

HERRMANN CERTIFICATION

WORKSHOP

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Welcome to Herrmann Certification !

All of us at Herrmann International welcome you to this workshop. During the next four days you and your fellow participants will experience an exciting, content-rich workshop that will focus on the background, use and application of the Herrmann Brain Dominance Instrument® (HBDI®).

These four days are an integral part of the Herrmann Certification process. Your active participation will get you well on your way toward becoming a HBDI® licensed practitioner. Some workshop guidelines:

Please help us stay on schedule. Our experience has shown that those participants who remain focused during the workshop get the most out of it. We have designed a schedule that allows for sufficient time to cover all of the material in this workshop. However, to do this we need your cooperation. Please try to keep interruptions at a minimum: turn off your cell phone, minimize conference calls or meetings that will prevent you from learning with the rest of the group. If you really have to leave the room (other than break time), do so. If you don't really have to, please don't.

Be here as a learner as well as practitioner. The workshop design provides time for you to experience many of the activities as a learner. The materials and workshop will provide you with ample material and time to support your application as an HBDI® practitioner.

Be aware of your own preferences and those of others in the workshop. Observe your own thinking and listen carefully to others. As we learn about different thinking styles, please be sensitive to the differences in other peoples' preferences and resist any temptation to judge or use derogatory language about other styles that may be different from your own. If you observe such behavior, please bring it to our attention. Share examples of your own learning that occurs during the workshop. It provides an opportunity for learning and modeling how to value diverse thinking when working with others.

Enjoy the workshop !

Guiding Principles

- - **Be open minded.**
 - **There will be unfinished business.**
 - **Leverage difference and have fun !**

- - **Participate!**
 - **Listen!**
 - **Be here as a learner as well as a practitioner.**

- - **Practice honest and candid dialogue.**
 - **Ask questions.**
 - **Set learning goals.**

- - **Help us stay on schedule.**
 - **Maintain confidentiality.**
 - **Refrain from side conversations.**

- - **Lean into discomfort, stretch, learn, grow !**

Herrmann Certification Purpose

The Herrmann Certification Workshop is a comprehensive four-day program designed to prepare you to administer, process and debrief the HBDI®, the world's premier thinking styles assessment tool.

At the end of the Herrmann Certification Workshop, you will be able to:

- Describe the HBDI®—its validation, the research behind it, and its development.
- Describe the Whole Brain Model® and how it applies to business, education and daily life.
- Utilize the HBDI® Debrief Process with individuals and groups.
- Explain the HBDI® Profile Package and its application to individuals.
- Explain how the Whole Brain Model® applies to pairs, teams, and team performance.
- Describe the basis of the HBDI® Pair and Team Profiles.
- Debrief each of the individual reports contained in the HBDI® Pair and Team Packages.

Certified Practitioner Benefits

The workshop will enable you to:

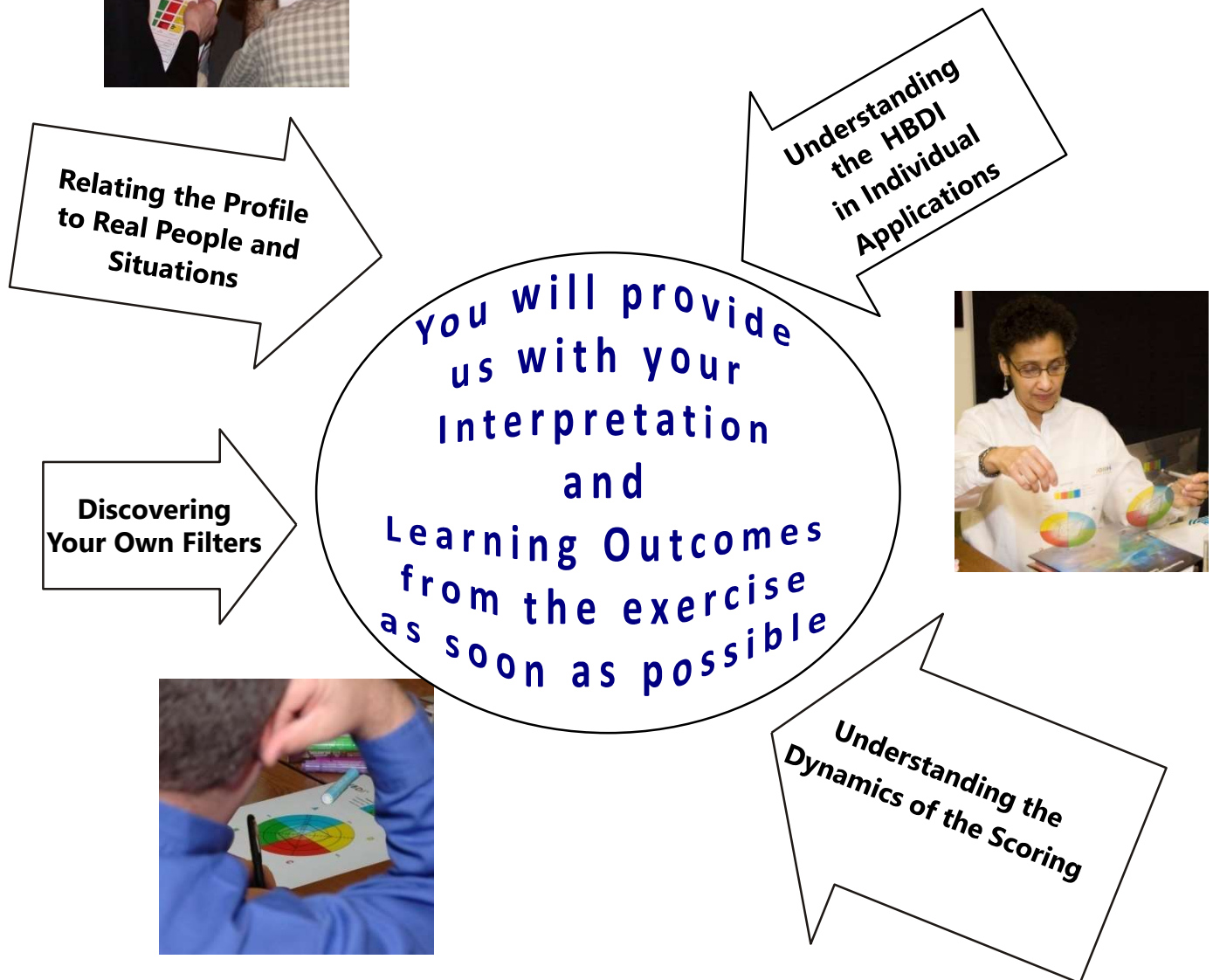
- Access the HBDI® scoring and processing service through our global processing system.
- Access a comprehensive range of products and support materials.
- Deliver the Start Thinking Workshop.
- Access the Practitioners Area, a dedicated on-line resource.

The Herrmann Certification Process



During the Workshop you will:

- Conduct a practice debrief of an individual profile (of another participant) and receive feedback.
- Predict two profiles using clues, compare them to the actual profile data to discover your filters and do an initial capture of your learning outcomes from those predictions.



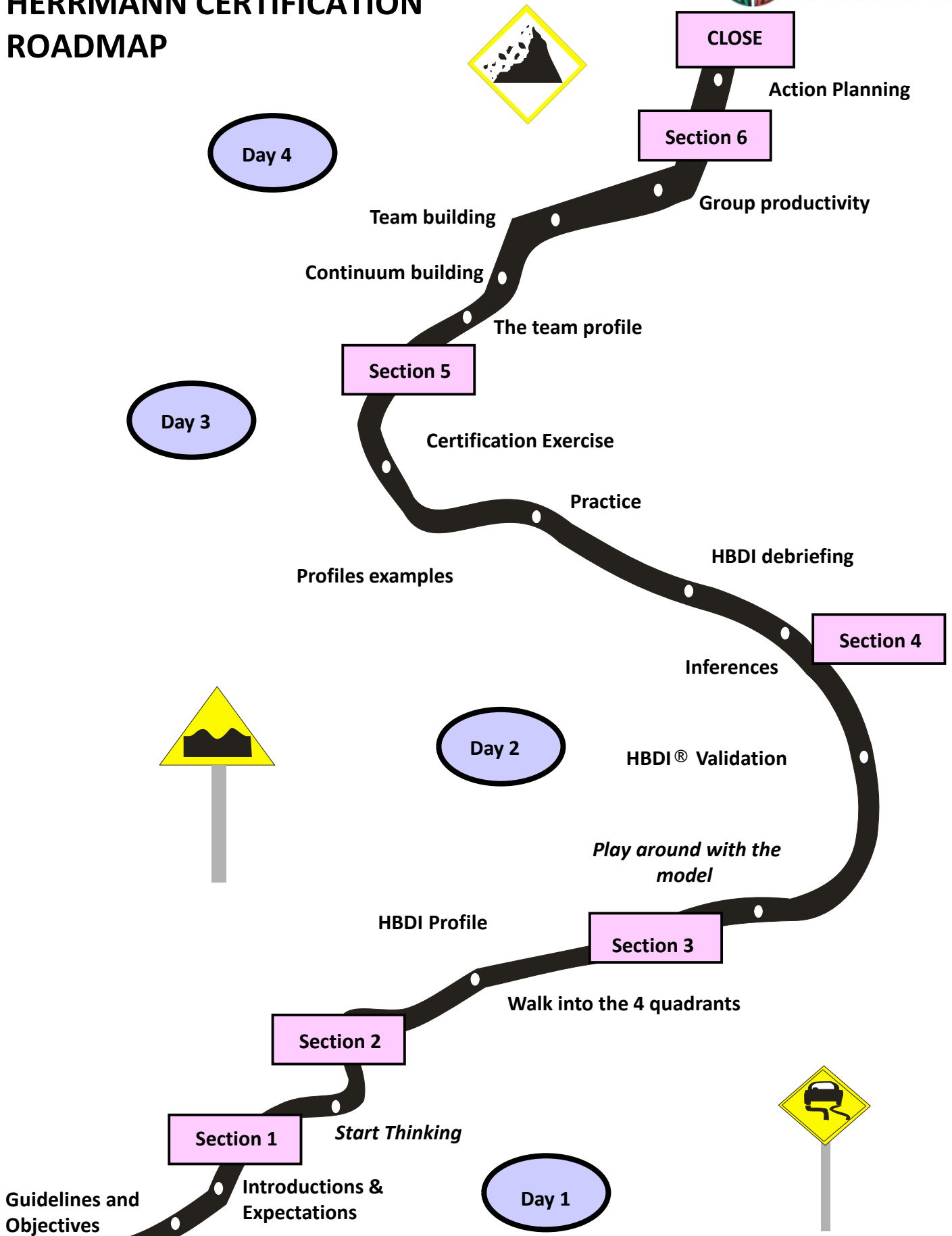
After the Workshop:

We ask you to provide your certification exercises. These include:

- A methodological report on the debriefing interview steps.
- A report on the 3 debriefing interviews preparation you will have to conduct (the 3 profiles of your colleagues).
- A multiple choice questionnaire to complete.
- A telephone debriefing interview about your exercises.



HERRMANN CERTIFICATION ROADMAP



SECTION 6



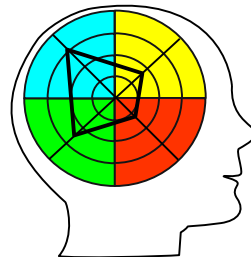
ACTION
PLANNING

SECTION 5



THE TEAM
PROFILE

SECTION 4



DEBRIEFING
THE HBDI® PROFILE

SECTION 3



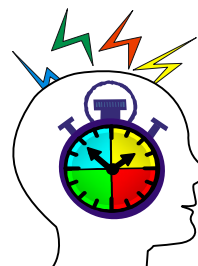
DIGGING INTO THE
HBDI® PROFILE

SECTION 2



THE THINKING
BRAIN IN ACTION

SECTION 1



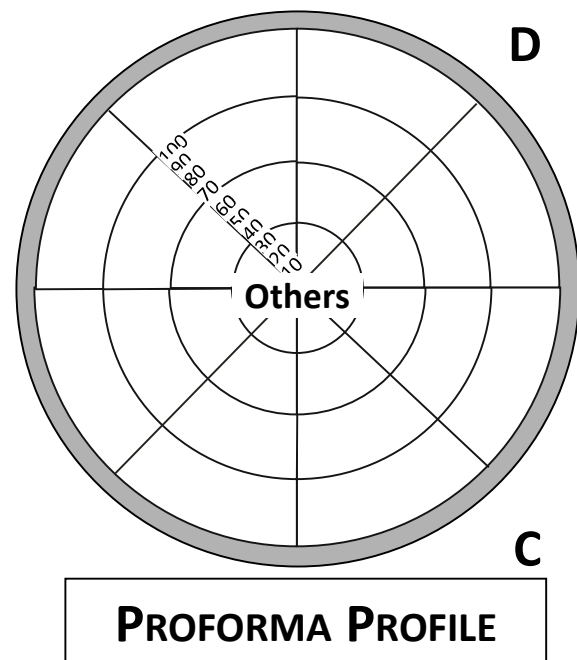
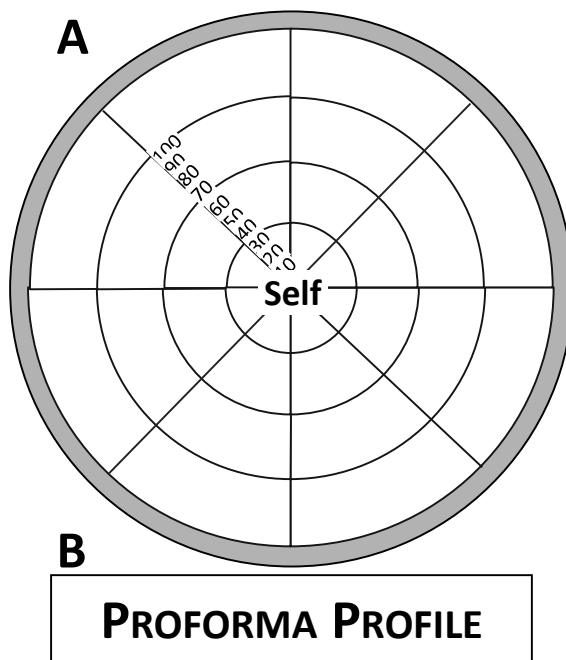
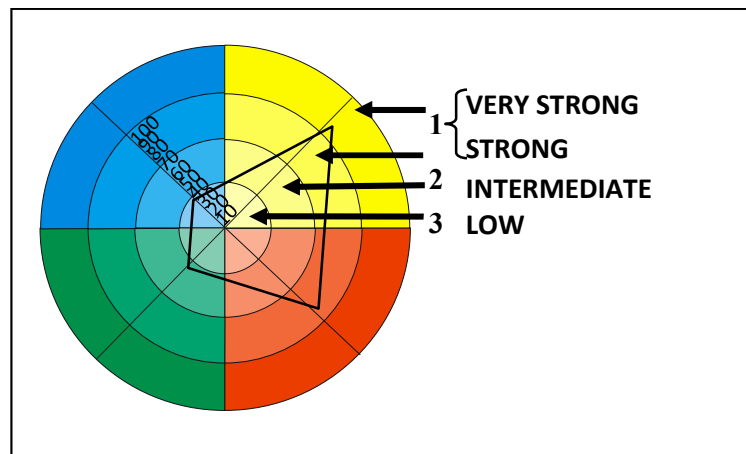
START THINKING

Section 1

START THINKING



PROFORMA PROFILES: ASSESSING SELF

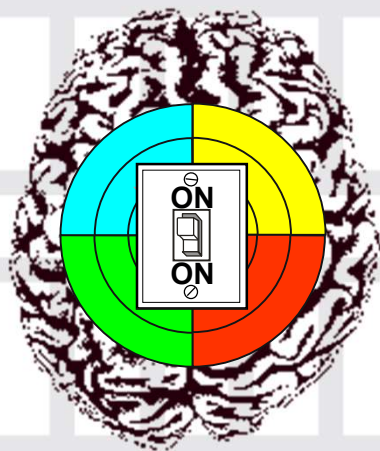


How do you see yourself? Plot a "best guess" of your profile on the grid above. Start by placing a preference point on each axis: A, B, C and D. Then "connect the dots" to form the "guess" profile.

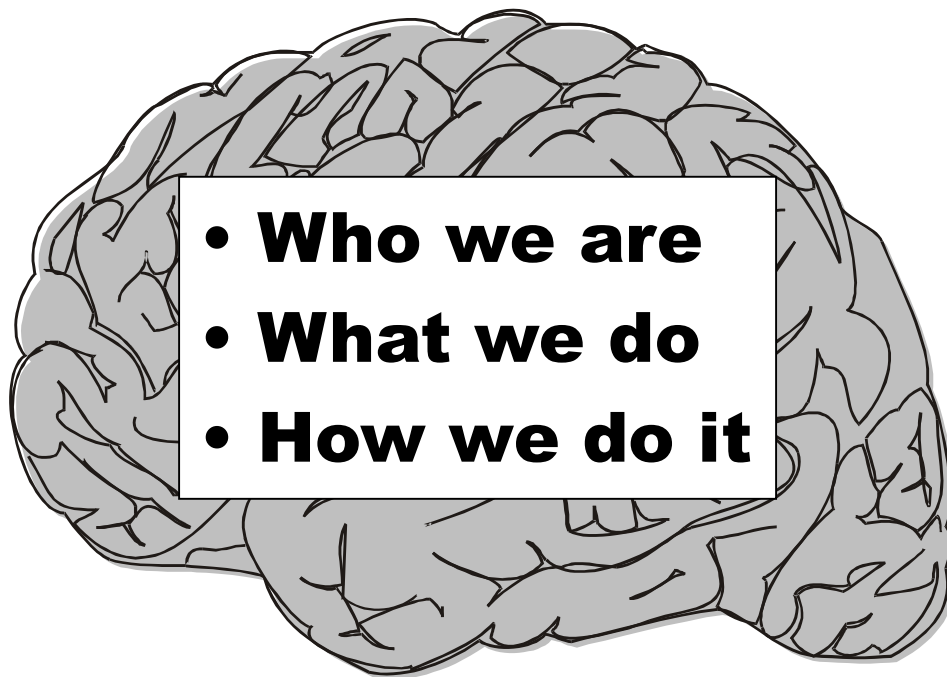
How do others see you? Pick a person who knows you but who is quite different from you in style. Draw what you would think *they* would depict your profile as. Would it be different from your view?

Section 2

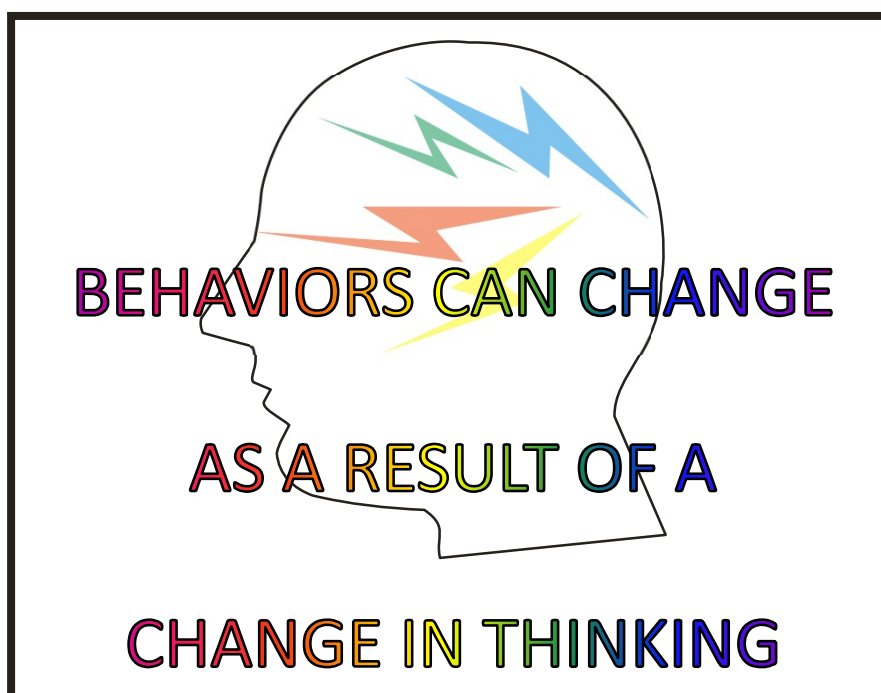
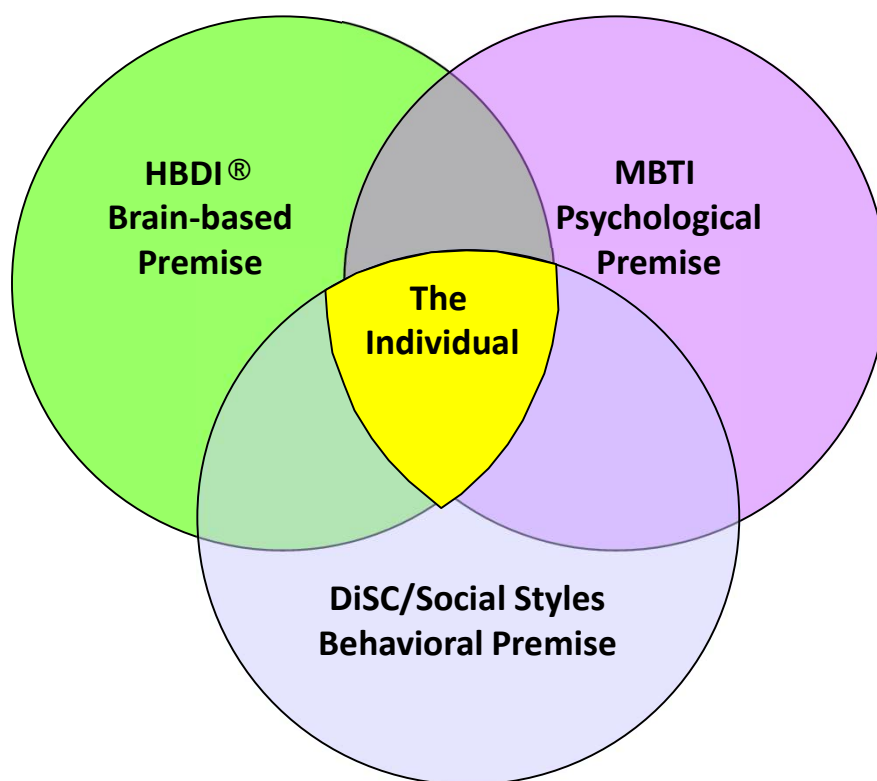
THE THINKING BRAIN IN ACTION



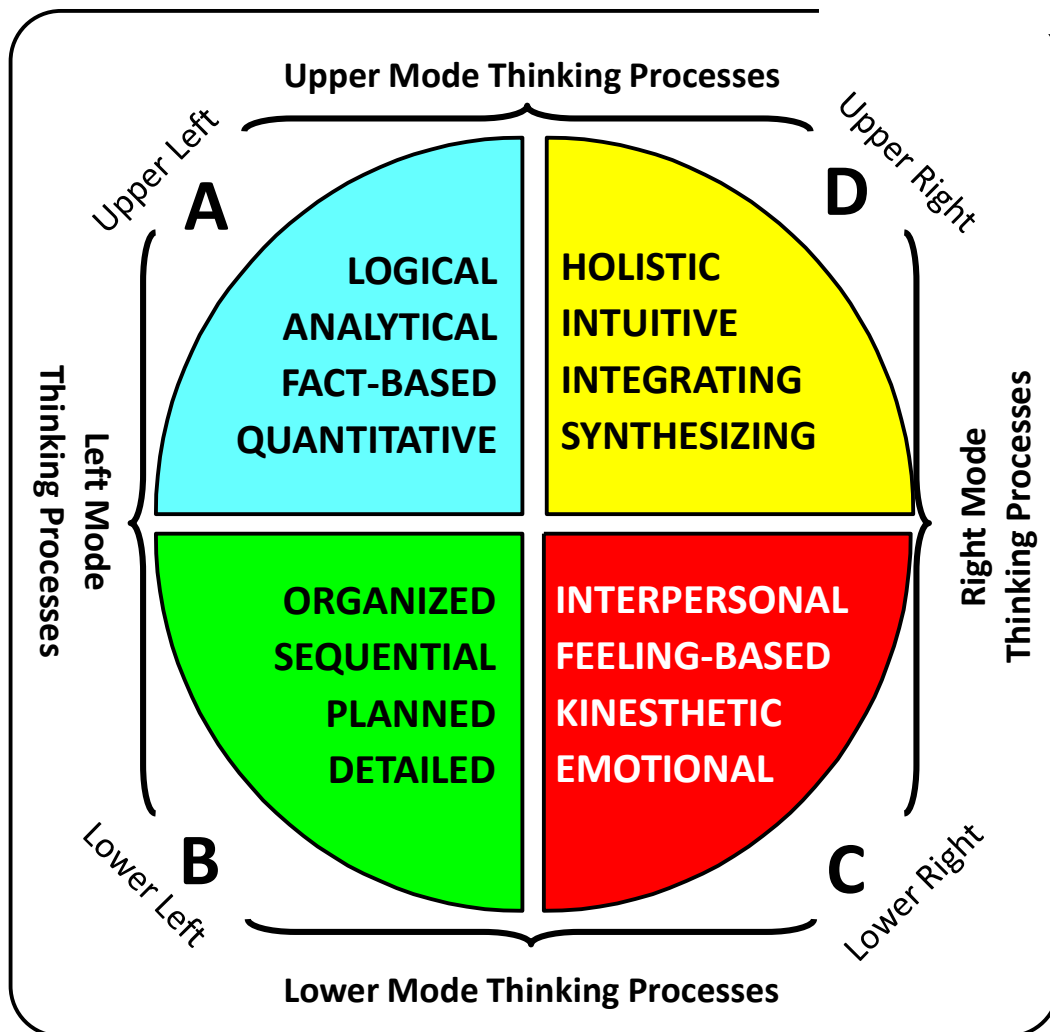
The Brain is the Source of:



The Premise of the HBDI® Compared to Other Approaches



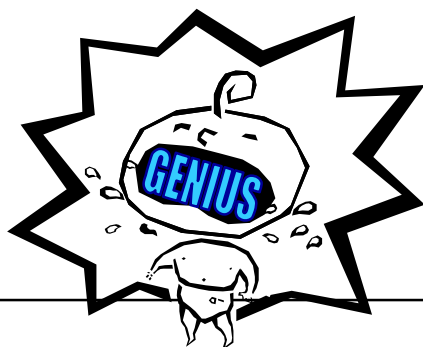
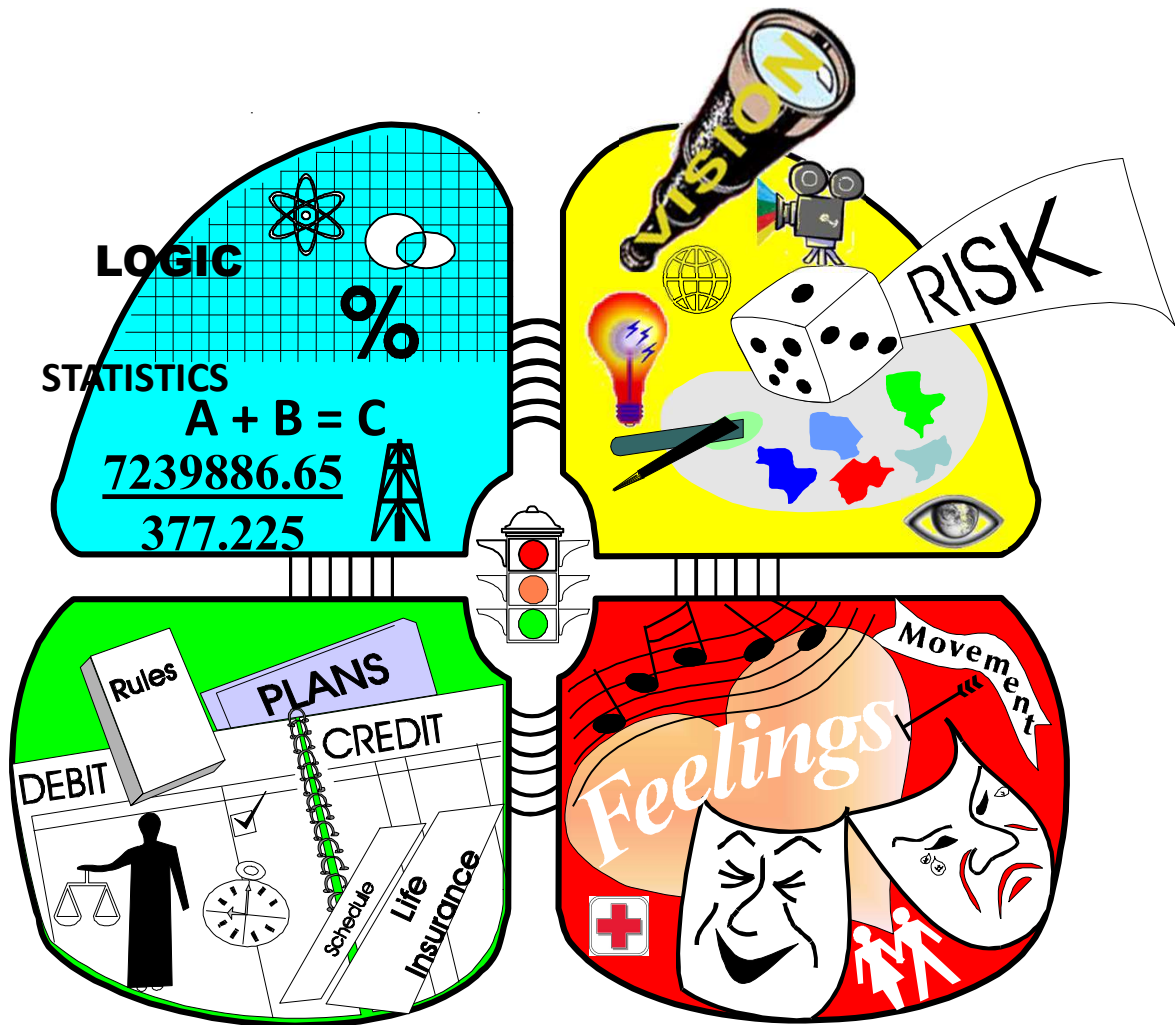
Whole Brain Model®



“ People...cannot afford to choose
between reason and intuition,
or head and heart any more than
they would choose to walk on one leg or
see with one eye. ”

Peter Senge
Systems Thinking & Organization Learning Program
MIT Sloan School of Management

The Metaphoric Whole Brain Model®



"Everyone
is born a genius,
but the process of living
de-geniuses them."

R. Buckminster Fuller

Impact Of Thinking Styles: How Preferences Lead to Bottom Line Outcomes in Business, Learning and Life

Thinking Style Preferences

↓
IMPACT

▪What we pay attention to

▪What we learn best

▪What turns us on

▪How we communicate

↓
INFLUENCES

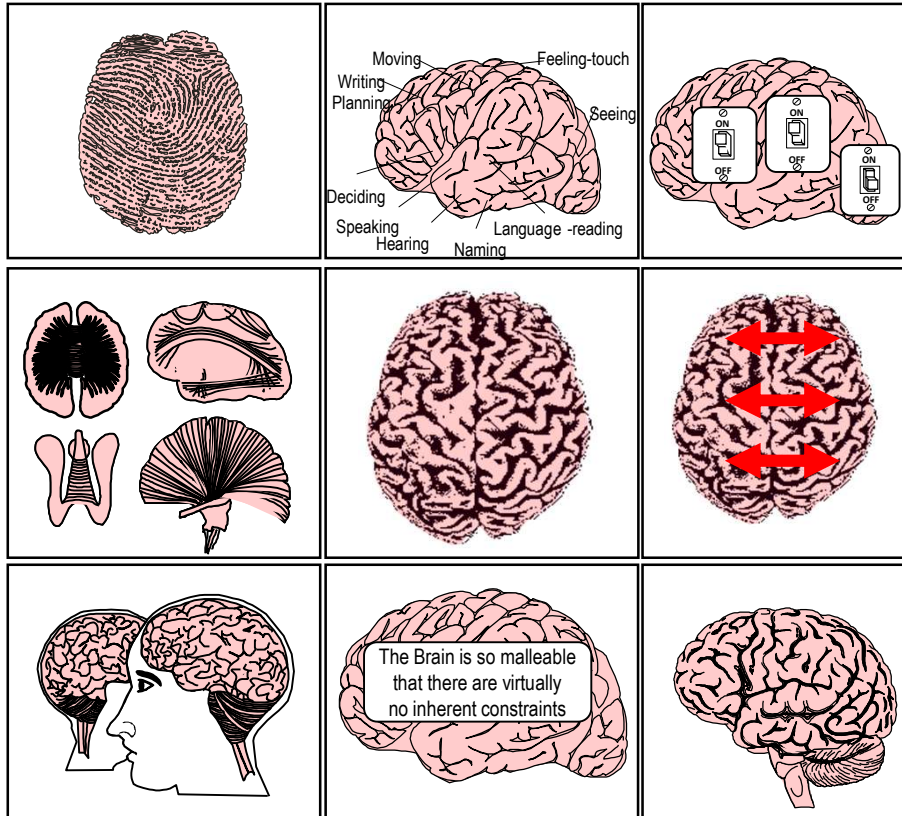
▪How we do what we do

▪What we are successful at

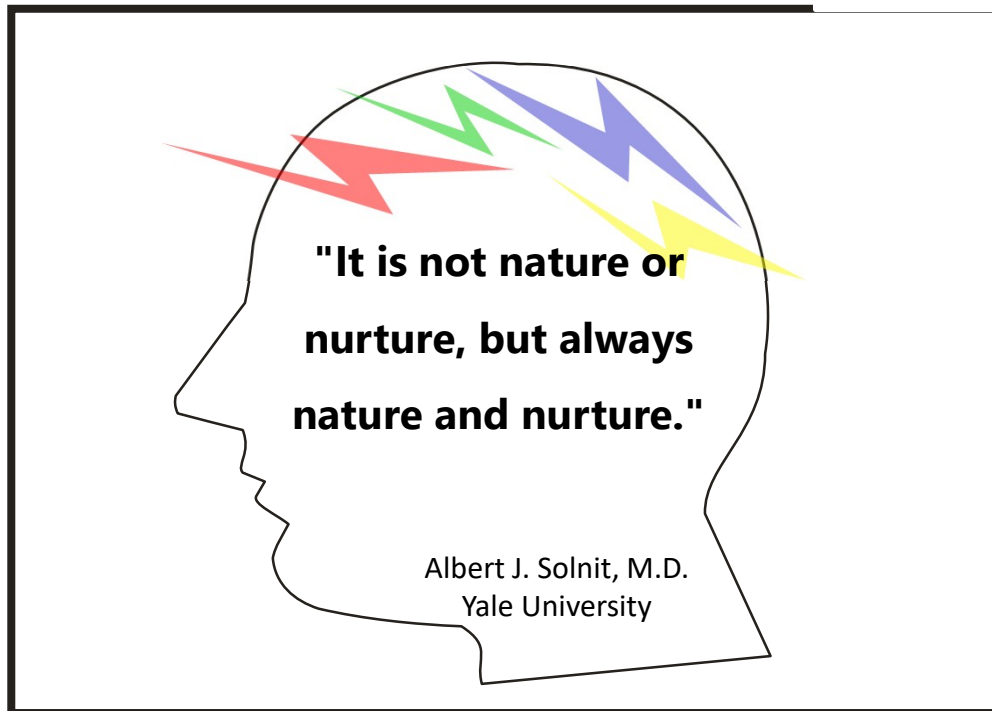
▪How we interact with the world

Pre-work

Competition: Key Brain Thinking Characteristics



Nature vs. Nurture?



“What is endowed at birth is not a set of traits but a range of expression.

**The range is set by human evolution and the individual’s inborn variation and it accommodates flexibility.
Our genetic programs allow for, and cannot thrive without, environmental influences.”**

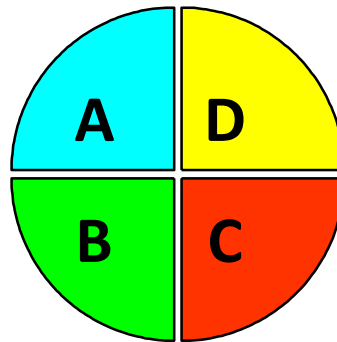
Peter B. Neubauer, M.D. Alexander Neubauer
Nature’s Thumbprint, 1996

The Organizing Principle and Architecture

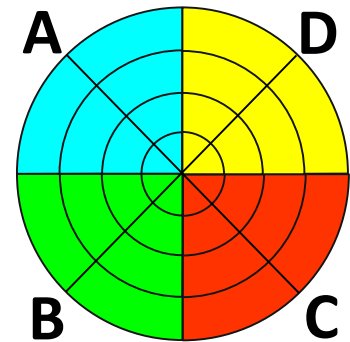
PREMISE → METAPHOR → APPLICATION



THE
BRAIN



THE
WHOLE BRAIN
MODEL®



THE
HBDI®

**The basis of our mental preferences:
Four interconnected, specialized processing
modes that function together situationally and
iteratively, making up a whole brain.**

Section 3

DIGGING INTO THE HBDI® PROFILE



Work Elements Exercise

Instructions:

- I. Review the 16 Work Elements listed below and check the 8 elements that you feel you do best.

- | | |
|--------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Analytical | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Administrative | <input type="checkbox"/> Interpersonal Aspects |
| <input type="checkbox"/> Conceptualizing | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Expressing Ideas | <input type="checkbox"/> Innovation |
| <input type="checkbox"/> Integration | <input type="checkbox"/> Teaching/Learning |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Organization |
| <input type="checkbox"/> Technical Aspects | <input type="checkbox"/> Creative Aspects |
| <input type="checkbox"/> Implementation | <input type="checkbox"/> Financial Aspects |

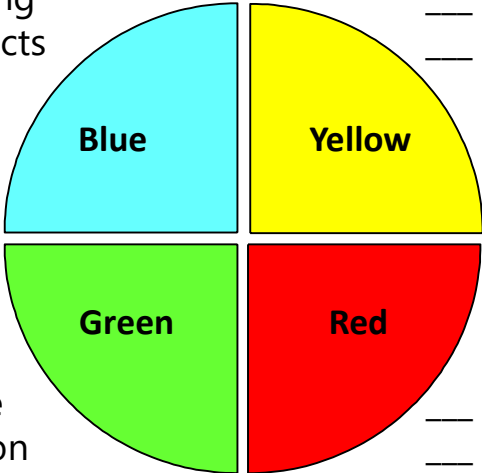
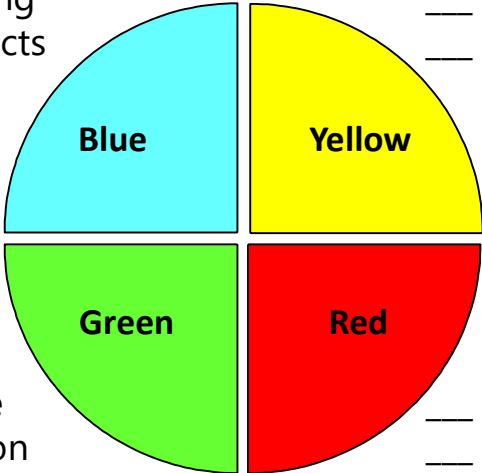
- II. Now, of those you checked, circle the "best of the best" and from those you did not select, underline the "worst of the worst."

- III. Write a sentence or two describing the work that "turns you on"--that is, the work you enjoy the most and from which you derive the most satisfaction.

Work Elements Exercise

Instructions:

**Place checks next to those items you selected on the previous page, circle the item you circled and underline the item you underlined.
Do you see a trend emerging?**

<p>A UPPER LEFT</p> <p><input type="checkbox"/> Analytical</p> <p><input type="checkbox"/> Technical Aspects</p> <p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> Financial Aspects</p>		<p>D UPPER RIGHT</p> <p><input type="checkbox"/> Conceptualizing</p> <p><input type="checkbox"/> Integration</p> <p><input type="checkbox"/> Innovating</p> <p><input type="checkbox"/> Creative Aspects</p>
<p><input type="checkbox"/> Administrative</p> <p><input type="checkbox"/> Implementation</p> <p><input type="checkbox"/> Planning</p> <p><input type="checkbox"/> Organization</p> <p>B LOWER LEFT</p>		<p><input type="checkbox"/> Expressing Ideas</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> Interpersonal Aspects</p> <p><input type="checkbox"/> Teaching/Training</p> <p>C LOWER RIGHT</p>

WHAT "TURNS US ON"
TO WHAT WE DO
AND HOW WE DO IT
HELPS DEFINE WHO WE ARE.

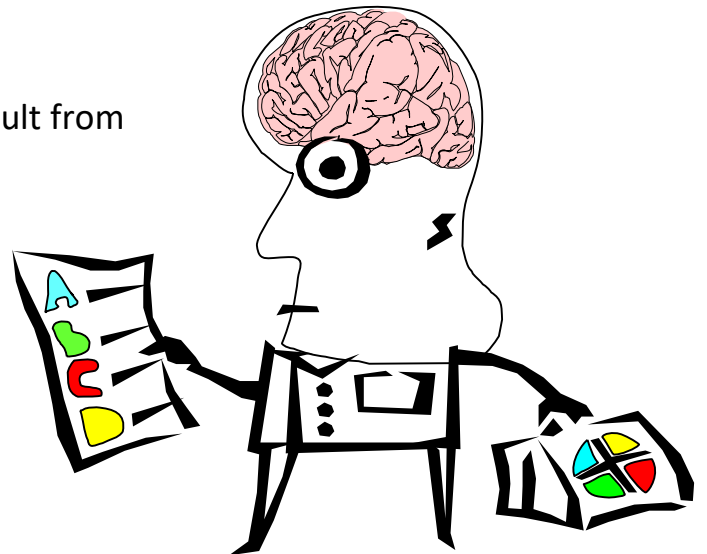


PRODUCTIVITY?

The answer for “knowledge” workers is
mental not physical.

Significant productivity losses can result from
mismatches in:

- Job fit
- Job content
- Job training
- Communication
- Management direction
- Organizational climate

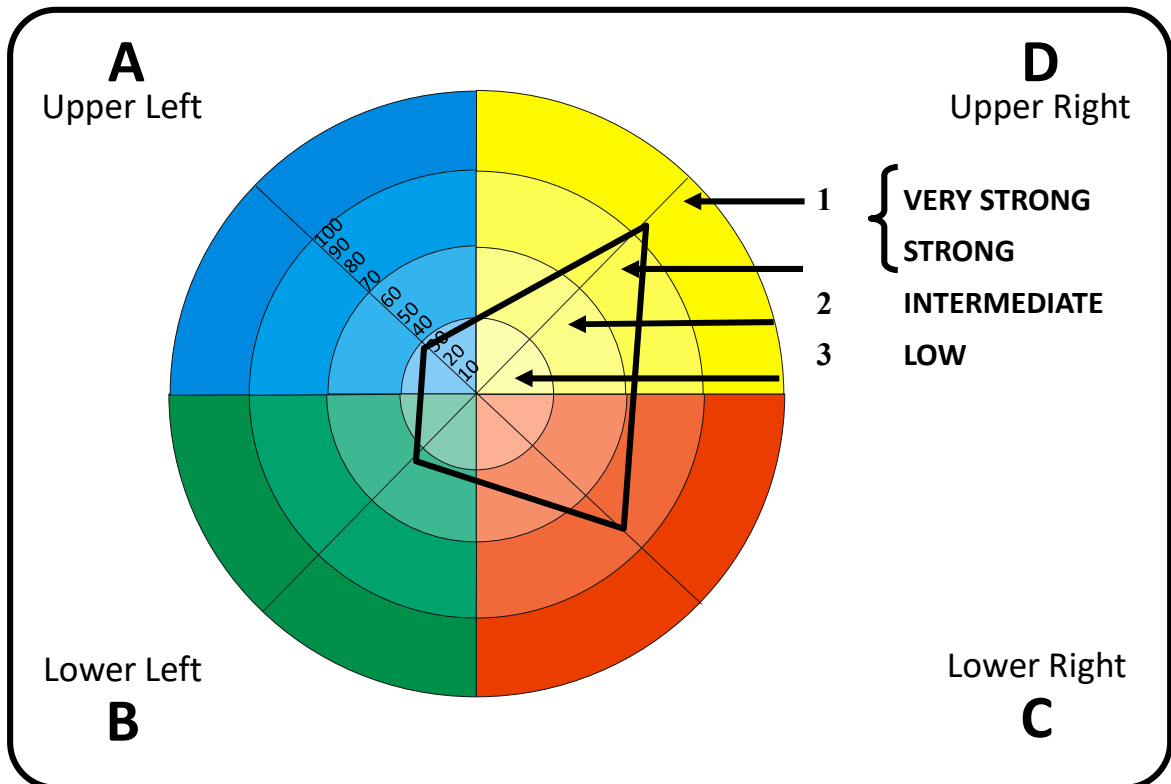




**THE HBDI PROFILE RESULTS FROM THE
PERSONAL PREFERENCE DATA PROVIDED BY THE
120 HBDI® QUESTIONS**



**Understanding The Preference Code:
The HBDI® measures the degree of
preference for each of the four quadrants.**

[illegible]

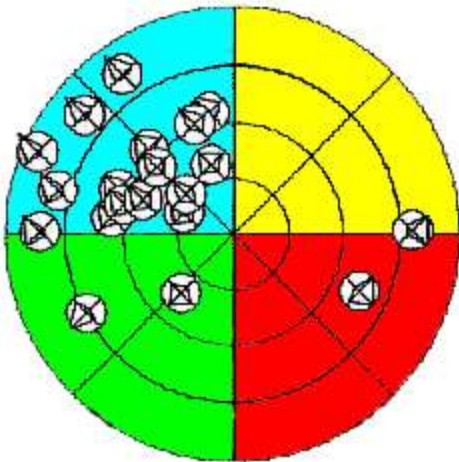
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INDIVIDUAL PROFILES

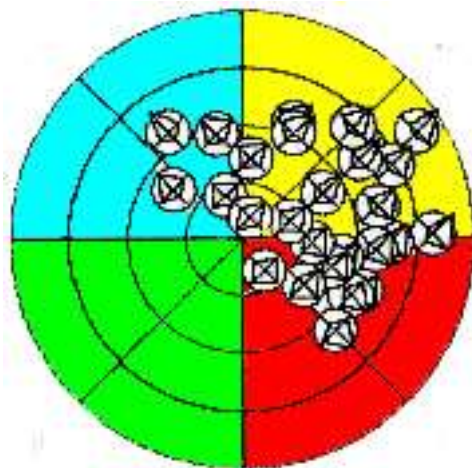
**ARE NEITHER
GOOD NOR BAD
NOR RIGHT
NOR WRONG,
BUT THERE ARE**

SITUATIONAL CONSEQUENCES.

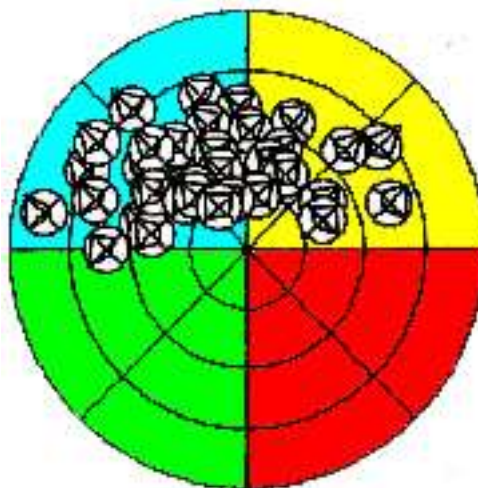
**Preference Map for:
Large Financial Company
ACTUARIES**



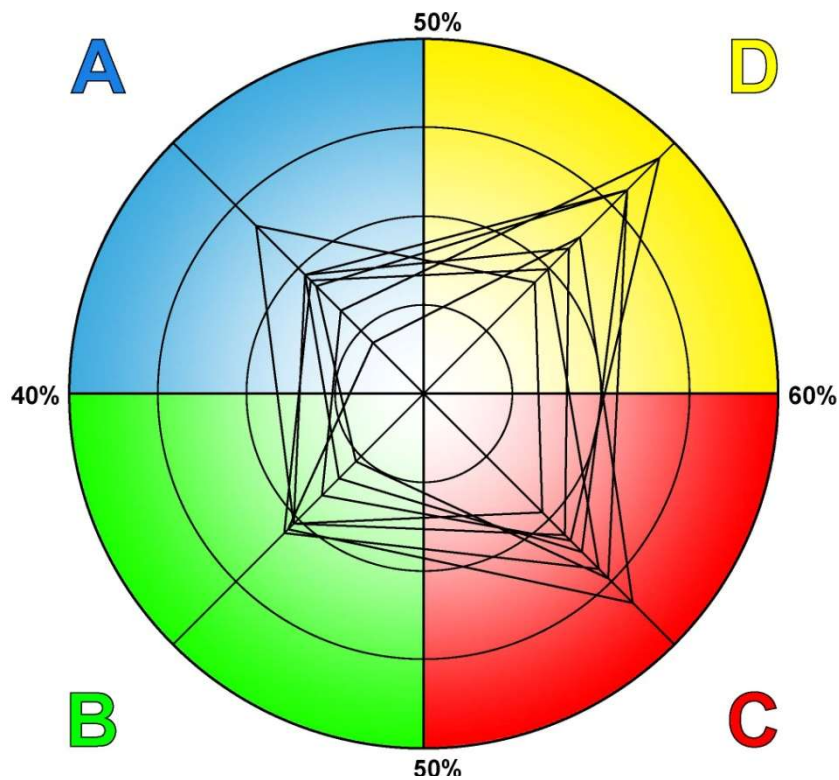
**Preference Map for:
Large Greeting Card Company
ARTISTS**



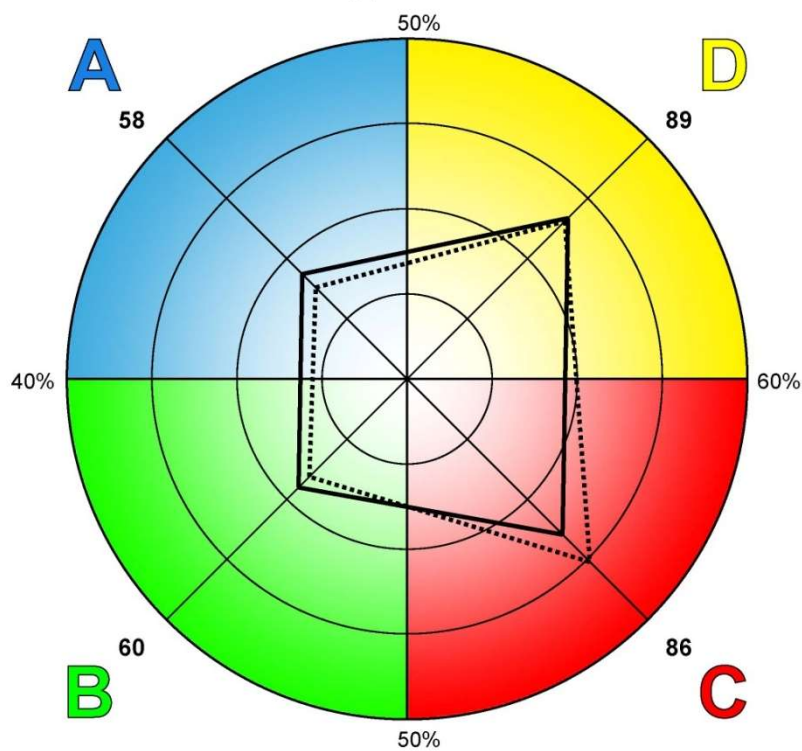
**Preference Map for:
Large Semiconductor Company
TOP TECHNOLOGISTS**



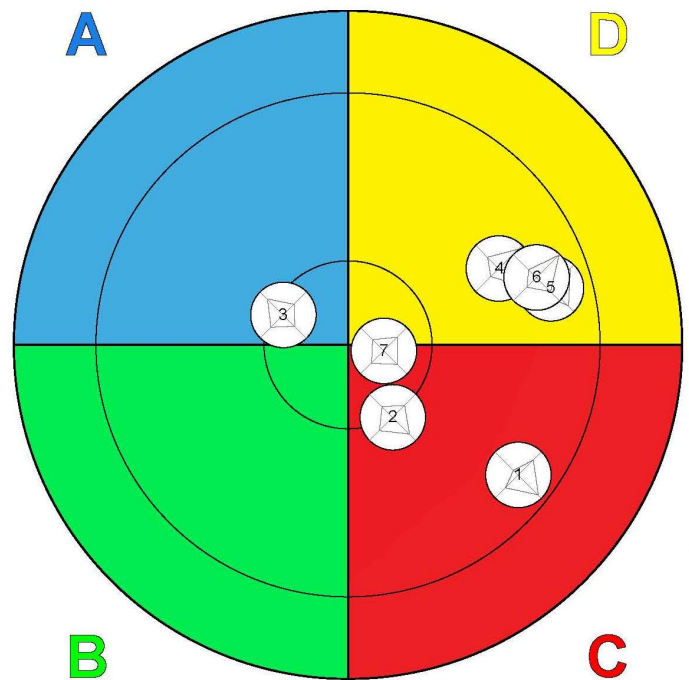
Understanding Group Data



Composite Profile



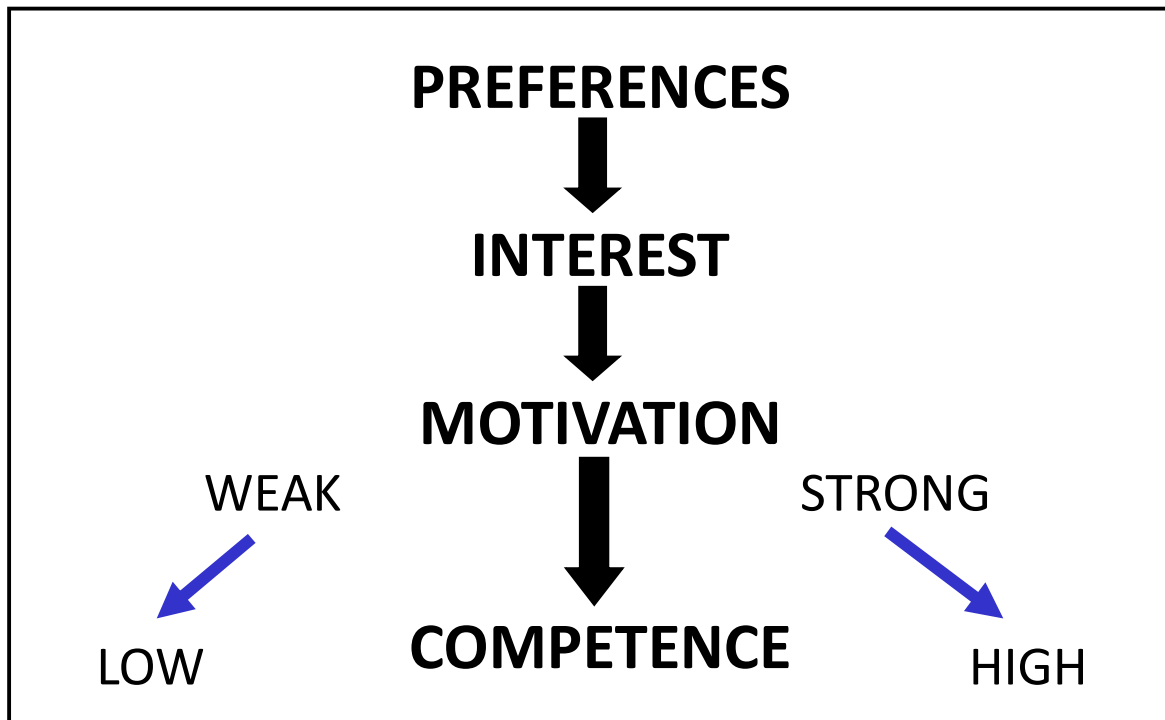
Average Profile



Preference Map



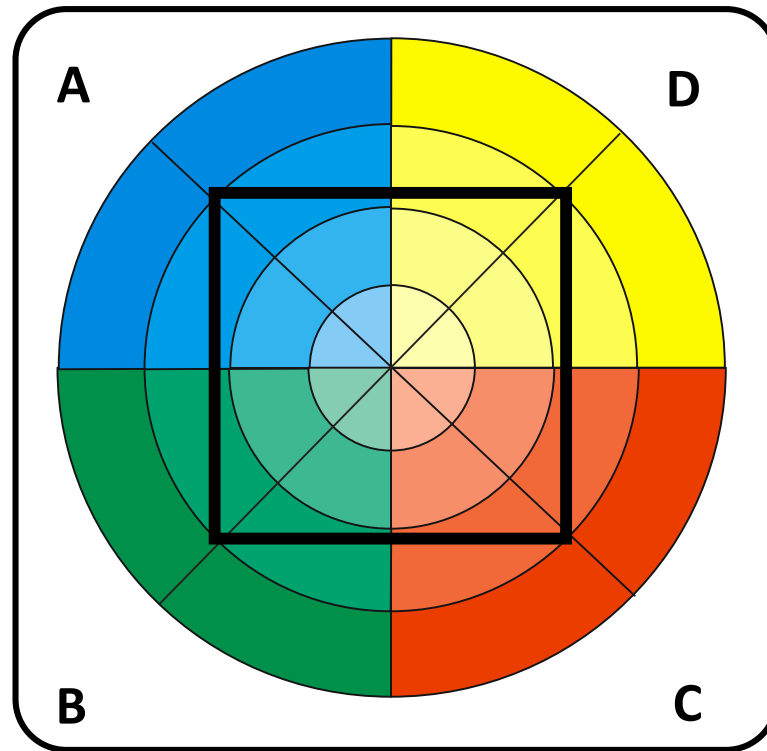
Preference vs. Competence



*“A preference for
certain mental activities and
the competence to perform them,
are two different things.”*

Ned Herrmann

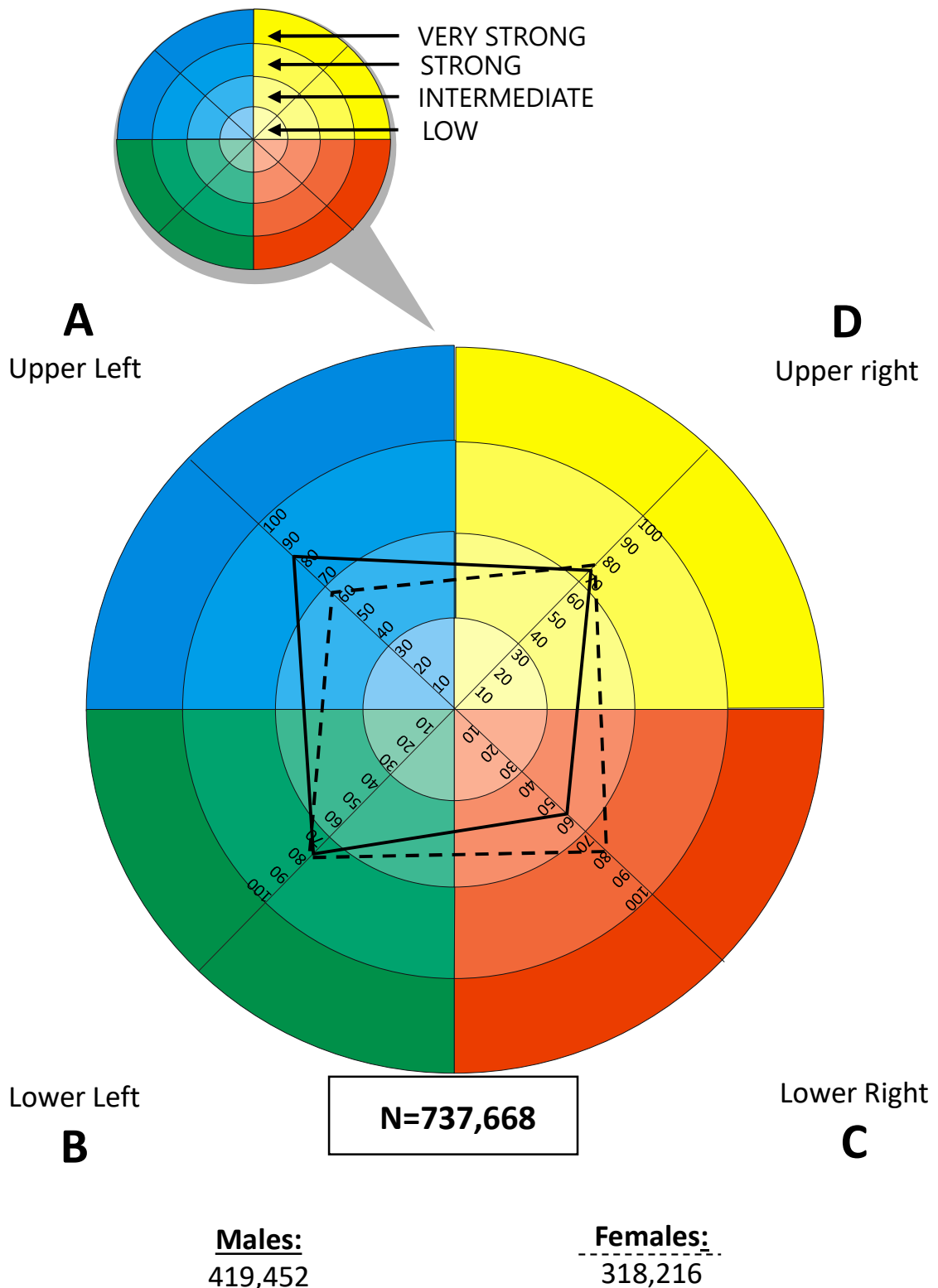
The World of Human Beings Is a Composite Whole Brain



**To be truly successful, many significant
everyday activities must also be
whole brained such as:**

- | | |
|-----------------------------|------------------------|
| ▪ Team Development | ▪ Selling Skills |
| ▪ Decision Making | ▪ Personal Development |
| ▪ Dealing with Conflict | ▪ Communication |
| ▪ Teaching and Learning | ▪ Problem Solving |
| ▪ Creativity and Innovation | ▪ Working with Others |
| ▪ Management Development | ▪ Change Management |
| ▪ Leadership Development | ▪ Strategic Thinking |

Average HBDI® Thinking Styles for Males & Females



Validity of the Herrmann Brain Dominance Instrument (HBDI®)

Synopsis of facts and data:

Summary of findings

- Four stable, distinct clusters of preferences exist.
- These four clusters are compatible with the Whole Brain Model®.
- The scores derived from the instrument (HBDI®) are valid indicators of the four clusters.
- The scores permit valid inferences about a person's preferences and avoidances for each of the 4 clusters of mental activity.

Abstract: "The Herrmann Brain Dominance Instrument (HBDI®) provides a valid, reliable measure of human mental preferences when applied in a professional way, interpreted in conformity with the four-quadrant model, and scored with the approved scoring method".

(C. Victor Bunderson)

Major validation studies conducted

- Ned Herrmann & T. Mukuriya at Berkeley College, University of California 1979-80
- L. Schkade & A. Potvin at University of Texas 1981
- C. Victor Bunderson & Kevin Ho at Brigham Young University 1988
- C. Victor Bunderson & J.B. Olsen 1981, 2000
- C. Victor Bunderson 2004, 2006

Organizations involved in validation studies

- Berkeley College, University of California
- General Electric Corporation
- University of Texas
- WICAT Education Institute (World Institute for Computer Aided Training)
- WICAT Systems
- Education Testing Services
- Edumetrics Institute
- Brigham Young University

Validity of the Herrmann Brain Dominance Instrument (HBDI®)

Validation elements

- Face validity
- Internal construct validity
- External construct validity
- Criterion related validity

Psychometric standards

Meets joint standards developed for educational & psychological testing by:











- American Educational Research Association
- American Psychological Association
- National Council on Measurement in Education

Other significant facts











- Sample sizes of up to 8,000 participants.
- Over \$500,000 US spent on validation studies.
- More than 100 Doctoral Dissertations have been completed on the HBDI® and Whole Brain Thinking.
- More than 2 million people world-wide have been profiled using the HBDI®.
- The HBDI® is available in over 20 countries and 21 languages.

Distribution of H B D I® Profiles











Top 10 Rank Ordered

1.	1122	16%	
2.	2111	11%	
3.	2211	10%	
4.	1221	8.5%	
5.	1121	8%	
6.	2112	7.5%	
7.	1112	6.5%	
8.	1211	4%	
9.	3211	3.5%	
10.	1132	3%	

Male:

1.	1122	21%	
2.	1221	13%	
3.	1121	11%	
4.	2211	7%	
5.	2111	6%	
6.	1132	6%	
7.	1112	5%	
8.	1211	4%	
9.	2121	3%	
10.	2112	3%	

Female:

1.	2111	16%	
2.	2211	13%	
3.	2112	12%	
4.	1122	10%	
5.	1112	8%	
6.	3211	6%	
7.	3111	5%	
8.	1221	4%	
9.	1121	4%	
10.	1211	4%	

Frequency of Diagonal Preference Codes

profile			A/C		B/D		
	m	f	m	f	m	f	
1111	2.697%	2.851%					
1112	5.398%	8.771%					
1113	0.376%	0.723%					
1121	11.606%	4.491%					
1122	21.659%	10.918%					
1123	2.210%	1.475%					
1131	1.894%	0.163%					
1132	5.716%	0.638%					
1133	1.005%	0.217%					
1211	4.310%	4.200%					
1212	0.964%	1.378%	0.964%	1.378%			
1213	0.006%	0.009%	0.006%	0.009%			
1221	13.044%	4.068%					
1222	2.822%	0.969%					
1223	0.019%	0.010%					
1231	1.685%	0.092%					
1232	0.559%	0.036%					
1233	0.007%	0.001%					
1311	0.161%	0.115%					
1312	0.000%	0.002%	0.000%	0.002%			
1321	0.440%	0.108%					
1322	0.002%	0.001%					
1331	0.025%	0.000%					
2111	6.012%	16.244%					
2112	2.720%	12.094%					
2113	0.082%	0.477%					
2121	3.023%	3.081%			3.023%	3.081%	
2122	0.796%	1.401%					
2123	0.016%	0.040%					
2131	0.076%	0.040%			0.076%	0.040%	
2132	0.005%	0.004%					
2211	6.709%	12.892%					
2212	0.092%	0.408%					
2213	0.000%	0.001%					
2221	1.725%	1.123%					
2222							
2231	0.010%	0.001%					
2311	0.269%	0.381%					
2321	0.066%	0.033%					
3111	0.498%	4.472%					
3112	0.042%	0.791%					
3113	0.001%	0.015%					
3121	0.033%	0.076%			0.033%	0.076%	
3122	0.000%	0.002%					
3131	0.002%	0.000%			0.002%	0.000%	
3211	1.126%	4.957%					
3212	0.000%	0.010%					
3221	0.016%	0.022%					
3311	0.079%	0.198%					
3321	0.000%	0.001%					
	100%	100%	1.0%	1.4%	3.1%	3.2%	

1212 profiles- 1.2 %
2121 profiles- 3.1 %

Whole Brain Model® : Strengths of Each Quadrant

A

- Gathering facts
- Analyzing issues
- Arguing rationally
- Forming theories
- Measuring precisely
- Problem solving logically
- Financial analysis and decision making
- Understanding technical elements
- Critical analysis
- Working with numbers, statistics, data and precision

D

- Reading the signs of coming change
- Seeing "the big picture"
- Recognizing new possibilities
- Tolerating ambiguity
- Integrating ideas & concepts
- Simultaneous processing of different input
- Challenging established policies
- Synthesizing unlike elements into a new whole
- Inventing innovative solutions to problems
- Problem solving in intuitive ways

- Finding overlooked flaws
- Approaching problems practically
- Standing firm on issues
- Maintaining a standard of consistency
- Providing stable leadership and supervision
- Reading fine print in documents/ contracts
- Organizing and keeping track of data
- Developing detailed plans and procedures
- Articulating plans in an orderly way
- Keeping financial records straight

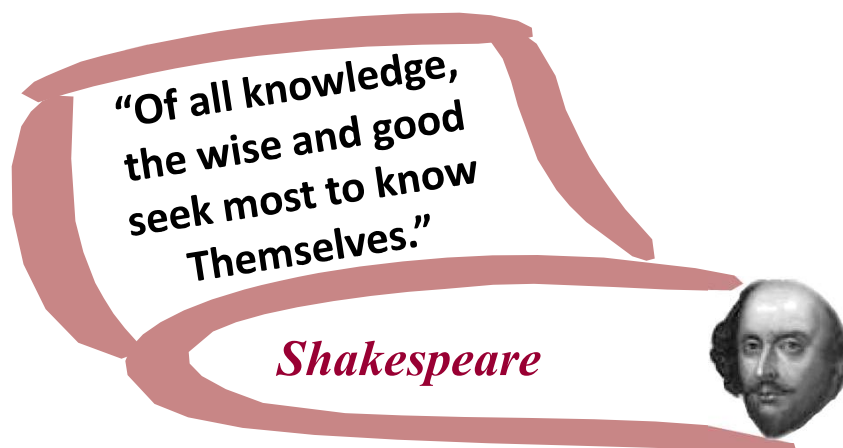
B

- Recognizing interpersonal difficulties
- Anticipating how others will feel
- Intuitively understanding how others feel
- Picking up the non-verbal cues of interpersonal stress
- Engendering enthusiasm
- Persuading, conciliating
- Teaching
- Sharing
- Understanding emotional elements
- Considering values

C

Thinking about your HBDI® Profile results:

- Where are your strengths? What do you pay most attention to?
- Where are your blind spots (areas you often overlook?)
- What can you learn from your profile?



Stop, Start, Continue

Based on what you have learned about your thinking:

- What will you stop doing?
- What will you start doing differently?
- What will you continue doing and reinforcing?

My HBDI® Autobiography

Instructions:

Think about the key events and experiences in your life that “explain” what your profile is today. Create your “HBDI® autobiography” by capturing that information on this page or whatever format you prefer (mind map, list, timeline, etc.). Be prepared to share that with a partner tomorrow.



Work Elements And Key Descriptors

Sorting Activity

Purpose:

Understand where they load and answer any questions about the intended meaning of these words.

Guide:

Refer to definitions! Consider what would be the thinking preferences of a person who is more likely to use a given word to describe themselves.

Work Elements

Instructions:

- Write each word in the appropriate quadrant.
- Four words in each quadrant.
- Complete the entire exercise, then refer to the answers (next page).
- Do not use reference materials.

10---Analytical
 11---Administrative
 12---Conceptualizing
 13---Expressing Ideas
 14---Integration
 15---Writing

16---Technical Aspects
 17---Implementation
 18---Planning
 19---Interpersonal Aspects
 20---Problem Solving

21---Innovation
 22---Teaching/Learning
 23---Organization
 24---Creative Aspects
 25---Financial Aspects

COLUMN A UPPER LEFT	COLUMN B LOWER LEFT	COLUMN C LOWER RIGHT	COLUMN D UPPER RIGHT

Work Elements Answer Sheet



HERRMANN BRAIN DOMINANCE INSTRUMENT DATA SUMMARY

Name: Occupation:	Gender:	GROUP Date:
----------------------	---------	----------------

	COLUMN A UPPER LEFT	COLUMN B LOWER LEFT	COLUMN C LOWER RIGHT	COLUMN D UPPER RIGHT
PROFILE SCORES				
PREFERENCE CODE				
ADJECTIVE PAIRS (distribution of 24 points)				
KEY DESCRIPTORS X = selected * = most descriptive				
WORK ELEMENTS (5 =most, 1=least)	Analytical Technical Problem Solving Financial	Organization Planning Administrative Implementation	Teaching Writing Expressing Interpersonal	Integration Conceptualizing Creative Innovating
Adolescent Education				
Education Focus				
Occupation				
Hobbies				
HAND DOMINANCE	<div style="display: flex; justify-content: space-between; font-size: small;"> primary right Right/ some left mixed left/ some right primary left </div>			
ENERGY LEVEL	<div style="display: flex; justify-content: space-between; font-size: small;"> day equal night </div>			
MOTION SICKNESS	<div style="display: flex; justify-content: space-between; font-size: small;"> none some frequent </div>			
INTROVERT/EXTROVERT (self-placement)	<div style="display: flex; justify-content: space-between; font-size: small;"> introverted extroverted </div>			

Key Descriptors Sorting

Instructions:

- Write each word in the appropriate quadrant.
- Seven descriptors in each quadrant.
- Three are doubles and WARNING: Verbal will change to “Speaker/Talker” **and** Creative will change to “Imaginative” on the answer sheet.
- Complete the entire exercise, then refer to the answers (next page).
- Do not use reference materials.

Key Descriptors

26-----Logical	35-----Emotional	43-----Symbolic
27-----Creative	36-----Spatial	44-----Dominant
28-----Musical	37-----Critical	45-----Holistic
29-----Sequential	38-----Artistic	46-----Intuitive
30-----Synthesizer	39-----Spiritual	47-----Quantitative
31-----Verbal	40-----Rational	48-----Reader
32-----Conservative	41-----Controlled	49-----Simultaneous
33-----Analytical	42-----Mathematical	50-----Factual
34-----Detailed		

COLUMN A UPPER LEFT	COLUMN B LOWER LEFT	COLUMN C LOWER RIGHT	COLUMN D UPPER RIGHT

Key Descriptors Answer Sheet



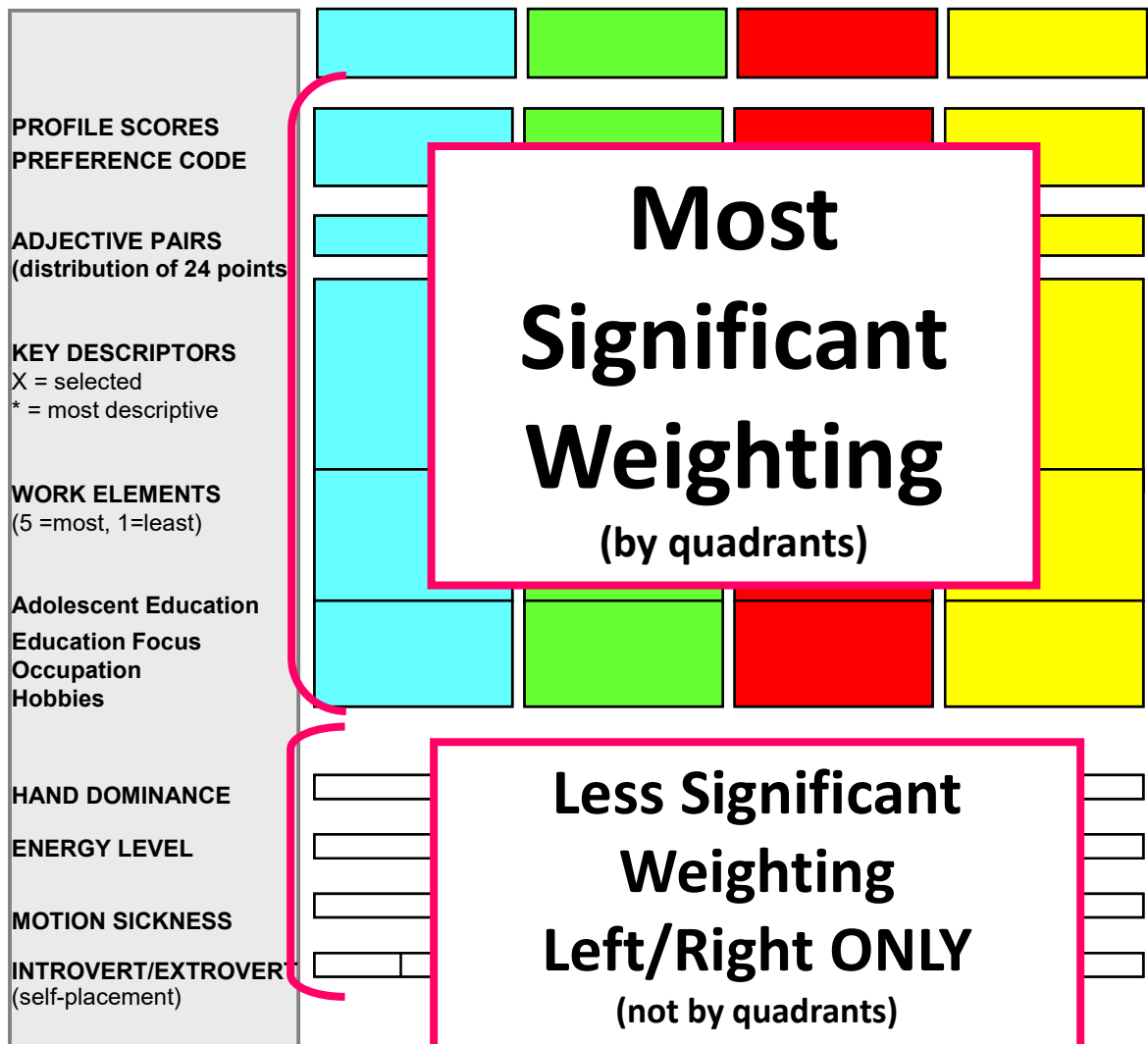
HERRMANN BRAIN DOMINANCE INSTRUMENT

DATA SUMMARY

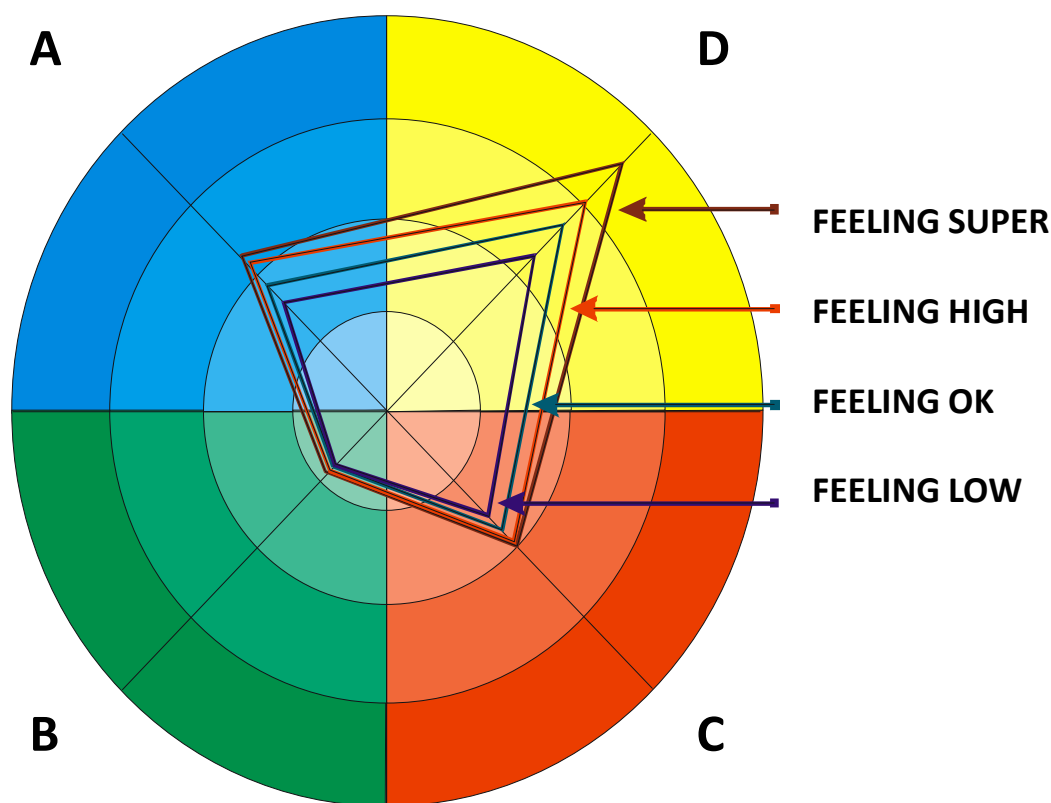
Name:		Gender:		GROUP	
Occupation:				Date:	

	COLUMN A UPPER LEFT	COLUMN B LOWER LEFT	COLUMN C LOWER RIGHT	COLUMN D UPPER RIGHT
PROFILE SCORES				
PREFERENCE CODE				
ADJECTIVE PAIRS (distribution of 24 points)				
KEY DESCRIPTORS X = selected * = most descriptive	Factual Quantitative Critical Rational Mathematical Logical Analytical	Conservative Controlled Sequential Detailed Dominant Speaker Reader	Emotional Musical Spiritual Symbolic Intuitive Talker Reader	Imaginative Artistic Intuitive Holistic Synthesizer Simultaneous Spatial
WORK ELEMENTS (5 =most, 1=least)				
Adolescent Education				
Education Focus				
Occupation				
Hobbies				
HAND DOMINANCE	<div> <div>primary right</div> <div>Right/ some left</div> <div>mixed</div> <div>left/ some right</div> <div>primary left</div> </div>			
ENERGY LEVEL	<div> <div>day</div> <div>equal</div> <div>night</div> </div>			
MOTION SICKNESS	<div> <div>none</div> <div>some</div> <div>frequent</div> </div>			
INTROVERT/EXTROVERT (self-placement)	<div> <div>introverted</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>extroverted</div> </div>			

Relative Weightings



Effect Of Mood On the HBDI® Profile

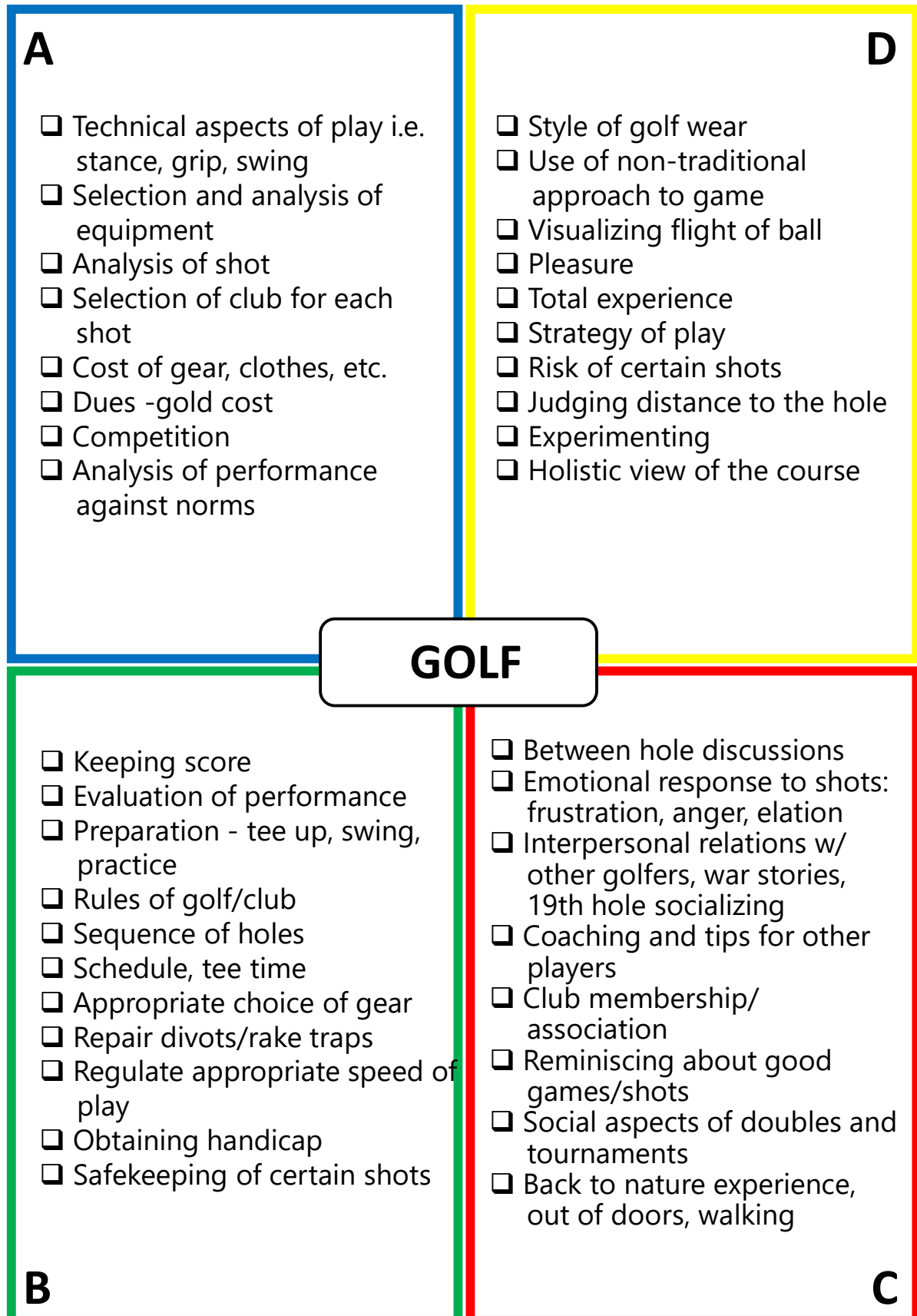


Distribution of Hobbies Used in the HBDI®

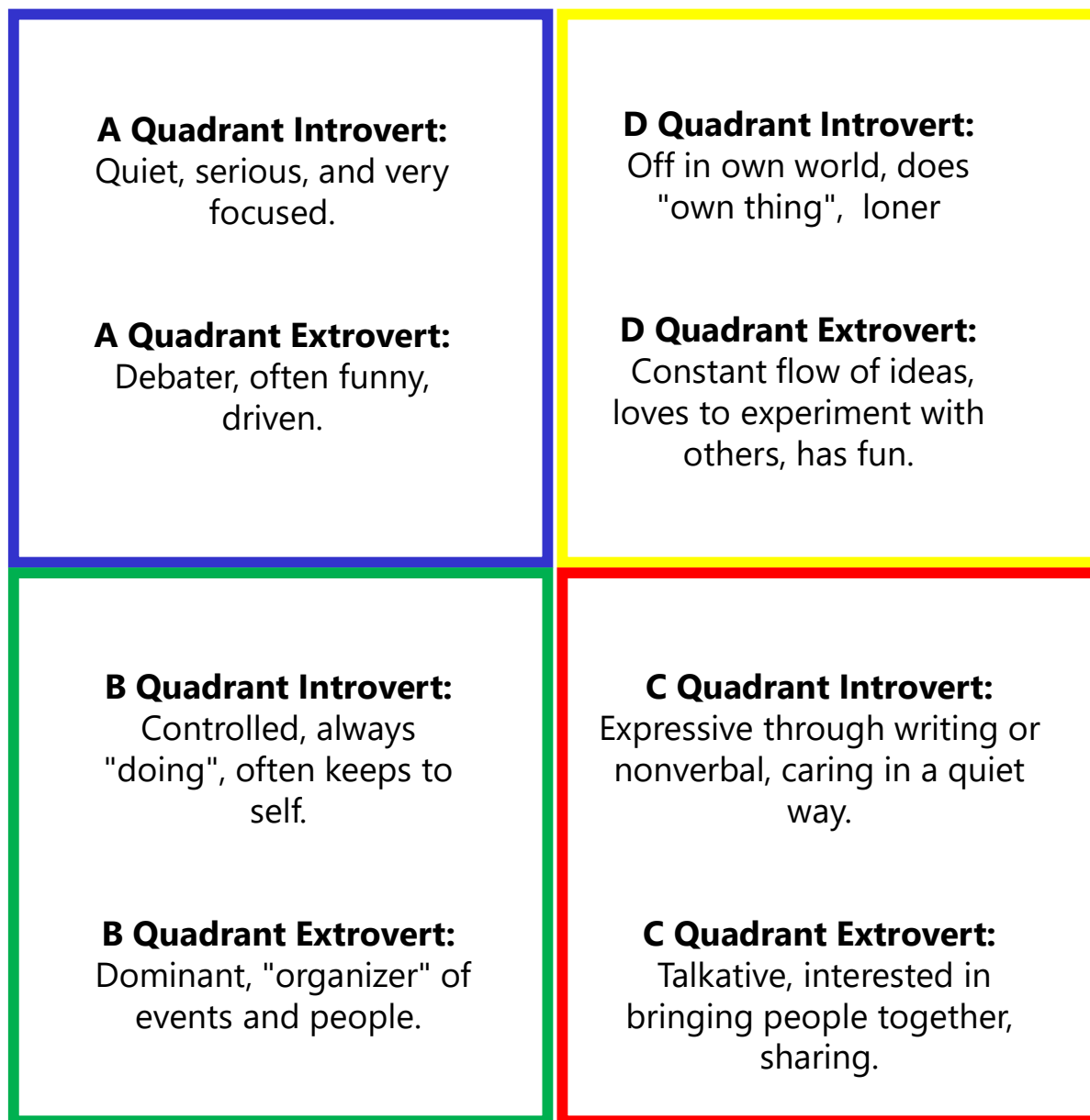
Upper Left A	B Lower Left	Distributed	Lower Right C	Upper Right D
Hobbies Currently Listed on the HBDI®:				
Golf Home Improvement Wood working	Golf Boating Cards Fishing Spectator Sports Tennis Bowling	Racing Sailing-Cruising Swimming Diving Camping Hiking	Travel Collecting Cooking Creative Writing Music Listening Reading Sewing Gardening Plants	Arts & Crafts Music Playing Photography
Hobbies that are scored as “Write ins”:				
Amateur Radio Auto Collecting Auto Repair Auto Restoration Board Games Coaching Brain Teasers Building Models Softball Computers Hunting Investments Pool/Billiards Working Strategy Games	Handball Jogging Physical fitness Chess Sports Activities Family Activities	Baseball Basketball Breeding Animals People Watching	Children Volunteer Work Singing Video Games Skiing	Aerobic Dancing Bicycling Bird Watching Wine Tasting Crossword Puzzles Deep Sea Diving Flying Sky-diving Horseback Riding Movies Canoeing Racquetball Running

Remember: Hobbies are scored based on the preferences of the people who pursue those hobbies, not the hobby itself. Any hobby can be explored from a whole brain approach. See the following page for a whole brain approach for golf.

An Example of a Whole Brain Approach to:

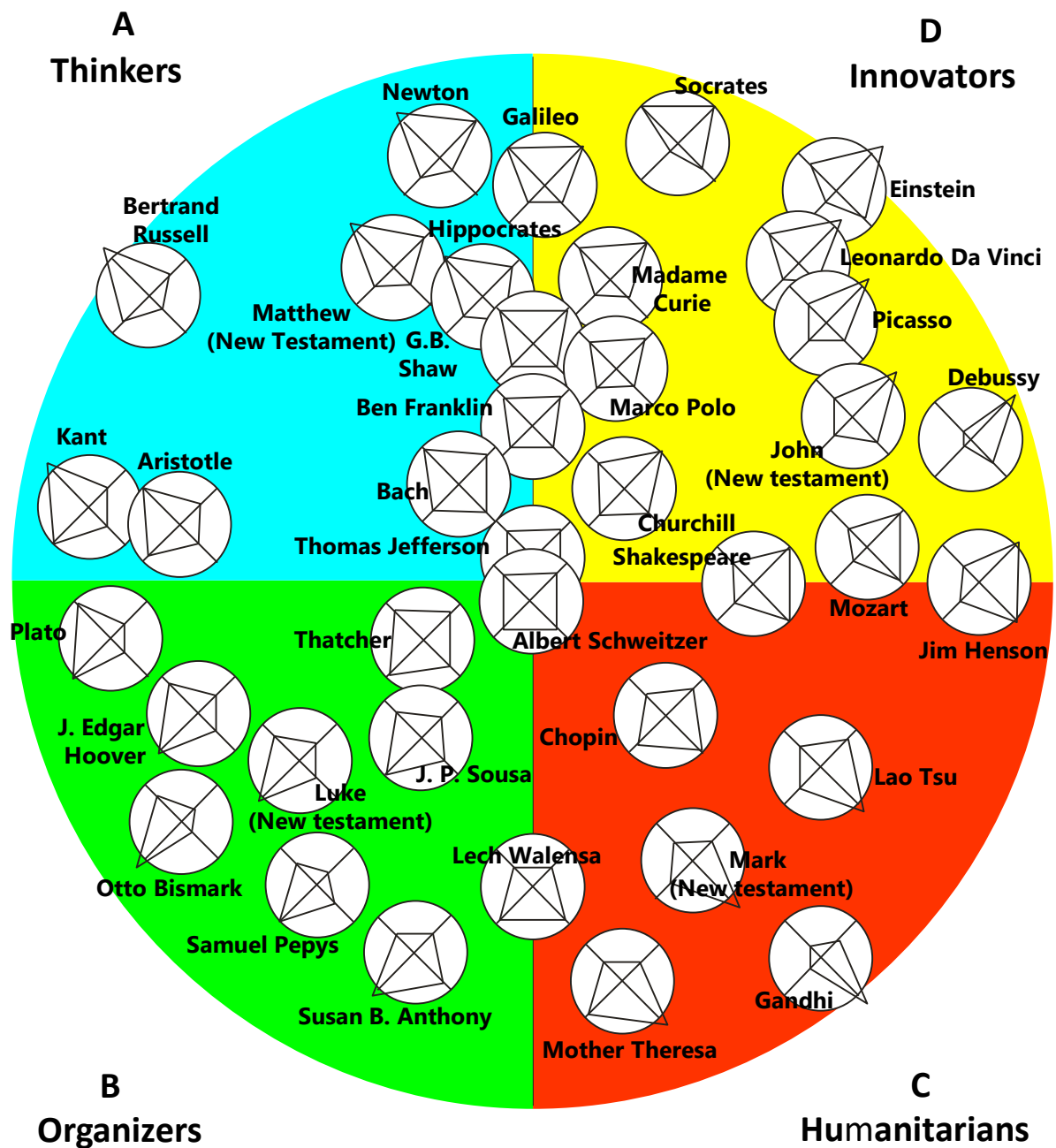


Introvert/Extrovert



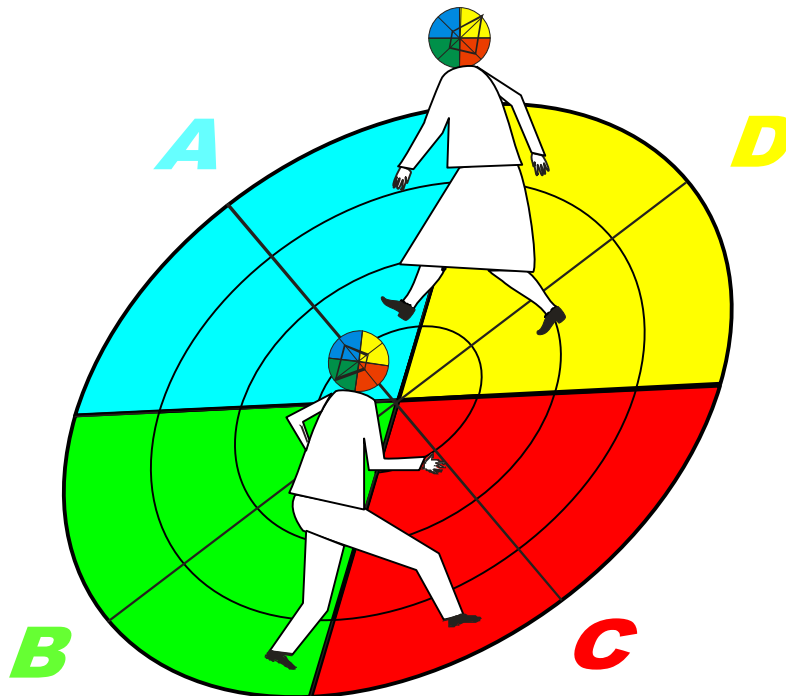
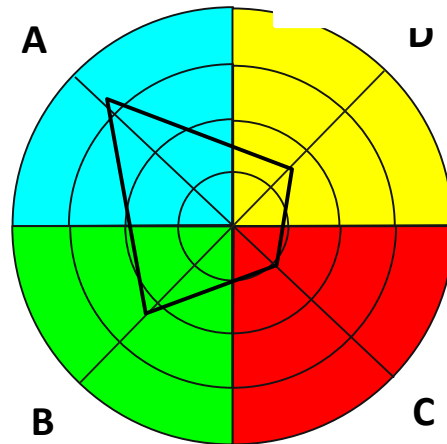
(Page 7, B Quadrant/green chapter)

Great Brains in History



Situational “Stretch”

Your degree of wholeness... is the degree to which you are situational.



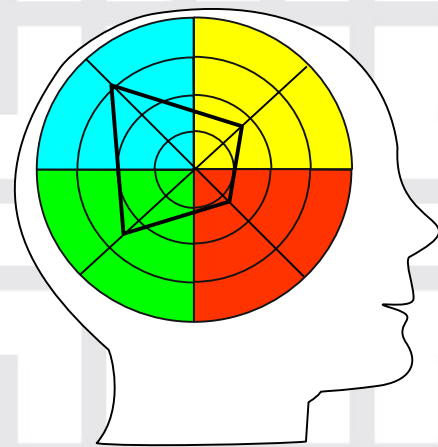
**Situationally,
step into
those modes
you least
prefer
as required.**

*Life is like a ten speed bicycle;
we all have gears
that we never use.*

**Charles
Schultz**

Section 4

DEBRIEFING THE HBDI® PROFILE



Thoughts on the HBDI® debriefing interview

These thoughts are proposed from observations realized during debriefing interviews:

Participant:.....

Consultant:

Observers:

	Excellent	Satisfactory	To improve	Comments & suggestions
<i>Interlocutors positioning</i>				
<i>The use of non verbal communication channels</i>				
<i>Non verbal communication of the consultant</i>				
<i>Non verbal communication of the participant</i>				
<i>The use of magnetic overlay</i>				
<i>The use of documents</i>				
<i>Duration of speech</i>				
<i>The questioning</i>				
<i>The use of open questions</i>				
<i>The control of the interview</i>				
<i>To follow a methodology</i>				
<i>Inferences</i>				
<i>Reformulation</i>				
<i>Clarity of the consultant speech</i>				
<i>Time respect</i>				
<i>Conclusion</i>				
<i>A clearly expressed objective</i>				

Thoughts on the HBDI® debriefing interview

Observations that support the comments stated below:

3 points particularly positive to remember:



Section 5

THE TEAM PROFILE



Team Ranking Exercise

Rank order from most important to least important:

1-----2-----3-----4

Most important-----Least important

For you, what is most important for teams is:

___ **Efficiency, productivity, saving time and bottom line results**

___ **Implementation, quality, on time delivery**

___ **Communication, relationships, leveraging the people resources**

___ **Creativity, innovation, better ideas and outcomes from the synergy**

Teams –Best Experience



**Describe your most high performance team experience.
List below the attributes that made it successful:**

Photo credit:
[Jozsef Szoke](#)

Quadrant Contributions

A

"WHAT'S THE BUSINESS CASE?"

- Define goals and objectives
- Logically solving problems
- Critical analysis and theory
- Efficiency, cost and data
- Working toward quantifiable outcomes

GETTING DOWN TO BUSINESS

D

"CHALLENGE THE STATUS QUO"

- Strategizing & visualizing the future
- Risk taking & experimenting
- Combining and connecting concepts
- Brainstorming new ideas & solutions
- "Big picture" perspective

BREAKTHROUGH THINKING

"HOW CAN WE MAKE THIS HAPPEN?"

- Attention to detail and procedures
- Moving from point A to B
- Task allocation, organization and planning
- Follow-up and scheduling with timelines
- Making sure everything is in order and in control

MOVING TOWARD CLOSURE

B

"BE PART OF THE TEAM"

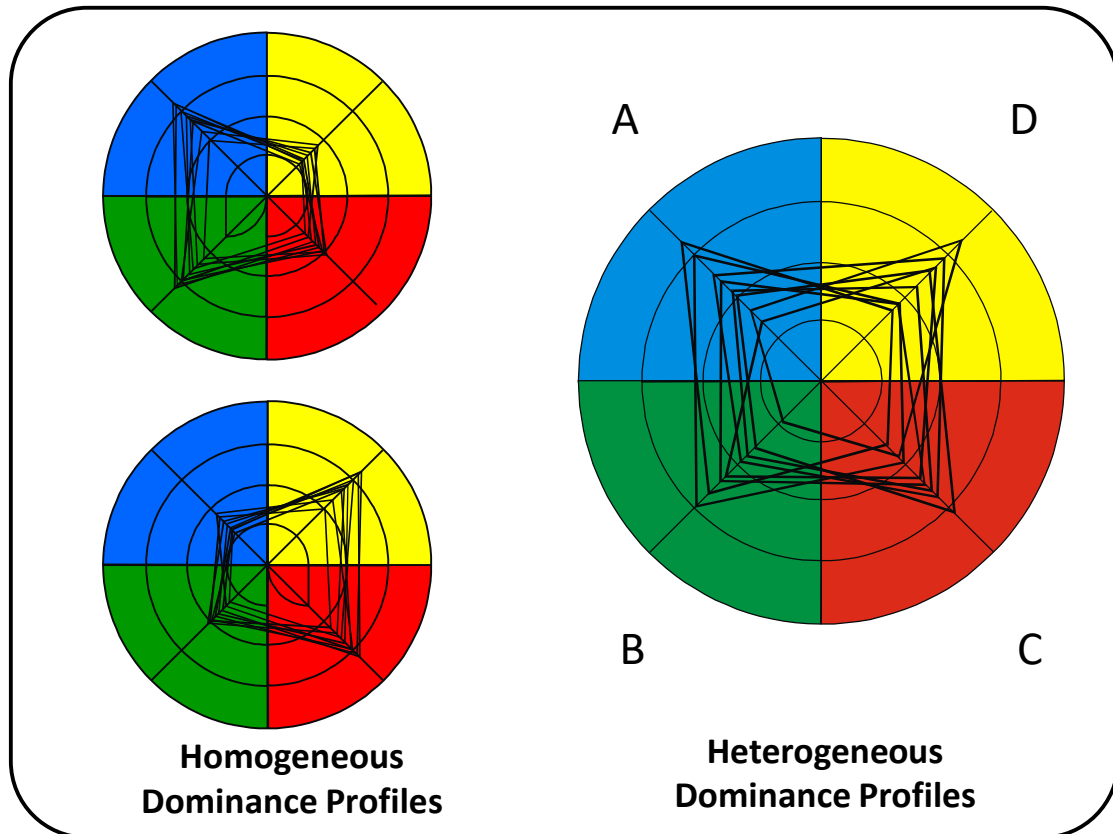
- Mediating and facilitating
- Sharing, listening expressing
- Collaborating & building relationships
- Intuitive sensing of underlying issues
- Being sensitive to other peoples needs

KINDLING THE SPIRIT OF COMMUNITY

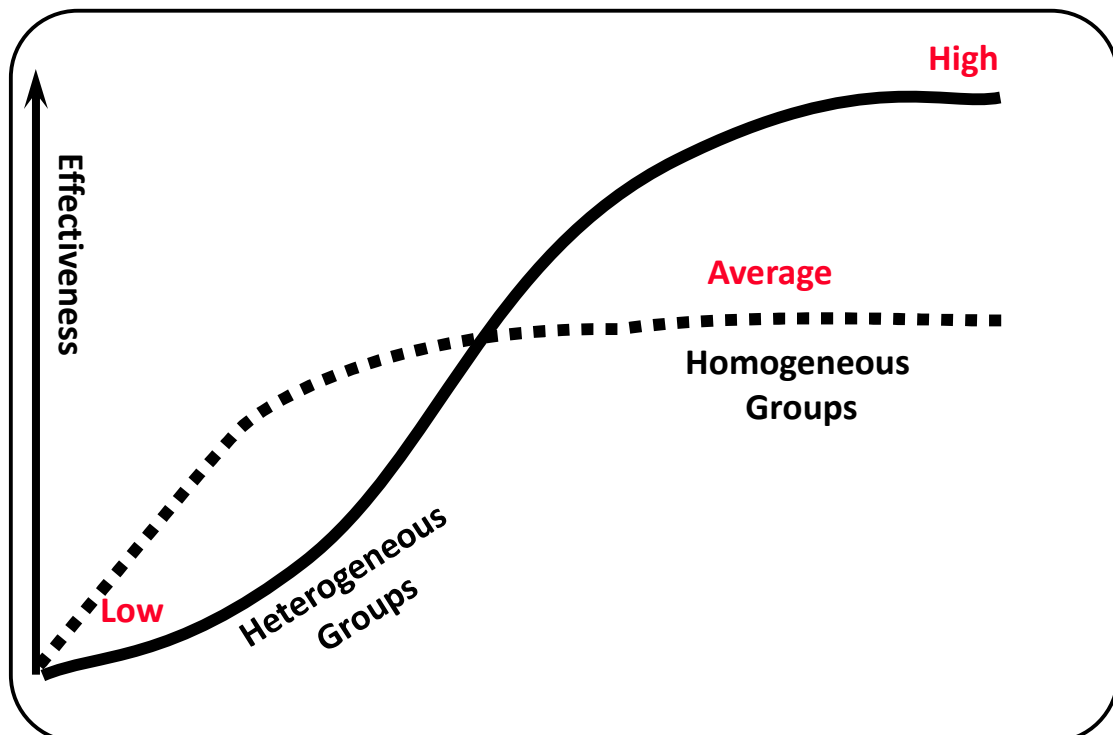
C

Optimizing Group Effectiveness

Gender-balanced heterogeneous groups are capable of significantly greater creative output than unbalanced or homogeneous groups.



Team Effectiveness



What I bring to the Team

Use this when a team meets for the first time. Get each person to complete one and use it as a means of getting to know each other and the contribution they can make to the team.

<p>A</p> <ul style="list-style-type: none"> • Applying Formulas • Challenging, Being Challenged • Analyzing & Diagnosing • Logical Processing • Financial Aspects • Putting Things Together • Accomplishing • Making Things Work • Solving Tough Problems • Clarifying Issues • Making the Numbers • Explaining Things 	<ul style="list-style-type: none"> • Dealing With the Future • Seeing the Big Picture • Inventing Solutions • Creativity & Innovation • Developing New Things • Selling Ideas • Visualizing • Providing Vision • Taking Risks • Integrating Ideas • Bringing About Change • Opportunity to Experiment <p>D</p>
<ul style="list-style-type: none"> • Administrating • Attending to Detail • Being in Control • Building Things • Establishing Order • Timely Implementation • Paperwork Tasks • Planning Things Out • Providing Support • Safety <p>B</p> <ul style="list-style-type: none"> • Scheduling • Structured Tasks 	<ul style="list-style-type: none"> • Coaching • Working with People • Communicating • Building Relationships • Resolving Customer Issues • Expressing Ideas Teaching/Training • Persuading People • Listening & Talking • Counseling • Being Part of a Team • Partnering <p>C</p>

Place your HBDI® Profile transparency over the ThinkAbout above.

Think about the following questions:

1. What do you bring to a team? What is your main contribution?

2. What do you really enjoy about being part of a team?

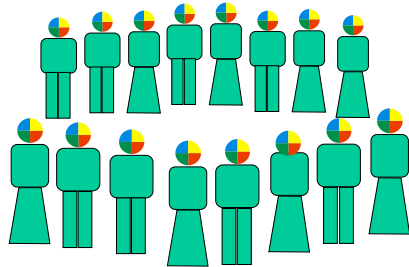
3. What don't you like about being part of a team?

4. Think about the teams you are a member of. What does this tell you about your contribution? _____

5. What could you do to be an even more effective team member?

CONTINUUM BUILDING:

Applications of the Continuum:



- Team Building
- Task Force Assignments
- Problem Solving Groups
- Seating of Workshop
- Learning Groups
- Communication Exercises
- “Whole” Brainstorming

A Suggested Approach To Continuum Building

Plan to lay out the actual profiles in physical sequence.

Always start from the most “A quadrant only” on the left and then honor the A quadrant preferences as you move toward the B quadrant.

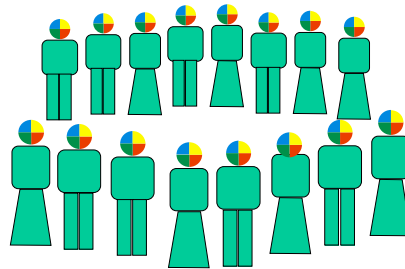
Secondly, go to the other end of the continuum on the right and start at the “most D quadrant only” profiles. Then work backwards, now honoring the D quadrant followed by the C quadrant preferences but still paying attention to the A and B quadrant preferences.

Next, deal with the most difficult part which is the middle. Honor first the A quadrant tilts, then the B quadrant tilts, next the upper/cerebral (A/D), followed by the various configurations of whole (ABCD), followed by the lower/limbic, favoring the B/C quadrant.

Don’t rely only on the visual alignment, be sure to look at the numbers as well.

A "only" at one end--
D "only" at the other end
then fill in the middle!

How to Create The Linear Continuum



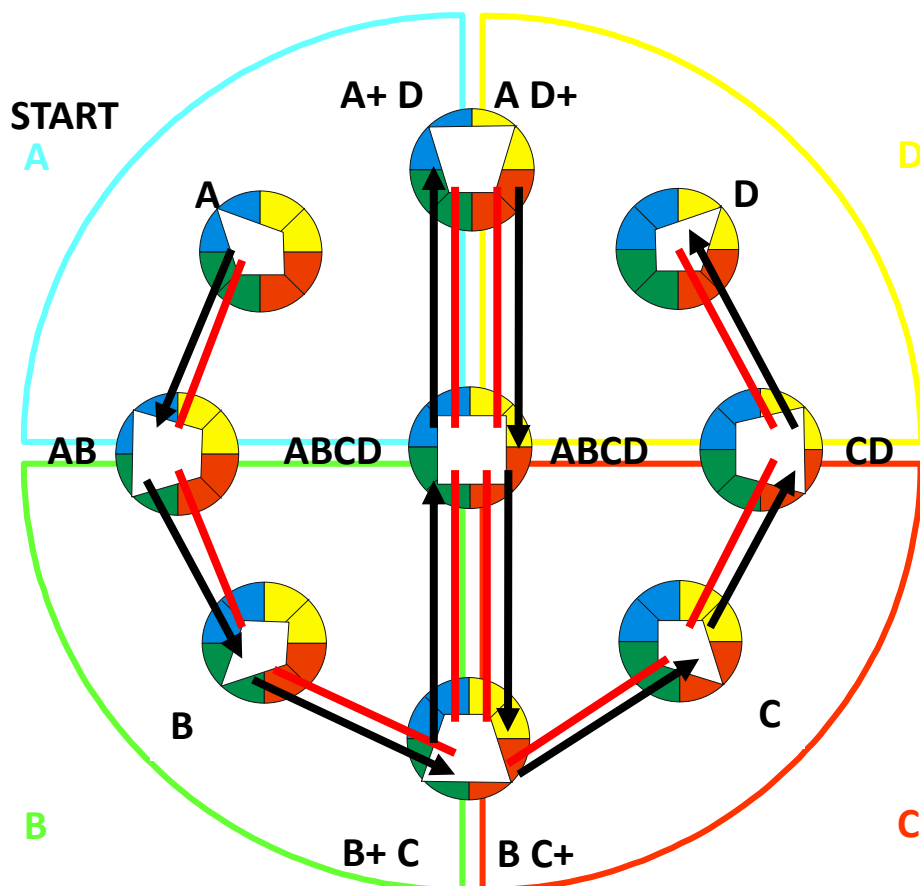
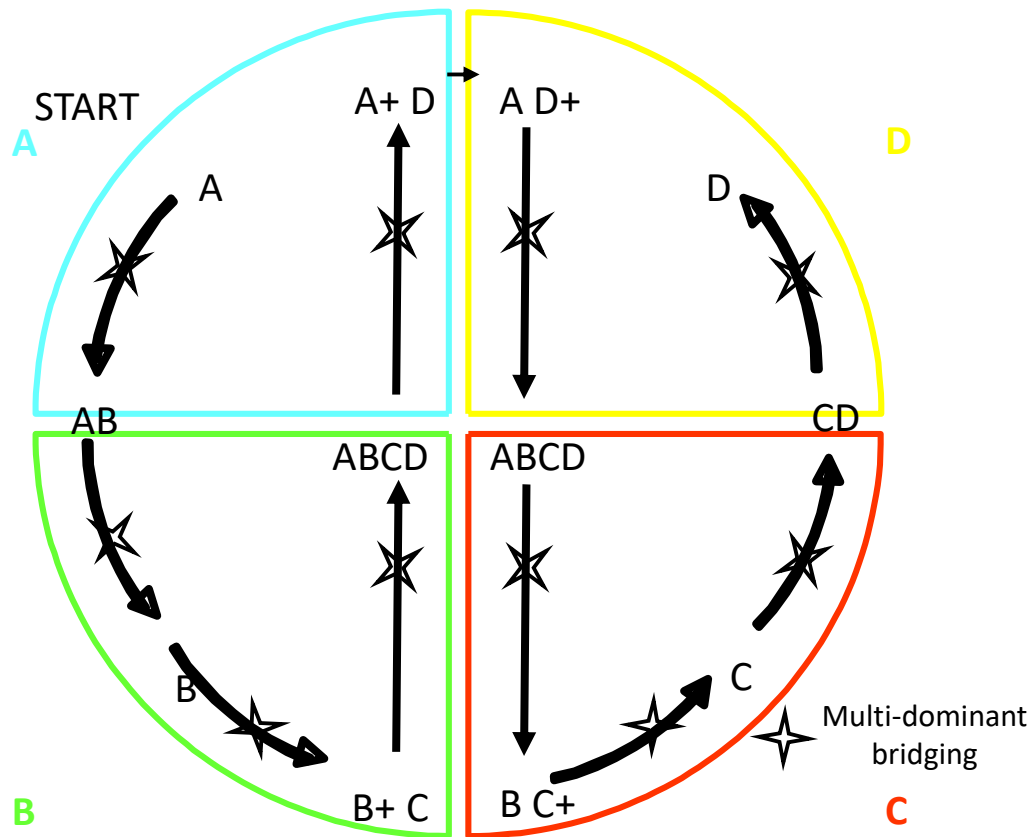
The linear continuum is a sequential distribution of a group of individual HBDI® profiles that are placed in a rank-order from the most Upper Left A to the most Upper Right D profile. The linear continuum provides the basis for placing individuals into heterogeneous or homogeneous groupings, or providing seating arrangements as may be required in a learning experience or team activity.

Always begin the continuum building process by clustering all like profiles together and arranging them so that each individual profile within those clusters is positioned next to her/his mental peer. Then find the most Upper Left A profile (that profile with the highest dominance score in the A Quadrant). If none is apparent, then begin with the most obvious left oriented score and work "full circle" around the continuum, counter-clockwise.

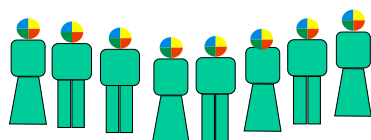
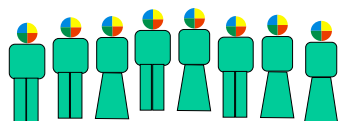
Continuum Building Pointers

- The smaller the group the lower the probability of heterogeneity and a wide spectrum of profiles unless the group is cross-functional.
- The smaller the group the harder it is to find models of behavior for each of the four quadrants.
- The greater the male/female balance the greater the probability for heterogeneity.
- The more CROSS-FUNCTIONAL the group the greater the probability for heterogeneity.
- The larger the group the greater the probability for heterogeneity

Continuum Building



Continuum Building



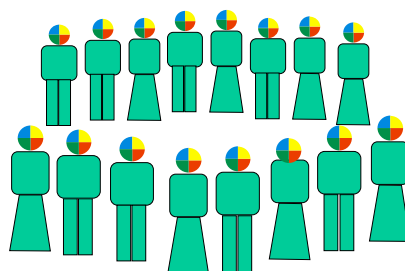
Left	A
	AB
	B
	B+ C
	ABCD
	A+ D
	A D+
	ABCD
	B C+
	C
	CD
	D
	Right

Note: + indicates a higher score in the quadrant it follows

		A	B	C	D
Left	A	1	2	2	2
	AB	1	1	2	2
	B	2	1	2	2
	B+ C	2	1+	1	2
	ABCD	1	1	1	1
	A+ D	1+	2	2	1
	A D+	1	2	2	1+
	ABCD	1	1	1	1
	B C+	2	1	1+	2
	C	2	2	1	2
	CD	2	2	1	1
Right	D	2	2	2	1

Note: + indicates a higher score in the quadrant it follows

Answer Sheet for the Practice Linear Continuum



Practice Continuum

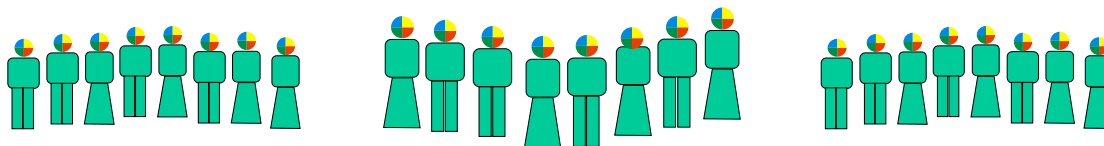
A	Ellis	1222	119	60	39	54
A B	Edward	1122	92	105	59	36
B	Freda	2122	51	108	62	66
B+ C	Joyce	2112	62	111	81	51
A B C D	B. J.	1111	74	84	68	69
A+ D	Andrew	1221	110	41	56	84
A D+	Fred W.	1221	84	54	48	93
A B C D	Anthony	1111	81	72	80	77
B C+	Charlotte	2112	59	68	99	62
C	Jane	2211	51	57	122	72
C D	Debra Kay	2211	42	50	95	117
D	Doug	2311	56	27	86	140

Part II

Once you have looked over your Practice Continuum results, take a moment to think of a very efficient way you can divide this group into four heterogeneous groups. There is a very simple and practical way to do this! Hint: think back to camp and how you “counted off.”

Got it? Now create your four heterogeneous groups. Then check for gender balance or any subgroups of similar profiles that have “clustered” in group. Rearrange as necessary. You are done!

Why Create A Linear Continuum?



An important part of HBDI® technology is the continuum. As our continuum methodology develops and becomes more refined and sophisticated, a key advantage of the "hands-on" approach clearly remains; continuum building is the best way to familiarize yourself "close-up" with a group's data, get a "feel" for it, see and sense the similarities and differences, as well as become aware of clusters of preference and avoidance. This opportunity to "get your hands on the data" and see it as a whole, as well as in parts is actually a whole-brain process.

The continuum as a means to application of the HBDI® however, is perhaps more important. The continuum provides the ability to cluster individuals meaningfully, using the information that the HBDI® provides as a key to more effective pairs, teams, groups, and learning experiences.

Homogeneity, achieved by clustering similar profiles, allows for affirmation, comfort, easier communication, and climate building kinship between individuals. These pairs and groups come to a consensus quickly and easily in most cases. However, competition can also occur between similar profiles so remember that just because profiles are similar doesn't necessarily mean people "like each other".

Heterogeneity, achieved by clustering varying degrees of different profiles together, allows for synergistic, energetic, challenging, and creative groupings. Our experience with heterogeneous groups clearly shows that, when properly facilitated, they produce greater creative output than homogeneous groups and represent the ideal learning group. Diversity in a heterogeneous learning group provides models of different learning styles and behaviors that become a resource for the facilitator. These "differences" can become confrontational however, if the appropriate climate, understanding, and facilitation have not been provided.

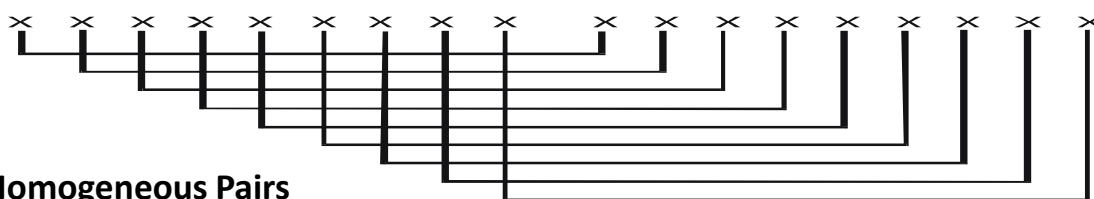
As you plan your programs, think of the mentality of the groups you will work with. Often, workshop groups, task teams, brainstorming sessions, and other "work" groups have been formed without taking the mental preferences of the individuals into consideration.

Using the Continuum for Participant Groupings & Seating

The continuum sequences and data from each profile can be captured as a tool for creating groupings for your learning activities. Use the utility in the processing program or write the key data describing each profile onto the Continuum Worksheet provided in your materials, beginning with the most Left A Quadrant profile and ending with the most Right D Quadrant profile. This should be done with each continuum you create to use as a valuable resource or to keep for future use. Use the worksheet to capture the placement of the profiles and as a guide to laying them out on a large flat surface to get a "feel" for the group. Note clusters of preferences and avoidances. Again, when establishing pairings and groups it is essential that you consider male/female, occupation, adjective pairs, key descriptor and work elements data, as well as the visual profile and the placement on the preference map.

At all times, remember that you are dealing with people, not just data. The continuum process provides you with an opportunity to benefit people, not to manipulate them to their detriment. It is a very powerful tool.

Heterogeneous Pairs



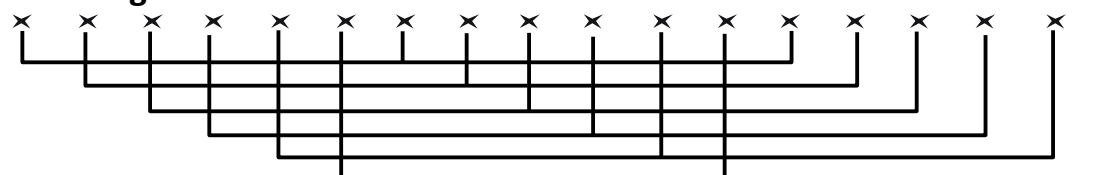
Homogeneous Pairs



Homogeneous Triads

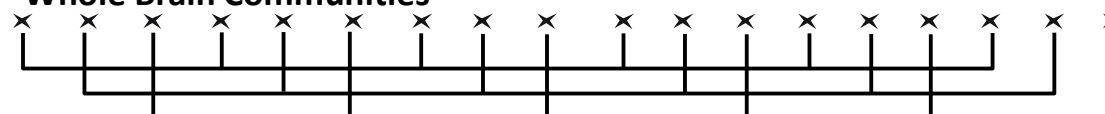


Heterogeneous Triads



#'s 1-7-13, 2-8-14, 3-9-15, 4-10-16, 5-11-17, 6-12-18

Whole Brain Communities



1st Group: 1-4--7--10-13-16, 2nd Group: 2-5-8-11-14-17, 3rd Group: 3-6-9-12-15-18

Individual Action Planning

A Where am I now? (i.e. today's issues and problems)	D Where do I want to be? (i.e., outcomes, holistic vision)
B How do I get there? (i.e. close the gap from D--> A in a complete way)	C Who needs to be involved? (i.e. the teams' needs, customers', vendors, sr. mgt.)



How to Improve Group Productivity

Whole-brain Teams Set New Benchmarks

by Charles G. DeRidder and Mark A. Wilcox

Introduction

The problem: how to get off your present plateau and move to a higher level of production efficiency. You have re-engineered the organization, tweaked all the equipment, trained the people, and created teams. Now, how do you increase the efficiency of a group of people? How do you get more output from your existing human resources?

It is common practice to try to increase efficiency by adding people to a task. That was appropriate when the task required more muscle; it is not appropriate when the task needs more *mind*. *If a truck needs unloading, a field needs harvesting, a widget needs assembling, add more people and/or machinery to the process. That's appropriate, to a point, but when the optimum numbers of people and machinery have been added, something new is needed. Now, a product or process needs to be redesigned, cycle time reduced, new methods and fresh thinking tried. So, do you expand the design team by adding members of the production team and marketing team? That might help, but it might not.*

The issue is, "When you have added the extra people, but you still aren't getting the results you expected, or needed, ***what do you do to increase the productivity/efficiency of a group?***"

First, let us define two key terms we will be using in this paper. Then we will present a model for understanding the mentality of tasks and people. Finally, we will discuss an application and demonstrate how the productivity of groups of people can be improved... dramatically!

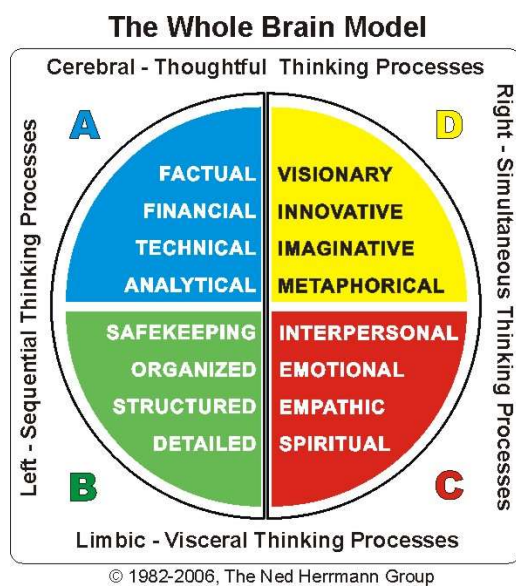
Efficiency: the ratio of output to input. Doing what you do as right as it can be done.

Effectiveness: meeting all needs, satisfying all requirements. Doing the right things versus doing things right.

Next, a model, the basis for creating teams that reaches new plateaus. When the task requires an expanded mind, it is diversity of thinking that's needed. The whole brain model is the foundation for explaining how people think, and how to form groups that learn faster, think more comprehensively, and create a new intellectual asset. Result, a higher return for your human-capital investment.

The Whole-Brain Model®

In the early 1980's Ned Herrmann proposed a model to explain how the brain works:



How it thinks, learns, creates, solves problems, communicates, etc. Others, notably Roger Sperry and Paul Maclean, had previously proposed models. Sperry won a Nobel Prize in 1981 for his work which showed that the left and right hemispheres of the brain do different thinking tasks, and even when they do the same task they go about it differently. Maclean's research showed that the cerebral system, the limbic system, and the brain stem do different kinds of thinking--reason, emotions, and autonomic functions. Herrmann combined the Sperry left-right and the Maclean cerebral-limbic models into the Whole-Brain Model®.

The Whole-Brain Model® shows the left and right of reason (cerebral system), and the left and right of emotion (limbic system). These four are the "thinking" areas of the brain because they have neural cortices (areas shown to be involved in thinking). The "A" and "D" quadrants of the model represent cerebral thinking; "B" and "C" represent emotional or visceral thinking. Descriptors used by Sperry, and others, to describe left and right-brain thinking are respectively "A" - "B", and "C" - "D". Thus, if a person were to complete an assessment of thinking preferences (such as the HBDI) the amount of preference for each quadrant could be shown in a graph (Chart 2). The example profile shows a preference in the "A" quadrant of 90 points, "B" quadrant 60 points, "C" quadrant 70 points, and "D" quadrant 110 points. If such a person were participating in a Grid seminar (or in any other activity improved by balanced--whole brain--thinking) they would be grouped with people whose thinking preferences complemented this person.

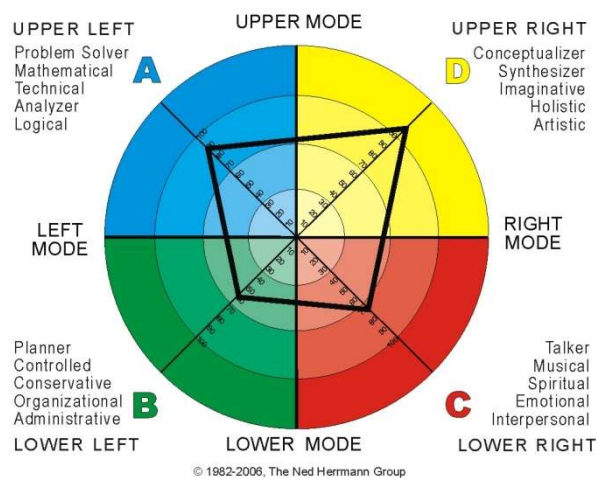
The potential for synergy is greatly enhanced by forming groups/teams so that each quadrant is accessed relatively equally (thus the term *whole-brain* groups/teams).

With an understanding of the model, and the method we used to assess thinking preferences, we will explain the setting for our six-year experiment and the amazing results in improved productivity.

The brain dominance profile provides a kite-shaped picture of thinking preferences. You can instantly see where your strengths are and where you could benefit by drawing on the strengths of someone else.

Chart 2

The brain dominance profile provides a kite-shaped picture of thinking preferences. You can instantly see where your strengths are and where you could benefit by drawing on the strengths of someone else.



What We Did

Before we tell you about the results we obtained, some history will be helpful. The question, “What do you do to increase the productivity/efficiency of a group?” is the precise question that had been addressed by the USDA Forest Service for more than 30 years. They had achieved some success through a team-building program, the *Managerial Grid* seminar. Managerial Grid participants (working in teams) learned how to increase their efficiency. They learned that their decision-making skills improve when they combine their best thinking with others. They learned about their management style and how that *style* impacts others, and how to modify their style so that they enhance the efficiency of the group.

Over this 30 year period the Forest Service conducted 93 seminars comprising more than 500 teams. In a continuing effort to improve the productivity of groups the seminar structure was refined and changed by both the vendor (Scientific Methods, Inc.) and the Forest Service. The final and presently-used version was the basis of data for this study. This study includes eleven seminars made up of approximately 64 teams of 5 to 7 people each. Although data was not kept for each team’s results; aggregate *seminar* scores were retained. During the entire 30 years the Managerial Grid seminar was being conducted, improvements in Grid-team efficiency were sought. The seminar included measurements to evaluate the productivity of each individual, the potential of the team, and the degree to which the team achieved its potential. An improvement in team efficiency --the ratio of production to potential was attempted by varying the makeup of the teams. Gender, age, ethnicity, salary, education level, type of Managerial Grid is a 5-day seminar developed by Robert Blake and Jane Mouton, and is a product of their company, Scientific Methods, Inc.. It is a “residential” experience involving participants in 45 to 50 hours of activities and instruction in teamwork.

Individuals volunteered (and still do) for the Grid seminar. About 60 days prior to commencement they were sent a package of pre-work materials. The training department assigned participants to teams, and when the seminar leaders received their materials they saw names assigned to the “blue” or “red” or “green” etc. team.

The seminar leaders had no idea how the teams were formed. The team participants had no idea how the teams were formed.

This history of frequent tweaking in order to improve group productivity provides a backdrop for the six-year study we conducted. The table at the left shows the data for the eleven control-group seminars.

A Six-year Study

Seminar No.	Efficiency Score
81	20.4
82	27.3
84	17.6
85	22.1
86	19.0
87	9.7
89	34.5
90	21.3
91	28.0
92	21.9
93	20.4
Average	22.02

Since seminar 93 a new tactic was used. The pre-work package now includes the HBDI® (Herrmann Brain Dominance Instrument). The HBDI® is used to assess the mental or “thinking” preferences of participants and teams are formed based on this information. Now, instead of the training department assembling teams, the Brain Connection does it; not randomly, but based on thinking styles. Neither leaders nor participants know the composition of the teams until after all the scored exercises are complete. The first seminar where the HBDI® was utilized (number 94, not shown in tables) used teams that consisted of members who thought as similarly as possible.

Table 1.
** Data from sessions*
83 & 88 is missing

Homogeneous teams:

The efficiency score for that seminar was 31.0, a 40.8 % increase in production efficiency. That is, the teams in this seminar realized more of their potential than almost any seminar preceding it.

Here’s what happened in the first seminar using the HBDI®. Participants were assembled in homogeneous teams, as like-minded as possible. The first exercise, assigned Sunday evening, was supposed to take an hour and a half.

However, because the participants thought so similarly, when one member suggested an answer the others quickly agreed. A task that usually took 90 minutes was finished in about 50 (60% of the usual time). The leaders, accustomed to having the evening to prepare for Monday’s activities, were caught unprepared.

However, because the participants thought so similarly, when one member suggested an answer the others quickly agreed. A task that usually took 90 minutes was finished in about 50 (60% of the usual time). The leaders, accustomed to having the evening to prepare for Monday's activities, were caught unprepared and panicked. Still, they went ahead, scoring the activities of the first exercise, but then came a second surprise. The scores were higher than the leaders had ever seen. They recalculated: same results! They called the training department to report the unusually high team scores. The training department acknowledged the anomaly and encouraged the leaders to check the scoring again. Then, the training department called Scientific Methods, Inc. and SMI told them they must have made a mistake because in over 3,000 seminars they had never had scores as high as were now being reported by the Forest Service. But, a check confirmed those scores; they had indeed exceeded the norm by 290%.

Study Group Seminar No. Efficiency Score	
95	38.3
96	41.2
97	29.1
98	43.6
99	31.1
101	36.8
Average	36.68

The next team assignment in seminar 94 rewarded *differences* in perception, not similarities. Scores plummeted. The participants didn't have differences in their thinking preferences. They worked at perceiving differently, but couldn't do it and concluded that there must be something wrong with the seminar design. Because their scores were amazingly low, leaders were befuddled. The next, and last-scored activity of the seminar was reported; scores were again high, 40% above the norm. Leaders were astounded: this seminar was extraordinary. Then, the reason for this exceptional performance was revealed, teams had been formed based on thinking preferences. When the team makeup was disclosed, everyone realized that team composition based on thinking makes a difference.

However, because the team members were so similar in their thinking, other goals of the seminar were not met. This realization led to the design used in subsequent seminars, and to much higher productivity.

Table 2.

* Data from session 100 was invalidated

The next seminars in our study (see Table 2) followed the same pattern of pre-work, however, participants were assigned in *heterogeneous* teams, not homogeneous. And, instead of an exceptionally high score for the first activity, there was a consistently high score for all activities. The average efficiency score is 36.68, -- 66.6% higher than the average for the previous eleven seminars (see Table 1).

As participants discussed their insights and what they were learning about themselves, about teaming, and about the people with whom

they were working, the leaders were amazed at the general increase in understanding. In addition to the personal growth, the leaders were also noticing that nearly all the teams were doing very well. That, too, was an improvement. Later, the leaders reported that it is usual for one or two of the half-dozen teams to do quite well, and for the other four teams to do “OK” to poorly. They couldn’t explain why only about a third of the teams did really well, and had concluded that it was just the norm.

Conclusion

The conclusion of this experiment in improving the efficiency of groups/teams demonstrates that it is possible to improve the output of groups of people in a setting that requires learning, problem-solving, and collaboration skills. The technique for improving group efficiency is this: be sure that the group is balanced in their thinking preferences. The only variable in the Forest Service study was the way the teams were formed. The only new element to the seminar was that teams were mentally balanced--whole brained. Therefore, the only conclusion to be reached is that whole-brain groups/teams make a difference in productivity; a very positive difference!

Lessons learned

Following are some of the lessons gleaned that help groups/teams be more effective. These are things we have been using in the whole-brain teams --and 75-83% of these teams exceed expectations.

Team size. In the Wisdom of Teams, Katzenbach and Smith define a team as “a small group of people....” Seven members have proven to be the optimum number of people for a team. A team of eight will almost always break into two groups; it might be four and four but it is just as likely to be seven and one or three and five. The point is, seven seems to be the maximum number for an effective team. In the Managerial Grid seminar the team configuration which seems to work best has two or perhaps three (of the seven) participants with strong and complementary profiles, one or two with relatively equal scores in all four quadrants, and the remaining with profiles that balance the team. Those who have strong profiles offer distinct alternatives for group-consideration. Those who have relatively equal scores in all four quadrants function as a communication bridge, helping those with strong preferences understand the ideas forwarded by complementary thinkers. The diversity in the group encourages creativity and breadth, as well as depth, of thinking.

Team composition. Since implementing the new team design we have experimented with some other formations. Three teams were formed with people who had very strong profiles, profiles in which at least one quadrant had a score of 100 points or more. One person had a high “A” and was in the same team with a Based on personal experience, reports from a few companies, and statements from some college professors, 24-33% of teams meet expectations. While companies, government agencies, and business schools are touting and forming teams, the vast majority of those teams fall short of the objectives set for them. Many teams disintegrate either because they aren’t accomplishing meaningful work or because they are interpersonally dysfunctional, exhibiting bickering, grandstanding, arguing, group-think decisions, etc..

The Wisdom of Teams: creating the high performance organization, Katzenbach, Jon R. and Smith, Douglas K., McKinsey & Company, Inc. Harvard Business School Press, 1993.

High “B”, a high “C” and a high “D”. No one in the team had relatively equal scores in each quadrant. These teams took longer to complete their assignments, experienced more conflict, and had generally normal (pre-HBDI) or lower scores. Two teams were formed of participants who had triple-dominant profiles, scores of more than 66 (but less than 91) in at least three or four quadrants; these individuals had quite balanced profiles. Their teams had difficulty in making decisions as they lacked clear alternatives and wanted to consider *all* ideas equally. Their scores were either the lowest or next to the lowest in the seminar.

A second insight is this: **Form Follows Function**. The form of the team is determined by its function. If *muscle* is the key function/task of the team then numbers-of-people and skill-training are the key elements of efficiency. If mental work is the function/task, a team that is organized to maximize the *mind* will be much more efficient, and more effective too. Mind training, to help participants think more comprehensively and work more effectively, will complement the mental balance of the team.

Team effectiveness. Effectiveness means: meeting all needs, satisfying all requirements.

Mentally balanced teams are more effective. They consider more options and make better decisions.

Teams that are balanced are 66% more efficient.

The lowest scoring seminar (#97) exceeded 90% of the seminars preceding whole-brain teams (see accompanying chart).

A greater number of teams are successful when organized by thinking preferences: 70% or more versus 33% or less.

In answer to the original question, “How do you get off your present plateau and move to the next higher level of production efficiency?” the answer is clear: organize mentally-balanced teams that match the task. The answer is the same to the supplemental question, “What do you do to increase the productivity/efficiency of a group?” Organize mentally-balanced teams.

End Notes

Managerial Grid is a 5-day seminar developed by Robert Blake and Jane Mouton, and is a product of their company, Scientific Methods, Inc.. It is a “residential” experience involving participants in 45 to 50 hours of activities and instruction in teamwork.

Based on personal experience, reports from a few companies, and statements from some college professors, 24-33% of teams meet expectations. While companies, government agencies, and business schools are touting and forming teams, the vast majority of those teams fall short of the objectives set for them. Many teams disintegrate either because they aren’t accomplishing meaningful work or because they are interpersonally dysfunctional, exhibiting bickering, grandstanding, arguing, group-think decisions, etc..

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Section 6

ACTION PLANNING



Non discernment inferences Test

*Read carefully this story and take it as accurate, even if it seems to you imprecise.
Then answer the questions below by circling either the "R" for right, or the "W" for wrong, or the "?" if you think you don't have enough information to decide.*

« The telephone rang at 10 pm. Ray got irritated as he did not like to be disturbed.

- Hello, Mister Smith?
- Which one?
- The son John.
- He is out but you can leave a message.
- Yes. I just wanted to let him know that the bridge game with the Wood's is postponed to Thursday. Jack Wood has to leave for London next Tuesday to settle a perishable goods import business and will be back late.
- I will let him know as soon as he gets back from the hospital.
- Bye.
- Bye. »

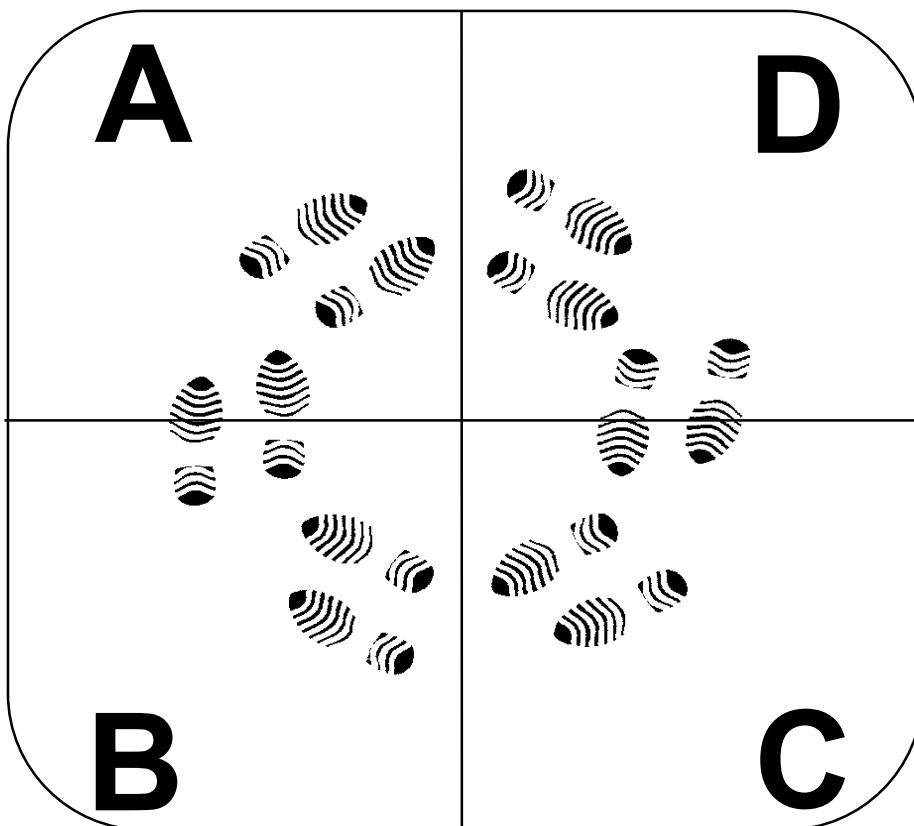
- | | | | |
|------------------------------------------------------------------|---|---|---|
| 1. Smith does not like to be disturbed in the evening | R | W | ? |
| 2. Smith has only one son | R | W | ? |
| 3. Jack Wood has to leave for London next Tuesday | R | W | ? |
| 4. Jack Wood works in the food business | R | W | ? |
| 5. The bridge game should have taken place
on Tuesday evening | R | W | ? |
| 6. Jack Wood will be back on Tuesday evening | R | W | ? |
| 7. Smith is an obliging man | R | W | ? |
| 8. John works in a hospital | R | W | ? |

4 mental and behavior functioning styles

	A Quadrant	B Quadrant	C Quadrant	D Quadrant
Key words	Logical Factual Rational Critical Analytical Quantitative Directive Mathematical	Technical reading Data gathering Conservatism Controlled Sequential Clear and precise Dominant Detailed	Musical Spiritual Symbolical Verbal Emotional Intuitive Reading	Creative Innovative Intuitive - Ideas Simultaneous Synthetic Global Artistic Spatial
Aptitudes	Problem solving Analysis Statistics Technical Strategic	Planning Supervise Regulate Administer Achieve	Express ideas Human relationship Writing Correspondence Teach/Train	Creative Innovative Integrate Promote change Long term vision Conceptualize
Preferred Sentences used by the person	« Tools » « Equipment » « Specify objectives » « Split up » « Put aside » « Critical analysis »	« Create habits » « We always did it that way » « Law and order » « Self discipline » « According to the texts » « Do not take risks » « Do things in order »	« Team work » « The family » « Participation » « Respect of values » « Personal development » « Human Resources »	« Consider ideas » « A global vision » « On a large basis » « Synergy » « Short cuts » « Brain storming » « Innovative »
Typical Comments from others	« Crazy about figures » « Thirsty for power » « Calculating » « Without consideration for others »	« Unable to think by him/herself » « Without ideas » « Narrow minded » « down to earth » « Fussy »	« A heart of gold » « Very chatty » « to be into everything » « Does too much » « To be conned »	« Disorderly » « Unable to decide » « Idealist » « to be wide of the mark » « Big dreamer »

The walk into the 4 quadrants

1. You just had an accident with your spouse's car. You tell your spouse the news...
2. You just won at the lottery...
3. You are a detective. You go to the place where a body has just been discovered. What is your first concern?...
4. You are at school: You did not do your homework. Your excuse is...



Action Planning

Instructions: Create an action plan below based on your objectives now that you have completed the Herrmann Certification Workshop.

A Where am I now? (i.e. today's issues and problems)	D Where do I want to be? (i.e. outcomes, holistic vision)
B How do I get there? (i.e. close the gap from D--> A in a complete way)	C Who needs to be involved? (i.e. the customers' needs and wants, vendors, team, sr. mgt.)