferences and areas they never "get around to" due to the group's lack of preference.
- The group may wish to develop an action plan for improved effectiveness with this data in mind. For example, a group may decide that no matter how many
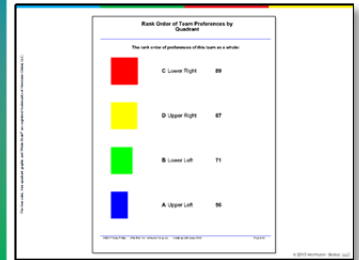
great ideas they have in a meeting, at 10 minutes before the meeting's end they will draw up an action plan.

Process Flow of Preferences

SHOW slide: Process Flow of Preferences.

SAY The Rank Order of Preferences that we just saw suggests the preferred flow of work from quadrant to quadrant – page 7 of the team profile. Next to each quadrant is the percentage that each quadrant represents.

REFER participants to their workbooks.

Draw arrows on the diagram below which show your current team's flow of preferences. Start at the quadrant which is your team's highest profile score and then continue until you end at your team's lowest profile score.

DO Have all participants come to the Brain Mat with their four color cards. They may also want to bring the HBDI® Team Profile Report with them. (For large teams, putting the four color swatches in the corners of the room will create more space.)

SAY Everyone, please stand in the quadrant on the Brain Mat that is your team's strongest overall preference, according to the Rank Order of Preferences Report. Hold up the color card that represents your own personal strongest preference.

ASK any of these questions to help the team focus on the key data in this report:
- Is this the quadrant that your work-flow typically starts with? Why?
- What types of activities are being done while we think in this quadrant?
- What are the implications for your effectiveness?
- Are there areas you never "get to" or that create problems for your group?
- Who, on the team, has an individual strongest preference that is not in this quadrant? How does this affect this individual? How can we possibly use this individual's strongest preference to keep us on track? (ie: Perhaps this
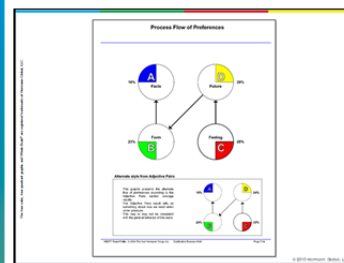
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individual's strongest preference is the team's weakest, the final quadrant in the Process Flow of Preferences. If so, this individual can be the "internal consultant" who will provide feedback at each action point during the work process.)

SAY I'm going to have you continue to move around the Brain Map to follow your team's Process Flow of Preferences. As you stand in each quadrant, let's discuss some of the activities that are done in each quadrant. Let's also take a look at your personal strongest preference color cards, which you are holding.

SAY Now, everyone shift to the second and third highest quadrants, showing your cards. *(Watch for any anomalies, like someone with a 3 in that quadrant, or a manager with a preference in that quadrant that might "hijack" the discussion – anything that might be awkward or significant.)*

DO Have them move to the last quadrant, discussing the above in each quadrant, related to their cards.

ASK
- Is there ever a time when you don't get to this last quadrant?
- What are the implications?
- What would happen next time if you started in this quadrant, to 'shake things up?'

SAY Please return to your seats.

Adjective Pairs Process Flow of Preferences

SAY Take a look at the diagram at the bottom of the page. This flow is based on the team's Adjective Pairs scores. It represents how the team is likely to perform under pressure.

ASK any of these questions to help the team focus on the key data in this report:
- How does the normal flow compare with the flow under pressure, the Adjective Pairs?
- Does your team typically work under pressure? Do you function the best in those circumstances?

Notes

- Where does this team go first under pressure? Last?
- What are the implications?
- What might this team do differently in the future to perform better?

SAY We will refer back to this activity later in the fourth section of **ThinkAbout Teams**. Let's try to remember our Process Flow of Preferences for this team, and some of the ideas we've come up with to assist our team's performance in the future.

List of Scores (15 min.) (optional; see handouts)

SHOW slide: List of Scores.

SAY This detailed list on page 8 of the team profile provides comprehensive profile information in numeric form, listing the A, B, C and D scores for each participant. This list is organized by quadrant preference, going from most left to most right scores in the Whole Brain® Model.

If you look at the bottom of the chart, you'll see the sum of all the scores for each quadrant, the average, the minimum and maximum for each quadrant as well as the standard deviation and the median score. (An equal number of the scores are above and below the median.)

ASK any of these questions to help the team focus on the key data in this report:
- What's the range in each quadrant? Wide or narrow?
- Where are the scores above 100? In each quadrant? In several quadrants?
- Are there any very strong preference scores (e.g. over 133)?
- Are there any scores below 33?
- What, if any, problems might occur because of the ranges?

SAY
- Scores above 100 represent very strong preferences that are often quite visible to others. Those scores frequently have a strong impact on group process.
- Scores below 33 will also have an impact on the group process.
- A big range may indicate very different, contrasting viewpoints within the group.
- A small range often indicates an area where the group shares that level of preference, whatever that might be; low, intermediate, or high. That homogeneity group of preference for that quadrant often provides a "shared space" for the group.
  - If that shared space is an area of high preference, then the outcome may be a "tribal-like" sharing of viewpoints and perspectives.

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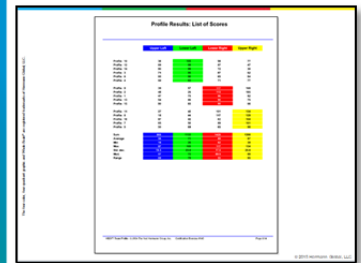
- If the homogeneity falls into an intermediate preference, then there is most likely a comfort zone for the group as a whole in that mode, but no passion or highly specialized preferences in that quadrant.
- If the small range falls into a low preference zone, then the group may collectively lack energy for that approach and could overlook important aspects of a problem or situation relating to that quadrant.

Note to Facilitator: The identities of the team members are concealed by referring to the profiles by number. With everyone's permission to share, you can reveal the Participant List slide, which is the name key.

Preference Map Report (10 min.)

SHOW slide: Preference Map.

SAY The next report is the Preference Map, on page 9 of the team report. This report plots each individual's profile on the Whole Brain® grid so you can see the whole team at a glance.

SAY Let's physically recreate the preference map on the Brain Mat. Please identify where you are on the preference map, by your initials, and then stand on the Brain Mat at that position. If any are overlapping and hard to make out, I can help.

ASK any of these questions to help the team focus on the key data in this report:

- Are there clusters (or mini-tribes)? What are the implications?
- Where is the natural pull on this team (e.g. right, left, upper, lower)?
- Are there "loners" (profiles that are alone/ separate from the other profiles on the map)?
- What are the implications of this distribution?
- How does this map reflect the way your group works together and interacts?
- What insights can you gain to improve your communication process?
- Is there a thinking style that tends to be overlooked?

Note to Facilitator: The identities of the team members are concealed by referring to the profiles by number. With everyone's permission to share, you can reveal the Participant List slide, which is the name key

Adjective Pairs Preference Map

SHOW slide: Preference Map/Adjective Pairs.

SAY The top diagram on page 10 of the team profile report is the team under normal circumstances. This is how you are standing right now. The lower one is the team under pressure.

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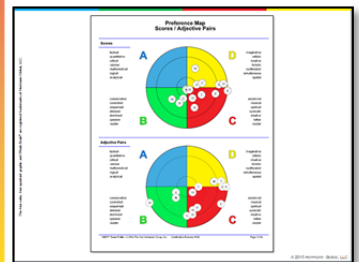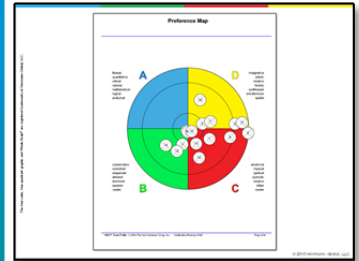
SAY Now, shift your positions on the Brain Mat to recreate the bottom – Adjective Pairs – diagram.

ASK any of these questions to help the team focus on the key data in this report:

- What, if anything, happens to this team under pressure?
- Where are the clusters or mini-tribes when the team is under pressure?
- Where are the loners when the team is under pressure?
- What are the implications of the differences between the team under pressure and the team when it isn't under pressure?
- Are there times when the team is functioning in its typical profile, but some individuals are functioning under pressure?
- How does this reflect how your group works together and interacts under pressure?
- What are your insights?
- How can you use this data going forward?

DO Ask everyone to return to their seats.

REFER participants to their workbook, where they can take notes on the activity they just experienced.

SAY While we are taking a look at our Preference Maps reports, consider the "loners" we've talked about.

Note to Facilitator: If there was at least one "loner" on the team, according the HBDI® Team Profile, acknowledge that person(s) when use the case study example on the slide to discuss the concept of exile."

SHOW slide: Thinking Styles in Exile.

SAY When you look at this example of a team's preference map, you can see someone on the team seems to be left in "exile."

ASK What do you recommend for this team?

DO Lead the participants to find ways to value the strengths of the "exiled team member." Ensure that all team members

Thinking Styles in Exile: What Do You Recommend?

be conscientious of the fact that their thinking style, while maybe popular, is not shared by everyone on the team.

SAY Note that the profile of each individual is displayed in a quadrant according to a "center point" of their profile scores. Therefore, keep in mind that, while a mapping of someone's profile scores may put them in one quadrant, it's quite possible that they still have fairly strong thinking preferences in some of the other quadrants.

Work Elements by Quadrant Report (15 min.)
(optional; see handouts)

Note to Facilitator: There is an optional activity for this report. Based on the team, you may conduct the activity first, for discovery, or where it appears, below, as a debrief.

SHOW slide: Work Elements.

SAY Look at page 11 of the team profile. The Work Elements section of the HBDI® Assessment asked you to rank Work Elements from 1 to 5. With 5 being work you do best and 1 being work you do least well. This report presents that data. Each bar represents the response for one person on the team, and the bars are always in the same order. So if someone is the first bar in "analytical," that person will also be the first bar in "expressing."

ASK any of these questions to help the team focus on the key data in this report:

- Are there Work Elements that have mostly 1s? What are the implications?
- Are there any Work Elements where the group is divided between extreme preference and a lack of preference? What are the implications?
- How does this reflect any gaps you have on the team?
- How do the preferred Work Elements align with the team's tasks?*
- Think about your last project. Did these preferences show up?
- What can you do to make use of this information in the future?

* Note to Facilitator: If you suspect a discrepancy either between the work the team is expected to perform and their competencies, or between preferences and competencies, you may want to allow extra time to conduct the following optional activity. Be mindful, however of any existing sensitivities (e.g. recent performance issues, pending layoffs or job insecurities)

* Optional Activity: **DO** Have the participants gather around the Brain Mat with their 4-color cards. Ask a volunteer to call

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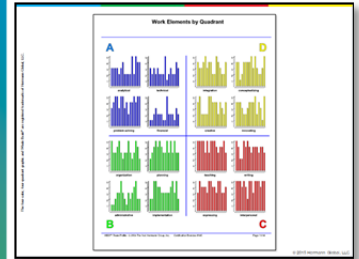
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out a key work functions that this team is expected to perform and ask the class what quadrant(s) that falls in. Have all of the participants that perform that Work Element well (in their opinion) go to that quadrant of the mat. Then, have them raise the card(s) that represent profile codes of 1 in their profile. Repeat a few times to get a feel for how well competence matches the expectations for the team and compare competence to preferences. **ALLOW** 10 minutes.

SAY A score of 3 can be misleading because sometimes people rate an element as 3 because they have run out of 4s and 5s. Therefore, some 3s actually represent areas of strength, albeit less of a strength than a 4 or 5.

A score of 1 or 2 usually represents a work activity that is not strong; a 1 may mean an activity that is avoided or made a very low priority.

Rank Order of Work Elements

SHOW slide: Rank Order of Work Elements.

SAY Here is a report of the rank order of the Work Elements, on page 12 of the team profile. It is calculated by averaging the rating for each work element, and then rank ordering the averages from most highly rated to least rated.

ASK any of the following questions to help the team focus on the key data in this report:
- Which Work Elements are rated the highest? *(The top 5.)*
- Which are rated the lowest? *(The bottom 5.)*
- Which quadrants have the highest occurrence of Work Elements?
- Which quadrants have the lowest occurrence of Work Elements?
- What are the implications?
- How do the Work Elements compare with the team's general profile average vs. it's under pressure profile?
- How do these preferences impact your effectiveness as a team?
- What can the team do to situationally deal with its least preferred elements?
- How will you use this information going forward?
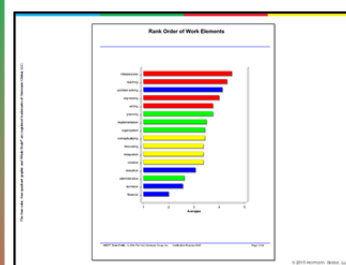
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SAY Just because a work element shows up in the middle does not mean that the team is only moderately competent. Several team members may have rated those elements with 3s because they ran out of 4s and 5s.

Keep the Work Elements in mind to compare with the Key Descriptors, next. Work Elements are focused on how people see themselves at work. Key Descriptors reflect a person's more general assessment of their preferences, which includes both work and the rest of their life.

Key Descriptors by Quadrant (15 min.) (optional; see handouts)

SHOW slide: Key Descriptors by Quadrant.

SAY The Key Descriptors by Quadrant report on page 13 of the team profile shows all of the selections of Key Descriptors that the team members selected (or didn't select). Each bar displays the percentage of the group that chose that descriptor. As you may remember, for this section of the survey you chose eight items that you think "best describe" you, and then you chose one of the eight that is "most descriptive." The "most descriptive" selections are displayed on the bar chart in black. Keep in mind that Key Descriptors are often more "general" descriptions of a person than any Work Elements are.

Note to Facilitator: *(In case anyone asks...)* There were 25 adjectives on the HBDI® Assessment, but there are 28 items on the report, because Intuitive appears twice (C, D), reader appears twice (B, C) and verbal appears twice, as speaker/talker (B, C). This is probably a deeper conversation then you want to have in this session.

ASK any of these questions to help the team focus on the key data in this report:
- What's the distribution by quadrant?
- Which quadrants have the most? The least?
- Which Key Descriptors were identified as most descriptive? How can those impact a team or work group?
- There can be differences between Key Descriptors and the Work Elements because sometimes people have preferences that they are not able to satisfy through work. Do any of these differences surprise you?
- Could these differences between Key Descriptors and Work Elements indicate hidden resources of untapped talent for your team's work?
- Are there quadrants that are consistently strongly preferred in both Work Elements and Key Descriptors?
- Are there quadrants that are consistently least preferred in both Work Elements and Key Descriptors?
- What does this say about your team?
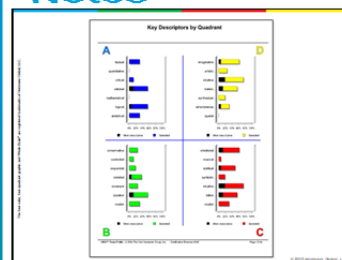
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- How do these selections impact your group process or interaction?
- How about those that are preferred by very few or no one at all?

SAY The "most descriptive" Key Descriptors can often have a strong impact on group interaction.

The Key Descriptors may also reflect preferences that team members would like to satisfy through work, especially if they aren't able to meet those needs through non-work related activities.

Rank Order of Key Descriptors

SHOW slide: Rank Order of Key Descriptors.

SAY The Rank Order of Key Descriptors report on page 14 of the team profile makes it easy to determine which descriptors were selected more than others and which descriptors were not selected at all. The bars are color coded by quadrant for easy identification.

ASK any of the following questions to help the team focus on the key data in this report:
- What are the top 5 Key Descriptors? Are they from one or two quadrants or distributed among all four?
- What are the bottom 5 Key Descriptors? Are they from one or two quadrants or distributed among all four?
- How do the Key Descriptors compare with the Work Elements in terms of distribution by quadrant?
- Which quadrants are emphasized the most?
- Which quadrants are least preferred?
- What are the implications of your group's strongest Key Descriptors and least preferred Key Descriptors?
- How do these preferences impact your effectiveness as a team?
- How can you use this information in the future?

SAY Again, consider the Key Descriptors as compared to the Work Elements. It is possible that sometimes people have preferences that they are not able to satisfy through work.

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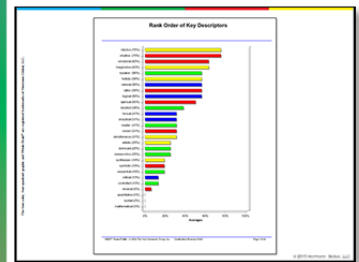
Consider these differences. Perhaps there are "hidden resources of untapped talent" for your team's work.

Adjective Pairs Comparison (15 min.) (optional; see handouts)

SHOW slide: Adjective Pairs Comparison.

SAY Recall that the Average Pairs section of the HBDI® Assessment determines a person's preferences under pressure, displayed as the dotted line on your profile. It is a forced choice between a series of two adjectives representing different quadrants.

The Average Pairs Comparison Report on page 15 of the team profile reflects which adjectives were chosen by a percentage of the team members. The bars are color coded by quadrant for easy identification. Any choices that were made by 100% of the team are at the top of the chart, a single-color bar.

ASK
- What happens to this team under pressure?
- What color quadrants are at the top of the chart, chosen by 100% of the team?
- Are there any adjectives chosen by all but one, or a small percentage of the team? What are the impacts?
- How does this reflect how your group works together and interacts under pressure?
- What are your insights?
- How can you use this data going forward?

Twenty Question Comparison (15 min.) (optional; see handouts)

SHOW slide: Twenty Question Comparison.

SAY This report on page 16 of the team profile shows how the team answered each of the twenty questions on the HBDI® Assessment. The percentages are displayed along the "strongly agree" to "strongly disagree" continuum. The percentages in brackets represent the totals of the two percentages to the left and right of neutral/center.

ASK any of the following questions to help the team focus on the key data in this report:

- Which questions did the vast majority of the team agree with?
- Which questions did the vast majority of the team disagree with?
- Which questions have a divided opinion?
- Which of those selections might be significant?
- Which questions are more significant than others?
- Which questions are not so important?
- What is the context in which the team is working and what impact will their selection have?

DO

- Discuss those questions in which the team strongly agreed or disagreed.
- Discuss those questions where the team does not mind that there is disagreement.

SAY You may now see similarities in the reports as the data is delivered in multiple ways. Consider your team's strengths and possible gaps as we continue to apply the data to your work processes – your "operating system."
We are going to get very specific about looking at what you need to do as a team to become more whole-brained in your interactions with each other and your approach to work.

Our Team's "Operating System" (5 min.)

ASK Has anyone ever participated in a workshop or team building activity that was fun, but did not seem to have a lasting impact?

SAY A team's interactions can improve their effectiveness or not have an effect at all. The Whole Brain® Thinking methods will help you create a new "Operating System" that will enable your team not only to interact well among team members, but also to deliver high performance as a team.

SHOW slide: Our Team's "Operating System."

SAY The Whole Brain® Thinking methods provide us with the help to actually use all of this data and information and help us move as a high performing team.

Now that we fully understand not only our own HBDI® Profiles and individual preferences, but also the thinking preferences of the team, we can use this information to our advantage. We need to continue to focus on the "collective intelligence" of the team.

Every team is potentially a winner! We need to make our team a high performance team. We may not be quite there yet, but we are going to work now on making that a reality.

SHOW slide: Steps to Creating a Team Operating System.
- Own your own preferences
- Know your team's preferences
- Be aware of your team process flow
- Be aware of how your team functions under pressure
- Commit to keeping Whole Brain® Thinking alive in everything you do as a team.

TRANSITION We've made progress on the first four steps. To help you integrate Whole Brain® Thinking into your every day life as a team, we have a Team Ready-for-Action Assessment to determine possible areas of focus.

Team Ready-For-Action Assessment (5 min.)

Team Ready-for-Action Assessment

SHOW slide: Team Ready-for-Action Assessment.

REFER participants to their workbooks.

SAY In this assessment, you will gauge the extent to which your team has laid a Whole Brain® foundation for working together.
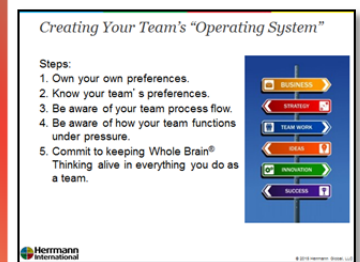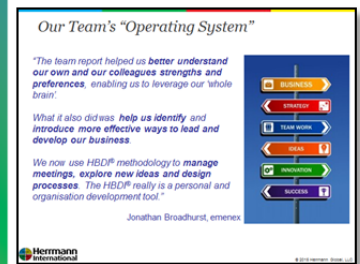
This assessment is a checklist by quadrant of what a team needs to have in place in order to effectively work together at the highest level. These are the things a Whole Brain® team needs to have in place.

DO Ask the participants to complete the team assessment individually.

ALLOW a few minutes to complete the assessment and add up their scores in their workbooks.

SHOW slide: Scoring.

Scoring – Possible Indications

SAY Looking at your totals, possible indications are:
- If the score in any quadrant is:
  - 13-15 – Your team appears to have a strong command of this quadrant.
  - 9-12 – Your team may have some strengths and some areas for improvement in this quadrant.
  - 5-8 – Your team may need to focus on stretching into this quadrant.
- If the overall total is:
  - 48-60 – Your team appears to function in a Whole Brain® manner.
  - 34-47 – Your team may have some strengths and some areas for improvement.
  - 20-33 – Your team may have some opportunities for improvement

Notes

Note to Facilitator: If time is limited they may complete this on their own when they have the time to sit and give it more thought. They must bring this with them to the next session.

SAY You will get together in small groups in our next session to review and discuss your assessment.

SHOW slide: Key Thoughts.

DO Share key thoughts:
- Your team, as a whole, has a thinking preference.
- The "team preference" impacts how you function as a team.
- Individuals whose preferences are quite different from the "team preference" can bring a valuable perspective.

Key Thoughts
- Your team, as a whole, has a thinking preference.
- The "team preference" impacts how you function as a team.
- Individuals whose preferences are quite different from the "team preference" can bring a valuable perspective.
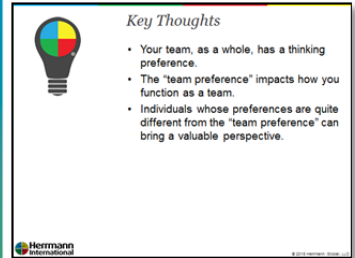
Debrief and Action Plan (3 min.)

SAY This ends Section 2, Exploring Your Team's Profile. 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 Think about what can you start doing immediately to build your team's operating system.
- What team thinking strengths can you leverage?
- What potential thinking blind spots can you address?
- How are you going to stretch, as a team, into your lesser preferences?

ALLOW a few minutes for capturing thoughts.

SAY In the next section of the **ThinkAbout Teams**, you will continue to analyze how well your team is thinking in a Whole Brain® manner.

SHOW slide: End of Section 2.

Notes

Business of Thinking®

ThinkAbout Teams

Section 3: Building the Right Team

Facilitator Guide

Table of Contents

Learning Objectives

Section 3: Building the Right Team

1. Assess your team's level of Whole Brain® functionality.

2. Pinpoint opportunities for improvement, to enhance your team's effectiveness.

3. Identify the strengths you bring to your team, which may extend beyond your preferences.

Section at a Glance

Section 3: Building the Right Team

Time	Topic/Activity	Resources/ Materials
2 min.	Introduction	
15 min.	"The Marshmallow Challenge"	
3 min.	The Right Team in the Game	
25 min.	Team Ready-for-Action Assessment	Completed in Section 2
10 min.	What Do I Bring?	
5 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Preparation Checklist

Notes

ASSEMBLE these additional materials before conducting the course:

- Flip chart
- Calculator or calculator app on your device
- One calculator for each small group of 3-5 people (although many people have calculator apps on their devices)

PREPARE the following:

- Watch the "Marshmallow Challenge" video and decide if you would prefer to substitute another video, better suited to your situation and audience. Replace the corresponding slides, if necessary.
- The team should have their completed "Team Ready-For-Action Assessment" in section 2, "Exploring Your Team's Profile." If section 2 was not conducted, have them complete the assessment as part of this section.

Introduction (2 min.)

SAY After reviewing the HBDI® Team Profile together, you will now take a closer look at what is required to build a great team. You will also have a chance to apply the Whole Brain® Thinking approach to a real work project.

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

REFER participants to their workbooks.

Note to Facilitator: The purpose of the following video and discussion is to enable participants to see that teams sometimes go about a challenge in different ways. Sometimes they are successful and other times they are not. Connections will then be made to Whole Brain® Methodology, which point out that considering the thinking preferences of each team member is vital in successful teamwork. Substitute another video for this one, if desired, and revise the corresponding slides accordingly.

"The Marshmallow Challenge" (15 min.)

SHOW slide: "The Marshmallow Challenge."

SAY I'm going to play a short video for you, named "The Marshmallow Challenge." It is a Ted Talk Video featuring Tom Wujec, Fellow at Autodesk, the world's leader in 2D & 3D design software.

SAY As you watch the video, consider how it may relate to Whole Brain® Thinking.

PLAY video clip. (about 7 minutes)
- Video: http://youtu.be/H0_yKBitO8M
- Tom Wujec: www.tomwujec.com
- http://marshmallowchallenge.com

Debrief
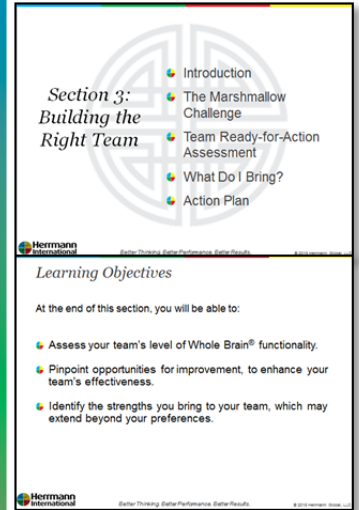
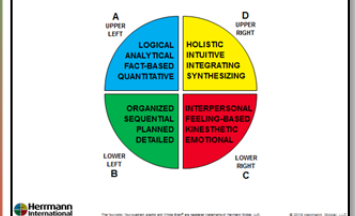**SHOW** slide: "The Marshmallow Challenge."

REFER participants to their workbooks.

ASK
- What did you find interesting about the challenge or the data on the teams that took the challenge?
- How do you think this may relate to Whole Brain® Thinking?
- What types of thinking was necessary to successfully complete the challenge?
- Can you make predictions about how certain groups may or may not be successful in completing this challenge based on the team's thinking preferences?
- How do you think your team might have done on this challenge?

SAY While it might be fun to actually complete this challenge, we will instead consider what we have discussed about this type of exercise and put it to practice later when we work on a real-life work challenge later.

SHOW slide: Whole Brain® Model.

SAY Each of the teams studied were a bit different. Tom points out that the business students are trained to find the single, right plan and then they execute on it. What would you guess might be the strongest preference of business students? (A/blue - CEO, Finance, Technical, Stock Broker)

SAY However they were not as successful as the kindergarteners. What do the kindergarteners do differently which resulted in success? They start with the marshmallow and build successful prototypes - they consider multiple possibilities. This type of collaboration is "the essence of the iterative process". What type of thinking are these kindergarteners using? (D/yellow – innovative, creative, curious and playful)

SAY Notice too, how Tom mentioned that the CEO's performed even better when they put an Executive Administrator on their team. Administrative Assistants tend to fall into which quadrant? (B/green) They assist in managing

Notes

"The Marshmallow Challenge"

- What did you find interesting about the challenge or the data on the teams that took the challenge?
- How do you think this may relate to Whole Brain® Thinking?
- What types of thinking was necessary to successfully complete the challenge?
- Can you make predictions about how certain groups may or may not be successful in completing this challenge based on the team's thinking preferences?
- How do you think your team might have done on this challenge?

Whole Brain® Model

the process. So if we want our project to move along, we too, will need the talents required from team members that can think from this quadrant.

SHOW slide: "The Marshmallow Challenge."

SAY This Marshmallow Challenge, just like projects we have at work, demand that "we bring all of our senses to the task, and that we apply the very best of our thinking, our feeling and our doing to the challenge that we have at hand." (Tom Wujec)

SAY I think you're beginning to see that a team with differences in thinking preferences can be very successful. It takes a team of individuals to consider different possibilities, and work together to move it along.

SAY Before we get busy applying Whole Brain® Thinking to our own teamwork, let's take a look at one example where Whole Brain Technology® was partly to praise for the successful completion of a project.

"The Marshmallow Challenge"

Every project has it's own marshmallow.

The challenge provides a **shared experience**, a **common language, common stance** to build the right prototype.

It demands that we bring all of our senses to the task, and that **we apply the very best of our thinking**, our feeling and our doing to the challenge that we have at hand.

Tom Wujec

Notes
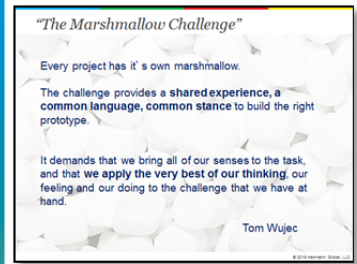
The Right Team in the Game (3 min)

Note to Facilitator: You can find more information about this Case Study at the Herrmann website: http://www.herrmannsolutions.com/kinect-adventures-product-development-for-a-whole-brain-world/. You may elect to substitute on of your company's Whole Brain® success stories here.

SHOW slide: Getting the Right Team in the Game.

REFER participants to their workbooks.

SAY The first consumer product built from the ground up using Whole Brain Technology® is "Kinect Adventures!," a game for Microsoft's Kinect™ for Xbox 360® system.

The team learned the importance of different thinking preferences in the innovation and design process. Whole Brain® Thinking helped to improve idea generation, as well as decision making.

By providing a common language and understanding of how different thinking styles come into play, this experience also gave a "voice" to the full thinking diversity of the team, and that meant the group could reach more balanced solutions and ideas.

SHOW slide: Whole Brain® Thinking on Two Levels.

ASK Microsoft used Whole Brain® Thinking on two levels, first within the design team, and then when creating a product. Does your team have a second level to consider?
Examples:

- Sales Teams – consider their customers' buying style
- Teachers – consider students' interests and thinking styles for learning
- Marketing Teams – consider consumers' preferences
- Customer Service – consider the customers' needs and stress levels
- Executives – consider their perspective and needs

Getting the Right Team in the Game

Whole Brain® Thinking on Two Levels

Notes
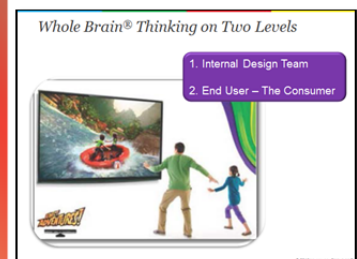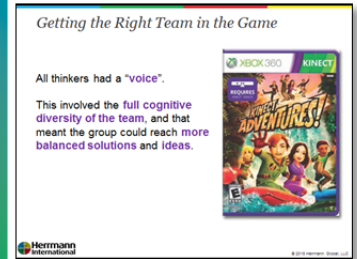
ASK What steps can you take to apply Whole Brain® Thinking to this second level?

Team Ready-For-Action Assessment (25 min.)

Note to Facilitator: Be mindful of any tension that might exist in the class, or if the presence of any senior leaders may make participants uncomfortable with sharing their ratings. It may be appropriate for you to collect and tabulate everyone's ratings from Section 2 prior to this section, to protect anonymity.

SAY Let's go back to the "Team Ready-For-Action Assessment" that you completed individually at the end of the last section.

DO Group the participants in smaller groups of 4-5, depending on the group size.

SHOW slide: Team Ready-for-Action Assessment.

REFER participants to their workbooks.

DO Have the groups calculate their small group averages for the four quadrants, and their overall score.

ALLOW a few minutes to calculate their scores in their workbooks.

SAY I'm curious …Who did "rough rounding" to come up with their small group averages and whose averages contain decimal points? Does this reveal any thinking preferences?

DO Ask for each small groups' averages and calculate the class's average and overall score on a flip chart.

Note to Facilitator: You may skip the small group averaging and go straight to team averaging, especially with a small class.

SHOW slide: Scoring.

Team Ready-for-Action Assessment

Scoring – Possible Indications

SHOW slide: Team Ready-for-Action – Discussion.

REFER participants to their workbooks.

DO Ask the groups to discuss the following points and questions in their small groups.

- Compare your ratings in each quadrant with others in your group.
- Do your ratings seem to align with those given among others in the group?
- Is there a wide variation among the ratings for certain action items?
- Consider the action items that have a wide variation. Why is this?
- Consider the action items that were given the lowest ratings by the majority of the group. What are the implications?
- What action items were given the highest ratings? Were these unanimous among the group? What does that mean for our team?

Debrief

DO Bring the class back together and share any important discoveries about the teams' "Ready-For-Action Assessment."

SHOW slide: Team Ready-for-Action – Summary.

ASK
- Are there certain quadrants that all of our groups might agree are being overlooked?
- Is our team focusing on one quadrant over others? If so, why do you suppose this is the case?
- What have you discovered about your team and its current ability to use all thinking preferences?

SAY We've discussed the "The Value of Team Diversity" in section 1 and we recognized the need to have team members with a variety of thinking preferences and strengths in each quadrant.

In section 2, "Exploring Your Team Profile," we analyzed *your* team's thinking preferences and strengths.

Notes

Team Ready-for-Action – Discussion

Team Ready-for-Action – Summary

Notes
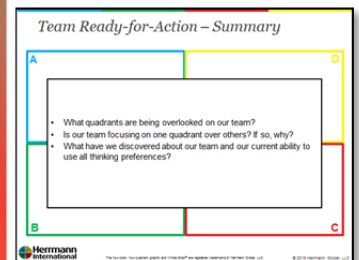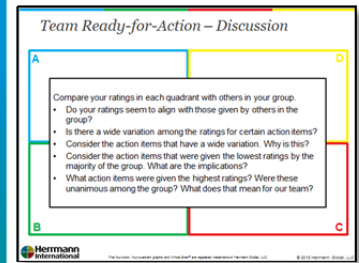
Now we are going to look more closely at what each team member brings to the team.

What Do I Bring? (10 min.)

Note to Facilitator: If this team has completed the "Turn-On Work" exercise in **Start Thinking**, Section 4 - Whole Brain® Thinking in Action, refer back to that page. (**SAY** In **Start Thinking**, you may recall completing the Turn-On Work exercise, in which you identified the items that you enjoyed doing at work or like about work. Then we revealed that the activities were arranged in four quadrants of the Whole Brain® Model.)

SHOW slide: What Do I Bring?

REFER participants to their workbooks.

SAY Let's take a look at the work activities in the "What Do I Bring?" model. Take a few moments to place a check mark next to the skills you bring to the team. Remember, you may have skills, or competencies, outside of your preferences.

Debrief

ASK
- Are there any revelations from anyone?
- Are you considering the fact that the "Things You Bring" may not necessarily match up to the types of tasks you are asked to do at work?
- Remember that preferences are not the same as competencies. You can be good at doing some things, but you may just not prefer that type of work.

SHOW slide: Key Thoughts.

DO Share key thoughts:
- An inability to stretch into other quadrants can inhibit team success.
- Whole Brain® Thinking applies not only to how you build and develop your team, but also to how you deal with people outside of your team.

- Creating a Whole Brain team requires combining thinking preferences with competencies. Remember that preferences are not the same as competencies.

SHOW slide: Untapped Resources.

SAY Each member of a team we each bring strengths to the table. At times, your team will have projects that require tasks that may be outside of the members' preferred thinking styles. In Section 4, you will learn a process for working on such a project.

Debrief and Action Plan (5 min.)

SAY This ends Section 3, Building the Right Team. After completing this section, you should have achieved these outcomes.

SHOW slide: Learning Objectives → Outcomes.

DO Review each earlier stated objective.

SAY Keep in mind that you can also use these tools to assess and enhance *other* teams of which you are a member or leader.

SAY All that remains is creating your action plan.
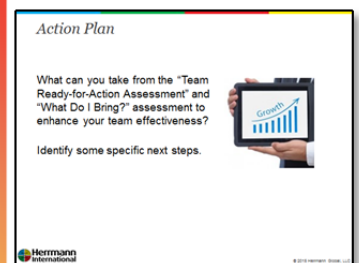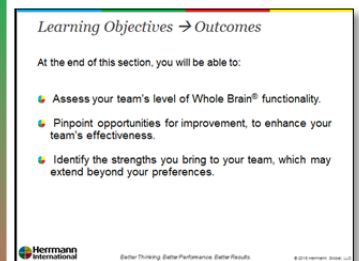
Action Plan

SHOW slide: Action Plan.

REFER participants to their workbooks.

SAY What can you take from the "Team Ready-for-Action Assessment" and "What Do I Bring?" assessment to enhance your team effectiveness? Identify some specific next steps.

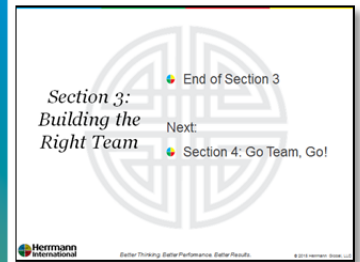ALLOW a few minutes for capturing thoughts.

Notes

SAY In the fourth section *(final section, if not continuing with the optional section on virtual teams)* of **ThinkAbout Teams**, you will continue to use Whole Brain Technology® to complete real work tasks in a whole-brained way.

SHOW slide: End of Section 3.

Business of Thinking®

ThinkAbout Teams

Section 4: Go Team, Go!

Facilitator Guide

Table of Contents

Learning Objectives

Section 4: Go Team, Go!

1. Use Whole Brain® Thinking to enhance team performance.

2. Plan a real project using a Whole Brain® approach.

3. Stretch beyond your thinking preferences to contribute to team outcomes.

Section at a Glance

Section 4: Go Team, Go!

Time	Topic/Activity	Resources/ Materials
2 min.	Introduction	
15 min.	Keep Your Eye on the Ball	3-4 balls
30 min.	Whole Brain® Project Mapping Process	Real project, 4 flip charts, Post-It® Notes and markers, Walk-around pad
10 min.	Up in the Air!	4-color balloons
3 min.	Debrief and Action Plan	
Total Time: 60 minutes		

Preparation Checklist

Notes

ASSEMBLE these additional materials before conducting the course:

- 4 flip charts, if available, or extra sheets
- Pads of Post-It® Notes and Sharpie® markers (one each per participant)
- Walk-around pad (enough sheets for one per participant)
- 3-4 balls of different sizes or shapes
- A bag of balloons in the four quadrant color (one per participant, ideally an even number of each color)

PREPARE the following:

- Obtain a real project from a senior leader for the "Whole Brain® Project Mapping" exercise. Sample projects are also provided, if one cannot be obtained.
- Insert the team's Process Flow of Preferences on the slide for the "Up in the Air" exercise.

Introduction (2 min.)

Note to Facilitator: The purpose of this final section is to allow the team to use Whole Brain® Thinking on a real work project. The team should come to this session with a sample project in mind, or have one provided by a senior leader.

SAY In this fourth *(or final)* section of **ThinkAbout Teams**, you will put your knowledge into action! This session will allow your team an opportunity to begin using your new "operating system," putting Whole Brain® Thinking to work!

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

REFER participants to their workbooks.

SHOW slide: Go Team, Go!

SAY in this section, we will build upon our strengths and really work together in a Whole Brain® Thinking way.

Keep Your Eye on the Ball (15 min.)

Note to Facilitator: Materials needed: 3-4 balls of different sizes or shapes, or you can use the set of four squeeze brains. Color is not important. You will act as the leader and give the instructions for the exercise.

SHOW slide: Keep Your Eye on the Ball.

DO Assemble the group in a large area so there is room for everyone to stand in a large circle about an arms-length apart from one another.

SAY I am going to throw the ball to someone, but first I will say their name. That person will then say another person's name and toss the ball to them. This continues, without selecting the same person twice to receive the ball. When everyone has received the ball once, the last person will say my name and return the ball to me. Are we ready to begin?

DO Select the first person, say his/her name and toss him/her the ball. After the ball as gone a few times around, throw a second ball to the first person, then a third and fourth depending on the size of the group.

DO Once the three or four balls are going, leave the circle and step out of the room. After a few moments, come back in and ask one of the participants to step out also.

DO Ask that participant to return and tell him/her to ask another participant (or 2) to leave the room and come out to you.

DO Ask him/her/them to return, standing in a different spot and then ask two different people to leave. *(Soon the balls start to drop, people are confused.)*

DO After a few minutes, you and all team members return to the circle and the tossing resumes.

Debrief

Keep Your Eye on the Ball

DO Lead the participants to realize that this exercise is a metaphor for change.

ASK
- What just happened?
  - o Members may share what the problems were – forgot or stopped saying names, order got disrupted, etc.
  - o The conversation may continue on its own to relate it to workplace.
- How does this relate to work? Comments might include:
  - o The "Gotta Go Leader" – Leader often leaves town, leaves projects or decisions behind, so work gets bottlenecked – (Did anyone go ask him, "What do we do?")
  - o Team members leave, and no one is left behind to pick up work
  - o Someone 'drops the ball'
  - o With more balls (projects to juggle), things get stressful
  - o What were the expectations?
  - o What were the rules supposed to be? What was the real purpose?

DO Ask everyone to return to their seats.

**REFER** participants to their workbooks.

ASK So, what does this exercise have to do with Whole Brain® Thinking in teams? How do people with different preferences deal with change or disruptions on the team?

SHOW slide: Getting People on Board with Change.
  - o A/Blue quadrant thinkers – Want to know the facts, the logic behind the change, the goal or objective of the change
  - o B/Green quadrant thinkers – Want to know the specifics and risks, want minimal surprises
  - o C/Red quadrant thinkers – Want to have emotional impacts considered, want to know who to talk to if they have concerns
  - o D/Yellow quadrant thinkers – Want to know the "why" behind the change, how this fits into the big picture and might constrain them

SAY To help you build your Whole Brain® operating system I want to introduce you to a Whole Brain® Project Mapping Process.

Getting People on Board with Change
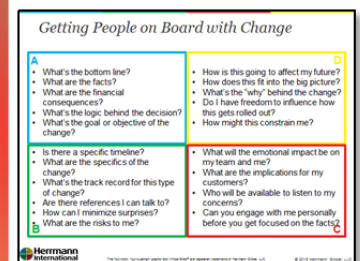
Whole Brain® Project Mapping Process (30 min.)

Note to Facilitator: Prepare four flip charts/pages to be posted left to right on the wall, identified by quadrant – What? (blue/A), When/How? (green/B), Who? (red/C), and Why? (yellow/D).

Prior to the workshop, obtain a real project from a senior leader for this exercise. If one cannot be obtained, or this is not an intact team, here are two sample projects to choose from, or create one that is relevant for the audience.

- Project 1: Preparing for a sales presentation to a client
- Project 2: Implementing a new practice or procedure

Edit the slide for Step 1, to reflect the project you are using. If using one of the two sample slides, unhide the slides containing the brainstormed and color-coded task lists.

The team is encouraged to make this a real project planning session so using a real company project would be most beneficial. If more time is required to complete this activity than what is provided in the workshop, a follow-up team session can be scheduled.

SAY When beginning a new project, follow this Whole Brain® Thinking approach to enable your team to successfully plan the project.

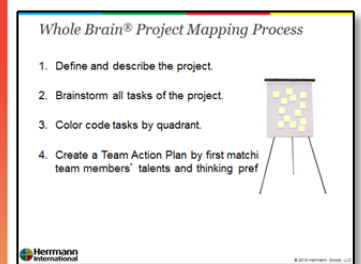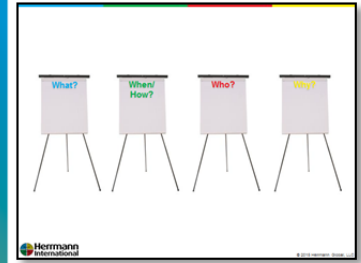**SHOW** slide: Whole Brain® Project Mapping Process.

REFER participants to their workbooks.

DO Review the steps.
1. Define and describe the project to the team.
2. Brainstorm all tasks of the project.
3. Color code tasks by quadrant.
4. Create a Team Action Plan by first matching tasks to team members' talents and thinking preferences

Note to Facilitator: If they already have a project planning process or project management methodology that works, this would be a good time to point out that we are not suggesting that this approach replace their existing process, but that the Whole Brain® perspective be added to their existing planning process.

SAY As we go through this next exercise, you are going to simulate a real project planning session. Use the Whole Brain® Thinking approach to move through the planning of this project effectively as a team.

Step 1:

SHOW slide: Step 1 *(filled in with the project name and a description, if applicable.)*

DO Provide the project name and description – a real company project or one of the generic samples.

Step 2:

SAY Step 2 is to brainstorm the tasks that would be needed to complete this project.

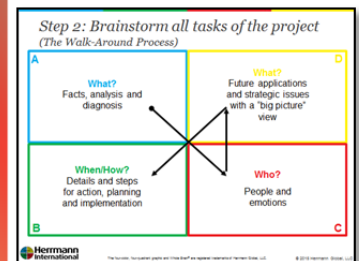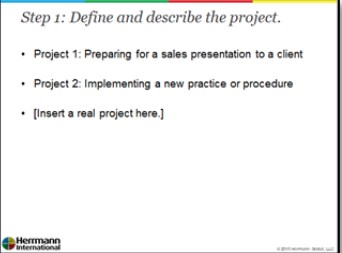## *The Walk-Around Process*

SHOW slide: Step 2.

SAY The Whole Brain® walk-around or the Whole Brain® walk-around pad *(show pad)* can help with brainstorming. They encourage you to be mindful of all four quadrants.

DO *(optional)* Give a sheet from the walk-around pad to each participant.

SAY The walk-around process is a great catalyst for new ideas when you are "mentally stuck." You might want to have a Parking Lot page handy for any roadblocks you encounter.

SAY As an individual or a group, you can use the walk-around before, during and/or after any task meeting or event to

stimulate your thinking for better outcomes. You may "walk-around" the quadrants in any order you prefer. Your team's Process Flow of Preferences is also an option, if it makes the most sense for your project. Here is one example: *(Click to reveal.)*

1. Start with the blue (A) quadrant for facts, analysis and diagnosis.
2. Then, move to the red (C) quadrant to consider the people and emotions involved.
3. Next, move to the yellow (D) quadrant to look at future applications and strategic issues with a "big picture view."
4. Lastly, move to the green (B) quadrant where details and steps for action are decided, as well as planning and implementation.

SAY Notice that the walk-around pad includes some text around each corner of the pad to remind you of the characteristics of that quadrant.

SAY Another simple way to remember what needs to be addressed in each quadrant, is to answer these questions: *(Click to reveal.)*

- Blue (A) – What?
- Green (B) – When / How?
- Red (C) – Who?
- Yellow (D) – Why?

DO Divide the class into groups of 4-5 participants.

DO Distribute pads of Post-It® Notes and markers to each participant, if they are not already on the tables.

SAY You will have 10 minutes to brainstorm the tasks of this project, one task per Post-It® Note, sticking the notes on a flip chart. Remember to use the walk-around process if you get "mentally stuck."

ALLOW 10 minutes.

DO Bring the class back together.

Step 3:

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SHOW slide: Step 3.

Step 3: Color code tasks by quadrant

SAY Step 3 is to "color code" these tasks, aligning them to the appropriate quadrant of the Whole Brain® Model. Please go to each of the quadrant flip charts and place your Post-It® Notes where you feel they belong.

SAY You may want to refer back to the Ready-for-Action Assessment, Our Four Different Selves model, or What Do I Bring? model for clarity on the quadrants.

DO Review each of the flip charts with the whole group. Clarify any and eliminate duplicates, as needed. Discuss the moving of any tasks from one quadrant to another, explaining why the task is related to the appropriate quadrant.

Step 4:

SAY Step 4 is to match the tasks to team members' talents and thinking preferences. We'll create this "Team Action Plan" in three rounds:
1. Tasks you want to do
2. Tasks you are capable of doing
3. Tasks you prefer NOT to do

SAY Everyone, please come up to the flip charts with a marker, and I'll give you instructions for these three different rounds.

Note to Facilitator: The number of tasks marked for each round can be changed from 3-2-1 according to the size of the team and number of participants.
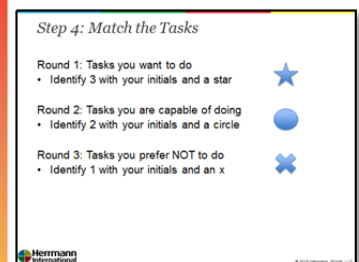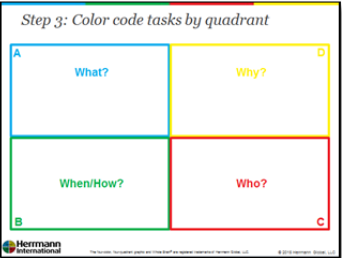
SHOW slide: Step 4, clicking to reveal each round.

Step 4: Match the Tasks

Round 1: Tasks you want to do
- Identify 3 with your initials and a star

Round 2: Tasks you are capable of doing
- Identify 2 with your initials and a circle

Round 3: Tasks you prefer NOT to do
- Identify 1 with your initials and an x

SAY Round 1: Tasks you want to do. Write your initials and draw a star next to any 3 tasks on any flip charts that you would want to do or could see yourself doing.

ALLOW time for all the participants to move about the four flip charts, writing their initials and stars.

SAY Round 2: Tasks you are capable of doing. Write your initials and draw a circle next to any 2 tasks on any flip charts that you feel that you are CAPABLE of doing. While this may not be your preference, let's remember that competency is not preference. You may feel competent to perform a task, even though it may not match up with your preferences.

ALLOW time for all the participants to move about the four flip charts, writing their initials and circles.

SAY Round 3: Tasks you prefer NOT to do. This time, write your initials and draw an X next to any 1 task that you would prefer NOT to do.

ALLOW time for all the participants to move about the four flip charts, writing their initials and Xs.

DO Review the charts after all three rounds. Allow the participants the time to view the information. Encourage participants to comment on what they are viewing.

ASK
- What do the charts suggest as a whole?
- Are there any surprises in the team members' selections for what they want to do and are capable of doing?
- How might you better align your work tasks to your discovering "What do I Bring?"
- Were there any gaps between tasks and willing resources?
- Are there any tasks that were not "snatched up" by team members? If so, what should we do about this? Is it possible to outsource these tasks?
- Are there any opportunities for people to take on tasks that stretch them into quadrants of lesser preference, for growth?
- By addressing these gaps in planning, we can be proactive about filling in any gaps in advance.

SHOW slide: Step 4 – Team Action Plan.

REFER participants to their workbooks.

SAY The next step would be to transfer the tasks from the flip charts to the "Team Action Plan" tool, adding the responsible team members' names.

This would be followed by laying out the sequence of tasks and creating the timeline, or schedule; and establishing the measures, or quality standards. The color coding will remain with the tasks, to ensure a continued Whole Brain® focus.

Note to Facilitator: If the team is working on a real project, it may make sense for one person to take the flip charts with them after class and create the Team Action Plan for everyone's approval during a team meeting.

Debrief

ASK How did you feel about attacking this new project with a Whole Brain® planning process and the other Whole Brain® tools you now have available to you?

Note to Facilitator: With additional time allotted, you could run this activity twice, once with a fictitious project as practice, and once with a real project. Follow up meetings and support may be needed.

SAY Although our time for this session is almost up, you are on your way to planning this project using Whole Brain Technology®. You may be starting to realize that using your team's new "operating system" will enable you to save time, consider the diverse thinking of your team members, and help you perform at a higher level.

SAY Let's wrap things up with one last activity.

Up in the Air! (10 min.)

Note to Facilitator: The purpose of this visual, interactive exercise is to enable participants to:

- Recognize that they need to stretch into their less preferred thinking styles sometimes to better communicate with team members.
- Acknowledge the talents and strengths of the other members of the team.
- Recognize that using Whole Brain® Thinking can assist their team to think better and perform better.

In advance, insert the team's Process Flow of Preferences on the slide. Alternately, you may display the team's process flow on a flip chart or use a set of balloons stuck to the wall in the appropriate sequence, as a reminder of the team's process flow preference.

Have a bag of four-quadrant color balloons, one per participant, ideally an even number of each color.

SHOW slide: Up in the Air!

ASK the participants to join you in a circle in an area of the room.

SAY I'm passing around a bag of balloons. The balloons represent the tasks for a team project, aligned with each of the four quadrants. Please choose any color balloon and blow it up, not necessarily your thinking preference.

SAY In this activity, we're going to work together to keep the balloons, or project tasks, up in the air. As you've learned, teams who work together using an intentional approach, drawing upon Whole Brain® Thinking techniques, tend to be more high-functioning.
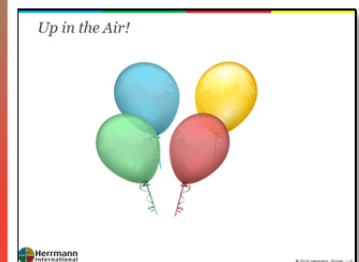
Notes

ASK What is one team report we've examined that you could use as a resource to help create an intentional approach when working as a team?

DO Lead the team to the answer, the team's Process Flow of Preferences report.

SAY When a team begins a project there will be a natural tendency to gravitate towards tasks in its most preferred quadrant.

SHOW slide: Process Flow of Preferences.

SAY Throughout the activity, be sure to listen to and follow my directions. I'll be leading you through the activity so that we can keep all the balloons in the air. Consider how you may need to "stretch" to keep the balloons in the air. Ready?

Round 1:

DO Direct the participants to toss all of the balloons up into the air and hit only the ones of your own most preferred quadrant color, to keep them up.

ALLOW a minute or two, then instruct the participants to catch a balloon of their own most preferred quadrant color. (Others will fall to the ground.)

DO Emphasize that this represents a team that may spend too much time in their strongest preferred quadrant and runs short on time for the items in the least preferred quadrant, the ones that slip to the cracks, or in this case fall to the floor.

SAY So as you work together back in the workplace, be sure to move along past your strongest preferences and into the other quadrants, making time for all of them.

ASK What strategies could you use to ensure that the tasks or ideas from the least preferred quadrant are addressed by the team?
- o For example: If the team's least preferred quadrant is A/blue, the person with the strongest blue thinking preference on the team would be identified as the

team's "internal consultant," someone who would provide feedback at each action point to ensure the least preferred quadrant is being addressed

ASK Who would that be for this team?

Round 2:

SAY Again, I'm going to ask you to toss all of the balloons up in the air, but this time everyone working together to keep them all up, regardless of whether or not they match your preferences.

ALLOW a minute or two, then instruct the participants to catch any balloon. (Hopefully none or very few will fall to the ground.)

SAY This represents a team in which members are willing to take on a task that may not be related to their quadrant of preference, but is something they are capable of doing. Or maybe it's a task associated with a thinking preference they would like to develop.

Debrief

SAY In round one, you followed your natural tendencies and may have focused primarily in your team's quadrants of most preference.

ASK Will we always follow this flow? (referring to the slide) No, because...
- While under pressure, our flow may change
- The situation may require starting with a specific task
- Situational changes may shift the team preferences

ASK Could there be an advantage to starting in a different quadrant? Why? Yes, because...
- Desire to break the pattern
- Certain tasks will require more time
- Intentionally developing Thinking Agility™

ASK Do you have any questions or comments about this activity before we sit down?

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**DO** Answer questions and ask the participants to return to their seats.

SHOW slide: Key Thoughts.

DO Share key thoughts:
- Teams must work to make Whole Brain® Thinking a part of their team's "operating system."
- Using Whole Brain® Thinking tools will focus all team members on the new "operating system," and keep the team performing at a higher level.
- Great project outcomes require a balance of teams and team members stretching beyond their preferences situationally.

Notes
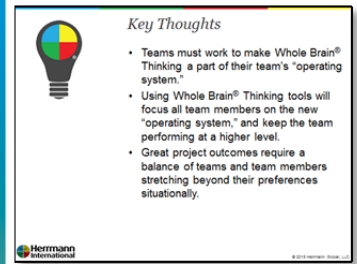
Debrief and Action Plan (3 min.)

SAY This ends Section 4, Go Team, Go!, and you now have a set of tools to help you create your team's new "operation system."

SAY

- You have learned about the Whole Brain® Model.
- You know our own thinking preferences.
- You know about our teammates' thinking preferences.
- You know that at times you need to stretch yourselves into your less preferred quadrants.

SAY You have:

- learned your team's Process Flow of Preferences,
- completed your Team-Ready-For-Action Assessment,
- learned the Whole Brain® Project Mapping Process, and
- have used the Walk-Around Process to ensure that your brainstorming of project tasks is whole-brained.

SAY 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.

ASK What are some immediate projects or areas for which you can see using the Whole Brain® Approach and some of the tools that you have learned in this **ThinkAbout Teams** Workshop?
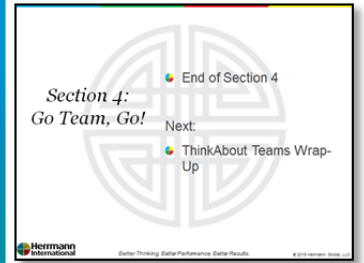
ALLOW a minute for participants to capture some thoughts.

SHOW slide: End of Section 4.

SAY This brings us to the end of the **ThinkAbout Teams** workshop. Yet this is only the beginning for your team. Let's review.

Section 4: Go Team, Go!

- End of Section 4

Next:
- ThinkAbout Teams Wrap-Up

Herrmann International

ThinkAbout Teams Wrap-Up (5 min.)

SHOW slide: Four Levels of Application.

SAY Whole Brain Technology® is used beyond individuals and teams. The Whole Brain® Thinking tools and methods you have used here can be extended throughout your organizations and even beyond to your clients.

- Individuals: own profile
- Groups: team dynamics
- Orgs: culture, communication
- Customers: product/service offerings

SHOW slide: **ThinkAbout Teams**.

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.
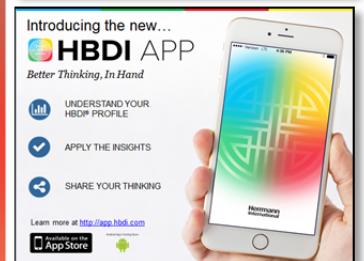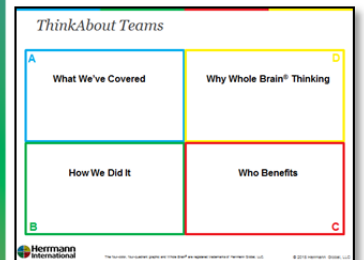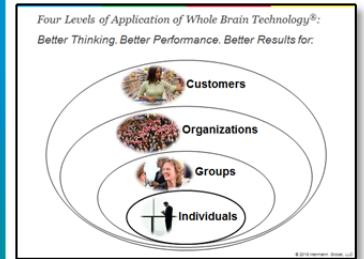
Optional: (5 min.)

SHOW slide: The Business of Thinking® Series.

SAY You may want to improve your communication and that of your team members in our Business of Thinking® module, ThinkAbout Communicating. In this module, the Whole Brain® Thinking methods are put to use to assist in one-on-one communication and more broad organizational communication, both verbal and written communication.
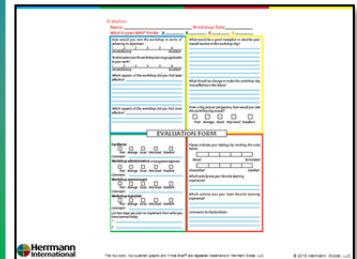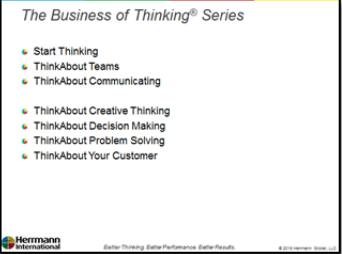
SHOW slide: Evaluation.

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

Better Thinking. Better Performance. Better Results.