

Top Ten Debrief Suggestions for HBDI® Certified Practitioners from Ann Herrmann- Nehdi, CEO, Herrmann Global

I recently spent time doing debriefs in the classroom with the shortest amount of time possible— and was reminded of a few critical things I want to share with you. Even though I know this material better than many, I needed to be sure I remembered these critical elements to avoid lots of questions or misunderstanding.

1. **Make sure they “get” the model before giving the profile out.** The more context and background you can teach of the Whole Brain® Model BEFORE giving out the HBDI® profile, the more participants will understand their data and “get it.” Tip: If they can accurately guess their profile they know the model well enough.
2. If you feel **resistance, or concern**, hear questions that show **surprise or discomfort** from what the profile describes:
 - a. Check for core understanding of each quadrant.
 - b. Review the guiding principles for the HBDI® Assessment/Profile.
 - c. Be sure to ask “was there something that surprised you about your data?”
3. When time is tight, it is essential the learners know the **HBDI® guiding principles** – you will need to refer to them more often than you ever thought!
 - The purpose of the HBDI® Profile is to show your preferred thinking preference patterns--**not to change you**.
 - There are **no good or bad, right or wrong profiles**.
 - The HBDI® Assessment measures **preference not competency**. You **can** have a competency in an area of lower preference.

- The HBDI[®] Assessment is **not a test or a selection tool**.
 - The HBDI[®] Profile is a picture of your natural inclinations (again not a test); **don't worry about the "scores."**
 - Your HBDI[®] Assessment scores are not set in stone (there can be a 5 point range above or below); **your thinking is flexible and can adapt to situations**. Think of your profile as a rubber band that can stretch.
 - Your profile is private, however you get the best results from sharing your HBDI[®] Profile with others to help them better work with you.
 - **The point is not to change your preferences but to be aware of their implications**. Preferences can change, but it's usually due to a **life-changing event** (e.g. major change in job, education or personal life situation).
 - **Leverage your strengths, deal with your challenges**. Our preferences often **create "blind spots."** Using and understanding your preferences and **applying the Whole Brain[®] Model** is the best way to reduce "blind spots."
 - We are a **mixture of nature and nurture** and **can change our behaviors** (not the same as changing our preferences) **to meet the needs of the situation**, by applying a Whole Brain[®] approach.
4. **To avoid pitfalls and possible delays due to misunderstanding**, integrate these **key learning points** to ensure learners best apply this knowledge and avoid:
- Our preferences impact the assumptions we make and first impressions are misleading. **Your preferences will affect how you perceive others preferences, what you notice or don't notice.**
 - As you think about others on your team and in your life, **do not over-simplify or stereotype others.**
 - **Each quadrant is different and of equal importance**; respect them and plan for difference. Look for ways to see them **as additive to your thinking.**
 - Whole Brain[®] Thinking is a metaphor and **we are all multi-**

- dominant, having** access to all four quadrants. Never **use this as an excuse or refer to people as “colors.”**
- People with **similar thinking styles don’t necessarily get along**. In fact, similarities can lead to competition and friction.
 - **Diagonal differences can be the most challenging and also most additive.**
5. When first learned, the best way to **anchor and provide value** from the profile is **through frequent application to real world challenges. Use every opportunity you have** after the initial debrief to invite learners **to apply this**—to think of how their preferences are impacting their view, behaviors and outcomes, and **how they can shift their thinking for better results.**
6. **Each learner has different needs for information-make sure they know about the different resources.** Our biggest fear without the package materials or Interactive prior to the program is that learners will not have access to what they need. You have very limited time to cover the content they need to apply this well. Be sure to invite them to use the **NEW HBDIinteractive[®] and Online resources** for review and application of their profile especially at the end of the program—the profile may be a bit lost in the content at that point!
7. **Ask if they have questions, on several occasions and watch for those who may hesitate.** Invite them to **speak with you on a break** if they have a burning question that they may not feel comfortable addressing in front of the total group. If need be, have them contact Herrmann for more information.
8. Have the **FAQ’s** and **HBDI[®] Profile booklet** handy. The FAQ’s are searchable in Word and the Green section of the HBDI[®] Profile booklet and the HBDI[®] Online Reference guide version both include the most frequent questions (does my profile change, what does the asterisk mean, how do the histograms (bars) work on the data summary, what is motion sickness about, explain introvert/extravert.)

The HBDlinteractive[®] answered a lot of these in the past and when people are new to this, many come up!

9. **Cover the visual profile first.** Make sure they get the profile grid and how it works before showing them their visual profile. If not they will stop listening to you and struggle to understand what it means.
10. **Go through the Data Summary with them as they discover it.** Remind yourself of how each section works beforehand so you are comfortable. Do not rush through or skip over any of the profile sections if tight on time—it will often come back to haunt you. If people are not well grounded in the data, it will show up later. Have your presentation of these well practiced and tight and it will help!

Good luck and thanks for helping to make the world a better place with better thinking and performance through better learning.

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