



THINKING FOR RESULTS® TRAINING

SECTION 1 • THINKING TO BUILD CAPACITY AND IMPROVE RESULTS

To begin the course, participants engage in an exercise designed to help them experience the nature of their thinking. Participants learn that they usually get caught up in *doing*, or executing, instead of assessing the effectiveness of their own behavior to improve results.

We make a clear case for increasing and enhancing thinking in order to improve innovation and creativity.

SECTION 2 • EXPANDING THE BOUNDARIES OF OUR PERCEPTION

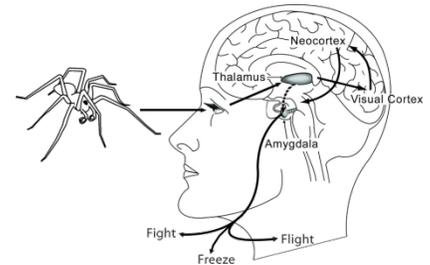
This section helps participants understand the way we think or process information and how we formulate our mental models. It establishes how our mental models become the basis of the stories we tell to justify our results.

Participants have an opportunity to identify a variety of their own personal stories as well as the stories that are commonly told in organizations—stories that are used to justify or excuse failure to achieve results.

We then explore the notion of increasing accountability and accuracy in our storytelling in order to create increased responsibility for improvement and achievement of results.

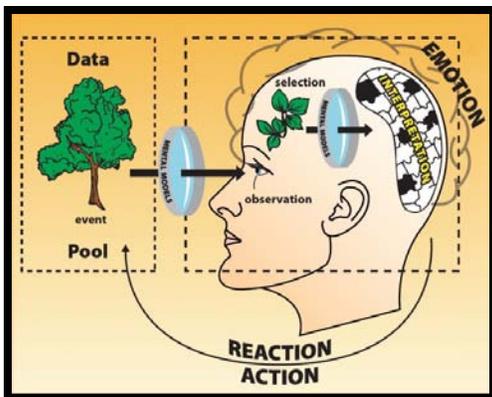
The final portion of this section allows participants to understand and internalize a self-assessment they are asked to complete prior to coming to the workshop. This energizing activity gives people powerful insight into their own perception of reality in solving problems.

SECTION 3 • UNDERSTANDING THE NATURE OF THOUGHT AND EMOTION



In this section we introduce some basic concepts regarding the physiology of the brain and discuss some of the brain's "protective-reactive" mechanisms. A basic overview of how the brain functions and what it perceives as a threat explains the lack of rationality we sometimes experience in emotionally negative or "hot" situations. This overview helps participants understand why problem-solving with a variety of people from diverse perspectives is often so difficult.

Participants learn to recognize negative emotional reaction as a symptom of violated values held by the person who is in an





emotional state. They also learn to identify which violated values act as a trigger or “hot button” mechanism for their own emotional reactions or irrationality.

Finally, participants learn to look for and identify values that may be masked by emotion by asking questions to identify the *why* behind every *what*. This exercise allows them to identify the values that often go unidentified in conflict.



SECTION 4 • LOOKING TO LEARN: STOP, THINK, AND QUESTION

Participants explore some of the barriers to effective learning and possible reasons why they frequently stay stuck. We introduce a learning model to help these individuals increase their capacity to learn, solve problems, and make decisions more effectively.

In this section we also introduce participants to the following five **Learning Principles** to help them break out of “the box” of their own thinking and broaden their perspective. Each content area contains exercises and opportunities for personal application to a current challenge

as well as a series of critical thinking questions that enhance discovery.



Seek Feedback

The environment is continually sending us messages that we tend to ignore. In this section we teach that it is vital to recognize incoming feedback and seek necessary information in order to increase perspective whatever issue is at hand.

Clarify Assumptions

Simply put, a person’s behavior is driven by his or her assumptions. This content teaches participants to become more aware of the flaws—and possible flaws—in their own thinking. Individuals learn to objectively examine their assumptions so they can increase their clarity and accuracy.

Participants also have an opportunity to surface their assumptions and then modify those assumptions in order to be more effective at generating solutions to a problem.

Observe the Obvious

We often become so comfortable with what is happening now and what has happened in the past that we don’t recognize the repetition of patterns or the commonality in certain circumstances. Participants are taught in this section to look for the cues that tell them they are missing learning that should be obvious and might be the reason they have not been moving forward.



Transcend the Paradox

The conflict which arises from competing values creates the opportunity for people to explore issues to look for value complexity. Participants are taught that it is necessary to do *both-and* thinking rather than *either-or* thinking.



Think the Unthinkable

This content addresses the necessity of asking *What if?* and of examining what others have learned in the past. In short, the challenge is to think what one has not thought before. This is accomplished in part by capitalizing on the knowledge of others.

MentalWORKS: Thinking for Results® delivers awareness and learning skills to assist participants in improving both personal and professional results in the challenges they are facing. **The course increases individuals’ creativity, innovation, and problem-solving capacity.**

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