



UNIT-2 The Learning Process

Learning Outcomes

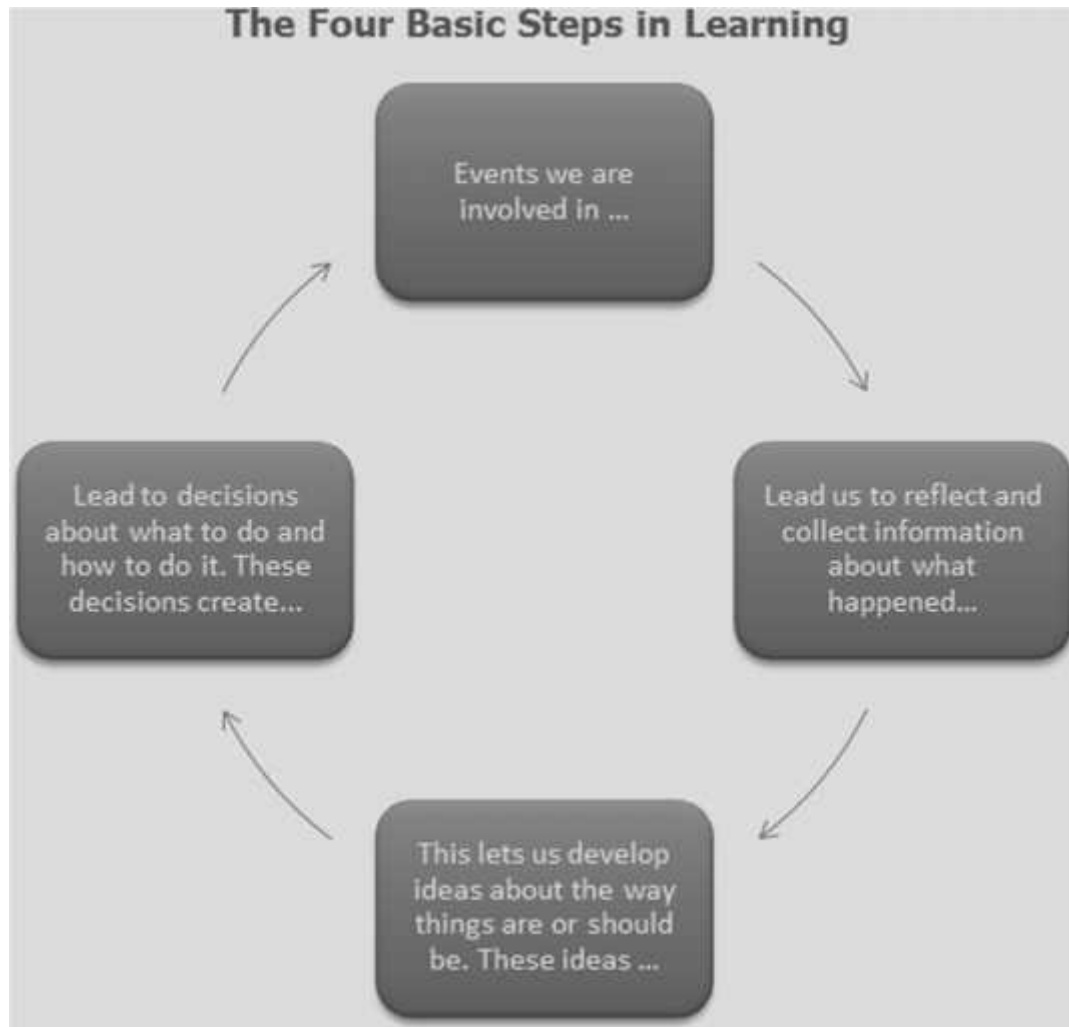
By the end of this unit the learner will be able to:

- ✓ Explore the four basic step of the learning process.
- ✓ Recognize the importance of considering the participants and their training needs, including the different learning styles and adult learning principles.

Unit 2

The Learning Process

When you are learning, the process can seem complicated and confusing, but there are really only four basic steps in learning. These four steps occur time after time, each one building on the earlier ones. If you understand these four steps, you control one of the basic keys to increasing your ability to learn, both in workshops and in real life.



Principles of Adult Learning

Test your knowledge

Tying a Tie

How much of the talk do you remember?

How confident do you feel that you would be able to tie a tie?

How confident do you feel that you would be able to teach others to tie a tie?

What hindered your learning?

What would have helped you learn?

The Principles of Adult Learning

We learn to do by doing.

Give trainees something practical to do with the information they have just heard. (For example, have them fill in appointments in their planner for the next month or clean out their briefcase.)

We have five senses.

We get impressions through our senses, so combine verbal explanations with written instructions, illustrations, or an object they can taste, touch, or smell. (Example: In addition to verbal suggestions on time management, provide written materials, demonstrate the proper technique for electronic filing, or show the group a video.)

We learn when we are ready to learn.

If possible, train when there is a need for a particular skill. Help trainees understand how this learning can help them in their job, their career, or their personal life. (Example: Learning to use time to our advantage is an essential skill if we juggle a job and a home, or if our job is demanding. Most of us have things we would like to do if we could find the time.)

We make connections.

We tie new learning to what we already know. Try to make connections between what they are presently doing or saying and how they should behave differently after the training. (Example: Ask them to identify how they handle calls or e-mail now and help them work through a different way of handling these tasks to save time. Ask them where they feel they are not using their time effectively and work from that starting point.)

We learn one thing at a time.

Trainers must watch that they don't rush through things too quickly, or give trainees too much to absorb at one time. After each learning point, it is a good idea to give people a chance to ask questions, to do an exercise to cement their understanding, or to let them practice what they have just learned. (Example: Make sure trainees completely understand how to de-clutter their office before you move on to talk about using a paper or electronic planner.)

We learn more rapidly when results are satisfying to us.

Praise your trainees when they do well at even a small thing. Never ridicule them in front of others. Don't put people in positions where they might feel humiliated or threatened. (Example: Often just filling

in a planner, or setting up a telephone list of frequently called numbers, can be a satisfying thing. Start small and work from there.)

We need to understand what we learn.

It is not enough to just ask, “Is this clear?” or, “Do you understand?” They need to demonstrate their understanding. If you break learning into small chunks, give trainees opportunities to practice, and check back with them to see if you have been clear, they have a better chance of understanding. (Example: A case study or a skill-building exercise based on learning to say “no” may be appropriate for time management.)

We develop skill through practice.

Always provide opportunities for trainees to practice the skill they are learning, in a non-threatening environment. (This is not always possible in a classroom setting, such as in our time management example. However, giving them a garbage bag and a workplace assignment to clear out clutter when they return to their desk can help.)

We differ from one another in abilities and background.

We learn differently and we have different talents. We may be better with figures than we are with words, or we may have never had the opportunity to learn a particular skill. Respect these differences; they can become a great source of creativity within the group. Create an atmosphere where people are comfortable sharing their ideas. (Example: Divide participants into small groups. Ask them to list their top time management tips on flip chart paper. Then, bring the group back together and have each small group present. You, too, may learn some time-saving techniques!)

Test your knowledge

Group Exercise

Principle One

How I Can Take It Into Account When Training

Principle Two

How I Can Take It Into Account When Training

Principle Three

How I Can Take It Into Account When Training

What's Your Type? How About Mine?

Assessing Your Preferences

There are many ways to discuss the personality types of people that we work and play with. Whether you use initials like the MBTI (Myers-Briggs Type Indicator), colors like Personality Dimensions, edutainment like True Colors, the names of animals, or Greek philosophers, the idea is that there are base temperaments that we can relate to, and that we prefer. The science behind this kind of

assessment relates back to the work of Carl Jung. It has been substantiated through tens of thousands of people who have completed and validated the questionnaires.

Identifying Your Characteristics and Preferences

We have developed an assessment that can help you identify what your base temperament is. First, look at the group of words. For each group, decide which of the four choices is most like you, a lot like you, somewhat like you, and least like you. It's important to answer the questions according to what feels right, and not what you think people think about you or may expect.

First, select the one that is most like you and write the number 4 on the line. Then select the term that is a lot like you and write number 3 on the line. Then write number 2, and then 1. You have to use the numbers 4,3,2,1 in each section. There are no ties allowed, so you need to make a decision on each group. You can see an example on the next page.

Remember that you are working on preferences and not a math exam, so don't get overly tied up in absolute definitions!

When you are finished the questionnaire, follow the instructions on the scoring sheet.

Example

Scale

- 4 = Most like you
- 3 = A lot like you
- 2 = Somewhat like you
- 1 = Least like you

Terms

1. A driving need for you is:

3	C	To find meaning in life
4	A	To learn and gain knowledge
2	B	To belong
1	D	Freedom to do what you want

Questionnaire

1. A driving need for you is:

	C	To find meaning in life
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- A To learn and gain knowledge
- B To belong
- D Freedom to do what you want

2. A primary need for you is

- D Making an impact
- A Maintaining calm
- C Relationships
- B Responsibility and duty

3. Which of these things interests you?

- C People
- A Ideas
- B Information
- D Actions

4. You respect:

- B Authority
- A Intellect
- D Performance
- C Relationships

5. You:

- C Stick up for what you believe
- D Are constantly busy
- A Look to the future

B Like to provide for others

6. You like:

- A Exploring
- B Security
- C Cooperation
- D Seizing opportunities

7. You're good at:

- D Making quick decisions
- B Looking after details
- C Inspiring others
- A Solving complicated problems

8. You want:

- D Variety
- A Logic
- C Harmony
- B Stability

9. You prefer to focus on:

- B Structure
- C Relationships
- D Action
- A Knowledge

10. You value:

<input type="checkbox"/>	D	Action
<input type="checkbox"/>	B	Security
<input type="checkbox"/>	C	Self- improvement
<input type="checkbox"/>	A	Intelligence

11. You make decisions by relying on:

<input type="checkbox"/>	C	Intuition
<input type="checkbox"/>	D	Senses
<input type="checkbox"/>	A	Data
<input type="checkbox"/>	B	Tradition

12. You enjoy:

<input type="checkbox"/>	D	Adventure
<input type="checkbox"/>	B	Social gatherings
<input type="checkbox"/>	C	Meaningful interactions
<input type="checkbox"/>	A	Theories and data

13. Your work stressors are:

<input type="checkbox"/>	D	Inefficiency
<input type="checkbox"/>	C	Boredom
<input type="checkbox"/>	B	Injustice
<input type="checkbox"/>	A	Not knowing

14. You appreciate:

<input type="checkbox"/>	C	Skilled performance
<input type="checkbox"/>	A	Research and investigation

- B Cooperative interaction
- D Respect for policy and tradition

15. Your leadership style is:

- D Firm, fair, respectful
- C Relaxed, flexible, open
- B Patient, supportive, encouraging
- A Logical, inspirational, direct

16. Your training preference is:

- D Small group discussion
- A Lectures
- C Readings and research
- B Lecture followed by discussion

17. When training, you enjoy:

- B Demonstrating
- D Interpreting
- A Assisting
- C Listening

18. You are most comfortable:

- C Using symbols
- D Creating and implementing action plans
- B Focusing on what participants want
- A Giving clear directions

19. You prefer to provide lots of:

- A Small group discussion and exercises
- C Instructor led lessons
- B Open sharing
- D Processing/thinking time

20. You:

- D Help students relate to one another
- A Read non-verbal cues
- C Listen for thoughts; may overlook emotional cues
- B Prefer to stick to the agenda

21. As a trainer, you consider yourself:

- B Teacher
- D Friend
- A Expert
- C Helper

22. You are most likely to:

- C Link training to real life
- B Allow for practice time
- D Consider different points of view
- A Provide theory

23. You prefer learners who:

- A Are self-directed

- | | | |
|--|---|-------------------------|
| | C | Relaxed, flexible, open |
| | B | Follow instructions |
| | D | Experiment |

24. You normally prepare a program that:

- | | | |
|--|---|-----------------------------------------|
| | D | Encourages learners to self-evaluate |
| | A | Gives everyone the opportunity to speak |
| | C | Shares ideas but not feelings |
| | B | Includes notes and diagrams |

25. As a trainer, you:

- | | | |
|--|---|-----------------------------------|
| | B | Give them time to do it |
| | D | Enable them to think about it |
| | A | Lead them to ensure understanding |
| | C | Allow them time to enjoy it |

Scoring

Add the total number of points that you wrote beside each letter of the alphabet in the questionnaire. Pay close attention, since the letters above are not always in order!

Example

In our sample at the beginning of the questionnaire, we would add 4 points to the A column, 2 points to the B column, 3 points to the C column, and 1 to the D column.

A	I III
B	II
C	I II
D	I

Your Score

A	
B	
C	
D	

Total A's _____ Total B's _____ Total C's _____ Total D's _____

The letter with the highest total is most like you. Write it here: _____

The other letters are your next preferred styles. If your numbers are close to each other (within 5 points), you probably find it pretty easy to flex your style to those other categories. If your numbers are far apart, or one is much lower than the others, that is the area you will find it challenging to work within. You'll have the knowledge of how to do it once you work through the material below.

What Does it Mean To Have a Number?

In reality, we are a blend of all types, moving within the numbers and flexing into the other styles that our circumstances and our comfort levels dictate. This means that we are more like a blended drink than distinct ingredients. You'll recognize that you may behave one way at work (super organized), usually be more relaxed at home, but return to your super organized self when stress at home increases.

As you read the descriptions below, see if they agree with how you behave as a trainer, presenter, or facilitator (all titles which fit within the trainer's profile). You'll also get some insight into how to connect with the different preferences through the information presented in the descriptions.

Mostly A's – Inquiring Rationals

Inquiring Rationals are often **drawn to jobs like banking and engineering**. They like to figure out how things work. They consider the structure and configuration of things. They process information intuitively and look at the big picture. These are visionaries, like Albert Einstein and Bill Gates. When it is time to make decisions, they apply logic, and they don't get persuaded by emotions. If they don't respect you, you won't keep their attention. Experience and competency are very important to Inquiring Rationals.

This temperament profile makes up approximately **5 to 7% of the population**. Other notables in this group are Walt Disney, Ben Franklin, Margaret Thatcher, and Napoleon.

To connect with Inquiring Rationals in your audience, demonstrate your expertise in your introduction and opening. Quote experts and remember to cite your sources. Get to the point – and your content – quickly. Broad statements are acceptable only if you can back them up, so be certain to have your statistics and data ready. To keep their attention, use facts and figures first and personal stories later.

If this is your preferred training style, your strength will be in the architecture of your presentation. Your ideas get founded in the science, not hyperbole. Your presentation will be logical and creative, and you'll even back up your own theories with evidence. You state clear expectations and deliver a systematic presentation that follows a logical approach. To keep things moving, don't be afraid to add some stories and quotes to the mix.

Your weakness as a trainer can be predictability. Too much logic might mean that you are giving a presentation that only other Inquiring Rationals can understand. Learn how to incorporate humor and make your presentation interactive. Open up your own receptors to take note of how engaged your audience is, and to re-engage them if their interest wanes. Use stories to add depth and warmth; other people will thank you for it! Avoid staying glued to your PowerPoint slides and remember to step away from the podium to engage your audience. You may also struggle with adaptability if your technology malfunctions.

Overall, your approach may not be ideal for soft skills training, but can be very appropriate for technical training.

Mostly B's – Authentic Idealists

Authentic Idealists are **natural teachers, counselors, and leaders**. They are benevolent and intuitive, and they focus on global issues like world poverty and humanitarian issues. Idealists love metaphors, stories, and symbols, rather than statistics and figures. They make decisions that reflect their values, and rely on emotion and instinct as opposed to logic. In fact, statistics and facts bore them. They are looking for significance, and they seek the truth.

The Authentic Idealist temperament makes up about **10% of the population**. Notable members of this group include Eleanor Roosevelt, Billy Graham, Mahatma Gandhi, Jane Goodall, Oprah Winfrey, and Albert Schweitzer.

To connect with the Authentic Idealists in your presentations, share your values and personal convictions. Be authentic and reach out to them by telling stories that demonstrate your empathy. Appeal to personal ethics and a higher calling. Show that you care about them and each person in the room. Authentic Idealists are more interested in how much you care than how much you can cite statistics.

If your speaking style is that of an Authentic Idealist, your strengths include making deep connections with your audience at an emotional level. You're a good storyteller, so find innovative ways to present your information. You have wisdom to share and are eager to do so. Your lack of ego about what you know makes you likeable. You have a sincere enthusiasm and empower participants to act.

If you have a weakness, it's your sensitivity to the audience. You're intuitive and will interpret meaning behind everything. This also means that you can get distracted by reactions of individuals in the audience, and that can make you lose track.

Your training tends to be powerful but can lack humor and get too emotional. You may also tend to believe that speaking from the heart is all you need, and you may not plan your presentation very well. You might be tempted to wing it. Make sure that you don't.

Mostly C's – Organized Guardians

Organized Guardians are extremely **dependable and loyal**, and they play by the rules. They have an amazing work ethic, stay down-to-earth, and they like routine. They are thorough and orderly. At times they are too serious, but they are practically always serious. They are good at taking care of other people. They want to hear about the bottom line, and they want the facts. They can often be your hardest and most judgmental members of the audience.

Organized Guardians will consider charts and graphs and will follow a well-prepared presentation longer than most people. They can shut down when too much emotion is presented and may get bored with stories. This temperament makes up **40 to 45% of the population** and includes people like Queen Elizabeth II, Mother Teresa, George Washington, and Colin Powell. With their respect for tradition, they are drawn to the military and policing. These are also the people who will pass traditions to their children and grandchildren.

To connect with Organized Guardians in your audience, be concise, organized, and support statements with data. Present information in logical sequence and don't wander off down a tangent. Quote other experts.

If you are an Organized Guardian as a trainer or speaker, you will be very logical and organized. You'll probably use PowerPoint because that's what people use, and you'll have slides with plenty of bullets and numbers. Make sure you don't have more slides than you absolutely need!

Your weaknesses can be predictability and dry material. The data will be there, but you may have to remind yourself (repeatedly) to give the group opportunities for self-discovery and application. You may have far more material than you need because you think it's all important. This means that your training can be too dense and without humor. Draw on your compassion for others to add emotional depth to your presentation.

Mostly D's – Resourceful Artisans

Resourceful Artisans **crave action and live in the moment**. They are very social, confident, and persuasive. Donald Trump, Steven Spielberg, and Madonna are notable Resourceful Artisans. They're witty, playful, and fun. If they had a message to share, it would be that the world could lighten up a little. They love playing to an audience and look at the world as their stage. Like Organized Guardians, they can also perceive the world concretely. They can get bored with visionary tasks. They enjoy stories that they can easily relate to and imagine happening to them. This temperament makes up about **35% of the population**.

To connect with Resourceful Artisans in your audience, be real and spontaneous. Don't stand behind a podium and read off your notes or slides. Engage them with questions and discussion. Use well-

developed, engaging personal stories and let your creativity show. This style wants you to deliver an experience, not just a speech.

If you're a Resourceful Artisan as a speaker, your strengths include energy, personality, and creativity. You'll deliver a show. You'll get a thrill from the emotional connection between you and the audience. Build in some interaction to leverage your spontaneity. You are a natural storyteller, so tell some stories. You will encourage action and you have good listening skills, so you are also responsive to your audience.

Your weakness might be in your organization and structure. Because you are living in the moment, you will avoid the homework that goes into the development of a brilliant training program. You might avoid preparation and be willing to rely on spontaneity. Be careful not to be so spontaneous that you miss a good opportunity to deliver a message. Have fun, but stay on track.

You may also need to monitor time, because if you lose track and go over time, very few people in your audience will tolerate it. Have fun but develop the discipline to provide a strong message within boundaries of time and scope.

What's Important?

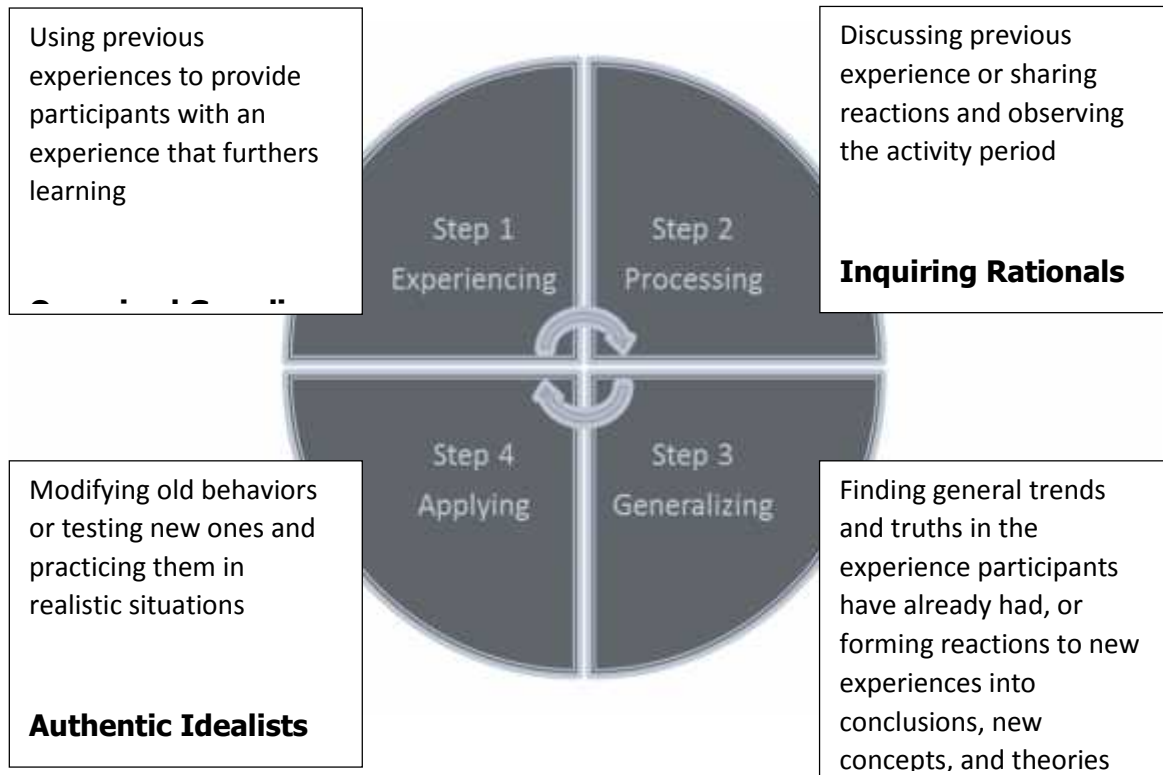
We all have preferences for how we do things, and now we hopefully understand a bit more about them. It's also important to remember that we ALL have the range of temperaments described here. We just have our own preferences; you might be mostly A, but call on behaviors that are more closely associated with B or C or D as needed.

It's also important to have a range of types in our workplace. The strength of having some people looking after facts and figures while others can appeal to emotions, spontaneity, or reinforce the importance of rules and tradition makes our business effective. It's the blend, that presence of different temperaments within a multitude of strengths, which keeps our world fascinating.

The Experiential Learning Cycle

While adults learn continually, they also demonstrate clear preferences about *how* they learn. Theorists have been considering how people learn since we started teaching people to read and write, and sometimes we do better with education than at other times. We like the work pioneered by **David Kolb**, who founded Experience Based Learning Systems and pioneered an Experiential Learning Cycle to reflect the way adults learn.

We have enhanced that knowledge with what we have learned about temperament and the rapid, demanding, always evolving environments we find ourselves working in. While it may be tempting to try, the Experiential Learning Cycle cannot be changed simply because an individual prefers one particular approach to learning or training. If effective, lasting learning is to occur, the entire cycle must be completed. What you will notice is that the learner will find themselves more comfortable (or engaged) in some activities than others. They are at their peak when they are operating within their comfort zone:



Modifying Our Approach

It is necessary for the trainer to lead the learners skillfully through all aspects of the learning cycle so that learning is effectively transferred outside of the classroom, and in this case, to the workplace.

Some adults rely heavily on feeling-based judgments and learn best from specific examples, involvement, and discussions, including those from their previous experience. We refer to these learners as **Organized Guardians**. In the Experiential Learning Cycle, the Organized Guardian may be excited by experiencing the activity (Step 1) and processing and sharing the activity (Step 2). However, these participants may become disengaged in Step 3, when the group generalizes about the experience and tries to link it to something new.

Some adults have a tentative, impartial, and reflective approach to learning. They rely on careful observation. **Inquiring Rationals** obtain insight and learning most easily from processing (Step 2) and generalizing (Step 3), rather than from actually completing the activity (Step 4) or applying what's been learned (Step 1).

Continuing around the Experiential Learning Cycle, other adults have an analytical and conceptual approach to learning. These individuals, the **Resourceful Artisans**, learn best from the opportunity to integrate new learning with that they already know and tying it into theory. They tend to be very productive when working in Step 3 (generalizing).

Finally, there are the **Authentic Idealists**. Their approach to learning is pragmatic and practical. You can almost hear them ask, "Yes, but will it work?" They rely on the results of experimentation and applied

application. They need to know that what they are learning is going to apply in the workplace, and they need to be able to try it out to show themselves the results. They learn best during the last stage of the experiential learning cycle: applying what they have learned.

Learning Styles

The Authentic Idealist Learning Style

As an Authentic Idealist, you are probably best at the **Experiencing** and **Processing** steps in the Experiential Learning Cycle. You probably have the ability to view situations from many perspectives. For example, you may enjoy brainstorming and small group discussions. You also like to gather information and probably have broad interests.

To increase your learning power, you need to place emphasis on the Generalizing and Applying phases in the learning process. This means forming conclusions from your information, planning the application of these conclusions, and actually implementing them.

For example, after watching a role play or listening to a discussion, summarize your observations into clear conclusions. Then decide how and when to test these conclusions in your own situations. Establish criteria to evaluate if the new idea really worked. Do this at the end of every activity in which you are an observer.

To further increase your learning power, take a more active role in the workshop than you might normally choose. Volunteer to be in the role plays, or to lead group discussions. This may be uncomfortable at first, but it will give you an opportunity to experiment with your ideas.

You may find it useful to **discuss workshop topics with** someone who has a Resourceful Artisan learning style. This person will help you see possible conclusions and applications you might overlook. In turn, you may help them see information they might overlook, and develop more perspective.

You may have a tendency to concentrate on the human side of problems or topics or exercises. This reflects your ability to understand or to empathize with others' feelings or points of view, but you may also have a tendency to avoid drawing conclusions about the quantitative or technical aspects of the situation.

Try to develop these skills:

- Collecting and analyzing numerical data.
- Looking for overall patterns in any feedback you get.
- Putting your own feelings aside for a moment and taking a more objective look.

The Inquiring Rational Learning Style

You are best at using the **Experiencing** and **Generalizing** steps in the learning process. If this is your style, you have the ability to create theoretical models (ideas that predict outcomes and descriptions of how different factors interact). You most likely enjoy inductive reasoning and distilling disparate observations into logical explanations.

To increase your learning power, you need to place more emphasis on the Applying and Experiencing phases in the learning process. This involves speeding up your learning cycle by moving into action sooner. For example, after watching a role play or listening to a discussion, think about ways to immediately apply your conclusions. Look for opportunities to test your new idea during the workshop and personally experience the results. This may require you to conceptualize smaller scale experiments, not the large scale efforts you may prefer.

To further increase your learning, be more aware of the feelings and reactions of individuals (including yourself). You may have a tendency to discount intuitive or emotional information. However, much can be learned from a person's tone of voice, facial expressions, and other body language. Much of this data is preliminary in nature and hard to analyze in a logical fashion, but it provides an early indication about how things are going or if an idea has been understood.

You may have a preference for examining the quantitative or factual aspects of a situation. Your conclusions may be based primarily on policies, official relations, or formulas developed in other situations. This can cause you to be over-cautious about experimenting and miss opportunities for learning or taking risks. Since no two situations are exactly alike, try to put more effort into trying ideas, skills, or concepts. Your ability to deal with non-quantitative data will increase if you get involved in interpersonal activities (such as role plays, simulations, and discussions) more frequently. Take an active role and express your feelings. Others will do the same and this will give you experience handling this new form of data. **Enter into discussions with** people whose primary learning style is the Organized Guardian. Note the value they place on intuition as a decision-making device and how effective this can be.

Try to add these learning skills:

- Seeking and exploring possibilities
- Influencing others
- Being personally involved
- Dealing with the people side of issues you work on, particularly how to get the support of key individuals whose help you will need

The Resourceful Artisan Learning Style

You are best at using the **Generalization** and **Application** steps in the learning process. If this is your style, you have the ability to find practical application for ideas, concepts, and theories. In particular, you enjoy situations in which there is a single of best answer to a question or problem. You may usually assume that there is one best answer and use technical analysis to reveal it.

To increase your learning power, you need to place even more emphasis on the Experiencing and Processing steps in the learning process. This means placing a higher value on gathering and understanding non-quantitative information by looking at a situation from different perspectives. The result may seem to slow your learning process, but it will actually speed things up as you focus on learning the most important things.

For example, while watching a role play or listening to a lecture, you may be thinking about how the topic or technique applies to your situation. Before making a decision, however, try to get other people's perspectives. Listen to their ideas, comments, and questions. You may discover that the situation has elements you weren't considering. This may influence how you apply your learning.

To further increase your learning, try to take a less active role in the workshop than you might usually take. Spend some time really listening to others' ideas. Try to see the world as they see it and to understand their feelings and values. Play an observer role from time to time and avoid making judgments or decisions about how well others are doing. Instead, try to understand why they are saying or doing something. This may lead you to new and useful information.

You will find it important to **discuss workshop topics with** someone who has an Authentic Idealist learning style. This person will see both questions and possibilities you might tend to ignore or avoid. You may help them see how to apply some of their ideas.

Try to add these skills:

- Listening with an open mind
- Gathering information
- Imagining the implications of situations

The Organized Guardian Learning Style

You are best at using the **Applying** and **Experiencing** steps in the learning process. If this is your style, you have the ability to learn primarily from hands-on experience. You probably enjoy carrying out plans and involving yourself in new and challenging experiences.

Your tendency may be to act on intuition and gut feel rather than careful analysis. When a thoughtful approach does not seem to be working out, you will be quick to discard it and improvise.

To increase your learning power, you need to place even more emphasis on the Processing and Generalizing steps in the learning process. This means collecting and analyzing more information about the results of your efforts. Your batting average in the trial and error method of learning will increase if you learn more than you currently do from each of your trials.

For example, when watching a role play, you may feel frustrated and prefer to be doing the plan yourself. Your tendency might be to think of how you would do the same activity better than the people doing it. However, to develop your Processing and Generalizing skills, you should examine other, less personal aspects of the situation.

Here are questions you might ask:

- What basic point does the exercise prove or disprove?
- What other information aside from your personal experience do you have that relates to the same topic?
- Does this exercise help you understand why certain techniques work (not just what the techniques are or how to use them)?

To further increase your learning power, try to take a less physically active part in the workshop than you might normally choose. Be more mentally active. Volunteer to be an observer in some exercises, not a doer. This will give you an opportunity to reflect on other people's experiences and learn from their trial and error.

You will find it useful to **discuss workshop topics with** someone who has an Inquiring Rational learning style. This person will help you see information you might otherwise miss. They will also help you see the hidden logic and patterns in situations. You can often use this perspective to guide your intuition. In turn, you can help them see new possibilities and opportunities to try out their ideas.

You may have a tendency to concentrate on the urgent aspects of a situation, favoring immediate utility over long-term understanding. To increase your learning, keep notes on your experiences, analyze them, and look for patterns. In other words, look for the forest as well as the trees. Take more time to get other people's perspective on what has happened (or what you are about to do) during the workshop.

The particular skills you want to add are:

- Organizing information
- Building conceptual models
- Testing theories and ideas

Further Reading:

