

Learner Type One

They perceive information concretely and process it reflectively. They integrate experience with the Self. They learn by listening and sharing ideas. They are imaginative thinkers who believe in their own experience. They excel in viewing direct experience from many perspectives. They value insightful thinking. They work for harmony. They need to be personally involved, seek commitment. Are interested in people and culture. They are thoughtful people who enjoy observing others. They absorb reality; they seem to take in the atmosphere almost like osmosis.

AS LEADERS THEY • thrive on taking the time to develop good ideas • tackle problems by reflecting alone and then brainstorming with staff • lead by their heart, involving other people in decision making • exercise authority with trust and participation • work for organizational solidarity • need staff who are supportive and share their sense of mission.

AS TEACHERS THEY • are interested in facilitating individual growth • try to help people become more self aware • believe curricula should enhance one's ability to be authentic • see knowledge as enhancing personal insights • encourage authenticity in people • like discussions, group work and realist feedback about feelings • are caring people who seek to engage others in cooperative efforts • are aware of social forces that effect human development • are able to focus on meaningful goals • tend to become fearful under pressure and sometimes lack daring.

AS PARENTS THEY • are interested in facilitating self-actualization with their children • try to help their child(ren) become more self aware • learning should enhance the ability to know one's self and one's place in the world • see knowledge as enhancing personal meaning and relationships • actively encourage speaking about feelings • like family discussions with honest and realistic feedback • try to engage family members in cooperative efforts • help their child(ren) to identify meaningful goals • see discipline as necessary to enable the child to understand life • tend to worry excessively and sometimes are too easy.

STRENGTH: Innovation and ideas

FUNCTION BY: Value clarification

GOALS: To be involved in important issues and to bring harmony

FAVORITE QUESTION: WHY?

Learner Type Two

They perceive information abstractly and process it reflectively. They form theories and concepts by integrating their observations into what is known. They seek continuity. They need to know what the experts think. They learn by thinking through ideas. They value sequential thinking. Need details. They critique information and collect data. They are thorough and industrious. They will reexamine the facts if situations perplex them. They enjoy traditional classrooms. Schools are made for them. They are more interested in ideas than people. They prefer to maximize certainty, and are uncomfortable with subjective judgments.

AS LEADERS THEY • thrive on assimilating disparate facts into coherent theories • tackle problems with rationality and logic • lead by principles and procedures • exercise authority with assertive persuasion, by knowing the facts • work to enhance their organization as an embodiment of tradition and prestige • need staff who are well organized, have things down on paper, and follow through on agreed decisions.

AS TEACHERS THEY • are interested in transmitting knowledge • try to be as accurate and knowledgeable as possible • believe curricula should further understanding of significant information and should be presented systematically • see knowledge as deepening comprehension • encourage outstanding learners • like facts and details, organizational and sequential thinking • are traditional teachers who seek to imbue a love of precise knowledge • believe in the rational use of authority • tend to discourage creativity by a dominating attitude.

AS PARENTS THEY • are interested in transmitting knowledge that is important • try to help their child(ren) be as accurate and knowledgeable as possible • believe in learning which furthers understanding of significant information, presented in a systematic way • see knowledge as deepening comprehension of how the world works • encourage their child(ren) to be outstanding learner(s) • provide an organized home environment • believe diligence and organization are necessary for success • see discipline as necessary to enable the child to know and reflect upon the kinds of behavior society expects • tend to be rigid and sometimes discourage original, creative thinking.

STRENGTH: Creating concepts and models

FUNCTION BY: Thinking things through

GOALS: Intellectual recognition

FAVORITE QUESTION: WHAT?

Learner Type Three

They perceive information abstractly and process it actively. They integrate theory and practice. They learn by testing theories and applying common sense. They are pragmatists, they believe if something works, use it. They are down-to-earth problems solvers who resent being given answers. They do not stand on ceremony but get right to the point. They value strategic thinking. They are skills-oriented. They experiment and tinker with things. They need to know how things work. They edit reality, cut right to the heart of things. Sometimes they seem bossy and impersonal.

AS LEADERS THEY • thrive on plans and timelines • tackle problems by making unilateral decisions • lead by personal forcefulness, inspiring quality • exercise authority by reward/punishment (the fewer the rules, the better, but enforce them) • work hard to make their organization productive and solvent • need staff who are task-oriented and move quickly.

AS TEACHERS THEY • are interested in productivity and competence • try to give people the skills they will need in life • believe curricula should be geared to competencies and economic usefulness • see knowledge as enabling learners to be capable of making their own way • encourage practical applications • like technical skills and hands-on activities • believe the best way is determined scientifically • use measured rewards • tend to be inflexible and self-contained • lack team work skills.

AS PARENTS THEY • are interested in fostering productivity and competence • try to give their child(ren) the skills they will need in life • believe in learning which is geared to competence and economic usefulness • see knowledge as enabling their child(ren) to be capable of finding their own way • actively encourage speaking about feelings • encourage their child(ren) to find practical applications for what they learn • like active, hands-on family projects and activities • believe the best way to judge success is “if it works” • use measured rewards • see discipline as necessary to enable the child to stand on his/her own two feet • tend to be inflexible and sometimes lack the ability to express feelings.

STRENGTH: Practical application of ideas

FUNCTION BY: Factual data garnered from kinesthetic, hands-on experience

GOALS: To align their view of the present with future security

FAVORITE QUESTION: HOW DOES THIS WORK?

Learner Type Four

They perceive information concretely and process it actively. They integrate experience and application. They learn by trial and error. They are believers in self-discovery. They are enthusiastic about new things. They are adaptable, even relish change. They excel when flexibility is need. They often reach accurate conclusions in the absence of logical justification. They are risk takers. They are at ease with people. They enrich reality by taking what is and adding to it. Sometimes they are seen as manipulative and pushy.

AS LEADERS THEY • thrive on crisis and challenge • tackle problems looking for patterns, scanning possibilities • lead by energizing people • exercise authority by holding up visions of what might be • work hard to enhance their organization's reputation as a front runner • need staff who can follow up and implement details.

AS TEACHERS THEY • are interested in enabling learner self-discovery • try to help people act on their visions • believe curricula should be geared learners' interests and inclinations • see knowledge as necessary for improving the larger society • encourage experiential learning • like variety in instructional methods • are dramatic and seek to energize their learners • attempt to create new forms, to stimulate life are able to draw new boundaries • tend towards rashness and manipulation.

AS PARENTS THEY • are interested in fostering individual self-discovery • try to help their child(ren) envision and act on their visions • believe learning should be geared to their child's interests and inclinations • see knowledge necessary for improving the larger society • actively encourage experiential learning activities for their child(ren) • like humorous and challenging (often competitive) family activities • are dramatic and entertaining parents who seek to energize family members help their child(ren) find new boundaries • see discipline as necessary to help their child(ren) learn self-discipline • tend to take on multiple activities, sometimes leading to inconsistency and punishments that "don't fit the crime."

STRENGTH: Action, getting things going

FUNCTION BY: Acting and testing experience

GOALS: To bring action to ideas

FAVORITE QUESTION: IF?