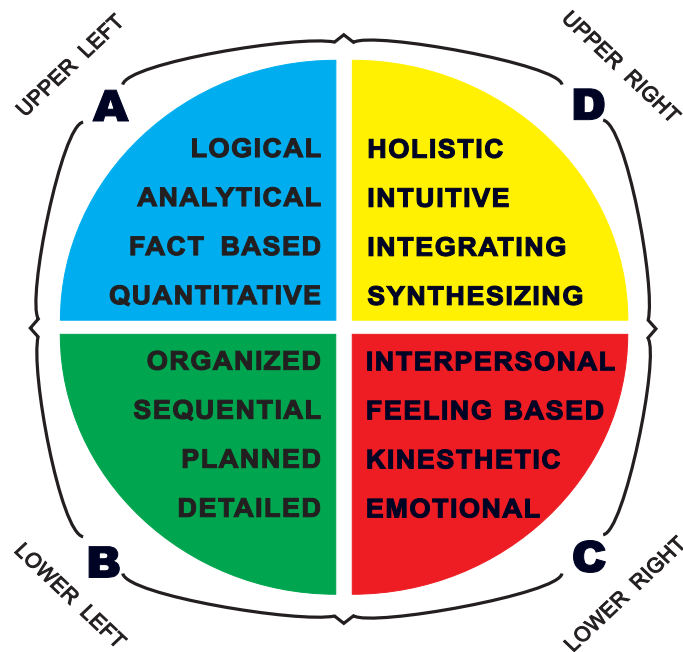




The Business of Thinking®

THE HERRMANN WHOLE BRAIN MODEL



Start Thinking

Facilitator Guide

Version 2A

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Module Preparation

Room Layout — Suggested Small Tables of 4-5 People

PREPARE and **LAY OUT** the room as suggested in *Section 11 — Room Layout and Learning Environment* of the Director's Manual

Participant Groupings — Suggested Groups, Small Whole Brain Groups of 4 to 5 People

PREPARE and **ASSIGN** individuals and groups to tables as suggested in *Section 11 — Room Layout and Learning Environment* of the Director's Manual

HBDI

All participants **must** have completed an HBDI to attend

Participant Materials

- ◆ Individual HBDI Interpretation Packages
- ◆ *The Business of Thinking*® Participant Starter Kit includes
 - ◆ *Start Thinking* Workbook
 - ◆ Our 4 Selves Handout
 - ◆ 4 x ThinkAbout Sheets
 - ◆ Participant Binder



Other Materials

- ◆ 2 x Whole Brain/Our 4 Selves Wall Posters
- ◆ Diversity Game
- ◆ Brain Mat
- ◆ Sample HBDI Packages (preferably your own)

Equipment

- ◆ OH projector and screen to show HBDI Transparency

Start Thinking

3 ½ - 4 hours

The Business of
Thinking®

Notes:

Introduction — 5 mins.....page 4

Diversity — 60 mins.....page 5

Our 4 Different Selves — 10 minspage 11

Everyday Thinking — 20 minspage 12

Clues — 20 mins.....page 14

HBDI — 35 mins.....page 16

Exploring Consequence and Difference — 50 mins.....page 21

You Can Be Great Whoever You Are — 10 mins.....page 25

Module Summary — 10 mins.....page 26

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Start Thinking
Facilitator's Guide

Introduction

5 minutes

INTRODUCE participants to *Start Thinking* with the following points

- ◆ *Start Thinking* is first module in *The Business of Thinking*® Program
- ◆ The objective of *The Business of Thinking*® Program is to create better business through better thinking by improving the quality of thinking in the organization
- ◆ The program is based on Whole Brain Thinking and how you can use it each and every day
- ◆ Today we will focus on Whole Brain Thinking, Thinking Preferences and your HBDI profiles
- ◆ The rest of the program is about applying Whole Brain Thinking and the concept of thinking preferences to the everyday issues of doing business — such things as problem solving, decision making and planning

MAKE any administrative comments as required

HANDOUT *The Business of Thinking*© Participant Binders

See the Diversity Booklet for complete instructions

1. Set the Scene — 2 minutes

MAKE the following points

- ◆ We are who we are for 2 reasons — Nature and Nurture
- ◆ Nature is everything that happened to you at the moment of conception — your genetic imprint
- ◆ Nurture is everything that happened to you after that
- ◆ Some people say we are 100% nature, others say 100% nurture
- ◆ We think we are a mixture, both having an impact on who we are
- ◆ Today we will explore both, as we discover who we are

2. Card Deal — 5 minutes

START story

- ◆ **ASK** if anyone can remember the day they were born?
- ◆ **ASK** people where they were born
- ◆ **COMMENT** on the diversity in the room, in the organization

DEAL 5 cards to everyone

EXPLAIN these represent the entire mental capabilities they were born with — this is their generic imprint

ASK who has

- ◆ Some cards that describe them
- ◆ Some cards that don't describe them

SAY that the card deal is like being born. We cannot choose the cards, we cannot choose our parents or the culture we are born into

CONTINUE story by saying

- ◆ After a few days in hospital, we go home
- ◆ In the first few years at home, we play, grow, and make a nuisance of ourselves
- ◆ We learn and grow until it is time to go to school

3. PlayTime Swap — 10 minutes

CONTINUE story

ASK who can remember their first day at school?

GET 2 or 3 people to share what they remember

INDICATE that

- ◆ At school we met new people, expanded our horizons, and learned new things
- ◆ School was full of bells, classes and playtime

INDICATE that we will now spend 5 minutes in the playground

- ◆ We will play the game “I’ll show you mine if you show me yours” — swapping cards

STRESS the aim is not to get a winning hand of ‘best’ 5 cards

STRESS it is about getting 5 cards that describe the way you think *now*

ALLOW 5 minutes in playground swapping cards

WALK AROUND and encourage people to swap cards

At the end of playtime

ASK

- ◆ Who changed cards — How many? 5? 4? 3? 2? 1? 0?
- ◆ Who has seen a card they want? What was it?
- ◆ Who has a card they want to get rid of? What is it?

COMMENT on how we grow/change and discover new things — we often change the way we like to think

4. Give Back 2 Cards — 5 minutes

CONTINUE story with following points

- ◆ School gets 'serious' at about 14-15 years of age
- ◆ We have to make choices — What subjects and professions do we prefer

ASK them to give you 2 cards back, the 2 that are 'least like them'

COLLECT all returned cards

INDICATE that the remaining 3 represent choices we make in life. They might or might not be correct — time will tell

5. Free Swap — 10 minutes

CONTINUE story with following points

- ◆ Imagine you did well at school
- ◆ You can choose any career you like — you can choose anything you desire
- ◆ Spread all the spare cards face up on a table

TELL them they can now look at all the spare cards and choose the 3 that 'describe the way they think'

INDICATE that if they see a card that better describes who they are, they should swap it for one in their hands

STRESS they should only have 3 cards in total

When everyone has 3 cards, **ASK** them to get one more card — the card that is least like them. The card that describes their avoidances

6. Stories — 10 minutes

ASK participants to turn to page 2 of their *Start Thinking* workbooks

INDICATE they should write down their 4 Diversity Cards in the space provided

SAY that when they get their HBDIs back, they can compare the profile to the cards they selected

ASK them to write an example of when they used all 3 characteristics. **REFER** them to page 2 in their workbooks

ASK them to form into small groups of 3 or 4 people

- ◆ **ASK** them to share story about the 3 cards to group
- ◆ **ASK** groups for good examples or stories that fit the cards

STRESS that our thinking preferences impact who we are and decisions we make. **STRESS** that the Diversity Cards are not necessarily accurate. The HBDI is accurate. **INDICATE** that they will be getting their HBDIs back soon

7. Using the Brain Mat — 10 minutes

SPREAD the Brain Mat on the floor

ASSEMBLE the group in a circle around the Brain Mat

MAKE sure they all have their 4 Diversity Cards with them

INDICATE that we will now explore the diversity in the room and learn what all the cards mean

INDICATE you will focus on each quadrant one at a time

SAY that the Brain Mat is a metaphor for our brain — it explains the way we like to think

START with the blue quadrant, follow this process. Repeat it for the green, red and yellow quadrants in turn



1. **ASK** if anyone has 3 blue cards — not including their least preferred card
2. **GET** those people to stand on the mat in the blue quadrant
3. **INDICATE** that having 3 cards indicates a strong preference for that quadrant
4. **ASK** if anyone has 2 blue cards
5. **GET** those people to stand on the mat in the blue quadrant
6. **GET** everyone to read their blue cards out loud
7. **COMMENT** on the number of people in that quadrant and any implications it has for the group/organization
8. **REPEAT** Step 1-7 for the green, red and yellow quadrants

ABDC — People in 2 Minds — 5 minutes

INDICATE that the remaining people have 3 different colored cards

ASK them to stand in centre of mat

DISCUSS the implications of having triple dominance

- ◆ Can 'get along with' people from almost every quadrant
- ◆ Good in groups — as 'translators'
- ◆ May find it difficult to make decisions sometimes as can be 'in 2 minds'

When finished **ASK** if there are any questions

Now **ASK** everyone to look at their 4th card — their card of least preference

ASK them to move to the quadrant of that color

ASK for any comments

INDICATE that we will now explore what each quadrant means in more depth

ASK them to return to their seats

Whole Brain Model — 2 minutes

REFER participants to page 3 of their workbooks

ASK them to review the Whole Brain Model

INDICATE that the '4Fs' are a good way of remembering how the 4 quadrants differ

Our 4 Different Selves

10 minutes

INDICATE that you will now **EXPLAIN** each quadrant of the Whole Brain Model in more detail

REFER to the Our 4 Different Selves Wall Chart and to the Our 4 Selves diagram on pages 4 and 5 in their workbooks



USE the notes in the workbook to explain each quadrant in detail

ADD as many of your own examples to aid understanding and to make the model come alive

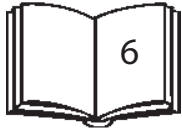
Everyday Thinking

20 minutes

INDICATE we will now look at how our thinking effects us everyday

Buying a Car — 2-3 minutes

REFER participants to page 6 of their workbooks



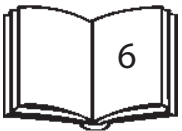
EXPLAIN how each quadrant would 'buy a car'

ASK if anyone has bought a car

ASK for any examples of other decisions that people have made

The News — 2-3 minutes

REFER participants to the second example on page 6



ASK about magazines and newspapers people read and how they differ

STRESS the impact that thinking preferences have on simple everyday activities

Movies — 5 minutes

ASK who has been to the movies recently

DISCUSS any movies and which quadrants they fall into and why

REFER participants to the examples on page 7 of their workbooks



SHOW excerpts from any movies you have available and discuss

MAKE the following points about movies

- ◆ There tends to be more C and D quadrant movies than A and B ones
- ◆ This could be because we go to the movies to be 'entertained'
- ◆ B quadrant movies tend to be historical or biographical
- ◆ A quadrant movies tend to be factual

continued on next page ... **14**

- ◆ Our thinking preferences influence the movies we enjoy
- ◆ Couples with different preferences should go and see different movies
- ◆ Couples with different preferences will experience the same movie in different ways

TV — 2-3 minutes

ASK what TV shows people watch

DISCUSS which quadrants they fall into and why

REFER participants to the examples on page 7 of their workbooks



SHOW any excerpts of TV programs you have available and discuss

ASK for everyday examples of people watching TV and their reactions

Books and Magazines — 2-3 minutes

ASK if anyone is reading a book or magazine at the moment

DISCUSS which quadrant they fall into and why



REFER participants to the examples on page 7 of their workbooks

SHOW any examples you have available

Summary — 1 minute

END this part by making the following points

- ◆ The Whole Brain Model is not a theoretical concept
- ◆ It is a simple way to explain what is happening 'out there' and why
- ◆ It is a simple way of making sense of our world
- ◆ There is no good, bad, right or wrong — only difference

SAY we will now explore everyday difference a bit more — and look at the clues we leave behind

Clues

20 minutes

What Clues Do You Leave Behind? — 5 minutes



REFER participants to page 8 of their workbooks. **MAKE** the following points

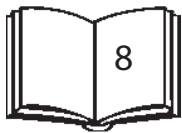
- ◆ People leave clues about their thinking preferences everywhere
- ◆ People with strong preferences leave big clues
- ◆ People with equal preferences in 3 or 4 quadrants leave more subtle clues
- ◆ People with strong avoidances can also leave clues

ASK participants to complete the ThinkAbout on page 8 — What Clues Do You Leave?

ALLOW 2 minutes to complete the exercise

ASK for examples and discuss

Stories — 5 minutes



REFER participants to the 'Real Stories About Real People' ThinkAbout on the bottom of page 8

READ each story as an example of the kind of clues people leave

ASK if anyone has a 'story' to tell

NOTE: It is important not to favor one quadrant over another — every quadrant can be smart and dumb. If you make fun of one — make fun of them all

People Close to Me — 5 minutes

INDICATE that we will now ThinkAbout the people that are close to you — and the clues they leave



REFER participants to the 'People Close to Me' exercise on page 9 of their workbooks

ALLOW them a few minutes to complete the exercise

ASK participants who they have written down under each heading and why

Stories About People I Know Exercise — 5 minutes



REFER participants to the exercise 'Stories About People I Know' at the bottom of page 9

READ the instructions and allow them a few minutes to complete the exercise

ASK participants to share some of their stories

Be sure to get at least one story from each quadrant

Transition

INDICATE that we explored the Whole Brain Model and how thinking preferences affect us everyday.

SAY it is now time to find out what our thinking preferences are

The Business of Thinking®
Notes:

The HBDI — Herrmann Brain Dominance Instrument

35 mins

The Business of Thinking®

Notes:

Introduction — 5 mins

INDICATE you will now give participants their HBDI profiles

SHOW them a sample HBDI Interpretation Package and **BRIEFLY EXPLAIN** contents

- ◆ 4 colored booklets containing key information
- ◆ Profile transparency
- ◆ Data summary sheet
- ◆ Detailed explanation sheet

INDICATE you will spend time going through each one in detail

HANDOUT individual HBDI packages

EXPLAIN the HBDI profiles using following information

- ◆ Use your HBDI profile transparency as the sample — it encourages openness and sharing. Later in the module, you can use participant profiles as well

Green Book — Reading Your Profile Step by Step — 30 minutes



Green Book

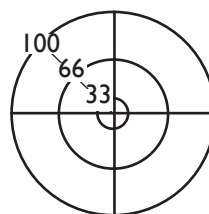
INDICATE that the Green Book contains all the information on how to read and understand your profile

INDICATE that you will now go through each part step by step

The Front Page

- ◆ **REFER** participants to the top of the front page
- ◆ **EXPLAIN** the meaning of the Preference Codes, Prefer, Use and Avoid. Use a diagram on a flip chart if needed

Suggested Diagram to Explain Profile Codes



0-33 = AVOID = Code 3

34-66 = USE = Code 2

67 plus = PREFER = Code 1

overlay their profile transparency on the front page

- ◆ **ASK** them to determine if each quadrant is a prefer, a use, or an avoid
- ◆ **ENSURE** everyone understands the meaning and significance of codes such as I 122 or I 321
- ◆ **ANSWER** any questions

Page 2

- ◆ **INDICATE** you will now **EXPLAIN** the profile in detail — starting with the transparency
- ◆ **ASK** participants to read page 2
- ◆ **ASK** for any questions
- ◆ If necessary **GIVE** additional explanation on Adjective Pairs. Use your own profile first, then individual profiles from the group for any explanations required

Additional Information on the Adjective Pairs

EXPLAIN the adjective pairs using the following points

- ◆ They are an important part of instrument design. They are the only forced choice questions on the HBDI
- ◆ They are part of built in validation of the instrument
- ◆ They tell us what happens to a profile under stress or in pressure situations. Does it change or not?
- ◆ Some profiles remain constant in all situations
- ◆ Some profiles change a bit under pressure
- ◆ The Adjective Pair scores indicate this
- ◆ They add up to a maximum of 24
- ◆ The maximum score in any one quadrant is 12
- ◆ 12 is 50% of 24 — It is a big score and very significant
- ◆ The minimum score in any one quadrant is 0
- ◆ 0 is 0% of 24 — It is a very small score and very significant
- ◆ If you have an adjective pair of 12, 11, 10 we would expect you to have a profile score of a least 100 in that quadrant
- ◆ This would indicate that the profile does not change under pressure. This is your preferred quadrant in all situations
- ◆ If you have an Adjective Pair of 0, 1, 2 or 3 — we would expect

you to have a profile score of less than 40 in that quadrant

- ◆ This would indicate that the profile does not change under pressure. This is least preferred quadrant in all situations

EXPLAIN that typical combinations of scores, for example

- ◆ High adjective pair score, high profile score

e.g. 10 _____ 110

Indicates stable preference

- ◆ High adjective pair score, low profile score

e.g. 10 _____ 40

Indicates quadrant more preferred under pressure situations than profile score indicates

- ◆ Low adjective pair score, high profile score

e.g. 3 _____ 80

Indicates avoids that quadrant under pressure but job may demand thinking in that quadrant

- ◆ Low adjective pair score, low profile score

Indicates stable preference — is in least preferred quadrant

Page 3 — The 4 different Modes

- ◆ **ASK** participants to read the paragraph at the top
- ◆ **ASK** participants to overlay their profiles on the chart
- ◆ **ALLOW** them time to read the descriptors, upper, lower, left and right
- ◆ If needed, **CLARIFY** this using additional explanation

Additional Explanation of the Scores

- ◆ Look at your profile transparency
- ◆ Look at % numbers top, bottom, left and right
- ◆ They indicate the degree of tilt or preference to that 'mode'
- ◆ Each % is calculated against the whole score
- ◆ Top % score is what % the sum of A + D is the sum of A+B+C+D
- ◆ If all four %s are similar it indicates a balanced profile

- ◆ If all four %s are different it indicates preference to a certain mode
- ◆ The size of the numbers and the difference between them indicates the strength of that preference

Additional explanation of what the scores mean

- ◆ Imagine holding a brain flat in your hand (hold a paper to demonstrate)
- ◆ If % mode scores are similar, the brain is flat
- ◆ An idea or thought will not 'run off'. It will stay in one place like a droplet of water on a car
- ◆ If % mode scores are different, the brain is tilted
- ◆ An idea or thought will run off in the direction of the tilt
- ◆ The greater the difference in the %s, the faster ideas slip towards the quadrant of greatest preference

ANSWER any questions

Page 4, 5, 6, 7 — The Data Summary Sheet

- ◆ **EXPLAIN** data summary sheet line by line — using the detailed notes in the green book as needed (pages 4-7)

In each case,

- ◆ **ASK** participants to read the description
- ◆ **USING** your profile and data, explain your scores and what they mean
- ◆ **Use** a participant profile from the group as and when needed for added explanation
- ◆ Motion sickness. **REFER** to additional explanation if needed

Motion Sickness

This research is based on studies done by Dr. Charles S. Mirabile Jr. For many, motion sickness is caused by conflicting information from two separate systems: the visual system and the inner ear of the auditory system. Right mode people usually tolerate the inconsistent information and as a result, experience motion sickness. In contrast, many left mode individuals are more likely to override or ignore one of the conflicting inputs. They eliminate the ambiguous condition so they remain in control and therefore, are less likely to experience motion sickness.

Page 8, 9 — FAQs

- ◆ **INDICATE** that on pages 8 and 9 are some frequently asked questions
- ◆ Go through them explaining as needed

DEAL with any unanswered questions or concerns

The HBDI Interpretation Package — The Blue, Red and Yellow

REFER participants to the rest of their HBDI Interpretation packs

INDICATE that there is a lot of additional material and exercises in the books

INDICATE that they can refer to them at any time and take them home to read

SAY that we will be covering these in more detail in the module
— ThinkAgain

Exploring Consequence and Difference 50 minutes

STRESS the following points about HBDI profiles

- ◆ No one profile is any better or worse than any other
- ◆ Every profile is a winning profile
- ◆ We all need to understand the ‘consequences’ of our thinking preferences
- ◆ We all need to understand and value the difference between the profiles

INDICATE that we will now do a series of exercises exploring difference — then the consequences

Exploring Difference

EXPLAIN that this exercise is all about exploring the difference between various profiles

Using an overhead projector, **OVERLAY** your HBDI Transparency on one from the group — make sure the two profiles have preferences in different quadrants

BRIEFLY highlight the differences and discuss any possible consequences if you were to

- ◆ Work together
- ◆ Plan and take a trip together

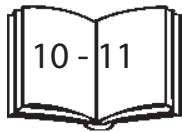
Using an overhead projector, **OVERLAY** your HBDI transparency on one from the group — make sure the two profiles are as similar as you can make it

EXPLAIN that although profiles may look the same and have similar profile scores, the way those scores were obtained could be different

INDICATE that to find the subtle differences between similar looking profiles they should look at the ‘Consolidated Data Sheet’ from the HBDI Interpretation Package. This shows what the person actually selected

For example, one person may have selected *Rational* in the A

quadrant, and the other person *Financial* — same quadrant different descriptor



REFER participants to pages 10 and 11 of their workbooks

EXPLAIN the concept of clusters and the richness of each quadrant

Now **ASK** the participants to compare their profiles with others in their group

ASK them to

- ◆ Overlay their transparency on other peoples' transparencies
- ◆ Compare and contrast the profiles
- ◆ Discuss any significant differences in the profiles, the profile scores and the adjective pairs
- ◆ Explore the consequence of these differences — in everyday business situations

Exploring Consequences — 10 minutes

REMIND participants that

- ◆ There is no good, bad, right or wrong in any of these profiles
- ◆ But there are consequences
- ◆ By consequences we mean the choices we make, the decisions we make, the way we do things



REFER participants to 'Proforma Profiles' on page 12 of their workbooks

NOTE: Proforma Profiles

A proforma profile is created by collecting 'clues', allocating them to specific quadrants and deriving a profile from that. It is not based on data from an HBDI.

STRESS the following points

- ◆ The HBDI does not say a person can or cannot do a particular

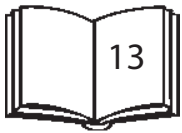
job

- ♦ The HBDI does give big clues as to **how** they might do it
- ♦ There is a strong correlation between thinking preferences and job choice
- ♦ Job satisfaction is related to the match between the job profile and the individual's profile

ASK participants to briefly think about their current jobs and the match/mismatch

Strengths — 5 minutes

REFER participants to page 13 of their workbooks



INDICATE that we all suffer from the 'consequences' of our thinking preferences

EXPLAIN that the first ThinkAbout summarizes the main 'Strengths' of each quadrant

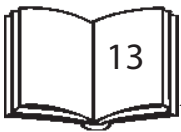
ASK participants to check what they consider their strengths to be

ALLOW a few minutes to complete

INDICATE that the one outcome of this program will be to understand the value and strengths of all four quadrants

Frustrations — 5 minutes

REFER participants to the 'Frustrations ThinkAbout' on page 13 of their workbooks



INDICATE that this highlights what frustrates people with different thinking preferences

ASK participants to check the ones that they are sometimes guilty of

STRESS that what one person considers a strength can be a frustration to someone else

Exploring Differences and Consequences — 15 minutes

SPREAD the Brain Mat on the floor and **ASK** participants to stand around it

EXPLAIN that this exercise will explore the consequences of different thinking preferences

EXPLAIN that

- ◆ It involves 2 people having a 2-minute conversation and trying to reach agreement on a topic
- ◆ One person will start the conversation standing in any one of the quadrants on the Brain Mat — speaking only that language
- ◆ The second person will reply from a different quadrant — speaking only that language
- ◆ Both people should move freely around the quadrants — always speaking the language of that quadrant — as they discuss the topic

ASK for a volunteer to help you demonstrate the exercise

DEMONSTRATE a conversation, selecting one of the following topics

- ◆ Let's go to the movies
- ◆ Where shall we go for our holidays?
- ◆ I've asked John and Mary for dinner
- ◆ I've got this great idea — I think we should ...
- ◆ The ideal wedding would be ...

CONDUCT the exercise, making sure everyone has at least one turn. **KEEP** the exercise moving

DISCUSS any conclusions and Aha's at the end of it

You Can Be Great Whoever You Are **10 minutes**

REMIND everyone that there is no good, bad, right or wrong just consequences of the way we think

STRESS that the world is full of 'great people' who all suffer from thinking preferences

REFER them to page 14



ASK them to read and complete the 'You Can Be Great Whoever You Are' exercise

ALLOW 10 minutes

DISCUSS any final Aha's

Module Summary

10 minutes

The Business of Thinking®

Notes:

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**Start Thinking
Facilitator's Guide**

Whole Brain Thinking — 1 minute

USE the brain mat as follows

- ◆ **SPREAD** the brain mat out on the floor
- ◆ **ASK** participants to stand in a circle around the mat
- ◆ **REVIEW** the Whole Brain Model explained earlier in the module
- ◆ **ANSWER** any questions about the quadrants
- ◆ **STRESS** that everyone has the ability to be whole brain when they need to be

Thinking Preferences and Avoidances — 2 minutes

SUMMARIZE preference as follows

- ◆ **KEEP** participants standing around the brain mat
- ◆ **ASK** participants to stand in their most preferred quadrant, based on their HBDI scores
- ◆ **STRESS** that the stronger the preference, the greater the effect it will have on people and their thinking

SUMMARIZE Avoidance as follows

- ◆ **KEEP** participants standing on the brain mat
- ◆ **ASK** them to move to the quadrant of their least preference, sometimes their avoidance, based on the HBDI scores
- ◆ **STRESS** that the greater the avoidance, the greater the effect it will have on people and their thinking

The Business of Thinking — 5 minutes

ASK participants to stand back around the brain mat in a circle

STRESS the following points about the business of thinking

- ◆ Everyday we have to do many different things
- ◆ We have to solve problems, make decisions, plan and delegate
- ◆ The way we think influences how we do these things
- ◆ Sometimes the way we think suits the job we are doing. Other times it does not
- ◆ The business of thinking is all about knowing the demands of a situation and being able to adapt your thinking to suit
- ◆ The business of thinking is all about thinking smarter



REFER participants to page 15 of their workbooks

INDICATE that the rest of the program will focus on the impact our thinking has on the way we solve problems, make decisions and subsequently do business

The Next Module — 2 minutes

ENSURE participants are ready for the next module by saying

- ◆ Today's module, *Start Thinking*, is beginning of the series
- ◆ The next session is called ThinkAbout _____ (insert the name of the next scheduled module)
- ◆ It is being run on (date, time and place)
- ◆ Please remember to bring 2 things
 - ◆ Your HBDI
 - ◆ Your Participant Manual



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