



## Empathetic – Style 1



You have a strong preference for listening and discussing ideas. These behaviors, identified in the 4MAT System as Type One strategies, mean that above all else, you learn best by relating new ideas to your prior knowledge and personal experiences. Therefore you are very comfortable in situations which allow you to use your highly developed discourse strategies to foster the connection between people and ideas. As a Type One Learner, you are also particularly adept when what is to be learned must be judged for relevance. Type One Learners know immediately when something (or someone) is authentic. Most Type One Learners thrive in environments where there is a respect for everyone's ideas and where divergent thinking, opinion generating and subjective representations, are encouraged. Because Type One Learners spend endless hours quietly comparing and analyzing the dynamics of human interaction, it should be no surprise that they also excel when the task requires people to work together toward a common goal. In this light, Type One Learners are special because they "take learning personally."

Those representing learning style 1 tend to 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 seek commitment and need to be personally involved. They 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 teacher/trainer:

- Are interested in facilitating individual growth
- Try to help people become more self-aware
- Believe curricula should enhance the ability to be authentic
- See knowledge as growth in personal insight and encourage authenticity in their students
- Like discussions, group work, and realistic feedback about feelings
- Are caring people who seek to engage their students in cooperative efforts
- Are aware of social forces that affect human development

### As leader:

- Thrive on developing good ideas, even though this is very time-consuming
- Tackle problems by first reflecting alone and then brainstorming with staff
- Exercise authority with trust and participation
- Work for organizational solidarity
- Need staff who are supportive and share their sense of mission

Everyone embraces all four basic types - but typically prefer something over something else

**STRENGTH:** .....Innovation and ideas

**FUNCTION BY:** .....Value clarification

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

**FAVORITE QUESTION:** .....WHY?

## Possible weakness

As with most aspects of human behavior, our gifts, especially if they are extreme, create the natural context for our limitations. For example, Type One learners, because they give high priority to the personal and dynamic aspects of learning, often fail to devote enough attention to the detail and precision of ideas. For the same reason, they also have difficulty with individualistic thinking and bottom-line impersonal realities, which in many situations are essential to problem-solving and action. In contrast, other types of learners have different sets of strengths and limitations.

## Stretching exercises

- Try to focus on procedures and specific outcomes
- Act more quickly
- Share some of your thoughts as well as your feelings
- Spend some time on how to do it
- Make ideas workable
- Spend some time planning
- Deal with conflict
- Try new things
- Look to the bottom line

## Challenge lack of closure.





## Analytic – Style 2



You have a strong preference for critiquing information and collecting objective data which support your ideas. These behaviors, identified in the 4MAT System as Type Two strategies, mean that above all else, you have a strong preference for critiquing information and collecting objective data which support your ideas. These behaviors, identified in the 4MAT System as Type Two strategies, mean that above all else, you learn best by assimilating abstract facts into coherent theories. Type Two learners pride themselves on their ability to systematically form judgments based on verifiable data. You are, therefore, very comfortable in situations which allow you to use your "tough mindedness" to deduce correct and precise answers. As a Type Two Learner, you are also particularly adept when what is to be learned must be judged for organization and logic. Type Two Learners know immediately when something is important to know. Most Type Two Learners thrive in environments where their intellect is challenged, especially when the learning task requires painstaking follow through and respect for proven ideas. Because Type Two Learners spend endless hours in quiet yet disciplined inquiry, they usually develop self esteem from demonstrating that they know their facts thoroughly and enjoy solving difficult abstract problems.

Those representing learning style 2 tend to perceive information abstractly and process it reflectively. They form theories and concepts by integrating their observations into what is known. They seek continuity and 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 re-examine the facts if situations perplex them. They enjoy traditional classrooms. Schools are made for them. They are more interested in ideas than people.

### As teacher/trainer:

- 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
- Seek knowledge as deepening comprehension
- Encourage outstanding students. I like facts and details and organized sequential thinking
- Are traditional teachers who seek to imbue a love of knowledge
- Believe in the rational use of authority

### As leader:

- Thrive on assimilating disparate facts into coherent theories
- Tackle problems with rationality and logic
- Lead by principles and procedures
- Exercise authority with assertive persuasion and by knowing the facts
- Work to enhance their organization as an embodiment of tradition and prestige
- Need staff who are well organized, write things down with diligence and care, and follow through on agreed decisions

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**STRENGTH:** .....Creating concepts and models

**FUNCTION BY:**.....Thinking things through

**GOALS:** .....Intellectual recognition

**FAVORITE QUESTION:**.....WHAT?

## Possible weakness

It should come as no surprise that Type Two Learners are most often distinguished by their patience, reasoned judgment and systematic nature. In this light, the Type Two motto is "according to whom." As with most aspects of human behavior, our gifts, especially if they are extreme, create the natural context for our limitations. For example, Type Two Learners, because they give high priority to ideas, concepts and objective facts, often fail to devote enough attention to the subjective dimension of learning, especially those tasks that are not easily verified. For the same reason, they also have difficulty with open-ended discussions, brainstorming, figural or symbolic language, risk-taking and, most importantly, honoring feelings as a way to know our world. In contrast, other types of learners have different sets of strengths and limitations.

## Stretching exercises

- Try some action before you have a perfect plan
- Take some risks
- Try being open to change
- Go with your instincts
- Try sharing your questions with others
- Be outgoing. Approach people you don't know
- Open your mind to other possibilities
- Dare to experience chaos
- Try to inspire others

## Challenge complacency.





## Practical – Style 3

You have a strong preference for experimenting and testing ideas. These behaviors, identified in the 4MAT System as Type Three strategies, mean that above all else, you learn best by using down-to-earth problem-solving to make sense of ideas. Therefore you are very comfortable in situations which allow you to use strategic thinking and real life circumstances to test what must be learned. As a Type Three Learner, you are also particularly adept when what is to be learned must be judged for efficiency and implementation. Type Three Learners know immediately when something is workable. Most Type Three Learners thrive in environments where individuality, experimentation and accomplishment are valued. Because Type Three Learners spend endless hours actively “tinkering” and problem solving, it should be no surprise that they also excel when the task requires straightforward, objective thinking which results in a measurable product. In all endeavors where strategic thinking, personal forcefulness and task orientation are essential, Type Three Learners can be expected to prosper. In this light, Type Three Learners are special because they “don’t just stand there,” they get the job done.

Those representing learning style 3 tend to 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 problem solvers who resent being given answers. They do not stand on ceremony but get right to the point. They have a limited tolerance for fuzzy ideas. 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.

### As teacher/trainer:

- Are interested in productivity and competence
- Try to give students the skills they will need to be economically independent in life
- Believe curricula should be geared to this kind of focus
- See knowledge as enabling students to be capable of making their own way
- Encourage practical applications
- Like technical things and hands-on activities
- Are exacting and seek quality and productivity
- Believe the best way is determined pragmatically
- Use measured rewards

### As leader:

- Thrive on plans and time lines
- 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 rigorously the ones you have)
- Work hard to make their organization productive and solvent
- Need staff who are task-oriented and move quickly



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**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

**FOFAVORITE QUESTION:** .....HOW (DOES THIS WORK?)

## Possible weakness

As with most aspects of human behavior, our gifts, especially if they are extreme, create the natural context for our limitations. For example, Type Three Learners direct their attention to facts, realistic outcomes, and bottom-line thinking (which means getting right to the point), they often fail to account for the needs of people and the personal dynamics of working with others. Their individualistic nature is often a limitation to learning because they reach conclusions thinking their way of approaching the problem is universal to all people. The strong need for action also makes extensive reading and lengthy discussion difficult for Type Three Learners. For the same reasons, they also are impatient with exploring fuzzy concepts, examining subjective answers, and working for collaborative solutions, activities which, in many situations, are essential to learning. In contrast, other types of learners have different sets of strengths and limitations.

## Stretching exercises

- Take some time to chat with people about whatever is going on
- Take time to honor the process
- Try sharing your feelings with others
- Care for other people's needs
- Look for the values in ideas
- Try to consider that other ideas may be possible before coming to closure
- Imagine
- Take the time to allow others to find their own meaning
- Weigh alternative possibilities

## Challenge action for its own sake.





## Dynamic – Style 4

Your individual quadrant scores indicate that you have a strong preference for original thinking and trial and error problem-solving. These behaviors, identified in the 4MAT System as Type Four strategies, mean that above all else, you learn best by looking for patterns and relationships that connect your personal experience to new information. Therefore you are very comfortable in situations that allow you to explore multiple applications of ideas. As a Type Four Learner, you are also particularly adept when what is to be learned must be judged for originality and creativity. Type Four Learners are generalists. They know instinctively how to generate stimulating and thought provoking discussions, especially in areas of social significance like teaching and politics. Most Type Four Learners thrive in environments where there is a convergence of ideas and a respect for the unconventional. Because Type Four Learners spend endless hours actively synthesizing the relationship between creative ideas, human dynamics and the resolution of societal issues, it should be no surprise that they also excel when the task requires recognizing and resolving "people-problems," exploring and establishing consensus, and fostering future applications of existing knowledge. In this light, Type Four Learners are special because they have the courage to accept the chaos of evolving ideas as a condition for the discovery of new possibilities. For Type Four Learners "the present disorder under the heavens" is simply the beginning of a better order.

Those representing learning style 4 tend to perceive information concretely and process it actively. They integrate experience and application. They learn by trial and error. They believe in self discovery. They are enthusiastic about new things. They are adaptable, even relish change. They excel when flexibility is needed. They often reach accurate conclusions in the absence of logical justification. They are risk takers and enrich reality by taking what is and adding to it.

### As teacher/trainer:

- Are interested in enabling student self-discovery
- Try to help people act on their own visions
- Believe curricula should be geared to learners' interests
- See knowledge as a tool for improving the larger society
- Encourage experiential learning
- Like variety in instructional methods
- Are dramatic teachers who seek to energize their students
- Attempt to create new forms, to stimulate life and to draw new boundaries

### As leader:

- Thrive on crisis and challenge
- tackle problems by looking for patterns, scanning possibilities
- Lead by energizing people
- Exercise authority by holding up a vision of what might be
- Work hard to establish their organizations as front runners
- Need staff who can follow up and implement details

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**STRENGTH:** .....Action, getting things going

**FUNCTION BY:**.....Acting and testing experience

**GOALS:** .....To bring action to ideas

**FAVORITE QUESTION:**.....WHAT IF?

## Possible weakness

As with most aspects of human behavior, our gifts, especially if they are extreme, create the natural context for our limitations. For example, Type Four Learners, because they give high priority to personal insight and actualizing unconventional connections between and among ideas, often fail to devote enough attention and quiet contemplation to consequences of their actions. For the same reasons, they often trade precision and follow through for the enthusiasm of the moment. In contrast, other types of learners have different sets of strengths and limitations.

## Stretching exercises

- Try to focus on structure.
- Take some time to reflect before acting.
- Show some care for systems and procedures.
- Spend some time on what to do.
- Think strategically.
- Appreciate that others have low tolerance for chaos.
- Develop a model to structure your insights.
- Communicate your thinking process.
- Choose which risks to take

## Challenge disorganization.

