

PRACTICE MENTAL DIVERSITY: TALK TO BE UNDERSTOOD

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

<p style="text-align: center;"><u>LOGICAL “A” (BLUE)</u></p> <p style="text-align: center;"><u>Wants</u></p> <ul style="list-style-type: none">• 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 <p style="text-align: center;"><u>Struggles with</u></p> <ul style="list-style-type: none">• Expressing emotions• People controlled by feelings• Vague, imprecise concepts or ideas	<p style="text-align: center;"><u>EXPLORER “D” (YELLOW)</u></p> <p style="text-align: center;"><u>Wants</u></p> <ul style="list-style-type: none">• 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 <p style="text-align: center;"><u>Struggles with</u></p> <ul style="list-style-type: none">• Time management and deadlines• Bureaucracy and details• Lack of flexibility
<p style="text-align: center;"><u>ORGANIZED “B” (GREEN)</u></p> <p style="text-align: center;"><u>Wants</u></p> <ul style="list-style-type: none">• 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 <p style="text-align: center;"><u>Struggles with</u></p> <ul style="list-style-type: none">• Risk or the unknown• Change without warning• Ideas that aren’t practical	<p style="text-align: center;"><u>RELATIONAL “C” (RED)</u></p> <p style="text-align: center;"><u>Wants</u></p> <ul style="list-style-type: none">• 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 <p style="text-align: center;"><u>Struggles with</u></p> <ul style="list-style-type: none">• 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?

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(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?

<p>LOGICAL & ANALYTICAL SELF A. (BLUE)</p>	<p>EXPLORER & EXPERIMENTAL SELF D. (YELLOW)</p>
<ul style="list-style-type: none"> • Is logical & likes a good debate • Is realistic & wants to get to the main point • Is a critical problem solver • Clarifies issues • Focuses on the facts & the bottom line • Wants clear decisions & results • Likes numbers & precise charts • Likes to figure things out & make them work • Good with numbers & tracking money • Enjoys technical things and new gadgets • Values performance, status & achievement • Asks “What?” 	<ul style="list-style-type: none"> • Sees the big picture • Is idealistic & imagines possibilities • Provides a “vision” of how things could be • Is artistic & likes visual metaphors • Is intuitive about ideas • Is curious and playful • Likes to integrate different ideas • Takes a holistic approach • Takes risks & might break the “rules” • Likes multiple options—not be fenced in • Is often an entrepreneur • Asks “Why or What If?”
<p>SAFE-KEEPING & ORGANIZED SELF B. (GREEN)</p>	<p>FEELING & RELATIONAL SELF C. (RED)</p>
<ul style="list-style-type: none"> • Likes to create order & follow procedures • Wants specific details • Uses a methodical & sequential approach • Likes tradition & wants to preserve the past • Is on time and likes others to be on time, too • Focuses on the task & gets things done • Is reliable & follows the rules • Prefers things to be neat and tidy • Likes to plan things in advance • Is predictable & cautious • Asks “How & When?” 	<ul style="list-style-type: none"> • Is compassionate & sensitive to others • Likes working with people & is a team player • Likes to teach and train others • Is supportive & will mentor or help others • Likes music and storytelling • Is a good communicator • Values personal & spiritual growth • Likes hands on experiences and role plays • Is emotional & expresses feelings easily • Listens to their “gut” reactions or instincts • Asks: “Who?”

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

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

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

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.”