Learning Type Measure®
Assessment Results

Prepared for Type 4 Learner
Type 4 Learner

Your Learning Type Measure® Profile

The following results profile the Type Four learner in terms of learning, teaching, leading and communicating. Be sure to also review the listing of your painful learning environments and success strategies.

You are a Type Four Learner

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. 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.

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.
As teachers or trainers, Type Four Learners

- Are interested in enabling learner self-discovery
- Endeavor to help people act on their own visions
- Believe content, skills, and/or curricula should be geared to learners’ interests
- See knowledge as a tool for improving the larger society
- Encourage experiential learning
- Use variety in instructional strategies
- Are dramatic teachers and trainers who energize their learners
- Create new forms, to stimulate life
- Assist their learners in drawing new boundaries

As leaders, Type Four Learners

- 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 a front runner
- Need staff who can follow up and implement details

As parents, Type Four Learners

- Foster self-discovery in their children
- Endeavor to help them act on their visions
- Believe learning should be geared to their child’s interests
- Actively encourage experiential learning
- Are dramatic and entertaining with their children
- Use humorous and competitive activities with their children
- Believe discipline should lead directly to self-discipline
Painful Learning Environments for Type Four Learners (as students or adults)

- Being read to
- Long lectures without visuals
- Being taught skills without demonstrations
- More drill exercises than are needed (I got it! I got it!)
- Never getting to the big idea
- Slow talkers
- Multiple examples before the point
- Too much group work (they need to go off alone some of the time)
- Elitist language and unnecessary jargon
- Rigidity
- Rules for the sake of rules
- Disregard for the importance of intuition
- Overbearing belief in numbers (statistics worshippers)
- Standardized testing with no room for original problem solving
- Anything dogmatic

Painful Meetings for Type Four Learners

- Tentative, cautious group members
- Data people, who want proof of every hunch
- No strong, spirited interaction
- Hedging and parrying...dishonest communication
- Where the hierarchy of members is stressed
- No real collegiality, just pretense
- Where there is excessive jargon
- Discussions about decisions already made
- A must-adhere to sequenced agenda
- No opportunity for brainstorming
- No humor
- A leader who sees only the details, missing the big picture

Successful Meetings for Type Four Learners

- There is a flexible agenda
- The participants look beyond stated objectives
- Energy is generated
- Actions based on intuition are honored
- Talk of possible creative action is encouraged
Communication Strengths of Type Four Learners

Communication strengths of Type Four Learners
- They see possibilities
- They excite others
- They are verbally astute
- They communicate their authenticity
- They connect disparate things helping others to understand the synthesis
- They give genuine praise

Communication “stretches” for Type Four Learners
- Paying serious attention to the data
- Listening, really listening, without interruption,
- Seek to understand before seeking to persuade
- Describe your thinking processes
- Reflect before speaking

Success Strategies for Type Four Learners

Learning Success Strategies for Type Four Learners
Try the following strategies in any learning situation to help you make the most of your strengths as a learner or to “fill in the blanks” when you are faced with a teacher or trainer whose style of delivery is incompatible with yours.

- Look for the possible applications and ramifications of your learning
- Pursue opportunities to create your own projects, but be realistic about timelines
- Work on ordering your life with some quiet reflection time
- Use your social strengths to create dynamic environments
- Work with discussion groups for difficult material
- Find ways to use what you learn in the larger society

Stretching Exercises for Type Four Learners
- 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 processes
- Choose which risks to take
- Challenge disorganization
Your Place on the Learning Cycle

The 4MAT® System is an instructional design method designed to appeal to all styles of learners. As this assessment demonstrates, people differ in terms of how they approach learning.

Connecting
All learning must begin with personal meaning. We connect with what we hear, see and experience based on what life has brought us thus far.

As a Type Four learner, you show a preference for learning by doing, and doing that makes a difference in the real world. At the outset of a 4MAT instructional unit, you need to know how you could move the learning, how you might adapt it and manipulate it into something useful.

Naming, Picturing, Contextualizing, Referencing
Following personal connections, we move to focus on new experience of material. We “attend” to it. As we reflect, we create mental images and move to naming the newness, placing it in context of what we know about the world around us. We reference it. We “tag it”. In this discovery phase, we explore and seek out the expert knowledge related to the learning, we inform.

In this reflective phase of learning you often times feel stifled by the delay in learning by doing. You can actually achieve more if you are patient in the reflecting phase. It will ultimately enhance your final expertise.

Doing, Using, Acting
Next, we try what we have learned. We check it out to see if it works for us, we begin the process of becoming skilled in it. We get our hands on it. We test it, tinker with it, explore it, and come to know its usefulness, its relevance outside the classroom window.

As a Type Four Learner, this phase of the cycle of learning is where you really get involved, planning where you will take the learning. It is where you start narrowing in on the possibilities.

Creating, Authoring, Integrating
Finally, we adapt the meaning, knowledge and skill (from the previous phases of the cycle) to create something new in the world. Since all learning is personal, all manifestations of learning are unique. As we adapt the learning and create an “original” based on the combination of who we are and what we learned, we have integrated with the newness and truly taken it in.

Type Four Learners are born performers. This is your favorite learning place. This is where the learning becomes part of you and breaks out into new areas.
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 needed. 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 by looking for patterns, scanning possibilities • lead by energizing people • exercise authority by having 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.

IN A TEACHING/TRAINING ROLE, THEY • are interested in enabling learner self-discovery • try to help people act on their visions • believe content/curricula should be geared to 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.

IN A PARENTING ROLE, 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(ren)’s interests and inclinations • see knowledge as 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: WHAT IF?

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 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. 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.

IN A TEACHING/TRAINING ROLE, THEY • are interested in productivity and competence • try to give people the skills they will need in life • believe content/curricula should be geared to competences 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.

IN A PARENTING ROLE, 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 • 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 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 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. 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.

IN A TEACHING/TRAINING ROLE, THEY • are interested in transmitting knowledge • try to be as accurate and knowledgeable as possible • believe content/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.

IN A PARENTING ROLE, 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 furnishes 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 • seek to imbue a love of precise knowledge in their child(ren) • 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: To be involved in important issues and to bring harmony
FAVORITE QUESTION: WHAT?

DOING: Action taken in order to understand. Learning is approached through use, the external “outside-of-one’s self” doing. A person who relies on doing figures out situations, people, events and ideas within action. This is not the absence of reflection, but rather action is the very means by which understanding is achieved—dynamically, in the moment, simultaneously. Meaning grows from use.

WATCHING: Reflection before action. Learning is approached from “an inside place” where trust in meanings arrived at from experience form a strong basis for judgement. A person who relies on watching figures out situations, people, events or ideas by careful, focused attention. This is not a “quick-to-judgement” or cursory analysis, rather a deep, thoughtful, internal assessment takes place before action is taken. Meaning grows from internal reflection on experience.