



AVEDA INSTITUTES



**4MAT 101** Module 1: Your Learning Style



Welcome to the 4MAT 101 program. This introduction to 4MAT® series includes three learning modules:

## Module 1: Your Learning Style

## Module 2: The Learning Cycle

## Module 3: Applying 4MAT®

course materials



Each 4MAT Online Learning Module includes:

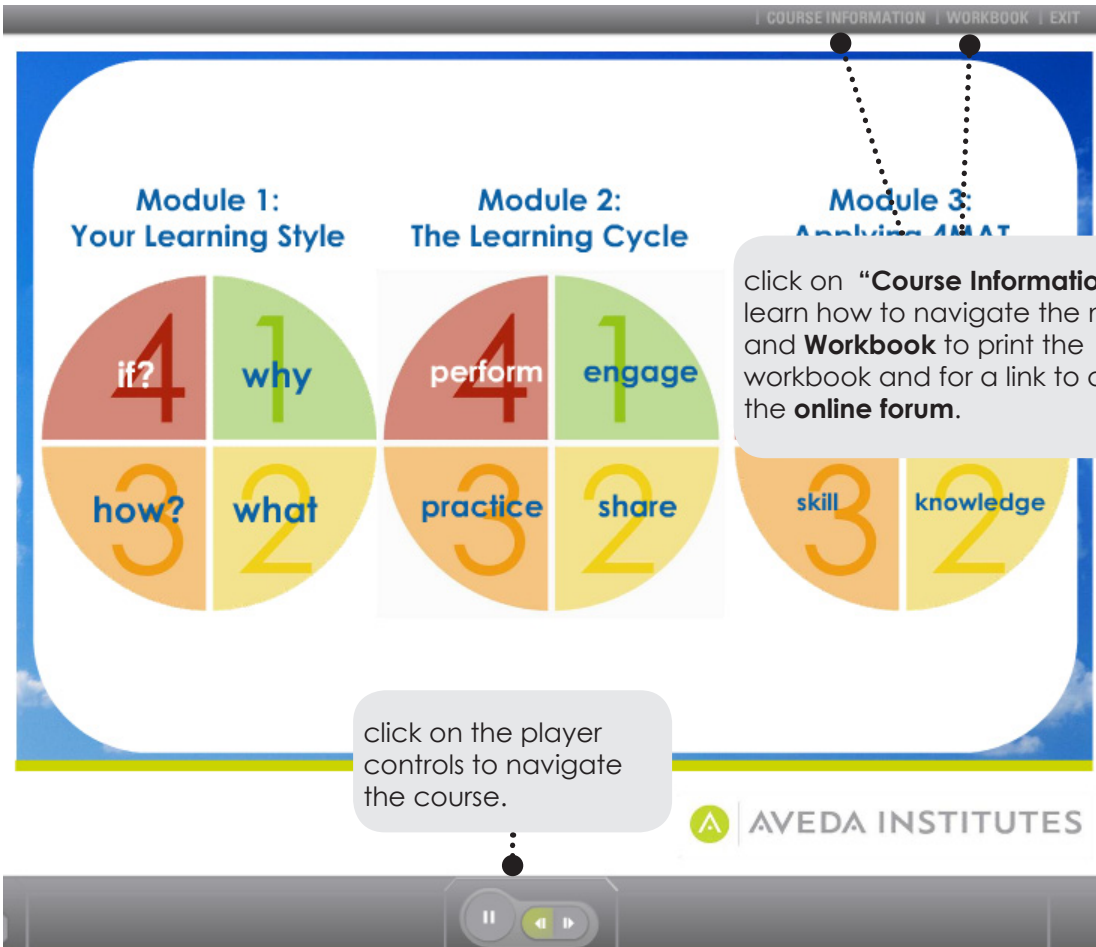
- **printable participant workbook**
- **online class forum access**

## The Participant Guide Workbook

The Participant Guide workbook can be printed by clicking on the “Workbook” tab in the online module. Throughout the course, you will be asked to pause periodically and complete the reflection exercises in your workbook. You will be asked to share your reflections by typing your thoughts into the online course text fields. After the course is complete, you will be able to print your course results. The printed results will include all responses to the reflection exercises and quiz results.

## How to access the Online Class Forum

During the course, you will also be asked to post and share comments and insights on the 4MAT Aveda Institutes Online Class Forum. To access the forum, please visit the “Forum” tab in the online learning center. There is also a link to the online forum in the Workbook tab.



click on “**Course Information**” to learn how to navigate the module, and **Workbook** to print the workbook and for a link to access the **online forum**.

click on the player controls to navigate the course.

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The course you are about to experience is designed using the 4MAT® learning model. You will experience the 4MAT learning model, as you learn about 4MAT. In the 4MAT model, an agenda for a course is presented in a circular visual often referred to as a “wheel”. Here is the agenda “wheel” for Module 1:



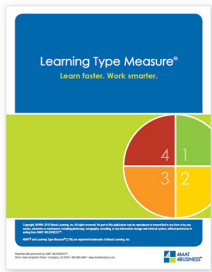


# WHAT'S MY STYLE?

6

In this course, you will explore the 4MAT learning styles model and discover your natural learning strengths.

We will use the 4MAT Learning Type Measure™ to determine your learning type. If you have already completed the Learning Type Measure, you will need to know your dominant style (1, 2, 3 or 4).



If you have not already completed the Learning Type Measure, you should pause and complete the assessment, before beginning the course. Contact your 4MAT Coach for instructions regarding completing the Learning Type Measure.

When you complete the Learning Type Measure®, you receive a score in each of the four quadrants of 4MAT. Plot your score in each quadrant on page 6. A plotted graph is provided, as an example below:



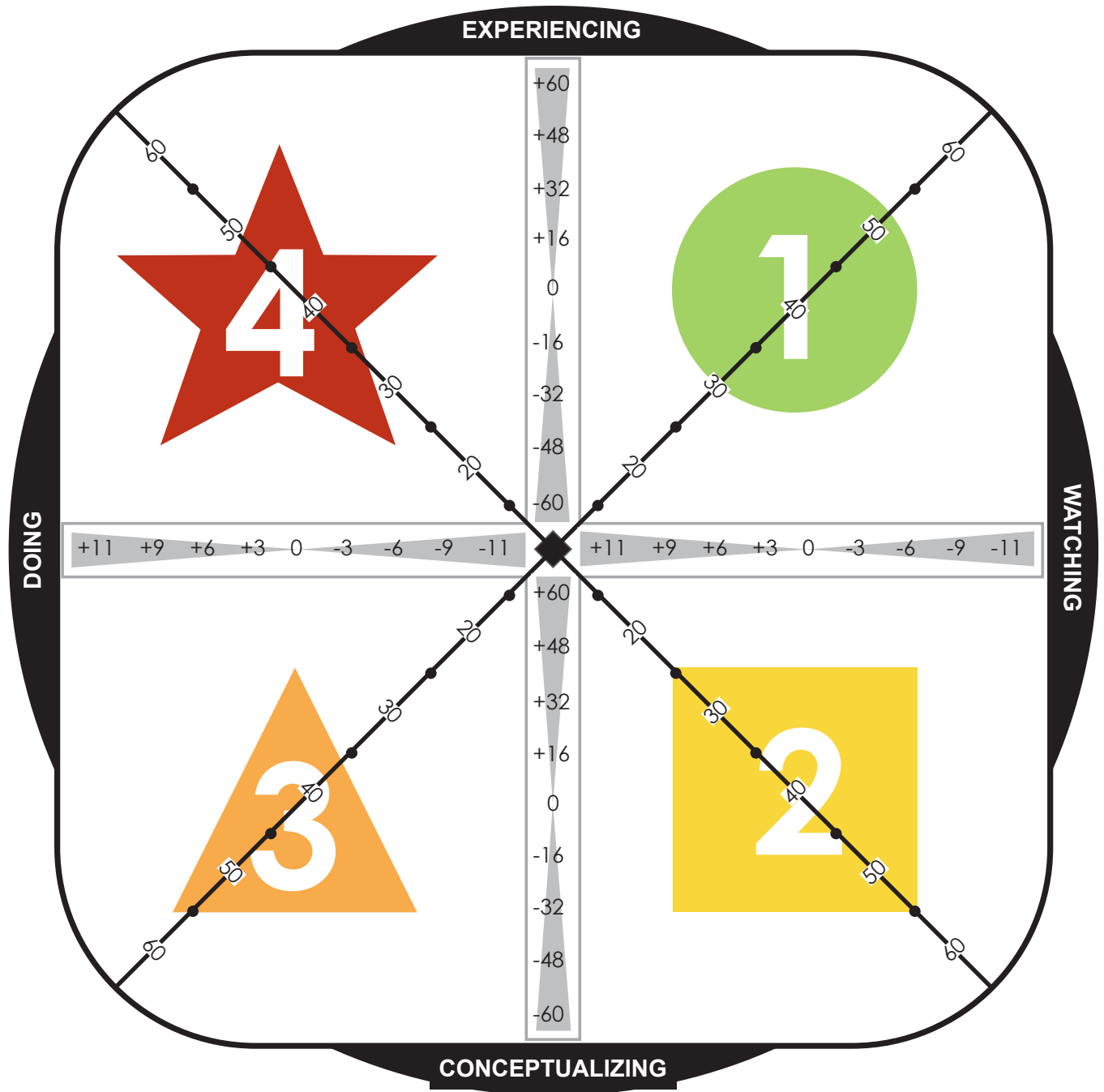
## EXAMPLE

Your graph should look similar to this when completed.

# WHAT'S MY STYLE?



Plot your Learning Type Measure results on the graph below:





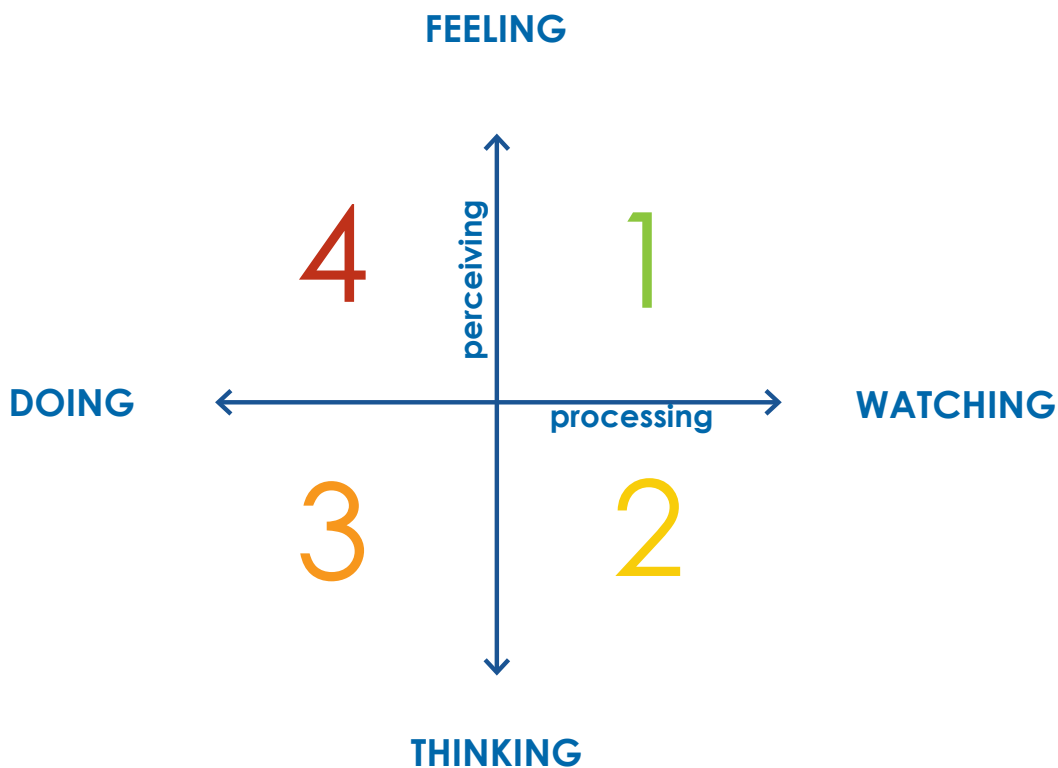
# WHAT IS LEARNING?

8

We all perceive and then process our experiences, along with the information gained from the experiences. The differences in the way we approach these two activities define our learning style.

**Perceiving:** How we take in information - through experiences, reading, listening, visualizing or other sensory modes.

**Processing:** How we determine the meaning, store and retrieve information - reflecting, watching, jumping in and doing it, sitting back and observing.



## REFLECTION

Who is your favorite co-worker? What is their learning style?

Who is your favorite leader? Why?





Read through all four learning style descriptions. See if you can identify someone on your team that represents each style:

## Type 4: Dynamic Learners



- seeks hidden possibilities
- needs to know what can be done with things
- learns by trial-and-error, self-discovery
- enriches reality
- adaptable to change and relish it
- enjoys variety and excels in being flexible
- risk-takers
- often reaches conclusions without logic

**Strength:** action, carrying out plans

**Goals:** to make things happen

**Favorite question:** What if?

## Type 1: Imaginative Learners



- seeks meaning
- needs to be personally involved
- learns by listening and sharing ideas
- absorbs reality
- interested in people and culture
- functions through social interaction
- idea people

**Strength:** innovating and imagination

**Goals:** self-involvement in important issues, bringing unity to diversity

**Favorite question:** Why?

## Type 3: Common Sense Learners



- seeks usability
- needs to know how things work
- learns by testing theories using practical methods
- edits reality
- uses factual data to build concepts
- enjoys hands-on experiences and problem solving
- needs "real-life" correlation

**Strength:** practical application of ideas

**Goals:** bringing their view of the present into line with the future

**Favorite question:** How?

## Type 2: Analytic Learners



- seeks and examines the facts
- needs to know what the experts think
- forms reality
- interested in ideas and concepts
- critiques information, collects data
- thorough and industrious
- enjoys the traditional classroom
- function by adapting to experts

**Strength:** creating concepts and models

**Goals:** self-satisfaction and intellectual recognition

**Favorite question:** What?



# QUOTES EXERCISE

10

Metaphors are a powerful tool in enhancing learning. In this exercise, you will be asked to reflect on the four quotes shared below. Pause for a moment and read the quotes. Choose the quote that best speaks to your way of knowing.

"Thinking deeply about what we are doing leads us to ask better questions, break out of fruitless routines, make unexpected connections and experiment with fresh ideas."  
- Ron Brandt

"The main thing is to keep the main thing the main thing!"  
- Stephen Covey

"I am always ready to learn, but I do not always like being taught."  
- Winston Churchill

"There is no power for change greater than a community discovering what it cares about."  
-Margaret Wheatley

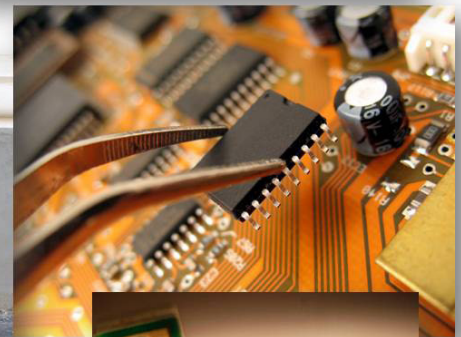
Reflect on your choice. If you were explaining your choice to a partner, what would you share?

Why this quote represents my way of knowing:

# VISUAL METAPHORS



Images are a powerful tool for sharing meaning. On this page, you will find a collection of images. Choose an image that reflects how you approach learning. If you were going to explain why you chose this image to a partner, how would you explain your choice? Take a moment to share your thoughts below.



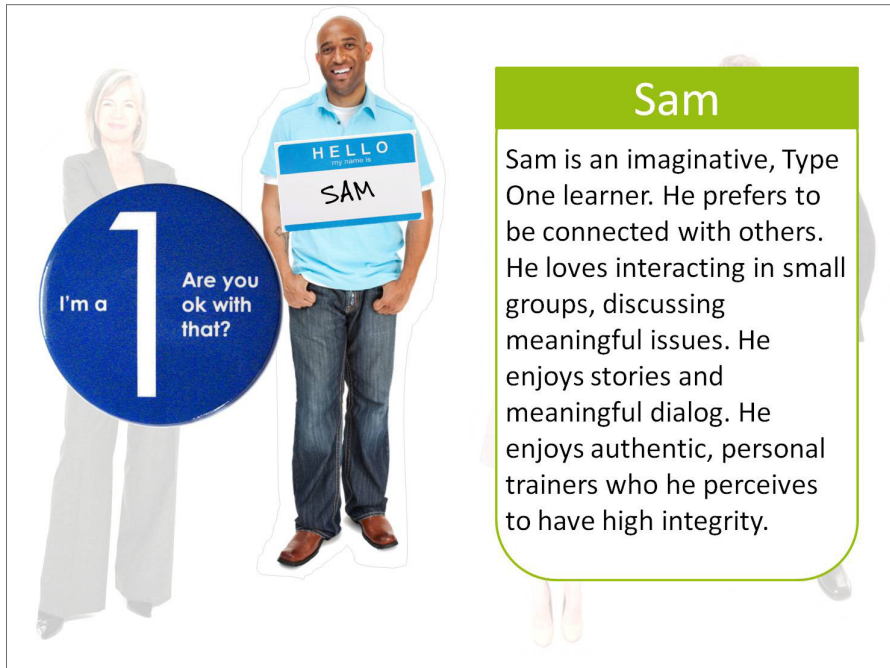
Why I chose this image:



# MEET THE TEAM

Write your notes for each learning style:

12



**Sam**

Sam is an imaginative, Type One learner. He prefers to be connected with others. He loves interacting in small groups, discussing meaningful issues. He enjoys stories and meaningful dialog. He enjoys authentic, personal trainers who he perceives to have high integrity.

## When Type Ones learn, they...

- focus on personal meaning.
- enjoy interacting with others through dialogue and sharing.
- need to be personally involved.
- learn through social experience, stories and reflection.
- enjoy teachers that are authentic and personal.

## When Type Ones teach, they...

- focus on learners becoming self-aware.
- teach through facilitating dialogue, interactive exercises and group sharing.
- enjoy students that are willing to share and participate fully.



**Grace**

Grace is an analytic, Type Two learner. She prefers facts and sequential thinking. She loves organized lectures, but sometimes struggles with visionary thinking or random ideas being interjected into the discussion. She prefers to stay on track with the agenda.

## When Type Twos learn, they...

- focus on acquiring knowledge.
- need to know the details.
- learn through expert delivery, reflecting and analysis.
- enjoy teachers that are knowledgeable, organized and structured.

## When Type Twos teach, they...

- focus on learners being accurate and knowledgeable.
- teach by presenting information in a sequential, step-by-step fashion.
- enjoy students who follow direction and appreciate the value of theory.



# MEET THE TEAM

**Anita**

Anita is a hands-on, Type Three learner. She loves problem solving. If she never had to participate in another icebreaker activity again, that would be fine with her. She often prefers to do activities herself, to save time and reduce frustration.

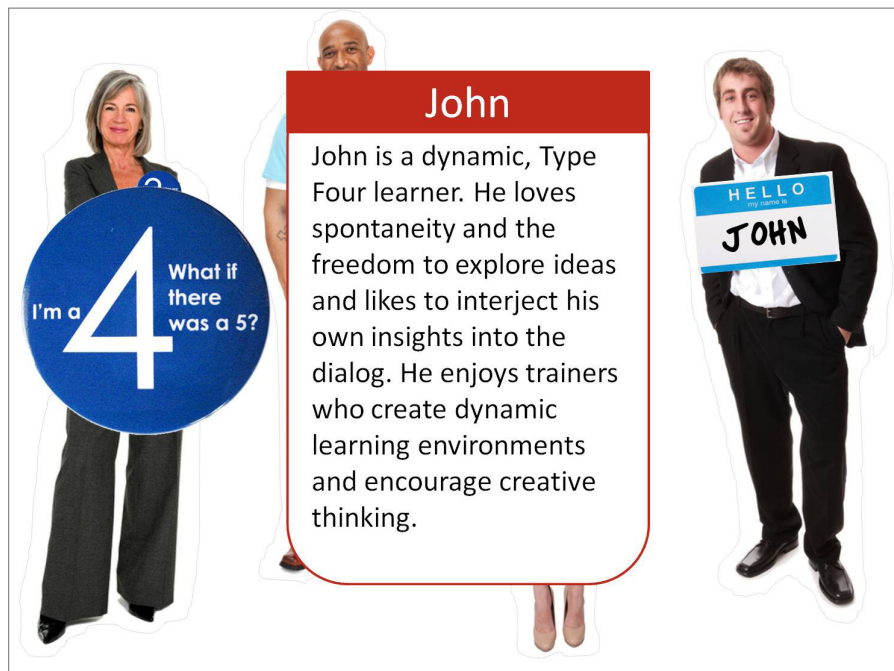
I'm a **3** Are we done yet?

## When Type Threes learn, they...

- focus on practical application.
- need to know how things work.
- learn through hands-on and practical work.
- enjoy teachers who focus on real-world skills.

## When Type Threes teach, they...

- focus on learners becoming competent and productive.
- teach by creating opportunities for real-world practice.
- enjoy students who are willing to jump in and are open to direct feedback.



## When Type Fours learn, they...

- focus on self-discovery and new possibilities.
- need the opportunity to adapt and refine.
- enjoy teachers who create learning opportunities that allow for creative adaptations.

## When Type Fours teach, they...

- focus on learners acting on their own visions.
- teach by using a variety of methods to energize the students and encouraging self-assessment.
- enjoy students that stimulate creative thinking.



# PAINFUL MEETINGS

Review the meeting elements that each learning style finds painful. Write down what you might include in a meeting to satisfy the needs of each learning style. An example for each style is included to help you get started.



## Painful for 4's:

- One person dominating the conversation and/or decision making.
- Rigid adherence to a schedule or pre-defined agenda.
- Pretense at discussions, when decisions have already been made.

### How to satisfy 4's:

- identifying ideas for continuous improvement



## Painful for 1's:

- Lack of concern for how decisions made will impact others.
- Lack of trust among the group.
- Unresolved conflicts.

### How to satisfy 1's:

- group dialogue on project explanations.



## Painful for 3's:

- Getting "off track."
- A lack of focus or going down "rabbit trails."
- Dealing with personalities, not issues.
- Facilitator who does not move into action.

### How to satisfy 3's:

- building an action plan



## Painful for 2's:

- Lack of a written agenda.
- Facilitator who does not understand the total picture.
- No time to prepare for the meeting.
- Insufficient or inaccurate information available for decision making.

### How to satisfy 2's:

- analyzing what we already know about the situation



# MODULE 1 REVIEW



After you “Meet the Team,” you will be directed to the “quiz” portion of the module to test your Learning Style knowledge. When you are finished, you will be able to print your Quiz results for your class administrator. Use the Notes field below to record your thoughts, insights and questions from the quiz.

Notes:

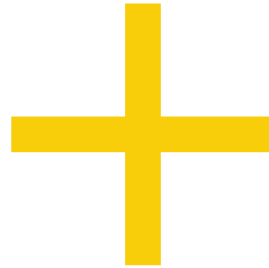


# NEXT STEPS

18

2

*strategies I will implement immediately to maximize my strengths:*



2

*strategies I will implement immediately to minimize the impact of my weaknesses:*

Note: You can review page 19 for ideas on how to reach all four styles.



## Leading a 1, 2, 3, and 4

|                                  | 1  | 2   | 3   | 4   |
|----------------------------------|--|---|---|---|
| <i>Meetings and interactions</i> | <p>Listen</p> <p>Create an opportunity to share personal insights and reactions in meetings</p> <p>Connect on a personal level</p> | <p>Reflect before meeting and structure your approach</p> <p>Communicate the agenda when you request a meeting</p> <p>Refrain from an emotional approach to issues</p>  | <p>Be clear on the desired outcome before meeting</p> <p>Focus on the work in one-on-one interactions</p> <p>Use concrete examples to communicate your point</p>  | <p>Allow an opportunity for input in meetings</p> <p>Encourage brainstorming</p> <p>Ask questions</p> <p>Allow time for sharing</p>   |
| <i>Favorite questions</i>        | <p>Share the "Why?" behind requests</p>  | <p>Examine the data you have related to issues, rather than speaking of instincts, perceptions or feelings</p>  | <p>Focus on how the work will get done by defining action items, accountabilities and timelines</p>   | <p>When possible, focus on the end result of the work rather than how the work gets done</p>  |
| <i>Communicating</i>             | <p>Listen</p> <p>Create an opportunity to share</p> <p>Invest time to connect personally</p> <p>Be authentic</p>                   | <p>Use phrases such as "I know" rather than "I feel"</p> <p>Give clear directions with quantifiable outcomes. For example, "I need this report complete with graphs by 5 Friday"</p> <p>Be aware of when a decision needs to be made and move to closure</p> <p>Provide all the necessary information</p> | <p>Give clear direction</p> <p>Complete each interaction with a recap of action items</p> <p>Recognize when you need to make a decision and make it</p> <p>Deal swiftly with issues that need attention</p> <p>Follow up on action items and accountabilities</p> | <p>Involve in change, so that they might "own" the idea</p> <p>Share a compelling vision of the future</p> <p>Paint a picture of the desired result</p> <p>Check in to maintain focus</p> <p>Clearly articulate boundaries and encourage creativity within those boundaries</p> |
| <i>Strengths</i>                 | <p>Utilize their strengths to integrate the team and onboard new team members</p>  | <p>Utilize their strengths to look for inconsistencies and develop structure</p>  | <p>Utilize their strengths as a "scout" to test new projects or systems</p>   | <p>Utilize their strengths to paint a vision and sell ideas to other team members</p>   |
| <i>Building credibility</i>      | <p>Gain professional respect by being authentic and caring</p>   | <p>Gain professional respect by being clear and building structure</p>  | <p>Gain professional respect by investing time in understanding how things work in the real world and building competency in the team</p>   | <p>Gain professional respect by being open to new ideas and innovating</p>  |

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