# Practice Mental Diversity: Talk to Be Understood

Provided by Jan Swinton, jans_yahoo.com
(Adapted from the work of Ned Herrman (www.hbdi.com) and Jan Swinton, SFCC Faculty)

## Logical “A” (Blue)

**Wants**
- Brief, precise information
- Clear goals outcomes
- Theory with logical explanations
- Proof of validity & research
- Prefers written material
- Quantifiable numbers & data
- Opportunity to clarify & question
- Expertise in the subject matter
- Efficiency and results
- Let’s get down to business

**Struggles with**
- Expressing emotions
- People controlled by feelings
- Vague, imprecise concepts or ideas

## Explorer “D” (Yellow)

**Wants**
- A big picture overview
- Visuals with graphic metaphors
- Freedom to explore & discover
- Quick pace and variety in format
- Opportunity to experiment
- Fun and spontaneity
- Playful, surprising approaches
- Opportunity to brainstorm ideas
- New ideas & concepts
- Let’s think outside of the box

**Struggles with**
- Time management and deadlines
- Bureaucracy and details
- Lack of flexibility

## Organized “B” (Green)

**Wants**
- Clear instructions & expectations
- Organization & consistency
- Staying on track & on time
- Complete subject chunks
- A beginning, middle, and end
- Opportunity to practice & evaluate
- Practical applications with examples
- Things organized and tidy
- Let’s make sure this happens

**Struggles with**
- Risk or the unknown
- Change without warning
- Ideas that aren’t practical

## Relational “C” (Red)

**Wants**
- Empathy & their needs considered
- Group discussion & involvement
- Opportunities to share feelings
- Hands-on learning & moving around
- Use of all the senses
- Personal connection with the teacher or supervisor
- Smiles, eye contact & being noticed
- Let’s be part of the team

**Struggles with**
- Too much data and analysis
- Lack of personal feedback
- Pure lecture or lack of participation
PRODUCTIVE IRRITATIONS: WHY DON’T YOU THINK THE WAY I DO?
Presenter: Jan Swinton,  (Jan_swinton@yahoo.com)

(These resources have been adapted from the Ned Herrman Group by Jan Swinton. See www.hbdi.com)

MEET THE FOUR BRAIN STYLES: WHICH ONE BEST DESCRIBES YOU?

<table>
<thead>
<tr>
<th>LOGICAL &amp; ANALYTICAL SELF A. (BLUE)</th>
<th>EXPLORER &amp; EXPERIMENTAL SELF D. (YELLOW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is logical &amp; likes a good debate</td>
<td>• Sees the big picture</td>
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<tr>
<td>• Is realistic &amp; wants to get to the main point</td>
<td>• Is idealistic &amp; imagines possibilities</td>
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<tr>
<td>• Is a critical problem solver</td>
<td>• Provides a “vision” of how things could be</td>
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<tr>
<td>• Clarifies issues</td>
<td>• Is artistic &amp; likes visual metaphors</td>
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<tr>
<td>• Focuses on the facts &amp; the bottom line</td>
<td>• Is intuitive about ideas</td>
</tr>
<tr>
<td>• Wants clear decisions &amp; results</td>
<td>• Is curious and playful</td>
</tr>
<tr>
<td>• Likes numbers &amp; precise charts</td>
<td>• Likes to integrate different ideas</td>
</tr>
<tr>
<td>• Likes to figure things out &amp; make them work</td>
<td>• Takes a holistic approach</td>
</tr>
<tr>
<td>• Good with numbers &amp; tracking money</td>
<td>• Takes risks &amp; might break the “rules”</td>
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<tr>
<td>• Enjoys technical things and new gadgets</td>
<td>• Likes multiple options—not be fenced in</td>
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<tr>
<td>• Values performance, status &amp; achievement</td>
<td>• Is often an entrepreneur</td>
</tr>
<tr>
<td>• Asks “What?”</td>
<td>• Asks “Why or What If?”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SAFE-KEEPING &amp; ORGANIZED SELF B. (GREEN)</th>
<th>FEELING &amp; RELATIONAL SELF C. (RED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Likes to create order &amp; follow procedures</td>
<td>• Is compassionate &amp; sensitive to others</td>
</tr>
<tr>
<td>• Wants specific details</td>
<td>• Likes working with people &amp; is a team player</td>
</tr>
<tr>
<td>• Uses a methodical &amp; sequential approach</td>
<td>• Likes to teach and train others</td>
</tr>
<tr>
<td>• Likes tradition &amp; wants to preserve the past</td>
<td>• Is supportive &amp; will mentor or help others</td>
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<tr>
<td>• Is on time and likes others to be on time, too</td>
<td>• Likes music and storytelling</td>
</tr>
<tr>
<td>• Focuses on the task &amp; gets things done</td>
<td>• Is a good communicator</td>
</tr>
<tr>
<td>• Is reliable &amp; follows the rules</td>
<td>• Values personal &amp; spiritual growth</td>
</tr>
<tr>
<td>• Prefers things to be neat and tidy</td>
<td>• Likes hands on experiences and role plays</td>
</tr>
<tr>
<td>• Likes to plan things in advance</td>
<td>• Is emotional &amp; expresses feelings easily</td>
</tr>
<tr>
<td>• Is predictable &amp; cautious</td>
<td>• Listens to their “gut” reactions or instincts</td>
</tr>
<tr>
<td>• Asks “How &amp; When?”</td>
<td>• Asks: “Who?”</td>
</tr>
</tbody>
</table>

REFLECTION QUESTIONS

1. Prioritize and circle the top 10 phrases that best describe you. **Star your best descriptor.**
2. Which square has the most descriptions circled? Which had the least amount of circles?
3. Which activities increase your energy? Drain your energy?

DECISION MAKING & COMMUNICATING USING THE WHOLE BRAIN

1. Start with the logical & analytical self—What are the facts & the bottom line?
2. Go to the relational & feeling self—Who will be impacted by this decision?
3. Move to the explorer & experimental self—What if we approached this in another way?
4. End with the organized & safe-keeping self—How & When will you implement this plan?
Thinking Styles
Our mental preferences affect how we communicate with the world.

A Quadrant Expects:
• Well-articulated ideas and facts presented in a logical format
• Materials that are direct and to the point
• Brief, clear and precise information
• Data and fact-based charts or studies
• Technical accuracy
• Bottom-line financial analysis and outcomes
• The most efficient solutions
• Credible proof: tests, statistics and scientific data

A Quadrant Appreciates:
• A good debate
• Critical analysis
• Efforts to spend time wisely

B Quadrant Expects:
• Details (who, what, where, when)
• A written schedule and action plan
• Structured step-by-step unfolding of the topic
• Thorough, timely and reliable follow-up through
• Alignment with well-established procedures
• Explanation of how it will happen
• Assurance that this has been done before
• References and background information based on past performance or studies

B Quadrant Appreciates:
• Very low risk
• Proof that the “homework” has been thorough
• A scheduled appointment and respect of the time allocated

C Quadrant Expects:
• Empathy and consideration of their needs
• Eye-to-eye contact, appeal to the emotions and senses
• Involvement with others
• A good attitude and personal relationships
• An informal, comfortable setting
• References to people involved
• Knowledge of how others will feel
• Respect of feelings
• For all to have equal consideration

C Quadrant Appreciates:
• The personal touch
• Group discussion and consensus
• A harmonious approach

D Quadrant Expects:
• An overview
• Frequent and spontaneous tasks
• A conceptual framework
• Connections to the big picture
• Freedom to explore
• Metaphorical examples
• Long-term objectives, future perspectives
• Visuals and color
• Idea “chunks”

D Quadrant Appreciates:
• Connections to other approaches
• Initiative and new ideas
• Minimal details

Material adapted from the Ned Herrmann Group
2075 Buffalo Creek Road, Lake Lure NC 28746
by Jan Swinton
EXAMPLES OF HOW TO USE THE HBDI IN THE CLASSROOM  
(designed by Teresa Massey, Chemeketa Community College)

Designing the syllabus

BLUE – outcomes or goals of class clearly stated, not too wordy, gets to the point
GREEN – well organized, headings, easy to follow, due dates provided
RED – some personal dialogue by instructor (“I want you to let me know if you have questions”)
YELLOW – clip art, colors, format unique and varied, overview of course designed in a visual way

First day, course introduction

BLUE – explain how the class ties together and why we’re doing all the assignments/activities
GREEN – provide an “agenda” of what will be covered that day, allow time to answer questions about details
RED – have activity to build community, get to know their names
YELLOW – use humor, have a unique group activity, use a metaphor to describe course

Common student complaints

BLUE – “Too much group work. I prefer to work alone.”
“The lecture doesn’t stay on the facts. She spends too much time on personal stories.”
GREEN – “The due dates or assignments were switched from the way it was on the course outline.”
“The assignment doesn’t make sense. How many pages does it have to be?”
RED - “There are too many boring lectures”
“He never puts comments on our papers, just a grade.”
YELLOW - “She is so picky about details. We have to do it her way or it’s wrong. That just isn’t fair.”
“He keeps going over the same point.”