

# OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

**Beyond the knowledge – Conflict and Influencing Skills (Slide 11)**

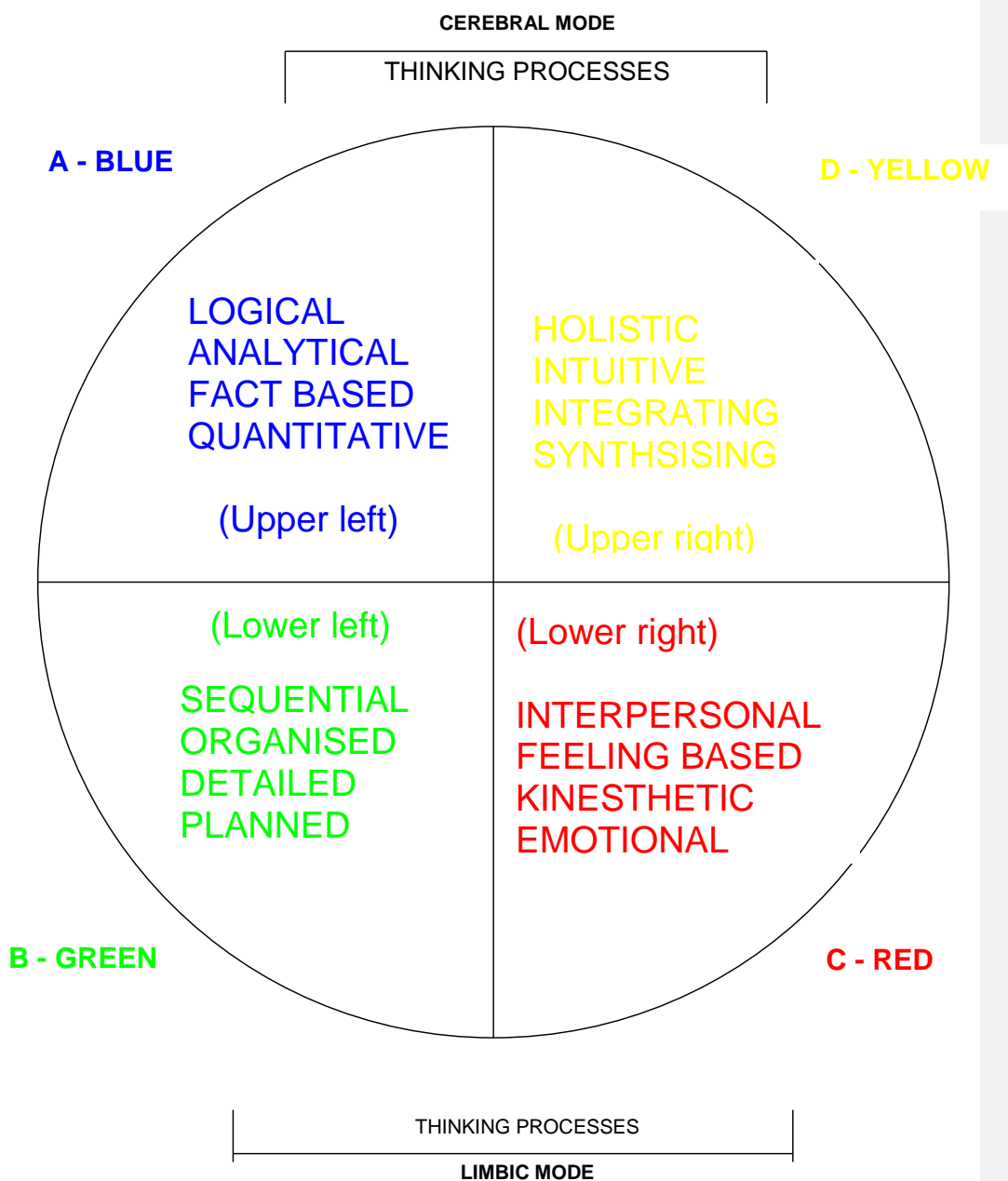
**Created by: South Devon College**

**January 2019**

Managed by



Team awareness and your impact on others  
Hermann Activity (slide 5)



## HERRMANN'S DIVERSITY MODEL

### Gain the following insights into:

- dealing effectively with everyday business issues
- why you do things the way you do
- see leadership issues from a new perspective
- question assumptions about human resource assets

The Herrmann four quadrant brain dominance model, can be thought of as a blending of the left brain/right brain, upper (thought) and lower (emotion) into a physiologically based metaphor of how the brain works.

### A UPPER LEFT - blue

Uses facts to illustrate points. Very matter of fact. Expresses emotions as abstract. Appears to display little or no emotion regardless of the situation

### D UPPER RIGHT - yellow

Asks questions that lead to other questions. Why? How?

Speaks in phrases Stops in mid sentence thinking others obviously know what they are talking about. Very abstract in speaking—**uses** metaphors and musical words.

### B LOWER LEFT - green

Asks questions that have answers. Who? What? When and Where?

Speaks in sentences and paragraphs. Completes sentences and paragraphs. Very concrete in speaking.

### C LOWER RIGHT red

Face is animated—eyes flash, etc. Uses expansive non-verbal gestures. Uses stories to illustrate points. Talks about feelings. Talks out loud or to self to learn.

#### A - Blue

Does it use facts?  
Is it quantified  
Does it show clear analysis?  
Is it to the point?  
Is it logical

#### D - Yellow

Does It look at the big picture or overview?  
Is it visual and colourful?  
Does it use metaphors?  
Does it look at the future?

#### B - Green

Does it provide details?  
Is it in sequential order?  
Is it neat  
Is it in a recognisable format

#### C - Red

Does it use experiences that relate to the audience?  
Is it helpful and user friendly?  
Does it acknowledge emotional issues?

**Commented [KM1]:** Some missing punctuation and inconsistent use of capitals



<b>A</b> Applying formulas Accomplishes Analysing data and issues Putting things together Making things work Solving tough problems Clarifying issues Logical processing Gather facts Argue rationally Measure precisely Understand technical elements Consider financial aspects Thinks things through	<b>D</b> Taking risks Inventing solutions/Intuitive problem solving Providing vision - Brings about change Selling ideas Developing/Designing Playing around Seeing the end from the beginning Read signs of coming change Sees the "big pictures" Recognise new possibilities Tolerates ambiguity Integrates ideas and concepts Bend or challenge established policies Synthesise unlike elements into a new whole - linking
<b>B</b> Building things Being in control Ordered environment and structured tasks Preserving status quo – stands firm on issues Paperwork tasks – keeps track of essential data Planning things out - Administering Stabilising also in leadership and supervision. Attending to detail – finds flaws approach problems practically maintain a standard of consistency Reads line print in documents Develops detailed plans and procedures Implements projects in a timely manner Articulates plans in an orderly way Keeps financial records straight	<b>C</b> Getting others to work together Expressing ideas Building relationships Communication aspects Listening & talking Persuading people Being part of a team Expressive writing Teaching/Training/Coaching/ Counselling Recognises interpersonal difficulties Anticipates and intuitively understands how others will feel Pick up non-verbal cues of interpersonal stress Relates to others in empathetic ways Engenders enthusiasm Understands emotional elements consider values Conciliates

## LEFT BRAIN ↔ RIGHT BRAIN

Biologists figured out years ago, that the left hemisphere of the brain is the seat of most logical thought and the right half of the brain is where most creativity occurs.

Writers, indeed any artists, must use both halves of their brains. They must create things (right-brain) and they must organise them (left-brain) into communicable ideas. Two principles work together to try to prevent this from happening.

In most people, the two halves of the brain have difficulty passing information back and forth. Scientists discovered this by studying head-trauma patients.

In most people, the left half of the brain is jealously dominant. This, also, has been shown by studying head-trauma patients.

These two principles co-ordinate to insure most people in our society are quite logical and not very creative.

### Parallel ways of knowing – J.E. Bogen

Intellect	Intuition
Convergent	Divergent
Digital	Analog
Primary	Secondary
Concrete	Abstract
Directed	Free
Propositional	Free
Analytical	Relational
Lineal	Non-lineal
Rational	Intuitive
Sequential	Multiple
Analytic	Holistic
Objective	Subjective
Successive	Simultaneous

**Commented [KM2]:** Can you provide source details? You don't need to use full Harvard referencing but should be enough for colleagues to see where your information came from.

**L-Mode** is the 'right-handed' left-hemisphere mode. The L is foursquare, upright, sensible, direct, true, hard-edged, unfanciful and forceful.

**R-Mode** is the 'left-handed', right-hemisphere mode. The R is curvy, flexible, more playful in its unexpected twists and turns, more complex, diagonal and fanciful.

Left Brain	Right Brain
Step-by step reasoning	Mystical
Logical	Musical
Mathematical	'Innovative/Creative'
Speaking	Visual/Pictorial
Dominates right brain	Submissive to the left brain
Pattern User	Pattern Seeker

### Suggestions for improving brain usage

1. Get used to your body in new ways. Switch your handedness and comb your hair, brush your teeth, stir your coffee or do other simple tasks with your non-dominant hand.
2. Close your eyes and 'sense' your way slowly around a room. Get truly conscious of the sounds and smells in the space around you.
3. Use your feet to pick things up, flush the toilet or close a door.
4. Read a page in a book held vertically and then upside down!

5. Where normally you would criticise someone, find something to compliment them on instead! Suspend your judgment about that person as well and view him/her as simply another human being with different viewpoints than your own.
6. Look in your fridge briefly but thoroughly. Then close the door and verbally list the items contained therein, where and how they are placed etc.
7. For 5 minutes everyday put yourself in another person's shoes and view things from another person's perspective for a change and see how it feels. Suspend your judgement about that person as well. Pretend you are an actor and taking on the part of that person in exact demeanor and manner. See how it feels!
8. Whenever you catch yourself worrying, doubting or looking down on yourself, think instead of what you most want out of life in complete detail and affirm to yourself the achievement of same. Replay this positive inner movie whenever negative thoughts intrude during your day.
9. At the end of every daily hour, review what happened to you during the previous 60 minutes. This is good practice for getting more mindful throughout your day and should only take seconds to do. At the days end mentally review all the events that happened to you throughout the day up to your present point. Memory gaps about your day's events reveal unconscious moments.
10. To develop flexibility and adaptability to change in your life, do something different every day. Shop at a different store. Take a different route home. Bake a pie or a loaf of bread. Involve yourself in a new game or sport, like roller skating, bowling, karate or sky diving. Introduce yourself to a new neighbour. Sameness every day is a death knell to your brain. For more complete usage of your brain, diverse stimulation is the key. It also gets you unstuck from habits and ruts that are bringing you unfavourable results.

## WORKING IN GROUPS/TEAMS

### BLUE

Groups with lots of blue cards enjoy analysing complex situations and are good at solving technical and mathematical problems. When confronted with a problem, they tend to approach it in a logical, rational manner. This group may ignore or overlook the emotional interpersonal aspects of a situation. 'Ice breakers' and socialising in meetings are often considered a waste of time. They become frustrated with people who don't get enough facts, carefully think their way through a problem, and get to the point quickly.

#### **This group is good at:**

- Gathering facts
- Analysing issues
- Problem solving logically
- Arguing rationally
- Considering financial aspects
- Measuring precisely
- Understanding technical elements

### GREEN

Groups with lots of green cards enjoy organising, planning and attention to detail. They are also good at implementing ideas and following through with plans. They tend to approach problems in a step-by-step, controlled manner. Completing tasks is very important. This group may have difficulty in seeing the 'big picture', doing 'blue sky' thinking, and accepting innovative ideas. They often get frustrated when others work in a non-sequential way, bend rules, or ignore organisational policies and procedures.

#### **This group is good at:**

- 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
- Organising and keeping track of essential data
- Developing detailed plans and procedures
- Articulating plans in a orderly way
- Keeping financial records straight



## RED

Groups with lots of red cards enjoy the interpersonal aspects of their work. They are good at developing and expressing ideas and understanding the interpersonal climate of work groups and organisations. They enjoy and value team building activities and interacting with group members on a more personal level. They approach problems in an intuitive manner using feelings more than a database to make decisions. This group may become frustrated with people who ignore the human elements in a problem and place logic above feelings.

### **This group is good at:**

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

## YELLOW

Groups with lots of yellow cards enjoy conceptualising, synthesising and creating new ideas. They are good at exploring possibilities, innovating and seeing the 'big picture'. Because they enjoy novelty, they get bored with ordinary thinking and restless in routine meetings. When confronted with a problem, they approach it in an experimental, intuitive manner. This group can become frustrated with details and those who operate in a sequential, conservative, safekeeping manner.

### **This group is good at:**

- Reading the signs of coming change
- Seeing the 'big picture'
- Recognising new possibilities
- Tolerating ambiguity
- Integrating ideas and concepts
- Bending or challenging established policies
- Synthesising unlike elements into a new whole
- Inventing innovative solutions to problems
- Problem solving in intuitive ways

## THOUGHTS TO CONSIDER AND POTENTIAL ACTIONS TO TAKE

- ☯ Begin to appreciate your own mental uniqueness
- ☯ Begin to understand better the mental uniqueness of those around you
- ☯ Honour those differences as real, valid and potentially synergistic
- ☯ Accept these brain dominance differences as a natural aspect of the human condition
- ☯ Recognise that what you SAY and how you interpret what you HEAR is greatly influenced by your brain dominance and that this is also true of others.
- ☯ Recognise that WHAT you do and HOW you do it, is greatly influenced by your brain dominance and that this is also true of others.
- ☯ Accept the idea that your brain is specialised and that those specialties can be developed and applied situationally.
- ☯ Understand the differences between mental preferences and competencies. Preferences tend to come to use naturally, while competencies must be achieved through training, experience and motivation.
- ☯ Since dominance is acquired as much by nurture as by nature, it is quite possible to significantly influence a person's brain dominance profile through education, skill training and life experiences.
- ☯ For your own development, seek out experiences, activities and educational opportunities in areas of the mental spectrum that you are not now fully accessing and using.
- ☯ Begin to feel more affirmed about who you are, more excited about who you might become and more prepared to make that happen.

## Expectations of the Listener

**A**  
Ask  
What?

<p><b>EXPECTS:</b></p> <ul style="list-style-type: none"> <li>Brief, clear &amp; Precise information</li> <li>Materials that are direct &amp; to the point</li> <li>Well articulated ideas in a logical format</li> <li>Data &amp; fact-based charts</li> <li>Technical accuracy</li> <li>Presentation in alignment with corporate goals &amp; objectives</li> </ul> <p><b>APPRECIATES:</b></p> <ul style="list-style-type: none"> <li>Critical analysis</li> <li>A good debate</li> <li>Efforts to spend time wisely</li> <li>Wants precise facts</li> </ul>	<p>Reacts Logically</p>	<p><b>EXPECTS:</b></p> <ul style="list-style-type: none"> <li>An over view, connected to the `big` picture</li> <li>A conceptual framework</li> <li>Frequent &amp; spontaneous tasks</li> <li>Idea chunks</li> <li>Metaphorical examples</li> <li>Visuals</li> <li>Long-term objectives</li> </ul> <p><b>APPRECIATES:</b></p> <ul style="list-style-type: none"> <li>Initiative &amp; Imagination</li> <li>Connections to other approaches</li> <li>Newness &amp; a `fun` approach</li> <li>Minimal detail, prefers concepts</li> </ul>	<p>Reacts by thinking about it</p>
<p><b>EXPECTS:</b></p> <ul style="list-style-type: none"> <li>Step-by-step unfolding of the topic</li> <li>A written summary &amp; action plan</li> <li>Thorough, timely &amp; reliable follow through</li> <li>Alignment with well established procedures</li> <li>Assurance that it has been done before</li> <li>Explanation of how it will happen</li> <li>References &amp; background information</li> </ul> <p><b>APPRECIATES:</b></p> <ul style="list-style-type: none"> <li>Written communication before session</li> <li>Proof that homework has been thorough</li> <li>A scheduled appointment</li> <li>Very low risk, needs to be neat &amp; punctual</li> </ul>	<p>Reacts Cautiously</p>	<p><b>EXPECTS:</b></p> <ul style="list-style-type: none"> <li>Empathy &amp; consideration of their needs</li> <li>Involvement with others</li> <li>A good attitude &amp; personal relationship</li> <li>Personal touch &amp; Informality</li> <li>Eye-to-eye contact</li> <li>To know how others will react</li> <li>Their feelings to be respected</li> <li>For all to have equal consideration</li> </ul> <p><b>APPRECIATES:</b></p> <ul style="list-style-type: none"> <li>The personal touch/sensitive to feelings</li> <li>Group discussion &amp; consensus</li> <li>A harmonious approach, to feel enthusiasm</li> </ul>	<p>Reacts Spontaneously</p>

**B**  
Ask  
How  
?

**D**  
Ask  
Why?

**C**  
Ask  
Who?