Learning / Thinking / Working Preferences

This inventory will assess your learning method. You may find it hard to choose the words that best describe your learning preference because there are no right or wrong answers. All characteristics described are equally good. This instrument describes how you learn, not your ability to learn.

There are nine sets of four words listed below. Rank order each set of four words assigning a 4 to the word which best characterizes you, a 3 to the word which next best characterizes you, a 2 to the next most characteristic word and a 1 to the word which is least characteristic of you. Be sure to assign a different rank number to each of the four words in a set. Do not make ties.

1. ___discriminating 1. ___tentative 1. ___involved 1. ___practical
2. ___receptive 2. ___relevant 2. ___analytical 2. ___impartial
3. ___feeling 3. ___watching 3. ___thinking 3. ___doing
4. ___accepting 4. ___risk-taker 4. ___evaluative 4. ___aware
5. ___intuitive 5. ___productive 5. ___logical 5. ___questioning
6. ___abstract 6. ___observing 6. ___concrete 6. ___active
7. ___pressure-oriented 7. ___reflecting 7. ___future-oriented 7. ___pragmatic
8. ___experience 8. ___observation 8. ___conceptualization 8. ___experimentation

For scoring only
CE________ RO________ AC________ AE________
234578 136789 234589 136789
Scoring the Learning Style Inventory

To obtain your score on the four dimensions measured by the inventory, Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE), sum each column including only those words whose item number appears under the place for the total score. For example, for CE, total the ranks you have given for words 2, 3, 4, 5, 7, and 8 in the first column. For RO, total the ranks for words 1, 3, 6, 7, 8, and 9 in the second column and so on for AC and AE. Ignore the nonscored words in each column.

Transfer the four raw scores to the Learning Style Profile below by placing a mark next to the number you scored on each of the four dimensions. Connect these four marks with straight lines.

LEARNING-STYLE PROFILE
NORMS FOR THE LEARNING-STYLE INVENTORY
### Clues for Working with the Upper Left Quadrant Learning Style

**Gift:** Ability to think big  
**Operates:** In the future  
**Contributes:** Inspiration, ideas  
**Wants the group to:** Dream  
**Likes:** Visioning  
**Dislikes:** Details  
**Caution:** May become unrealistic or get too far ahead of the group  

**Typical expression of frustration:**  
"No one's with me"

### Clues for Working with the Upper Right Quadrant Learning Style

**Gift:** Ability to bring people together  
**Operates:** In the moment  
**Contributes:** Concern for participation by all, inclusion of all  
**Wants the group to:** Work well together in meaningful ways  
**Likes:** Sharing, consensus  
**Dislikes:** Disharmony  
**Caution:** May avoid dealing with/expressing conflict  

**Typical expression of frustration:**  
"We aren't getting along."

### Clues for Working with the Lower Left Quadrant Learning Style

**Gift:** Ability to plan, strategize  
**Operates:** Going forward from present  
**Contribution:** Problem-solving  
**Wants the group to:** To stay on task  
**Likes:** Rules, procedures, timeframes  
**Dislikes:** Lack of structure  
**Caution:** May be impatient; may reach "solution" before understanding problem  

**Typical expression of frustration:**  
"Nothing is getting done."

### Clues for Working with the Lower Right Quadrant Learning Style

**Gift:** Ability to put information and ideas together  
**Operates:** Connecting past and present with future  
**Contribution:** Asks questions, seeks to clarify  
**Wants the group to:** Use facts, not assumptions  
**Likes:** Time prepare/react  
**Dislikes:** Brainstorming  
**Caution:** May appear stubborn or negative, over cautious  

**Typical expression of frustration:**  
"We haven't thought this through."
TRAITS FOR TEAM BUILDING

- Action Oriented
- Act quickly
- Handle rapid change well
- Take many risks
- Able to share feelings
- Outgoing personality
- Care for people
- See other possibilities
- Get it done
- Do it
- Thrive on chaos
- Excel at motivation
- Deal with conflict openly
- Challenge complacency
- Production oriented
- Act quickly
- Handle rapid change well
- Take some risks
- Reserved about sharing feelings
- Outgoing personality
- Care for things
- See how to do it
- Make it workable
- Plan
- Handle chaos
- Excel at problem solving
- Deal with conflict openly
- Challenge practicality

- People oriented
- Take time to reflect
- Handle rapid change poorly
- Can take risks
- Share feelings easily
- Reserved personality
- Care for people
- See the value
- Idea people
- Imaginative
- Dislike chaos
- Excel at seeing alternatives
- Deal with conflict reluctantly
- Challenge lack of value
- Structure oriented
- Take time to reflect
- Handle rapid change with some difficulty
- Take few risks
- Reserved about sharing feelings
- Reserved personality
- Care for things
- See "What" to do
- Strategic thinkers
- Conceptualize
- Dislike chaos; seek order
- Excel at developing theories and models
- Deal with conflict reluctantly
- Challenge disorganization

TIPS FOR MEETINGS

"Painful"
- Rigid adherence to agenda and/or timetable
- Tentative, cautious people
- Strong, spirited interactions not welcome
- Long monologues
- Pretense at discussion when decisions have already been made

"Satisfying"
- When there is a flexible agenda
- When participants look beyond stated objectives
- When energy is generated
- When actions are based on intuition
- When open discussion and interaction are encouraged

"Painful"
- Leader insensitive to feelings
- Lack of trust among the group
- Unresolved conflicts
- Consideration not given to those affected by the group's decision
- Meeting has no personal relevance

"Satisfying"
- When connections are made
- When honesty is encouraged
- When interests are elicited
- When time is allowed for discussion about feelings
- When leader/group provides for consensus building

"Painful"
- No agenda
- Leader does not understand the total picture
- No time for preparation
- Insufficient time spent defining the problem
- No clarity achieved as meeting progresses
- Insufficient information for problem-solving/decision making

"Satisfying"
- When issues, tasks or problems are clearly defined
- When information is based on facts
- When there is adequate notice, time for preparation
- When pros and cons are weighted
- When the group stays on task
- When there is an objective perspective, a solid structure
**LEARNING TYPE DESCRIPTIONS**

**UPPER LEFT LEARNERS** • perceive information concretely and process it actively • integrate theory and practice • learn by testing theories and applying common sense • are pragmatists, they believe if something works, use it • are down-to-earth problem solvers who resist being given answers • do not stand on ceremony but get right to the point • have limited tolerance for fuzzy ideas • value strategic thinking • are skills-oriented • experiment and tinker with things • need to know how things work • edit reality, cut right to the heart of things • sometimes seem bossy and impersonal.

**FUNCTION BY:** Acting and testing experience
**GOALS:** To bring action to ideas
**FAVORITE QUESTION:** WHAT IF?

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

**FUNCTION BY:** Innovation and ideas
**GOALS:** To be involved in important issues and to bring harmony
**FAVORITE QUESTION:** WHY?

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

**FUNCTION BY:** Creating concepts and models
**GOALS:** Intellectual recognition
**FAVORITE QUESTION:** WHAT?
### ACCOMMODATOR

**Strengths**
- Getting things done
- Leadership skills
- Taking risks

**Overused strengths**
- Trivial improvements
- Meaningless activities
- Wasting time and energy

**Personal areas of concern/weakness**
- Unable to learn from mistakes
- No sound basis for work
- Lack systematic or logical approaches

**To improve, practice** **Assimilator** skills —
- Organizing and outlining information
- Testing theories and ideas
- Designing experiments
- Analyzing quantitative data
- Paying more attention to information and facts—without sacrificing hunches/guesses

---

### DIVERGER

**Strengths**
- Understanding people
- Identifying problems
- Brainstorming & Imagination

**Overused strengths**
- Unable to make decisions
- Overwhelmed by choices and options
- Jumping from one idea to another

**Personal areas of concern/weakness**
- Random and scattered thoughts
- Does not test out ideas or plans
- Lacks focus and direction for activities

**To improve, practice** **Converger** skills —
- Creating new ways of thinking
- Experimenting with ideas
- Choosing options
- Making decisions
- Setting and attaining realistic goals

---

### CONVERGER

**Strengths**
- Solving problems
- Making decisions
- Deductive reasoning
- Setting goals and pursuing them

**Overused strengths**
- Hasty decision making
- Solving the wrong problem
- Creating new problems
- Intense but narrow vision

**Personal areas of concern/weakness**
- Lack ideas and imaginative options
- Can not make decisions creatively
- Does not communicate well

**To improve, practice** **Diverger** skills —
- Being sensitive to other's feelings/values
- Listening with an open mind
- Gathering information before you act
- Imagining implications of situations

---

### ASSIMILATOR

**Strengths**
- Planning and researching
- Developing theories and models
- Defining problems
- Handling information

**Overused strengths**
- Ideas lack practicality
- Alas, and casting building in the air
- Logic for its own sake

**Personal areas of concern/weakness**
- Work not completed on time
- Activities are not goal directed
- Work lacks practical applications

**To improve, practice** **Accommodator** skills —
- Being personally involved
- Influencing and leading others
- Committing yourself to objectives
- Seeking new opportunities